Office of Institutional Planning and Effectiveness (OIPE)

Quality Assurance Manual

2021-2022

September 2021

CONTENTS

1. Introduction

The process of assessment and continuous improvement at Ajman University formally started in 1998 with the formation of a Central Assessment Committee (CAC). The main function of this Committee was to provide a leading role in the assessment of academic programs in coordination with the assessment committees formed in the colleges. With the aim of further improving the quality of academic programs and to enhance the effectiveness of non-academic units and their operations in support of the academic programs, the CAC was replaced with the Quality Assurance and Institutional Research Unit (QAIRU) in 2005. While the primary focus of QAIRU was on assessment and providing support to colleges to obtain accreditation of their programs from the Commission of Academic Accreditation (CAA), UAE Ministry of Education, QAIRU was also responsible for institutional research and utilizing the results of this research to enhance the quality of operations across all academic and non-academic units. It comprised of two units; Unit of Institutional Research and Unit of Academic Assessment and Accreditation. With the aim of including planning as an important task of this Unit, QAIRU was replaced in 2016 by the Office of Institutional Research and Planning (OIRP). It was entrusted with the responsibility of conducting institutional research, planning, and monitoring University-wide outcomes-based assessment activities that promote a culture of quality and effectiveness as well as to provide valuable support in the strategic planning process of the University. The head of OIRP held the position of a Director who reported to the Vice-Chancellor for Academic Affairs (VCAA). In January 2018, the OIRP was revamped and renamed as Office of Institutional Planning and Effectiveness (OIPE). Its scope was expanded, and to emphasize the significance of institutional planning and effectiveness, the new office is headed by an Executive Director who, in accordance with the CAA Standards, reports directly to the Chancellor. The OIPE is composed of four units, namely Institutional Research, Assessment and Effectiveness, Accreditation and University Ranking, and Compliance.

The OIPE is responsible for assessing the institutional performance and determining the effectiveness of all academic and non-academic units in order to ensure continuous quality enhancement and to achieve the University's mission. For this, it promotes the culture of assessment, evaluation, and research-based planning and continuous improvement for all academic and non-academic units of the University. It also assists all academic and non-academic units to develop and submit annual operational plans with specific KPIs and targets.

The OIPE has developed and maintained a Quality Assurance Manual that provides guidance to academic, administrative and support units for enhancing and improving assessment processes within the context of continuous quality improvement. It describes the IE (Institutional Effectiveness) Model of the University and explains the assessment processes with particular focus on CLOs-based assessment of Program Learning Outcomes (PLOs) and the KPIs-based assessment used for assessment of non-academic units. It also provides the calendars for course assessment for both semesters as well as the flowchart for the assessment of non-academic units. Some assessment-related templates and sample survey forms are also provided in the Appendices of this Manual.

2. Institutional Planning

Ajman University adopts a systematic process for the development and review of long-term strategic plans and short-term operational plans. The University's 2017-22 Strategic Plan is aligned with Vision 2021 of the Emirate of Ajman which is turn in aligned with Vision 2021 of the United Arab Emirates. The process for developing University's strategic plan, which started in early 2017, provided an opportunity for collective reflection and strategic debate and alignment, drawing on the wealth of knowledge acquired through the recommendations of local accrediting bodies, recent regional developments and global trends. The strategic plan, comprising of six strategic goals, is the outcome of extensive meetings and focus groups with different constituents of the University including alumni, employers, partners, parents, faculty, staff, and students.

2.1. AU Mission

Ajman University (AU) is a multicultural, dual gender, academic institution that offers a broad range of high quality and relevant undergraduate and graduate academic programs. The University strives to fulfil the needs of students, alumni, employers, and society through quality education, scholarship and community engagement. AU develops well-rounded graduates who are professionally competent, socially responsible, innovative and active contributors to sustainable development of the UAE and beyond.

2.2. AU Vision

Ajman University aims to be internationally recognized as one of the leading universities in the Arab world in terms of cutting-edge learning, impactful research and responsible outreach and community engagement.

2.3. AU Core Values

- *Excellence*: All AU activities are conducted with strong emphasis on international quality standards.
- *Integrity*: AU adheres to the principles of honesty, trustworthiness, reliability, transparency and accountability.
- *Inclusiveness*: AU embraces shared governance, inspires tolerance, and promotes diversity.
- *Social Responsibility*: AU promotes community engagement, environmental sustainability, and global citizenship. It also promotes awareness of, and support for, the needs and challenges of the local and global communities.
- *Innovation*: AU supports creative activities that approach challenges and issues from multiple perspectives in order to find solutions and advance knowledge.

2.4. AU Strategic Goals (2017 – 2022)

- **Strategic Goal 1**: Ensuring excellence in teaching and learning
- **Strategic Goal 2:** Enhancing the quality, relevance, and impact of research and intellectual contribution
- **Strategic Goal 3:** Recruiting, supporting and fostering the development of a bright and diverse student body
- **Strategic Goal 4:** Enhancing the visibility and the positioning of the University

- **Strategic Goal 5:** Building impactful and long-lasting ties with the external communities
- **Strategic Goal 6:** Promoting cutting-edge and innovative support services

2.5. Periodic review and update of the Mission, Vision and Strategic Plans

Ajman University's mission, vision and strategic plan are approved by the Board of Trustees (BOT). These are reviewed near mid-term in the context of continuous improvement based on regular assessment and evaluation. After the completion of four years of the existing strategic plan, a thorough review process is initiated in preparation of the next strategic plan. For reviewing the mission, vision, and strategic plan, the Chancellor shall appoint an ad-hoc or standing committee of the University to assist in leading the review. The ad-hoc or standing committee shall receive and review the Chancellor's guidelines and prepare a draft based on extensive meetings and focus groups with all stakeholders of the University including alumni, employers, partners, parents, faculty, staff and students. Once the draft is finalized and approved by the Chancellor and the AU Cabinet, it will be submitted to the BOT for its approval.

2.6. OIPE Mission

The Office of Institutional Planning and Effectiveness (OIPE) shall collect, analyze, and disseminate authentic institutional data. It shall play a vital role in providing the senior management with quality information to support evidence-based planning, budgeting, and decision-making. It shall assist and monitor the assessment and continuous improvement processes of all units of the University, and evaluate their outcomes, with the ultimate aim of achieving the strategic goals and the mission of the University. The OIPE shall continually enhance the quality of institutional documents and assist all colleges in the national and international accreditation of their academic programs. It shall also play a leading role in enhancing the ranking and positioning of the University at regional and global levels.

2.7. OIPE Vision

The OIPE shall establish a world-class system of assessment, continuous improvement, and evidence-based planning and budgeting at AU, making significant contribution towards achieving the mission of the University.

2.8. OIPE Goals

1. Collect, organize, and disseminate authentic institutional data.
2. Analyze institutional data, prepare effectiveness reports, and suggest actions to achieve the strategic goals.
3. Establish and promote University-wide assessment and continuous improvement processes and monitor their implementation.
4. Substantially improve the quality of institutional documents and their compliance with CAA and international institutional accreditation standards.
5. Facilitate and promote submission of quality documents to CAA for initial accreditation, renewal of accreditation, and renewal of University licensure.
6. Support the University higher management in strategic planning and decision and policy making.

2.9. OIPE Objectives

1. Improve the process of collecting, organizing, and disseminating institutional data to become the sole provider of reliable and authentic institutional data.
2. Prepare reports based on the analysis of institutional data and suggest actions to help achieve the strategic goals.
3. Establish a culture of evidence-based assessment, evaluation, and continuous improvement for all academic and non-academic units in the University.
4. Thoroughly revise and update University documents to make them consistent and compliant with CAA and international institutional accreditation Standards.
5. Substantially improve the quality of documents prepared for initial accreditation and renewal of accreditation, as well as response reports submitted to the CAA.
6. Assist in improving the QS ranking of AU.
7. Organize assessment workshops for both academic and non-academic units in order to enhance the understanding of new processes for continuous quality improvement and closing the loop.
8. Make evidence-based recommendations to higher management, deans, and line managers for continuous quality enhancement.

2.10. Mapping the alignment of OIPE Goals to the AU Strategic Goals

AU Strategic Goals	OIPE Goals					
	1	2	3	4	5	6
Strategic Goal 1	√	√	√			
Strategic Goal 2	√	√	√			
Strategic Goal 3	√	√				√
Strategic Goal 4				√	√	√
Strategic Goal 5	√	√		√		√
Strategic Goal 6	√	√				√

The Role of OIPE in Strategic Planning:

The ultimate responsibility of the strategic planning and direction settings rests with the Chancellor. AU has classified its 5-year strategic plan into 6 strategic goals. Within the context of organizational effectiveness, OIPE is the central player in the planning as well as annual assessment of the AU strategic plan. OIPE plays a vital role in providing relevant, pertinent and timely information for development and assessment of strategic and operational plans at units and the University level. The Executive Director of OIPE heads a University-level Strategic Plan Monitoring Committee (SPMC) that prepares an annual strategic plan monitoring report. The report analyzes in detail the achievement of each strategic goal of the AU 2017-2022 Strategic Plan.

2.11. OIPE in AU Organization Chart

The head of the Office of Institutional Planning and Effectiveness (OIPE) reports directly to the Chancellor. Also, the title for the head of OIPE has been enhanced to Executive Director in order to further empower this office in accordance with AU's particular focus on assessment, continuous

improvement and international accreditations/rankings. The AU organization chart is shown in Figure 2.1 which depicts the place of OIPE directly reporting to the University Chancellor.
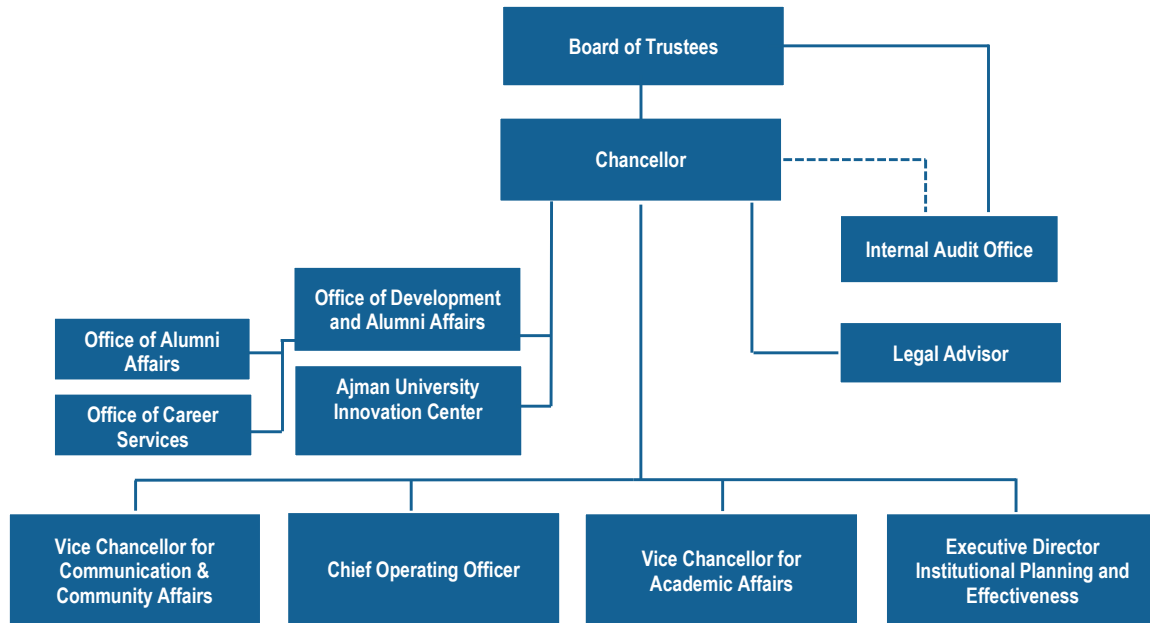
Figure 2.1: Ajman University Organization Chart

2.12. Organization Setup of OIPE

In achieving its mission statement and supporting goals and objectives, the Office of Institutional Planning and Effectiveness (OIPE) is structured around four highly coordinated units; namely Institutional Research, Assessment and Effectiveness, Accreditation and University Ranking, and Compliance. The organization chart of OIPE is given in Figure 2.2. It has sufficient number of staff to perform all its functions. All staff members shown in the below organization chart are full-time employees of Ajman University and OIPE.
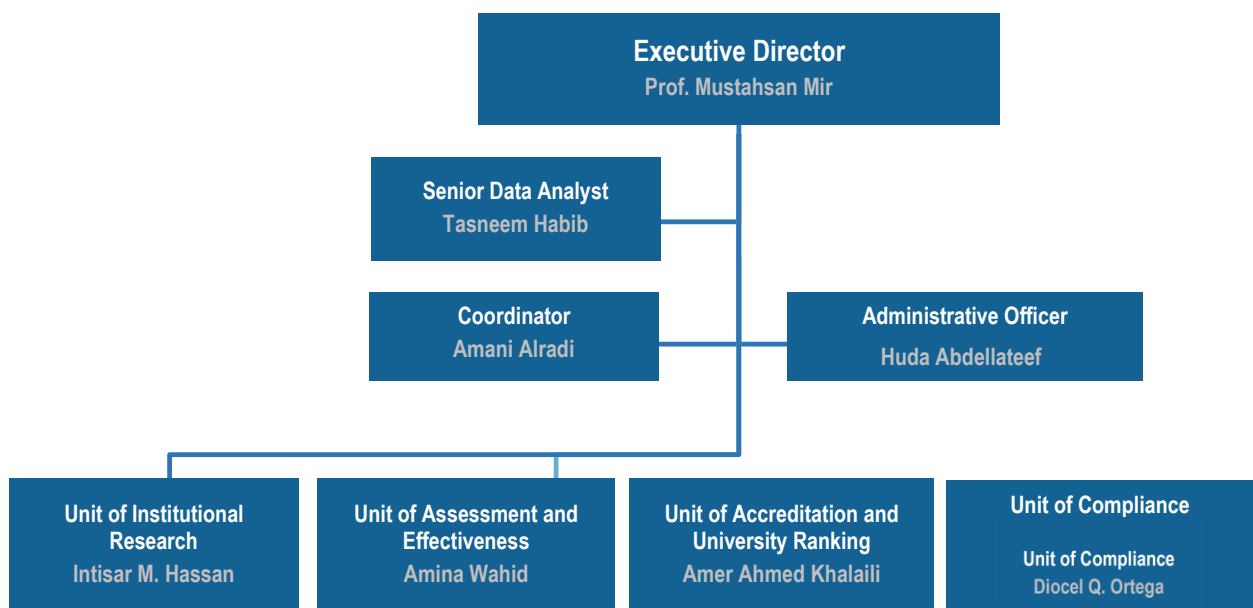
Figure 2.2: Organizational Chart – Office of Institutional Planning and Effectiveness (OIPE)

The role/responsibilities of the four units of OIPE are provided below:

Unit of Institutional Research

This unit is responsible for carrying out institutional research and providing support to the higher management and colleges with the results of institutional research. It shall also gather data, analyze it, and prepare Fact Book on annual basis. The unit is also responsible for preparing and submitting CHEDS data to the Ministry of Education.

Unit of Assessment and Effectiveness

This unit coordinates with colleges for planning and carrying out the assessment of students' learning outcomes for all academic programs. It monitors and reviews the preparation of annual effectiveness reports for all colleges. It is also responsible for the assessment of non-academic units. In addition, the unit carries out a number of feedback surveys for students, faculty and staff, analyzes the results, and submits the survey reports. It organizes workshops to enhance expertise of faculty in assessment related tasks.

Unit of Accreditation and University Ranking

This unit stands as a liaison between the University and the CAA, Ministry of Education, on all academic and non-academic issues. It coordinates with all colleges for the preparation of academic programs' self-study documents and site visits for the CAA's ERTs. It also provides support to academic departments in preparation of international accreditation of programs. In addition, it is responsible for organizing the inspection visits of the Ministry of Education. It also organizes workshops to enhance expertise in accreditation related tasks. The unit coordinates global ranking activities at the University and provides the data required by ranking agencies.

Unit of Compliance

This unit is responsible for ensuring that all institutional documents including Policies and Procedures Manual, Catalogs, and Handbooks, etc. are in full compliance with the Standards of the CAA and relevant international accreditation agencies. It is also responsible to ensure that the institutional documents provided on the University website comply with those available in the electronic or hard copy formats. Furthermore, it provides support to all units of the University in developing and updating policies and procedures.

2.13. The Main Functions of the OIPE

1. Stand as a liaison between the University and the CAA on all academic and non-academic issues.
2. Prepare and submit CHEDS data to the Ministry of Education.
3. Organize the inspection visits of the Ministry of Education.
4. Coordinate with Colleges for the preparation of academic programs' self-study documents and site visits for the CAA's ERTs.
5. Provide support to academic departments in preparation of international accreditation of programs.
6. Organize all activities for international accreditation of Ajman University, prepare and submit the required documents and evidence for this purpose.
7. Monitor the performance of the University academic programs, support units and administrative departments to ensure the achievement of the specified goals, objectives and outcomes.
8. Organize workshops to enhance expertise in assessment and accreditation related tasks.

9. Assist in carrying out feedback surveys for academic and non-academic units of AU.
10. Determine and implement comprehensive plans for educational outcomes assessment.
11. Prepare balance scorecards for the assessment of KPIs of non-academic units and assess the achievement of specified targets for all KPIs.
12. Coordinate with academic departments in formulation and implementation of student learning assessment plans.
13. Assist in determining the suitability of the needs assessment for new academic programs.
14. Centralize the database of institutional documents and reports.
15. Gather data, analyze it, and prepare Fact Book on annual basis.
16. Prepare and submit Annual Report to CAA.
17. Provide institutional research support for the University management.
18. Ensure that assessment results are used in subsequent planning activities.
19. Coordinate global ranking activities at the University and submit appropriate data required by ranking agencies.
20. Perform other duties as required by the Chancellor.

2.14. Institutional Research

To produce useful institutional information as an aid to the strategic and operational decision-making process, institutional research stands as one of the main functions of OIPE. The institutional research activities are carried out regularly to meet the assessment cycle of the University. The institutional research activities could be summarized as the following:

- To provide analytical and technical support to AU management to support strategic planning and operational decision-making.
- To produce the University Fact Book, which is available for use by all members of the University community.
- To provide data to the Center for Higher Education Data and Statistics (CHEDS).
- To create and maintain databases of student enrolment, academic performance, retention, attrition, and graduation rates.
- To produce AU Annual Report.

2.15. The IE Model

The Institutional Effectiveness Model (IE Model) developed by OIPE and adopted by the University is given below.
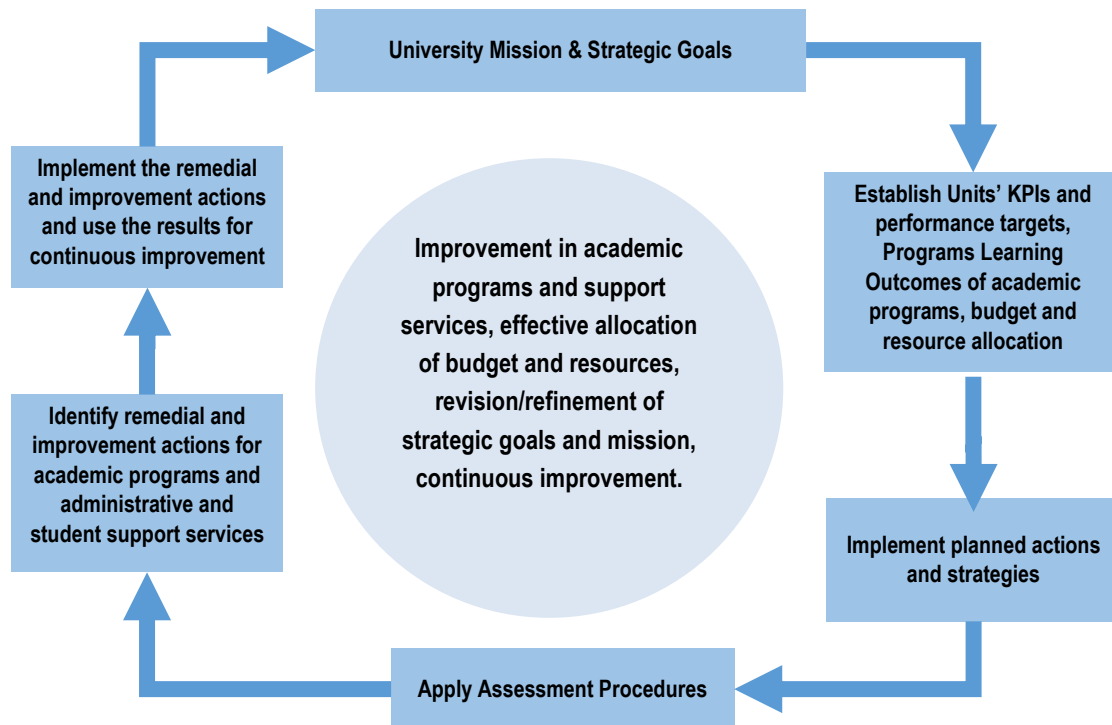
2.16. The Assessment Mechanism and Assessment Cycle of OIPE

Ajman University (AU) is committed to excellence and is fully engaged in ongoing quest for continuous assessment, critical evaluation and self-improvement of academic units, non-academic units and the University at large, and OIPE is of no exception. The OIPE is subject to annual assessment based on feedback provided by the senior management, deans of colleges, and heads of departments. Input received from the CAA, international accreditation bodies, and other related sources also contribute in assessing whether OIPE is achieving the targets of its specified KPIs.

a)   Internal Assessment

The OIPE is subject to internal assessment by conducting a survey of deans, heads of academic departments and senior management on annual basis. The survey would determine the level of success in achieving the specified objectives of OIPE (survey questionnaire is provided in Appendices). Senior management of the University evaluates the results of the survey along with the other reported feedback from college deans, non- academic units, and personnel. OIPE is also assessed annually to determine if it has achieved the targets of its specified KPIs.

b)   External Assessment

The feedback received from the External Review Teams of the CAA and a number of international accreditation bodies concerning the institutional requirements provides valuable assessment of the OIPE in terms of the quality of institutional documents and reports prepared by OIPE including Handbooks, Catalogs, Manuals, Annual Report, Fact Book, satisfaction surveys, etc. OIPE utilizes this feedback for further improving the quality of its activities and output.

2.17. Catalogs Revision and Publication

Handbooks convey the official statements of rules and regulations, and prior to be published they are reviewed periodically to ensure their currency and accuracy. The OIPE sends an email to each College/Office that contributed to the previous academic year catalogs to review their respective information and submit all additions or modifications that were approved. The OIPE edits the changes and forwards the catalogs to the Office of Marketing and Communication to be made available in both print and electronic publications (AU website), to students, faculty and staff.

2.18. Institutional Planning and Effectiveness

The University has formed an Institutional Planning Council (IPC) headed by the Chancellor. It comprises of a number of committees such as Academic Planning Committee, Operations Planning Committee, Student Services Planning Committee, Communication and Outreach Planning Committee, and Financial and Budget Planning Committee. It also includes a Strategic Plan Monitoring Committee, Digitization Committee, and Fundraising and Development Committee.

The institutional planning and effectiveness at OIPE level involves two committees, namely the Institutional Effectiveness Committee (IEC) and the Assessment Planning Committee (APC). The IEC, represented by two co-chairs, one responsible for academic units and the other for non-academic units, has a mandate to ensure institutional effectiveness and continuous quality improvement in all (academic and non-academic) areas in accordance with local and international accreditation standards. The IEC academic members act as Institutional Effectiveness (IE) Coordinators in their respective colleges. The IE coordinator for each college is the head of College Effectiveness Committee (CEC) and shall provide support and guidance to all Assessment and Continuous Improvement Committees (ACICs) operating at the department levels.

The APC is responsible for planning, directing, and monitoring the assessment, continuous improvement, and evidence-based planning and budgeting across all units in the University. It is comprised of the Executive Director of OIPE and two co-chairs of Institutional Effectiveness Committee (IEC).

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                    │   Executive Director, OIPE   │
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Executive Director, OIPE

Institutional Effectiveness Committee (IEC)

Assessment Planning Committee (APC)

Co-Chair for Academic Units

Co-Chair for Non-Academic Units

IE Coordinators for Academic Units

IE Coordinators for Non-Academic Units

College Effectiveness Committee (CEC)

Managers / Directors of Non-Academic Units

Assessment and Continuous Improvement Committees (ACICs)

Figure 2.3: Organizational structure - Institutional Planning and Effectiveness

The organization showing an integrated system of assessment, evaluation, and continuous improvement involving IEC, CECs, and ACICs is shown in Figure 2.3. The roles and responsibilities of two co-chairs of IEC, for academic and non-academic units, as well as of Institutional Effectiveness (IE) Coordinators are given below.

Co-Chair for Academic Units

The Co-Chair of IEC for academic units shall provide leadership to establish a culture of assessment, quality assurance, and continuous improvement in all colleges of AU. More precisely, the Co-Chair for academic units shall:

1. As member of the Assessment Planning Committee (APC), he/she shall contribute in the overall planning of assessment and evaluation processes for academic units.
2. Provide guidance in revising, updating and enhancing the existing academic programs' effectiveness framework/model.
3. Work closely with IE Coordinators at college and program levels to ensure timely planning and implementation of all assessment processes and monitor the implementation of closing the loop and continuous improvement actions.
4. Conduct training and orientation sessions for IE Coordinators and faculty members.
5. Guide and assist IE Coordinators to implement the assessment of course/program learning outcomes (CLOs and PLOs), which includes:
   - Aligning mission statements, goals and learning outcomes of academic programs with AU mission, goals and strategic plan.

- Ensuring that mission statements, goals and learning outcomes of academic programs are aligned with the CAA Standards and the QFE Emirates requirements.
- Ensuring that mission statements, goals and learning outcomes (CLOs and PLOs) of academic programs comply with international institutional accreditation standards.
- Ensuring that mission statements, goals and learning outcomes (CLOs and PLOs) of academic programs comply with relevant international accreditation boards/organizations such as ABET and AACSB, as applicable.
- Developing mapping matrices for course learning outcomes to program learning outcomes (CLO vs PLOs).
- Establishing quantitative thresholds (expected performance targets) to assess the level of attainment of course/program learning outcomes.
- Developing a detailed description of how to use the assessment findings for program improvement (i.e. closing the loop to bridge the gap between expected performance and actual performance).
- Setting-up of monitoring procedures to ensure effective implementation of closing the loop actions.
- Benchmarking with peer programs locally and internationally.
- Review annual assessment reports produced by academic units.
- Implementing the plans developed by the Assessment Planning Committee (APC) and IEC.
- Any other tasks as deemed necessary by the OIPE for institutional planning and effectiveness.

Co-Chair for Non-Academic Units

The Co-Chair of IEC for non-academic units shall provide leadership to establish a culture of assessment, quality assurance, and continuous improvement in all non-academic units of AU. More precisely, the Co-Chair for non-academic units shall:

1. As member of the Assessment Planning Committee (APC), he/she shall contribute in the overall planning of assessment and evaluation processes for non-academic units.
2. Supervise the revision of goals and objects of non-academic units ensuring that they align with AU strategic goals.
3. Ensure that objectives are measurable and relevant to the unit's activities.
4. Ensure that key performance indicators (KPIs) are appropriate to the objectives being measured.
5. Develop a framework for assessing objectives and how results are to be used for continuous improvements.
6. Ensure that non-academic units comply with CAA and international institutional accreditation requirements.
7. Develop guidelines for Institutional Effectiveness of non-academic units.
8. Organize and conduct training workshops for non-academic units' personnel on assessment of objectives and methods of closing the loop.
9. Keep a sustained interaction with non-academic units with regard to their assessment operations and using results for improvements.
10. Implementing the plans developed by the Assessment Planning Committee (APC) and IEC.
11. Any other tasks as deemed necessary by the OIPE for institutional planning and effectiveness.

Institutional Effectiveness (IE) Coordinator for Academic Units

The IE Coordinator for Academic Units shall:

1. Master the assessment and evaluation processes, as explained by the Co-Chair for academic units, and train members of the CEC (College Effectiveness Committee) and ACICs (Assessment and Continuous Improvement Committees) in his/her college and departments to fully comprehend these processes.
2. Guide and assist members of CEC and ACICs to implement the assessment of course/program learning outcomes (CLOs and PLOs), which includes all required actions specified by the Co-Chair for academic units.
3. Supervise the implementation of assessment and evaluation processes and review the progress reports.
4. Ensure that for each program complete documentation is available for assessment, evaluation, and continuous improvement. He/she shall also ensure the quality of documents.
5. Keep the Co-Chair for academic units informed about the progress for each program offered by the college.
6. Perform all assessment-related tasks as directed by the Co-Chair for academic units.

Institutional Effectiveness (IE) Coordinator for Non-Academic Units

The IE Coordinator for Non-Academic Units shall:

1. Master the assessment and evaluation processes, as explained by the Co-Chair for non-academic units, and explain these to the heads of non-academic units.
2. Guide and assist heads of non-academic units on the assessment of assigned KPIs.
3. Supervise the implementation of assessment and evaluation processes and review the progress reports.
4. Ensure that complete documentation is available for assessment, evaluation, and continuous improvement of each non-academic unit. He/she shall also ensure the quality of documents.
5. Keep the Co-Chair for non-academic units informed about the progress for each unit.
6. Perform all assessment-related tasks as directed by the Co-Chair for non-academic units.

3. Roles and Responsibilities for Various Aspects of Assessment

3.1. Faculty Members

Faculty members' responsibility and role is vital in the assessment process. They are responsible for assessment processes related to course outcomes, which include the following:

- Course embedded assessment
- Projects and portfolios assessment (as applicable)
- Student feedback on courses
- Course evaluation by faculty members
- External training/internship assessment (as applicable)

3.2. Heads of Departments

Heads of academic departments oversee, coordinate and monitor all the assessments at the program level in their departments. They are responsible for coordinating all assessments related to program goals and outcomes such as:

- Senior students' feedback (Exit Survey)
- Graduates' feedback (Alumni Survey)
- Trainers' feedback
- Feedback from Advisory Boards
- Employers' feedback (Employers' Survey)
- External evaluators' feedback
- Reviewing and approving program level effectiveness and assessment report.

3.3. Deans of Colleges

College Deans are responsible for:

- Monitoring and coordinating all assessment operations in all departments in the College.
- Approving the assessment results and the required actions and resources.
- Communicating assessment results to the OIPE.

3.4. Institutional Effectiveness Committee (IEC)

This is a central committee responsible for coordinating and monitoring the implementation of assessment plans and operations and setting policies, procedures and timelines for assessment of all entities and units in the University.

3.5. Office of Institutional Planning and Effectiveness (OIPE)

- Monitors, coordinates and provides support for all assessment processes for academic and non-academic units.
- Analyses assessment data and reviews assessment reports.
- Prepares the annual effectiveness report.
- Ensures submission of action plans based on recommendations from Colleges, administrative and support units.

- Monitors the implementation of recommendations and remedial actions.
- Communicates actions taken as a result of the assessment to all stakeholders.
- Ensures "closing the loop" for all academic and non-academic units.

3.6. Assessment and Continuous Improvement Committee (ACIC)

The ACIC for each academic department is responsible for carrying out the assessment, suggesting improvement actions, monitoring the implementation of suggested actions, and ensuring continuous improvement for each program offered by the department. The ACIC shall get its reports approved by the HOD and submit the approved reports to the College Effectiveness Committee (CEC).

3.7. General Education Assessment Committee (GEAC)

The GEAC for General Education Program is responsible for carrying out the assessment, suggesting improvement actions, monitoring the implementation of suggested actions, and ensuring continuous improvement for all courses offered by the General Education Program. The GEAC shall get its reports approved by the Program Coordinator and submit the approved reports to OIPE.

3.8. College Effectiveness Committee (CEC)

The CEC is a higher-level committee that will review the documents prepared by ACICs and write reports about the effectiveness of each program and determine if the college goals are being achieved. The CEC shall submit its reports to the College Dean for review and approval. The approved reports shall be submitted to OIPE.

4. Effectiveness of Academic Programs

The OIPE is responsible for:

- Assessing the achievement of learning outcomes of all academic programs.
- Assessing the achievement of the KPIs of support and administrative units.
- Evaluating students' overall satisfaction with their academic programs and administrative and support services provided to them.
- Ensuring that assessment results are used to improve the teaching and learning experience of students.

4.1. AU Institutional Effectiveness Process

Institutional effectiveness at AU is divided to two main assessment processes:

- Academic programs assessment process.
- Administrative and support (non-academic) units' assessment process.

4.1.1. Effectiveness Components for Academic Programs

1. Development of College mission and objectives aligned to University mission and objectives.
2. Development of Department/program mission and goals aligned to the College mission and objectives.
3. Development of academic programs learning outcomes (PLOs).
4. Ensuring that the programs learning outcomes (PLOs) are aligned to QF-Emirates Strands and consistent with CAA *Standards*.
5. Developing course learning outcomes (CLOs) and their mapping matrix to the program learning outcomes (PLOs).
6. Selecting and designing assessment instruments for program learning outcomes and course leaning outcomes which include:
   a. Direct instruments
   b. Indirect instruments
7. Setting success criteria for the achievement of program learning outcomes and course outcomes.
8. Detailed assessment cycle.
9. Data analysis and assessment results.
10. Distribution of assessment results.
11. The process of reviewing assessment results and developing approved remedial and improvement actions as well as highlighting best practices to be adopted.
12. Setting a detailed plan for implementing improvement and remedial actions.
13. Monitoring the implementation of the actions.

AU Institutional Effectiveness Flowchart

The mission and goals of academic and non-academic units are derived from AU Vision, Mission, and Strategic Goals. Regular assessment and evaluation of all units are carried out using a variety of assessment tools. The effectiveness results contribute in defining remedial and improvement actions. These actions result in further improvement of academic programs as well as administrative and

support services. They also contribute in revising the Mission, Vision, and Goals of AU, if so required. The flowchart depicting this process is shown below.

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            ┌──────────────────────────────────────────┐
            │         AU Vision, Mission and Goals      │
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              │                                    │
    ┌─────────────────────┐         ┌────────────────────────────────────┐
    │  Academic Programs  │  ◄───►  │  Administrative and Support Services │
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              │                                    │
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         │   Assessment of Performance and            │
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         │     Remedial and Improvement Actions       │
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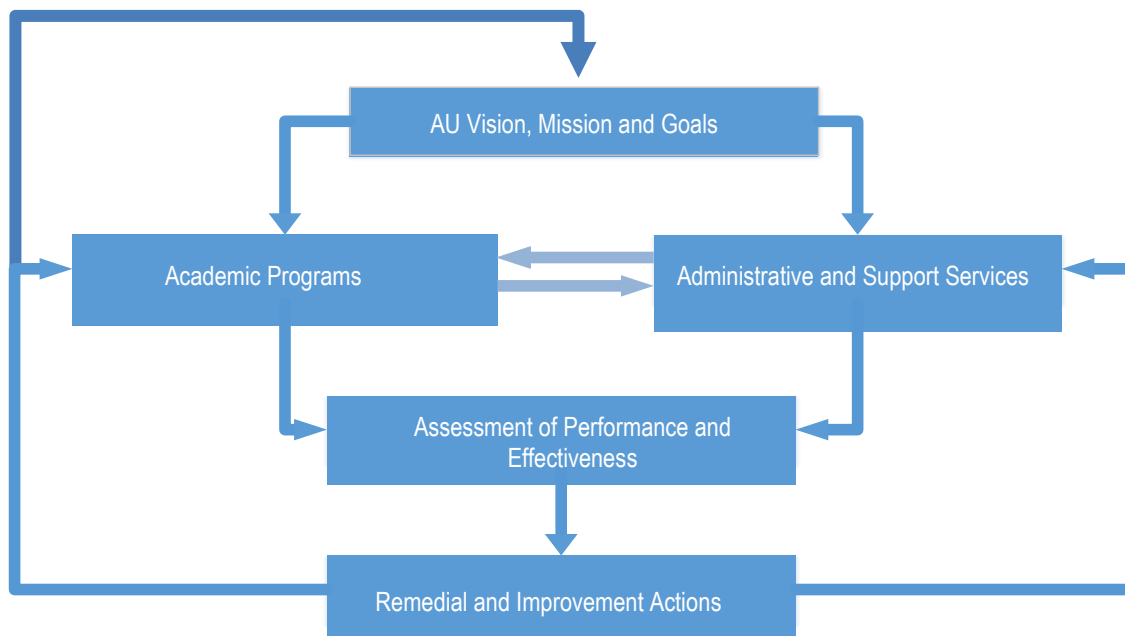
5. Development of Academic Programs Missions, Goals, Objectives and Learning Outcomes

The academic and non-academic units are required to align their academic offerings and unit objectives to University's mission statement. As part of continuous improvement, the shortcomings in learning process and support services need to be analyzed and based on the results, a proper plan is established to close the loop.

5.1. Flowchart for Developing Missions, Goals, Objectives and Learning Outcomes

The following flowchart shows the sequence for developing missions, goals, objectives and learning outcomes:

AU Mission, Goals and Objectives

College Mission - Aligned to AU Mission and Objectives

Department Mission - Aligned to College Mission

Program Educational Aims/Goals – Aligned to Department/College Mission

Program Learning Outcomes (PLOs) - aligned to Program Goals, QF Emirates strands and CAA and relevant international standards

Course Learning Outcomes (CLOs) Mapped to PLOs
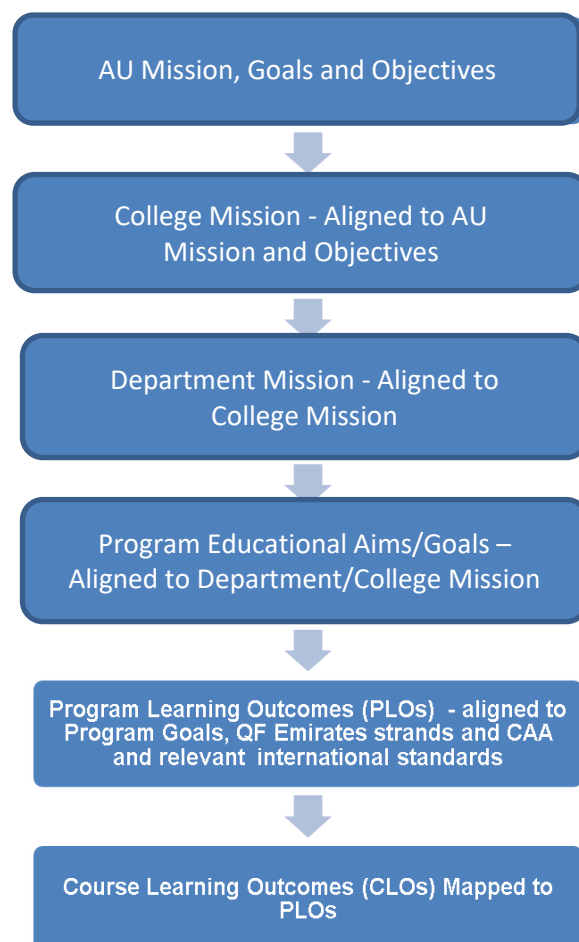
5.2. Academic Programs Assessment Flowchart
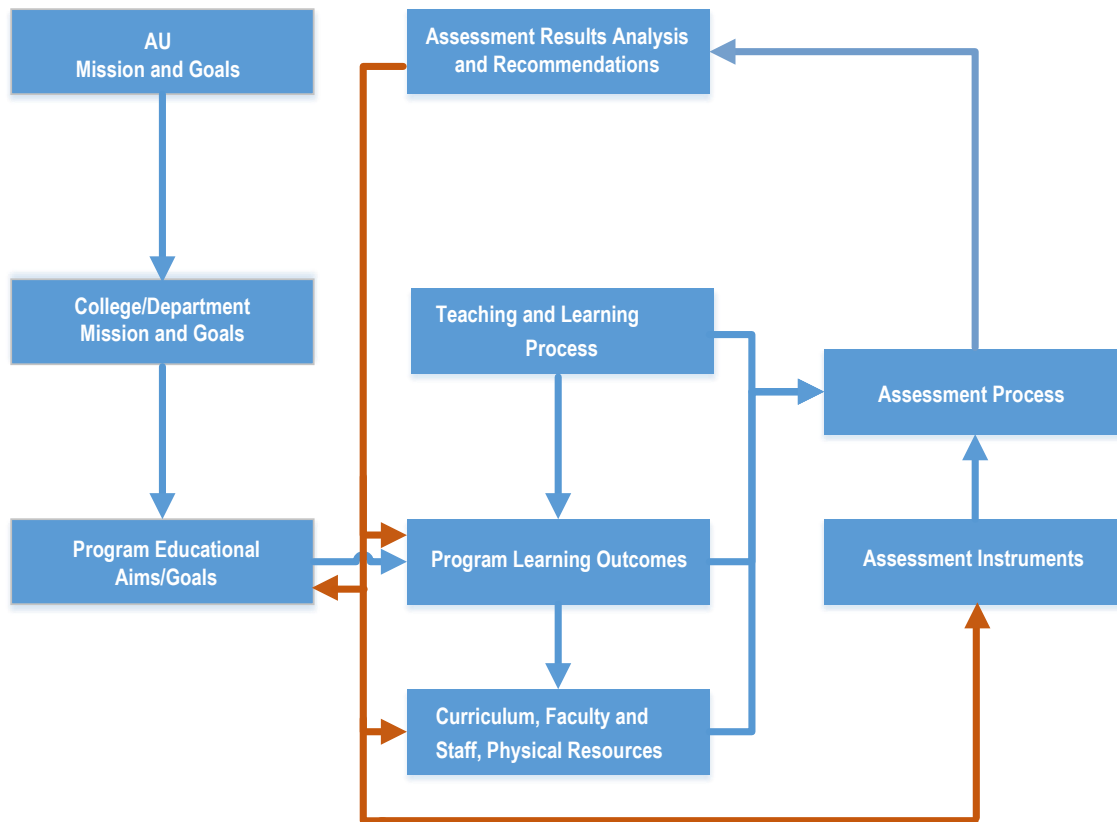
6. Guidelines for Development of Missions, Objectives, Goals, and Outcomes for Academic Programs

6.1. Organizational Chart

The organizational position of the academic unit/program must be clearly established and published. The organization chart illustrates the unit's governance, as established by the University management.

6.2. Academic Program Mission

The academic program's mission statement is a concise statement of general values and principles which guide the curriculum. It must be distinctive and clearly indicates the purpose of the program and support the University mission. It sets the foundation and philosophical stance, which will be the basis for a program's goals and objectives.

6.3. Academic Program Goals and Objectives

Goals of the academic program are broad and long-range statements of the program and curriculum's intended outcomes. It describes the professional skills and career accomplishments that the graduates are expected to achieve. The objectives of academic program are brief clear statements that describe the results to be achieved upon completing an academic program and help monitor progress towards program goals.

6.4. Program Learning Outcomes (PLOs)

Program Learning Outcomes are statements that elaborate the expectation from students and/or the skills student should gain by the time of their graduation. Main focus is on the acquired knowledge, skills, and competencies of the graduates. The leaning outcomes are assessed as the student progresses in the program and when he/she finishes the program.

Common learning Outcome action verbs:

- Define, Duplicate, List
- Classify, Describe, Discuss
- Execute, Implement, Solve
- Differentiate, Organize, Examine
- Appraise, Argue, Defend
- Design, Assemble, Construct

6.5. Course Learning Outcomes (CLOs)

Course learning outcomes are statements that describe what students are expected to know and be able to do upon completing the course.

Common learning outcome action verbs based on the Bloom's taxonomy of the level of cognition are listed in the following table.

Level of Cognition	Definition	Action Verbs
Remembering	Retrieving, recognizing, and recalling relevant knowledge from long-term memory	Cite, define, describe, draw, enumerate, identify, index, indicate, label, list, match, meet, name, outline, point, quote, read, recall, recite, recognize, record, repeat, reproduce, review, select, state, show, study, tabulate, tell, trace, write
Understanding	Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining	Add, approximate, articulate, associate, characterize, clarify, classify, compare, compute, contrast, convert, defend, describe, detail, differentiate, discuss, distinguish, elaborate, estimate, explain, express, extend, extrapolate, factor, generalize, give examples, infer, interact, interpolate, interpret, observe, paraphrase, picture graphically, predict, review, rewrite, subtract, summarize, translate, visualize
Applying	Carrying out or using a procedure through executing or implementing	Acquire, adapt, allocate, alphabetize, apply, ascertain, assign, attain, avoid, back up, calculate, capture, change, classify, complete, compute, construct, customize, demonstrate, depreciate, derive, determine, diminish, discover, draw, employ, examine, exercise, experiment, explore, expose, express, factor, figure, find, graph, handle, illustrate, interconvert, investigate, manipulate, modify, operate, personalize, plot, prepare, price, process, produce, project, provide, relate, round off, sequence, show, simulate, sketch, solve, subscribe, tabulate, use
Analyzing	Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing	Analyze, audit, blueprint, breadboard, break down, characterize, classify, compare, confirm, contrast, correlate, deduce, detect, diagnose, diagram, differentiate, discriminate, dissect, distinguish, document, determine, draw conclusions, ensure, examine, experiment, explain, explore, figure out, file, group, identify, illustrate, infer, interrupt, inventory, investigate, layout, manage, maximize, optimize, order, outline, point out, prioritize, proofread, query, relate, select, separate, simplify, subdivide, train, transform

Evaluating	Making judgments based on criteria and standards through checking and critiquing	Appraise, assess, compare, conclude, contrast, counsel, criticize, critique, defend, determine, discriminate, estimate, evaluate, explain, grade, hire, interpret, judge, justify, measure, predict, prescribe, rank, rate, recommend, release, select, summarize, support, test, validate, verify
Creating	Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing	Abstract, animate, arrange, assemble, categorize, code, combine compile, compose, construct, cope, correspond, create, cultivate, debug, depict, design, develop, devise, dictate, enhance, explain, facilitate, format, formulate, generalize, generate, handle, import, incorporate, integrate, interface, join, lecture, model, modify, network, organize, outline, overhaul, plan, portray, prepare, prescribe, produce, program, rearrange, reconstruct, relate, reorganize, revise, rewrite, specify, summarize

6.6. Outcomes Performance Criteria (OPC) (Success Criteria)

Achievement of OPC or success criteria define the bottom-line performance indicators for the course and program learning outcomes.

6.7. Measuring Instruments/Indicators

Direct and Indirect Assessment Tools Used by Academic Programs:

6.7.1. Direct Assessment Instruments

1. **Course-Embedded Assessment**

Course-embedded assessment refers to methodologies associated with assessing the in-class student learning attributes. It helps the instructors to obtain information as to what, how, when students are achieving the required course goals. This is determined by either routinely collecting existing information through class assignments or by employing different assessment tools like quizzes, essays, MCQs, etc., or through specific assessment tools which are primarily designed to measure the student learning.

2. **Tests and Examinations**

Tests and examinations are used in assessing the program know-how. The idea is to quantify and measure the students' gain of specific knowledge and skills in relation to the course outcomes.

3. **Portfolio Evaluation**

Portfolios are quite helpful in demonstrating student development and gradual progress providing valuable information about the learning process. A portfolio may encompass research papers, reports, tests and exams, case studies, presentations, design projects, and essays. They inspire students in improving the quality of their work and help the faculty in evaluating the progress of students in achieving the desired learning outcomes.

4. Pre-test/Post-test Evaluation

Pre-test/Post-test evaluations are helpful in determining student development and learning across pre-defined periods of time. These tests are generally undertaken at the start and end of a course or program. They can also be used to collect information on students upon their joining as well as when they exit a particular program or course. These tests assist the instructor in identifying the deficiencies in students' knowledge and skills within the stipulated timeline.

5. Graduation/Capstone Project

Student thesis, research or design project that is organized by the college to provide students with the opportunity to demonstrate a broad range of skills and knowledge, in relation to their choice of major, is a core assessment tool. In many cases, a graduation project addresses most, if not all, of the program learning outcomes.

6.7.2. Indirect Indicators of Learning

1. Exit Survey and Exit Interviews

One of the important sources of indirect assessment is surveys taken by the graduating students in their last semester. In exit surveys, students are requested to convey their whole academic experience by responding to a sequence of questions, which can be responded to by either a simple "Yes" - "No" answer or by a thorough thought answer from the student. Questions can be both open-ended and close-ended. When such surveys are coupled with exit interviews, it is possible to obtain students' feedback covering a broad range of issues related to the program of study, especially the strengths and weaknesses of the curriculum, teaching methodologies, lab facilities and support services, etc.

2. Alumni Survey

Alumni survey can provide valuable information about program satisfaction, students' career preparedness, knowledge and skills necessary for the job market. In such surveys, alumni can provide feedback on the currency of the program learning outcomes and how well they could achieve these outcomes.

3. Employer Survey

Feedback from employer surveys helps identify the importance of educational programs and what skills are required by graduates for the job market. Employers' feedback along with feedback obtained from alumni can noticeably contribute in making appropriate changes in the curriculum or program.

4. Internship Survey

For programs that require an internship, it is important to obtain feedback from internship supervisors of trainee students. This survey contains questions about internship outcomes, which are directly related to some of the program learning outcomes.

6.7.3. Time Plan for Implementing Direct and Indirect Assessment Tools for Academic Programs

Timetable for Program Assessment

No.	Assessment Type	Frequency	Assessment Instrument(s)	Responsibility
1	Course Learning Outcomes (CLOs)	Every Semester	Written Examinations; Lab or Clinical Examinations; Computer Simulations; Course Projects; Oral Presentations; Research Reports; Case Studies; Assignments, etc.	Institutional Effectiveness (IE) Coordinator and Assessment and Continuous Improvement Committee (ACIC)
2	Program Learning Outcomes (PLOs)	Every Academic Year	Results of assessment of CLOs for selected courses or rubrics-based assessment of Performance Indicators (PIs)	IE Coordinator and ACIC
3	Alumni Survey	Annual (Spring semester)	Alumni Survey Form	ACIC
4	Employer Survey	Annual (Spring semester)	Employer Survey Form	ACIC
5	Exit Survey	Every Academic Year	Exit Survey Form	ACIC
6	Exit Interviews	Every Academic Year	Face-to-Face Meeting	Head of Department and IE Coordinator

Timetable for Program Evaluation

No.	Evaluation Type	Frequency	Responsibility
1	Program Effectiveness Report with Action Plan	Every Academic Year	ACIC and College Effectiveness Committee (CEC)
2	Review and dissemination of assessment and evaluation results	Every Academic Year	OIPE
3	Regular monitoring of implantation of improvement plans	Ongoing	OIPE

7. Steps for Conducting the Assessment, Reviewing and Distributing of Results and Developing Approved Action Plans

The following table shows the assessment activities, responsible individual or entity as well as detailed description and required forms and policies for every activity.

Step	Activity	Responsibility	Description	Forms/ Documents
1	Course level assessment	Course instructor	• Conduct all course assessments which include tests, exams, assessment of projects, practical's, training, feedbacks and surveys.	• Guidelines and policies for exams. • Students' evaluation of the course questionnaire. • Projects assessment guidelines. • Training Evaluation Form • Instructor feedback on the course form.
2	Course level data analysis and the determination of the degree of achievement of the course learning outcomes	Course Instructor	• Determine the percentage of achievement of course learning outcomes and analyze the results.	• Table of instruments for measuring course outcomes achievement. • Success Criteria for course outcomes achievement. • Course outcomes submission form for CAP program.
3	Submission of Instructor Course Assessment Report (ICAR)	Course Instructor	• Prepare ICAR for each section of course in accordance with its template	• ICAR template
4	Course Assessment Report (CAR)	ACIC	• Prepare a detailed report on the level of achievement of course outcomes.	• CAR template
5	Course level recommendations and remedial actions.	Course Instructor, ACIC, and Head of Department (HOD)	• ACIC meets with course Instructor and discuss the outcome of the course assessment. • Prepare recommendations and remedial action plan. • Approval of HOD is required.	• CAR template

6	Program outcomes assessment	ACIC and Head of Department (HOD)	• Analyze assessment data to determine the degree of achievement of program outcomes.	• Table of instruments for measuring program outcomes achievement. • Success Criteria for program outcomes achievement. • Matrix of course outcomes and program outcomes.
7	Program outcomes recommendations and remedial actions report	ACIC and Head of Department (HOD)	• The ACIC prepares the recommendations and action plan for continuous improvement. • The HOD reviews and approves the report.	• Form for recommendations and remedial actions along with required resources and estimated budget.
8	Approve Program Effectiveness Report	Head of Department/Dean of the College in coordination with ACIC/CEC	• The Head of Department submits the final Program Effectiveness Report which shall be approved by the IE Coordinator, College Dean, Institutional Effectiveness Officer, and the Co-Chair of IEC for academic units.	• Courses outcomes achievement form. • Program outcomes achievement form. • Program goals/ objectives achievement form. • Program assessment recommendations, remedial actions and implementation plan.
9	Communicate Assessment results	Head of Department	• The HOD shares the findings with all stakeholders	
10	University Level Assessment Recommendations and Remedial Actions report	OIPE	• The OIPE Reviews Assessment Reports from Colleges and Prepares an overall Assessment Report for academic departments and sends it to the IEC for final review and approval.	
11	Distribution of assessment results	OIPE	• Results of the assessment and recommended actions are communicated to all stakeholders.	• Feedback of assessment results to students. • Feedback of assessment results to faculty members. • Assessment results feedback to admin managers.

12	Implementation of assessment recommendations	Faculty members, Heads of Departments, Deans of College, Mangers of admin, and support Units	• Course content, teaching and assessment methods. • Teaching and learning resources. • Program outcomes revision. • Training and extracurricular activities. • Administrative operations and support services.	
13	Follow-up of the implementation of assessment recommendations and remedial actions.	OIPE	• The OIPE monitors the implementation of the approved actions. • Recommendations and actions.	

8. Academic Programs Assessment Templates and Forms.

8.1. Alignment and Mapping

8.1.1. Mapping Program Learning Outcomes with QF-Emirates Framework Strands

Based on the degree level (BSc. MSc. or Ph.D.), the program outcomes must be mapped with the appropriate level of QF Emirates learning strands, such as shown below as a sample:

Program Learning Outcome (PLO)	QF-Emirates Strands								
	Knowledge			Skills			Competencies		
							Autonomy and responsibility	Role in context	Self-development
	K1	K2	K3	S1	S2	S3	C1	C2	C3
PLO1			X	X					
PLO2	X					X		X	
PLO3		X			X		X		
PLO4				X			X		X
PLO5			X			X		X	
PLO6	X	X			X				X

8.1.2. Mapping of Program Learning Outcomes with Program Goals (PG)/Objectives

Program Learning Outcome (PLO)	Program Goals/Objectives			
	PG1	PG2	PG3	PG4
PLO1	X			
PLO2		X	X	
PLO3	X			
PLO4			X	
PLO5				X
PLO6		X		X

8.1.3. Mapping Course Learning Outcomes with Program Learning Outcomes

The below matrix shows the mapping of CLOs of the course to PLOs

Course Learning Outcomes (CLOs)	Corresponding Program Learning Outcomes (PLOs)
a- Use PROLOG to represent, manipulate, and reason with knowledge.	PLO #2
b- Represent knowledge using different knowledge representation schemes.	PLO #6

c-	Reason with knowledge using various inferencing methodologies.	PLO #6
d-	Apply search techniques and algorithms to solve problems.	PLO #6
e-	Apply machine learning techniques and algorithms.	PLO #6
f-	Design and implement simple intelligent system or component.	PLO #2

8.1.4. Learning Outcomes Matrix

The mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs) is summarized in the following table:

PLO	PLO Statement	Related Courses Course Title – Course Code	CLOs mapped to PLOs
1	**PLO1**	Course 1 - (ABC303)	1,2
		Course 4 - (ABC312)	2,3
		Course 7 - (ABC401)	2,4,5
		Course 8 - (ABC403)	2,3,6
2	**PLO2**	Course 3 - (ABC311)	2,3,4
		Course 4 - (ABC312)	1, 2,4
	Expand the list as needed		

9. Assessment Process for Academic Programs

Over the past many years, Ajman University has developed and implemented assessment strategies and processes to regularly assess and evaluate the Program Learning Outcomes (PLOs) of its academic programs. In this regard, relevant direct, indirect, quantitative and qualitative measures are taken for assessment, evaluation, and continuous improvement of academic programs. For the sake of enhancing the validity of the assessment process and to minimize any associated bias with any single assessment method, the triangulation concept is generally adopted. This means that at least three different methods (usually one direct and two indirect) are utilized for assessment of PLOs. In UAE, it is generally not possible for university graduates to appear in some nationally-normed examinations and for that reason standardized examination results are usually not utilized for the purpose of direct assessment. Locally developed written examinations, oral exams, lab/clinic/studio exams, course projects, presentations and portfolios, etc. are used for the purpose of direct assessment while written surveys and questionnaires have been used to obtain relevant data from employers, alumni, external internship supervisors, faculty, senior students (exit-surveys) and Advisory Boards. The data acquired through the assessment process is evaluated to determine the extent to which the PLOs have been attained and what measures need to be taken for continuous improvement of the program.

For direct assessment, the extent to which PLOs have been achieved can be determined in at least two different ways. The first approach is based on determining the achievement of Course Learning Outcomes (CLOs) and utilizing these results to define the degree of achievement of PLOs. This will be referred to as CLOs-based assessment. The second approach is to represent each PLO in terms of a number of Performance Indicators (PIs), then assess the achievement of all PIs in accordance with well-defined rubrics and accordingly determine the attainment of PLOs. This approach will be referred to as the rubrics-based assessment. Both approaches have their own advantages as discussed below.

The course learning outcomes (CLOs) describe the abilities of students to be attained by the completion of a course. Accordingly, the course syllabus is developed and teaching and assessment methodologies are defined to ensure that the specified CLOs could be achieved by students at the completion of the course. It is the responsibility of the instructors to focus on the task of achieving the specified CLOs. Thus, even if the content of a course taught by different instructors may differ to a certain extent from one another, the goal of achieving all CLOs remains the same. Also, in CLOs-based assessment, marks for performance not related to student learning (such as attendance) do not affect the assessment as the marks used are not the overall course marks but they are based on marks obtained by students for specific course learning outcomes. Similarly, the question of difference in grades due to use of a curve or a fixed standard by different faculty teaching the same course does not arise since CLOs-based assessment is not dependent on overall grades of students in a course. There is still, however, a concern that different faculty may grade differently the students' response related to the same CLOs. But that concern is also applicable, to a certain extent, to rubrics-based assessment. And that's why inter-rater reliability is an important issue in rubrics-based assessment. Just like in rubrics-based assessment it is important to carry out rubric calibration and inter-rater reliability processes, effective CLOs-based assessment requires well-defined CLOs and a common policy on grading guidelines. Nevertheless, the rubrics-based assessment, that directly defines the degree of attainment achieved by the program learning outcomes or their performance indicators, is associated with increased consistency of scoring, especially when multiple instructors are teaching the same course, as is often the case for basic courses offered by some programs.

Different departments and colleges can determine the preferred method for assessment of a program. However, it is important that for CLOs-based assessment, the CLOs of all courses must be carefully

defined and an appropriate mapping exists between CLOs and PLOs. Similarly, for rubrics-based assessment, the rubrics for PIs must be well-defined and appropriately calibrated. While rubrics-based assessment is more consistent in scoring and it does not require any mapping to determine the attainment of PLOs, CLOs-based assessment has the advantage that it also provides the instructors with useful feedback about students' learning and it can deliver valuable information about the strengths and weaknesses at the course-level. For this reason, CLOs-based assessment is mostly preferred at AU and accordingly it will be discussed in more detail in this manual.

9.1.   Direct Assessment

Ajman University considers assessment, evaluation, and continuous improvement of all its academic programs of significant importance. Before explaining the details of assessment process for assessment and evaluation of Program Learning Outcomes (PLOs), it will be helpful to describe in Section 9.1.1 and 9.1.2 the building blocks or essential elements of the implemented assessment and evaluation processes. This will be followed by detailed discussions on CLOs-based Assessment of Program Learning Outcomes in Sections 9.2.

9.1.1.   Essential Elements of Assessment Processes

Levels of Learning

When discussing the attainment of PLOs, the objective is not simply their attainment but to ensure that PLOs have been attained to the required level of learning. For defining the levels of learning, AU follows the national framework of qualifications established by the National Qualifications Authority (NQA) which has established clearly defined standards about the quality of qualifications and about what a learner is expected to achieve for each award. The framework has a structure of ten levels with each level based on specified standards of knowledge, skills and competence. These standards define the outcomes to be achieved by learners seeking to gain awards at each level. Levels 7 to 10 (Bachelor to Doctorate) are relevant to higher education provided by AU. Each of these levels is defined by a set of learning outcomes which are categorized into three strands, knowledge, skills, and competence. Quality Framework Emirates (QFE) further divides competence into three sub-strands, autonomy and responsibility, self-development and role in context which make up the framework which program learning outcomes need to address. All programs offered by AU are designed and delivered in a way that ensures that all strands in the QFE are properly addressed and the PLOs are aligned with QFE.

Formative and Summative Assessment

The purpose of Formative Assessment, carried out during the initial years of a program, is to assess the ongoing performance activities and obtain feedback for improvement of relevant processes and teaching and learning methodologies. On the other hand, Summative Assessment is carried out at or near the conclusion of a program in order to determine the extent to which PLOs have been attained.

Performance Indicators (PIs)

In assessing the PLOs using rubrics-based assessment, it is quite helpful if each PLO can be expressed in terms of some Performance Indicators (PIs). The PLOs are broadly stated and provide general information about the focus of student learning while the PIs are specific measurable performances that students shall demonstrate to indicate the attainment of a particular PLO.

Rubrics

A PI can be achieved at different levels of performance. Rubrics clearly define what is expected of students in order to achieve a particular level of performance. In other words, rubrics explicitly state

the expectations for students' performance for each of the PIs for a given PLO. Well-defined rubrics provide a common and uniform platform to all faculty members to score students' performance. The analytic rubrics, in which each PI is rated separately, may be defined as five-level rubrics with scores 1 to 5, as Poor, Developing, Satisfactory, Good, and Excellent.

Since majority of programs in Ajman University follow CLOs-based assessment at course and program levels, this will be discussed in more detail in the following.

9.2. CLOs-based Assessment of Program Learning Outcomes

9.2.1. Course Learning Outcomes (CLOs)

All courses offered in an academic program at AU have well-defined Course Learning Outcomes (CLOs) that describe the abilities of students to be attained at the completion of a course. For every course, the course syllabus is designed such that it takes into consideration all CLOs specified for that course. The Curriculum Committee and Assessment and Continuous Improvement Committee (ACIC) in a department are responsible for reviewing the CLOs of all courses and revising those as deemed necessary. The instructors are required to inform the students about CLOs in the beginning of the semester and to utilize appropriate teaching and learning methodologies that will contribute towards the attainment of CLOs by the end of the semester. Also, the CLOs are included in the course syllabus that is provided to students via Moodle (online learning platform at AU).

9.2.2. Mapping of CLOs to PLOs

For an instructor responsible for teaching a course it is important to focus on CLOs of that particular course. These CLOs have been designed so as to correspond to some of the PLOs. That is, the ability represented by a CLO corresponds to ability represented by a program learning outcome. In other words, there is a mapping between the CLOs and PLOs. In every course syllabus the mapping between the stated CLOs and the PLOs of the program is clearly defined. An example is provided above in section 8.1.4 Learning Outcomes Matrix.

Course Learning Outcomes

At the completion of this course, students shall be able to:

1. Explain fundamental principles of communication theory.
2. Compare Amplitude, Frequency, and Phase Modulation and Demodulation techniques.
3. Analyze basic modulation and demodulation circuits used in AM and FM systems.
4. Explain principles and operation of digital communication systems.
5. Conduct experiments related to analog and digital modulation systems in both time and frequency domains.
6. Perform computer-based simulations of analog and digital communication systems.

9.2.3. Courses Considered for Assessment

AU students continually acquire abilities, as prescribed by the specified learning outcomes, through various courses taken by them in accordance with their study plans. The CLOs-based assessment is carried out for all courses offered by a program for the course-level assessment with the objective of

making improvements in individual courses and their teaching and learning methodologies. However, for the purpose of program assessment, that is attainment of PLOs by the time of graduation, some junior and mostly senior year courses as well as Graduation (Capstone) Projects are primarily selected for CLOs-based assessment. Such an assessment will be considered as summative assessment.

9.2.4. Assessment Instruments

Depending upon a particular program, a variety of assessment instruments are specified by the concerned department. These include Written Examinations, Lab or Clinical Examinations, Computer Simulations, Course Projects, Oral Presentations, Research Reports, Case Studies, Assignments, etc.

9.2.5. Achievement Criterion for CLOs-based Assessment at Course Level

The achievement criterion, satisfaction criterion, or expected level of attainment for each of the specified CLOs of a course on the basis of CLOs-based assessment can be defined in one of the following two ways, 1) the average marks of students for every CLO in a course are equal to or higher than a specified threshold (such as 70%), 2) a specified percentage of students (say 65%) shall attain the level of CLO abilities represented by another threshold (say 70% marks) or higher. If the Achievement Criterion is not met in a course then it will trigger an alarm for the course coordinator/instructor and the issue will be discussed in the ACIC (Assessment and Continuous Improvement Committee) of the department to determine the reasons for not meeting the Achievement Criterion and possible corrective measures to be taken. The recommendations will be forwarded to the Department Council Meeting for discussion, approval, and implementation. A summary of the assessment results will also be provided to CEC (College Effectiveness Committee) of the college.

9.2.6. Achievement Criterion for CLOs-based Assessment at Program Level

The achievement criterion, satisfaction criterion, or expected level of attainment for each of the specified PLOs of an academic program on the basis of CLOs-based assessment can be defined in one of the following two ways, 1) the average marks of students for each PLO, as determined by the mapping process explained above, are equal to or higher than a specified threshold (such as 70%), 2) a specified percentage of students (say 65%) shall attain the level of PLO abilities represented by another threshold (say 70% marks) or higher. If the Achievement Criterion at program level is not met for one or more PLOs then it will trigger an alarm for the ACIC (Assessment and Continuous Improvement Committee) of the department to determine the reasons for not meeting the Achievement Criterion and possible corrective measures to be taken. The recommendations will be forwarded to the Department Council Meeting for discussion, approval, and implementation. A summary of the assessment results will also be provided to CEC (College Effectiveness Committee) of the college. The Head of CEC shall submit the final report to the College Dean who will provide it to OIPE (Office of Institutional Planning and Effectiveness).

9.2.7. CAP Program

For analyzing the data obtained through the CLOs-based assessment process, a computer program named CAP (CLOs-based Assessment Program) was developed by OIPE. For each course, the instructor will provide marks obtained by students for each CLO in that course. Multiple assessments of individual CLOs can also be incorporated. For course-level assessment, it shall determine the attainment of CLOs

for individual courses and compare with the specified achievement criterion. Also, it has built-in mapping between the CLOs of courses and their corresponding PLOs. For program-level assessment, the program will analyze the data for the selected courses, as determined by the department, and determine the extent to which PLOs have been attained for a particular academic program.

As an example, of course-level assessment using CAP program, consider the screenshot of data entry for a course as shown in Figure 9.1. This course has 8 course learning outcomes. A plot giving the average marks of students for individual CLOs is shown in Figure 9.2. After determining the attainment of CLOs for individual courses, the CAP program was utilized to determine the attainment of PLOs for the specified mapping between CLOs and PLOs and this is shown in Figure 9.3. This process is applied to all academic programs that opt for CLOs-based assessment.

Ajman University
College of Business Administation

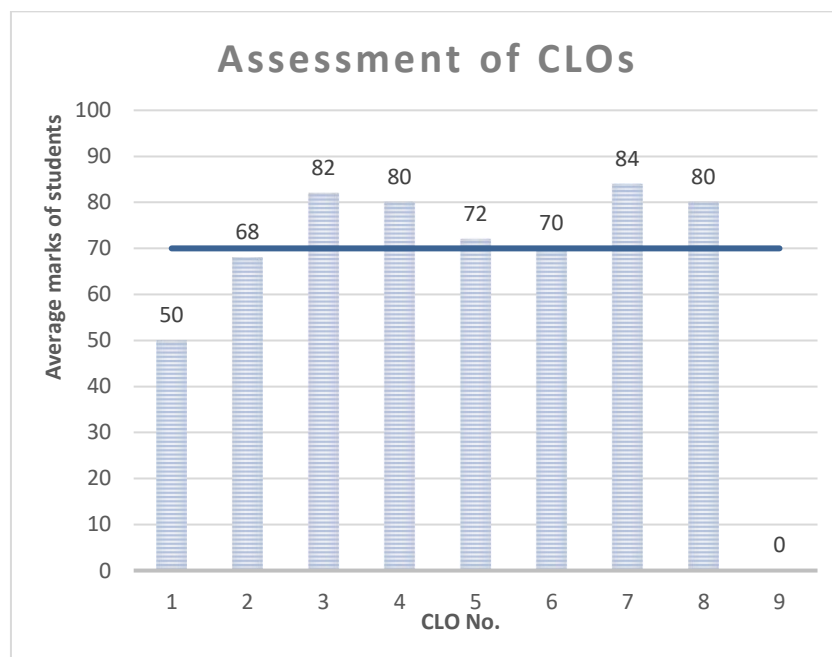| **Submission Form for CLOs-based Assessment**																						
Course Name:											Course No:			Section:	Merged							
Semester:	Spring		Academic Year:			2019-20		Instructor's Name:														
Instrument:	GrP	GrP	MT	MT	MT	Asgn	Asgn	Asgn	FE	FE	FE	FE										
CLO #:	2	5	2	3	4	1	1	5	1	2	3	4										
Max Marks:	10	15	7.5	12.5	5	7	7	6	6	4	7.5	12.5										
Student ID #	Marks obtained for each CLO																					
201811766	9.0	14.0	7.0	10.5	4.5	7.0	5.5	5.5	6.0	3.5	6.5	11.0										
201811738	9.0	14.0	5.0	11.0	4.5	6.0	5.0	4.5	4.5	2.5	5.5	8.0										
201810097	9.0	14.0	6.0	10.5	4.5	6.5	6.0	5.0	6.0	4.0	6.5	11.0										
201811688	9.0	14.0	7.0	11.0	4.5	7.0	5.0	5.5	6.0	3.0	6.5	11.0										
201610992	9.0	13.0	7.0	11.0	4.0	7.0	6.0	5.5	4.5	3.5	6.0	9.0										
201820186	8.0	12.5	5.0	7.8	4.0	7.0	5.0	4.0	6.0	3.5	6.5	10.5										
201811139	8.0	12.5	6.0	10.0	3.5	7.0	5.0	4.5	6.0	3.0	6.0	8.0										
201720261	9.0	13.0	6.0	9.3	4.0	7.0	6.0	5.5	6.0	4.0	6.5	8.0										
201711464	8.0	12.5	5.0	9.5	4.5	7.0	5.0	4.5	6.0	3.5	6.0	9.0										
201814234	9.0	13.0	6.5	11.5	4.5	7.0	6.5	5.5	6.0	4.0	7.0	11.0										

Figure 9.1: CAP data entry for a course

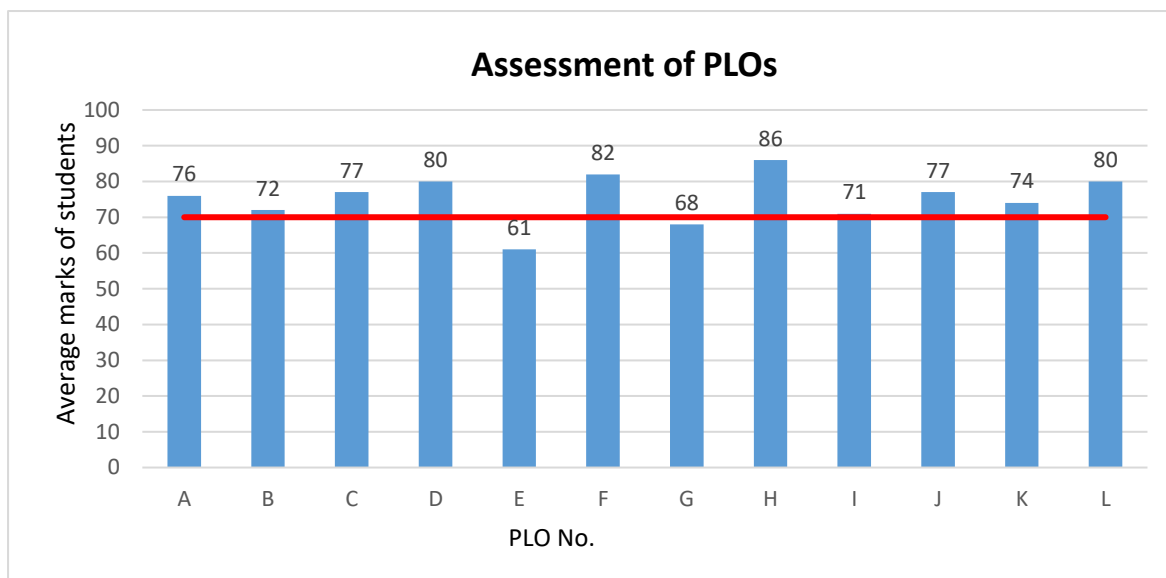
Figure 9.2: CAP results for attainment of CLOs of a course

Figure 9.3: CLOs-based attainment of PLOs (A to L) for an academic program

9.3. Indirect Assessment

For indirect assessment, a variety of instruments are used to determine the attainment of PLOs of an academic program. These include feedback obtained from alumni, employers and senior students. Sample survey forms used for obtaining feedback from alumni, employers, and senior students for EE program are given in the Appendices. While the questionnaires may contain some additional questions, they must include at least one question concerning each PLO of the academic program under consideration.

9.4. Criteria for Successful Achievement of CLOs and PLOs

9.4.1. Achievement of Course Learning Outcomes (CLOs)

Appropriate instruments are selected for direct and indirect assessment of course learning outcomes (CLOs) and the required data are gathered using a variety of assessment instruments including tests, projects, exams, etc. A CLO is considered achieved (through direct assessment) if:

Average marks of course students for a CLO for:

- Undergraduate program >=70
- Graduate Program >=80% (effective from AY 2021-2022)

In addition to the above achievement criterion based on direct assessment, students' feedback on the achievement of CLOs is also sought. In case of any noticeable difference in the results of direct assessment based on the average marks of course students for CLOs and the results of indirect assessment based on students' feedback on achievement of CLOs, the instructors are required to provide their feedback on possible reason(s) for noticeable difference and any actions needed to minimize such differences.

9.4.2. Achievement of Program Learning Outcomes (PLOs)

For each program learning outcome, direct and indirect assessment instruments are used. These instruments include the following:

a) Average marks of students mapped to a PLO using CLOs-based assessment

b) Exit survey of senior students

c) Employers' survey

d) Alumni survey

A PLO is considered achieved (through direct assessment) if:

Average marks of students mapped to the PLO using CLOs-based assessment for:

- Undergraduate programs >= 70%

- Graduate programs >= 80% (effective from AY 2021-2022)

In addition to the above achievement criterion, feedback results based on exit surveys, employers' survey, and alumni survey are also considered. In case of any noticeable differences in the results of above-mentioned achievement criterion and the results of indirect assessment surveys, ACIC is required to provide its feedback on possible reason(s) for such noticeable differences and appropriate actions needed, if any.

9.5. Double Marking and Moderation

AU ensures high standards of assessment and reliable processes that are applied consistently to assess students' work in all programs. AU applies either double marking or moderation or both as appropriate for all summative assessments that account for 20% or more grade in a course. Double marking is recommended for assessments that are more subjective in nature, such as assessment of a graduation project, report, thesis or dissertation, presentation or demonstration of practical work, etc. Moderation is preferred for assessment tools such as written examinations, including midterm and final examinations. The guidelines on double marking and moderation are provided as follows:

Guidelines on Double Marking

1. Double marking shall be applied to assessments of graduation project, thesis, dissertation, report, oral presentation, demonstration of practical work, or other similar assessment instruments.

2. While double marking may be open marking with marks declared among examiners or blind marking with marks not declared among examiners during the process of marking, the practice at AU shall be that two or more markers shall independently give their marks.

3. Double marking is applicable to an assessment or its component that contribute 20% or more towards final course grade in a program. However, if necessary, the Program Coordinator/Director or HoD of a program may decide to subject any assessment or its component to double marking, irrespective of its contribution towards final course grade.

4. The primary marker is the one responsible for submitting the final grades. The Program Coordinator/Director or HoD of a program shall appoint the secondary marker(s). The Program Coordinator/Director or HoD can also act as a secondary marker.

5. The secondary marker(s) shall be provided a copy of the project report, thesis, dissertation, etc. by the primary marker for an independent marking.

6. The mark awarded to student after double marking is the average of marks awarded by individual markers. However, a difference of 20% or more of the total marks in an assessment by two or more markers is to be resolved by the concerned markers. If there is no resolution, then the Program Coordinator/Director or HoD of the program shall be consulted for deciding the determination of the final mark of concerned student(s).

7. The secondary marker(s) shall sign their mark sheets and provide to the primary marker with Cc to the Program Coordinator/Director or HoD, as decided by the College.

Guidelines on Moderation

1. Moderation shall be applied to assessment of midterm exams, final exams, lab reports, etc. that contribute 20% or more towards final course grade in a program. However, if necessary, the Program Coordinator/Director or HoD of a program may decide to subject any assessment or its component to moderation, irrespective of its contribution towards final course grade.

2. Moderation may be performed by one or more members of academic staff who are familiar with the subject matter and with the process of moderation.

3. The marker (or examiner) is the one responsible for submitting the final grades. The moderator(s) for each course shall be appointed by the Program Coordinator/Director or the HoD of the program. The Program Coordinator/Director or HoD may also decide to act as a moderator.

4. The moderator shall randomly select the students for moderation purpose, based on the class list of students provided by the marker, and provide the list of randomly selected students back to the marker.

5. The marker shall provide the marked scripts of the randomly selected students, along with the question paper and a sample model answer, to the moderator.

6. The number of sampled scripts shall be selected by the moderator as follows:

Total Number of Scripts	Minimum Sample Size
Up to 10	All scripts
11-100	10 scripts
More than 100	10% of total scripts

7. For each sample marked script, the moderator shall put his/her comments on the cover sheet of the sample marked scripts along with his/her initials, using a different color pen. If the moderator notes an isolated error on a script, he/she shall include that in comments. The moderator shall not re-mark the script.

8. After reviewing the complete set of sampled scripts, the moderator shall submit a summarized Moderation Report to the marker (examiner) with comments that may include the following observations:

    a) The marking is fair, accurate and consistent

    b) The marking is not consistent and sometimes appears to be over- or under-marked, as indicated by the comments of the moderator in the reviewed scripts

    c) Occasional errors have been noticed in marking, as indicated in the reviewed scripts

The moderator shall return the scripts to the marker, who must re-examine his/her marking of all scripts if the comments are other than the one given in a) above.

9. In situations where the marker (examiner) agrees to incorporate the feedback obtained from the moderator, the process will ensure fairness of the awarded marks. In case of any disagreement, the decision of the Program Coordinator/Director or HoD shall be final and must be followed by the marker (examiner).

10. Exams with only multiple choice questions that are machine-marked, do not require a moderator. However, the examiner responsible for this exam must randomly select few marked scripts to ensure that there is no machine error.

11. The moderation must be completed and the reviewed scripts returned by the moderator to the marker (examiner), within 24 hours of receiving the scripts for final examination, and 72 hours for all other assessments.

12. For final examination, the marker (examiner) shall have 96 hours, from the time of the examination, to submit the final grades of students on University system.

10. Assessment of Non-Academic (Administrative and Support) Units

10.1. Administrative and Support Units Effectiveness Plan Components

The following are the main components of the assessment of Administrative and Support units:

- Development of the unit mission and objectives.
- Mapping the unit objectives with University objectives.
- Selecting the unit key performance indicators (KPIs).
- Selecting and designing instruments for performance measurement (direct and indirect).
- Setting baseline and targets.
- Data collection, analysis, and compilation of assessment results.
- Distribution of assessment results.
- Reviewing assessment results, developing remedial and improvement actions.
- Setting a plan for implementing improvement and remedial actions.
- Monitoring the implementation of the actions.

10.2. Administrative and Support Unit's Assessment:

The following diagram illustrates Admin/support unit's assessment process:

Administrative and Support Units Assessment Flowchart
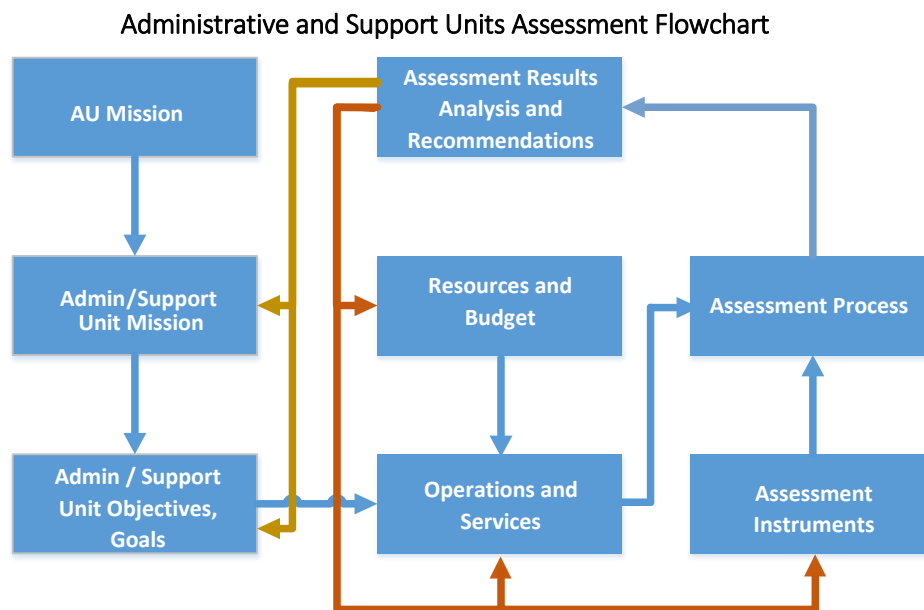

Figure 10.1 Assessment Process for non-academic units

10.3. Administrative/ Support Unit's Mission

Administrative/ support unit's mission statement links the functions of the unit to mission of the University. The mission should indicate the primary function, core activities and the expected satisfaction by the stakeholders.

10.4. Administrative/ Support Unit's Objectives

The unit objectives should cover the following three aspects:

- Outcome statements.
- The level and efficiency of processes and activities.
- Satisfaction level (targets).

Objectives should be SMART which means that they are:
- Specific
- Measurable
- Achievable
- Realistic
- Time-bound

10.5. Key Performance Indicators (KPIs)

For each goal, a number of Key Performance Indicators (KPI) are identified, in agreement with University Management team. The KPIs are mapped against strategic goals of AU. Subsequent to the approval of KPIs, baselines are defined for KPIs on the basis of data available for the recently completed year and appropriate targets for KPIs are set for the following year.

10.6. Assessment Tools/Instruments

Determine appropriate assessment measures, which can be defined as:

- **Indirect**: Quantifies the level of fulfillment from concerned stakeholders (instruments used are feedback surveys).
- **Direct**: Measure of performance indicators and achievement of KPIs.

10.7. Criteria or Targets for Success

The ultimate objective is to reach a standard level that maximizes the unit's accomplishments. Examples are:

- At least 80 % of qualified employees will undertake trainings.
- More than 90% of the transcripts will be sent within three days.
- At least 98% of the forms will be processed without errors.

10.8. Assessment Cycle

Assessment shall be understood as a cycle. Assessment plans are developed at the beginning of every academic year, they consist of steps 1 through step 4, with findings (step 5), and analysis (step 6) cumulating into a report (step 7) at the conclusion of the year. The assessment report is the

documentation of all steps of the assessment cycle. A template for creating an assessment plan and generating an assessment report are provided in Appendices.

Figure 10.2. Non-Academic Units Assessment Cycle.

10.9. Assessment Process for Non-Academic Units:

1. The KPIs for each unit are grouped together in a formal document named "Performance Contract (PC)", which is signed by each Manager and Dean. In this regard, they are called Performance Contract Owners (PCOs). The record of each of this document is maintained at OIPE along with a copy with the Office of the Chancellor. A sample PC is given in the Appendices.

2. Next in the process, a balanced scorecard (SC) for each PC is prepared which includes detailed definition of each KPI, the metrics involved, link to strategic priority, and data custodian. The SC is then discussed with each of the PC owners for clarification of definition and elimination of any discrepancy. A sample scorecard is given in the Appendices.

3. An "Interim Review" of KPIs is carried out as mid-year review. Performance against the initial targets are evaluated for all KPIs. Also, any clarifications or bottlenecks over on-going KPIs are identified and discussed, and escalated to senior management if so required.

4. At the end of KPI cycle, which is during the month of September each year, every PC owner is required to submit the final data for the scorecard (SC). Each submission is required to be backed by evidences from the relevant data custodians, as mentioned in the SC. OIPE then evaluates

each submission and identify the gaps in evidences, if any. On the basis of the report submitted by OIPE, the University Management may take necessary action to correct failings in the KPIs attainment and/or note exceptional performance.

5. At the end of the cycle, each of the PCs are assessed based on the KPIs achieved, in-progress and not achieved. Every PC owner is than required to submit an "Action Plan" for unachieved and/or in-progress KPIs within a defined time-line.

The complete calendar of tasks for Performance Contracts for 2020-2021 is presented in Appendices under Non-Academic Units Assessment.

11. Regular Review of AU Policies and Procedures

Policies	Frequency	Office in Charge	Mechanism	Monitoring	Coordination	Compliance with Standards	Approval
1. GOVERNANCE AND MANAGEMENT POLICIES	EVERY THREE YEARS	Chancellor's Office	- Review procedures - Assessment of Academic and non-academic activities - Benchmarking - Peer Review - Compliance to accreditation requirements. - Consultation	Chancellor	Chancellor's Office	Standards for Licensure and Accreditation 2019 & the Associated Stipulations	Chancellor and Board of Trustees
2. QUALITY ASSURANCE POLICY		OIPE		Executive Director	OIPE		
3. EDUCATIONAL PROGRAMS POLICIES		VCAA		Council for Academic Affairs	OIPE		
4. RESEARCH POLICIES		Deanship for Graduate Studies and Research		VCAA			
5. FACULTY AND PROFESSIONAL STAFF POLICIES		Office of Human Resources		VCAA & COO			
6. STUDENTS POLICIES		Deanship of Students Affairs		VCAA			
7. HEALTH, SAFETY AND ENVIRONMENT POLICIES		Relevant Offices Reporting to COO		COO			
8. LEARNING RESOURCE POLICIES		LIBRARY		VCAA			
9. FISCAL RESOURCES POLICIES		Relevant Offices Reporting to COO		COO			

APPENDICES

ACADEMIC UNITS ASSESSMENT

Course Assessment Calendar for Fall 2021-2022

All instructors have to complete the below tasks within the specified time period for their course assessment:

FALL SEMESTER

#	Task	Allocated Period	
		Start Date	End Date
1	Use the exam cover page for all assessment tools (First test, Mid-term exam, Final Exam…etc.). The cover page includes a table that should map each exam question to one CLO.	Aug. 29 , 2021	• Undergraduate Programs: Dec. 9, 2021 • Graduate Programs: Dec. 11, 2021
2	Insert all grades obtained from various assessment tools in the CAP program in order to assess all CLOs for each section.	Aug. 29 , 2021	• Undergraduate Programs: Dec. 9, 2021 • Graduate Programs: Dec. 11, 2021
3	Collect Students' Feedback on Course Learning Outcomes (CLOs) (using students' feedback on Moodle for each section).	Nov. 21, 2021	Dec. 8, 2021
4	The summary of students' feedback on the evaluation of the course will be made available, through email, to all Instructors.	Dec. 22, 2021	Dec. 23, 2021
5	Integrate into the Instructor Course Assessment Report (ICAR) the results collected from task 2, task 3, and task 4.	Dec. 22, 2021	Dec. 23, 2021
6	Fall semester break	Dec. 26, 2021	Jan. 6, 2022
7	Submit the Instructor Course Assessment Report (ICAR) plus the CAP program output for all offered courses to ACIC.	Jan. 9, 2022	Jan. 13, 2022
8	Hold meeting with ACIC, as required, to finalize the Course Assessment Reports (CARs) prepared by the ACIC.	Jan. 16, 2022	Jan. 20, 2022
9	ACIC shall submit CARs for all courses to HoD/CEC	Jan. 23, 2022	Jan. 27, 2022
10	CEC shall submit ICARs and CARs for all courses and the meeting minutes of ACIC and CEC to OIPE	Jan. 30, 2022	Feb. 3, 2022

Course Assessment Calendar for Spring 2021-2022

All instructors have to complete the below tasks within the specified time period for their course assessment:

SPRING SEMESTER

#	Task	Allocated Period	
		Start Date	End Date
1	Use the exam cover page for all assessment tools (First test, Mid-term exam, Final Exam…etc.). The cover page includes a table that should map each exam question to one CLO.	Jan. 9, 2022	• Undergraduate Programs: April 28, 2022 • Graduate Programs: April 30, 2022
2	Insert all grades obtained from various assessment tools in the CAP program in order to assess all CLOs for each section.	Jan. 9, 2022	• Undergraduate Programs: April 28, 2022 • Graduate Programs: April 30, 2022
3	Spring semester break	March 27, 2022	March 31, 2022
4	Collect Students' Feedback on Course Learning Outcomes (CLOs) (using students' feedback on Moodle for each section).	April 10, 2022	April 28, 2022
5	The summary of students' feedback on the evaluation of the course will be made available, through email, to all Instructors.	May 22, 2022	May 23, 2022
6	Integrate into the Instructor Course Assessment Report (ICAR) the results collected from task 2, task 3, and task 4.	May 22, 2022	May 26, 2022
7	Submit the Instructor Course Assessment Report (ICAR) plus the CAP program output for all offered courses to ACIC.	May 29, 2022	May 31, 2022
8	Hold meeting with ACIC, as required, to finalize the Course Assessment Reports (CARs) prepared by the ACIC.	June 1, 2022	June 5, 2022
9	ACIC shall submit CARs for all courses to HoD/CEC	June 6, 2022	June 8, 2022
10	CEC shall submit ICARs and CARs for all courses and the meeting minutes of ACIC and CEC to OIPE	June 8, 2022	June 9, 2022
11	Beginning of Summer vacation	June 12, 2022	-

جامعة عجمان
AJMAN UNIVERSITY

MODERATION REPORT ON ASSESSMENT

College: _____   Department: _____

Semester: _____   Academic Year: _____

Course Title: _____

Course Code: _____   Section Number: _____

Total Number of Students: _____

Number of Sampled Scripts for Moderation: _____

Instructor Name: _____

Moderator Name: _____

Assessment Tool:* _____

Assessment Date: _____

Moderator's Assessment:

☐   The marking is fair, accurate and consistent

☐   Some answers appear to be over- or under-marked, as indicated by the comments given in the reviewed scripts

☐   Occasional errors have been noticed in marking, as indicated in the reviewed scripts

☐   Other (please specify):

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Moderator's Signature: _____   Date: _____

Comments of Marker: _____

Comments/Approval by the Program Coordinator/Director or HoD:

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Assessment tool could be Midterm Exam, Final Exam, etc. in accordance with the Policy on Moderation

Assessment Forms

1: Student Course Assessment Survey (SCAS) Form on Moodle

Dear Student

In order to provide better services to our students and continually improve our performance, we request you to fill the following questionnaire. Your help in this regard is highly appreciated.

عزيزي الطالب/عزيزتي الطالبة،

من أجل مساعدتنا في مواصلة تحسين الخدمات التي تقدمها الجامعة، يرجى الإجابة على الاستبيان التالي؛ شاكرين لكم تعاونكم معنا.

Course Name: Course Number:	اسم المساق: رقم المساق:

(5) Highly Satisfied راضٍ جداً	(4) Satisfied راضٍ	(3) Neutral محايد	(2) Dissatisfied غير راضٍ	(1) Highly Dissatisfied غير راضٍ تماماً	(N/A) Not Applicable لا ينطبق

a. Students' Feedback with respect to Course Related Issues

أ.   رأي الطالب بشأن الجوانب المتصلة بالمساق

	Course Related Issues الجوانب المتصلة بالمساق	Response					
		5	4	3	2	1	N/A
1.	*I had an adequate background for this subject.* كانت لدي خلفية مناسبة عن هذا المساق.	☐	☐	☐	☐	☐	☐
2.	*Coursework assignments and projects were helpful to understand the subject.* كانت الأعمال الفصلية والمشاريع مفيدة لفهم هذا المساق.	☐	☐	☐	☐	☐	☐
3.	*I found the course useful.* كان المساق مفيداً لي.	☐	☐	☐	☐	☐	☐
4.	*Textbook and references assigned to this course were appropriate and useful.* كان الكتاب الدراسي والمراجع المخصصة للمساق مفيدة ومناسبة.	☐	☐	☐	☐	☐	☐
5.	*Your Comments and Suggestions:* تعليقاتك واقتراحاتك:						

b. Students' Feedback with respect to Course Instructor

ب. رأي الطالب بشأن الجوانب المتصلة بمدرس المساق

Instructor Name:	اسم أستاذ المساق:

(5) Highly Satisfied راضٍ جداً	(4) Satisfied راضٍ	(3) Neutral محايد	(2) Dissatisfied غير راضٍ	(1) Highly Dissatisfied غير راضٍ تماماً	(N/A) Not Applicable لا ينطبق

#	Course Instructor Related Issues الجوانب المتصلة بمدرس المساق	Response					
		5	4	3	2	1	N/A
1.	The instructor presented the material well and clearly. قدّم أستاذ المساق المادة الدراسية بشكل جيد وواضح.	☐	☐	☐	☐	☐	☐
2.	The instructor was well prepared for the lectures. كان الأستاذ مستعداً بشكل جيد للمحاضرة.	☐	☐	☐	☐	☐	☐
3.	The instructor started and ended the lectures on time and was regular. التزم الأستاذ بمواعيد بدء المحاضرات وانتهائها وكان مواظبا عليها.	☐	☐	☐	☐	☐	☐
4.	The instructor was available and helpful during posted office hours. كان الأستاذ حاضرا خلال الساعات المكتبية المعلنة.	☐	☐	☐	☐	☐	☐
5.	The instructor was fair in the evaluation of students' course work. كان أستاذ المساق منصفاً في تقييم الامتحانات والأعمال الفصلية.	☐	☐	☐	☐	☐	☐
6.	The lectures were given in only one language (English or Arabic). كانت المحاضرات تقدم بلغة واحدة (العربية أو الإنجليزية).	☐	☐	☐	☐	☐	☐
7.	The instructor identified the course learning outcomes clearly· شرح الأستاذ مخرجات المساق بأسلوب واضح.	☐	☐	☐	☐	☐	☐
8.	The instructor encouraged interaction with students, listened to them, and responded to their questions. كان الأستاذ يشجع على التفاعل في المحاضرة ويتجاوب مع أسئلة الطلبة.	☐	☐	☐	☐	☐	☐
9.	The instructor evaluated the students' work in a timely manner. قيّم الأستاذ أعمال الطلبة في الوقت المناسب.	☐	☐	☐	☐	☐	☐
10	Overall, the instructor's performance in this course was excellent. بصورة عامة، كان أداء الأستاذ في هذا المساق ممتازاً.	☐	☐	☐	☐	☐	☐
11	Your Comments and Suggestions: تعليقاتك واقتراحاتك:						

c. Students' Feedback with respect to Lab/Studio/Clinic Instructor (if applicable)

ج.   رأي الطالب بشأن الجوانب المتصلة بمدرس المختبر/العيادة/الأستوديو

Lab/Studio/Clinic Instructor Name:				اسم أستاذ المختبر/العيادة/الأستوديو:	
(5) Highly Satisfied راضٍ جداً	(4) Satisfied راضٍ	(3) Neutral محايد	(2) Dissatisfied غير راضٍ	(1) Highly Dissatisfied غير راضٍ تماماً	(N/A) Not Applicable لا ينطبق

#	Lab/Studio/Clinic Instructor Related Issues الجوانب المتصلة بمدرس المختبر/العيادة/الأستوديو	Response					
		5	4	3	2	1	N/A
1.	*The lab/studio/clinic instructor presented the practical material well and clearly.* قدّم الأستاذ المادة العملية بشكل جيد وواضح.	☐	☐	☐	☐	☐	☐
2.	*The instructor was well prepared for the lab/studio/clinic sessions.* كان الأستاذ مستعداً بشكل جيد للمختبر/العيادة/الأستوديو.	☐	☐	☐	☐	☐	☐
3.	*The instructor started and ended the lab/studio/clinic on time and was regular.* التزم الأستاذ بمواعيد بدء وانتهاء المختبر/العيادة/الأستوديو وكان مواظبا عليها.	☐	☐	☐	☐	☐	☐
4.	*The instructor was fair in the evaluation of students' work in lab/studio/clinic.* كان الأستاذ منصفا في تقييم الامتحانات والأعمال الفصلية للمختبر/العيادة/الأستوديو.	☐	☐	☐	☐	☐	☐
5.	*The instructor took interest in developing students' practical skills and answered their questions.* كان الأستاذ يشجع التفاعل في المختبر/العيادة/الأستوديو ويتجاوب مع أسئلة الطلبة.	☐	☐	☐	☐	☐	☐
6.	*The instructor evaluated the students' work in a timely manner.* قيّم الأستاذ أعمال الطلبة في الوقت المناسب.	☐	☐	☐	☐	☐	☐
7.	*The equipment/components/material available in the lab/studio/clinic were sufficient and in good working condition.* كانت المعدات/المواد الموجودة في المختبر/الأستوديو/العيادة كافية وتعمل جيدا.	☐	☐	☐	☐	☐	☐
8.	*Overall, the instructor's performance in the* lab/studio/clinic *was excellent.* بصورة عامة، كان أداء الأستاذ في هذا المساق ممتازاً.	☐	☐	☐	☐	☐	☐
9.	*Your Comments and Suggestions:* تعليقاتك واقتراحاتك:						

Dear Student,

In order to provide better services to our students and continually improve our performance, we request you to fill the following questionnaire. Your help in this regard is highly appreciated.

عزيزي الطالب/عزيزتي الطالبة،

من أجل مساعدتنا في مواصلة تحسين الخدمات التي تقدمها الجامعة، يرجى الإجابة على الاستبيان التالي؛ شاكرين لكم تعاونكم معنا.

College Name:

Academic Advisor's Name:

(5) Highly Satisfied راضٍ جداً	(4) Satisfied راضٍ	(3) Neutral محايد	(2) Dissatisfied غير راضٍ	(1) Highly Dissatisfied غير راضٍ تماماً

#	Statements	Your Score (out of 5)				
		5	4	3	2	1
1	My advisor helped me to fully understand my study plan and graduation requirements. ساعدني مرشدي الأكاديمي في فهم خطتي الدراسية ومتطلبات تخرجي بشكل كامل.					
2	My advisor is available during the specified office hours. مرشدي الأكاديمي متاح خلال الساعات المكتبية المحددة.					
3	My advisor assists me in course selections. مرشدي الأكاديمي يساعدني في اختيار المساقات.					
4	My advisor directs me to other sources of help when necessary. يوجهني مرشدي الأكاديمي إلى مصادر أخرى للمساعدة عند الضرورة.					
5	I meet or contact my advisor at least once per semester. أقابل أو أتصل بمرشدي الأكاديمي مرة واحدة كل فصل دراسي على الأقل.					
	Overall, my advisor is very helpful in providing guidance about academic and non-academic matters. بصورة عامة، مرشدي الأكاديمي يوفر لي المساعدة في الأمور الأكاديمية والغير الأكاديمية.					
6	*Your Comments and Suggestions:* *تعليقاتك واقتراحاتك:*					

Course Assessment

1: Exam Cover Page

College:		Department:	
Semester:		Academic Year:	
Course Title:			
Course ID:			
Section Number:			
Number of Enrolled Students:			
Instructor Name:			
Assessment Tool:*			
Assessment Date:			
Student Name:			
Student ID:			

S. No.	Question	Course Learning Outcome (CLO)	Maximum Mark	Scored Mark
1	Question 1	Outcome a		
2	Question 2	Outcome b		
3	Question 3	Outcome c		
4	Question 4	Outcome d		
		Total		

* Assessment tool could be Test1, Test2, Midterm Exam, Final Exam, etc.
* Example of Assessment Tool: First Test, Midterm exam, Final Exam

الكلية:		القسم:	
الفصل الدراسي:		السنة الدراسية:	
اسم المساق:			
رقم المساق:			
رقم الشعبة:			
عدد الطلاب المسجلين في المساق:			
اسم أستاذ المساق:			
أداة التقييم*:			
تاريخ التقييم:			
اسم الطالب:			
الرقم الجامعي للطالب:			

الدرجة المحصلة	الدرجة القصوى	مخرجات المساق (CLO)	السؤال	مسلسل
		المخرج a	السؤال 1	1
		المخرج b	السؤال 2	2
		المخرج c	السؤال 3	3
		المخرج d	السؤال 4	4
		المجموع		

* أداة التقييم قد تشمل اختبار 1، اختبار 2، امتحان منتصف الفصل، الامتحان النهائي، الخ.

2: Instructor Course Assessment Report (ICAR)

General Information

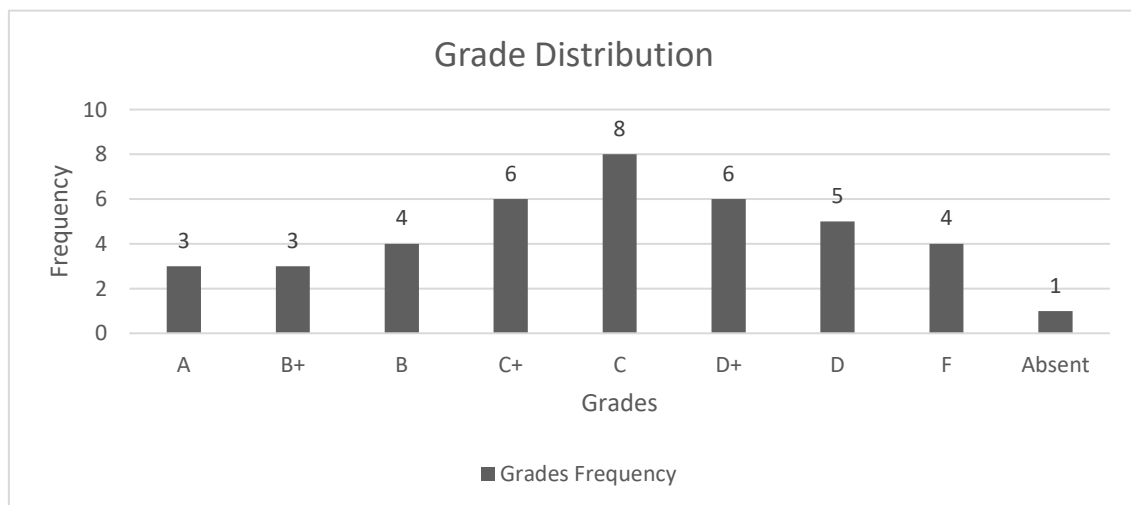| Instructor Name						
Academic Year	20… – 20…	Semester	☐ Fall	☐ Spring	☐ Summer	
Course Code		Course Title				
Course Credit Hours (Theory, Lab, Total) (2,1,3)						
Section No.		Total No. of Students		Section Gender	☐Male	☐ Female	☐Merged
Average Mark for this Section:						

Section 1:

Course Assessment

1.1.   Quantitative analysis of student performance, including individual student grades, both cumulative and for each assessment, and grade distribution.

    1.1.1. Please provide, in <u>Appendix 1 (at the end of ICAR)</u>, the individual student grades, both cumulative and for each assessment [Final CAP Sheet].
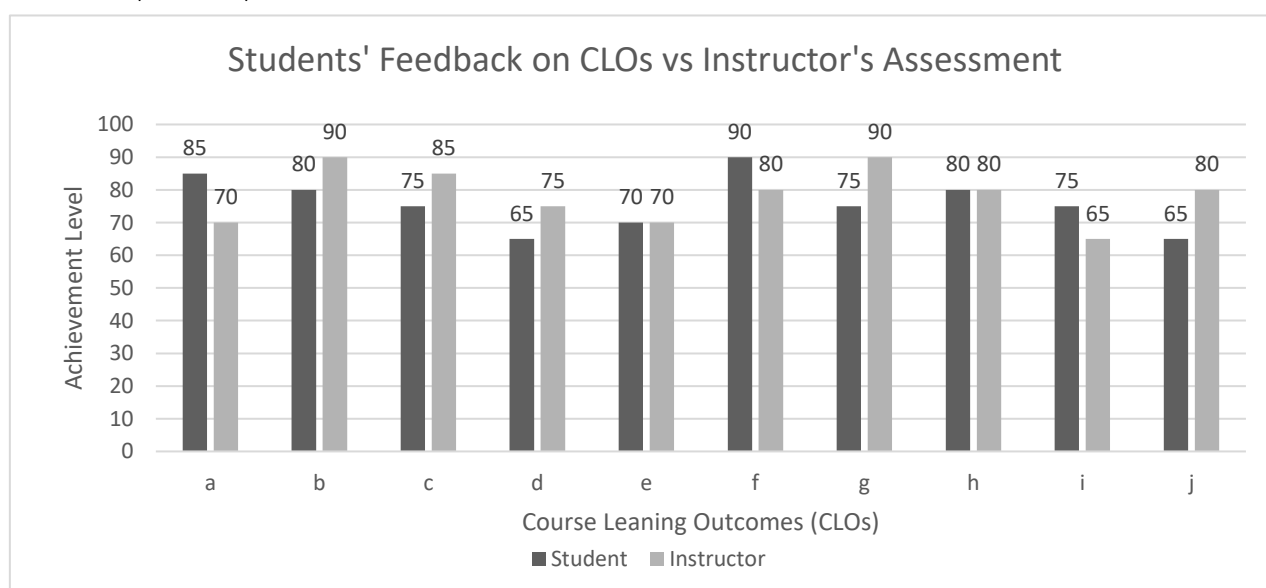
    1.1.2.   Grade Distribution

1.1.3. Comments on students' performance

```



```

1.2. Assessment of Course Learning Outcomes (CLOs)

#	Course Learning Outcomes (CLOs)	Average Score (%)	
		Instructor's Assessment (CAP)	Students' Feedback (Moodle)
a			
b			
c			
d			
e			
f			

1.3. Graphical Representation of Students' Feedback and Instructor's Assessment of CLOs:

1.4. How does students' feedback on course learning outcomes (CLOs) differ from their assessment by the course instructor? Please provide analysis of any discrepancy:

| |
| |

1.5. Comprehensive Instructor review of the presentation of the Course:

| A) Appropriateness of the course learning outcomes |
| |

| B) Extent to which the syllabus was covered |
| |

| C) Extent to which learning outcomes were met (with evidence) |
| |

| D) Appropriateness of textbooks and other learning resources |
| |

E) Appropriateness of assessment instruments in relation to learning outcomes

F) Appropriateness of the balance of assessment

G) Appropriateness of prerequisites

H) General comments on any problems encountered with the course

Section 2:

Corrective/Improvement Actions Recommended by the Instructor

2.1. Recommended corrective actions for <u>unachieved CLOs</u> in the current offering of the course   (Skip if all CLOs were achieved):

CLO #	Course Learning Outcome (CLO)	Recommended Corrective Action

2.2. Instructor's recommendations for course improvements (<u>even if all CLOs were achieved</u>):

#	Recommended Course Improvement Actions
1	
2	
3	
4	

Section 3:

Student Course Assessment Survey (SCAS) Feedback:

3.1. Students' feedback with respect to the **course** as provided in SCAS Report:

Overall achieved Score (out of 5) for this course in SCAS Report = [   ]

3.1.1. **Course-related Comments**:

Please read students' comments in SCAS Report related to this course, and categorize them in the below table in the form of Strengths and Concerns (if there is no comment, leave it empty):

#	Strengths	Concerns
1.		
2.		
3.		

3.1.2. Instructor's proposed corrective action plan based on students' above-mentioned feedback:

#	Corrective Action Plan based on SCAS Feedback on the Course
1.	
2.	
3.	

3.2. Students' feedback in SCAS Report with respect to the **instructor**:

Overall achieved score (out of 5)	
Main reason(s) or challenge(s) faced for not achieving the minimum required score of 4 out of 5. (Skip if not applicable)	
Action plan for improvement in the overall score in the next offering of course (if applicable)	

3.2.1 Instructor-related Comments:

Please read students' comments in SCAS Report with respect to the instructor, and categorize them in the below table in the form of Strengths and Concerns (if there is no comment, leave it empty):

#	Strengths	Concerns
1.		
2.		
3.		

3.2.2 Instructor's proposed corrective action plan based on students' feedback on the instructor:

#	Corrective Action Plan based on SCAS Feedback on the Instructor
1.	
2.	
3.	

3.3. Students' Feedback on **Lab/Studio/Clinic instructor** (if applicable):

(If the Lab/Studio/Clinic is taught by more than one instructor, please add the following tables for each instructor of Lab/Studio/Clinic)

Please read students' comments in SCAS Report with respect to the Lab/Studio/Clinic instructor, and summarize the comments and suggestions in the below table (if there is no comment, please leave it empty):

Instructor Name (1)	
Overall achieved score (out of 5)	
Main reason(s) or challenge(s) faced for not achieving the minimum required score of 4 out of 5. (Skip if not applicable)	
Action plan for improvement in overall score in the next offering of course (if applicable)	

Lab/Studio/Clinic Instructor-related Comments

#	Strengths	Concerns
1.		
2.		
3.		

3.3.1. Instructor's proposed corrective action plan based on students' above-mentioned feedback on the Lab/Studio/Clinic instructor:

#	Corrective Action Plan based on SCAS Feedback on the Lab/Studio/Clinic Instructor
1.	
2.	
3.	

Section 4:

Continuous Quality Enhancement

4.1. Implementation of corrective actions (for unachieved CLOs) that were recommended in Section 2.1 of CAR for previous offering of the course. (Skip if not applicable)

#	Corrective Actions recommended in Section 2.1 of CAR (as approved by ACIC and CEC)	Were these actions implemented this semester (Yes/No)? If not, why?
1		
2		
3		
4		

4.2. Please summarize how above-mentioned corrective actions helped in improving the course. If no improvement was achieved, explain the possible reasons. (Skip if not applicable)

4.3. Implementation of course improvement actions that were recommended in Section 2.2 of CAR for previous offering of the course:

#	Course Improvement Actions recommended in Section 2.2 of CAR (as approved by ACIC and CEC)	Were these actions implemented this semester (Yes/No)? If not, why?
1		
2		
3		
4		

4.4. Please summarize how above-mentioned improvement actions helped in improving the course. If no improvement was achieved, explain the possible reasons.

4.5. Implementation of corrective actions (based on SCAS feedback) that were recommended in Section 2.3 of CAR for previous offering of the course:

#	Corrective Actions recommended in Section 2.3 of CAR (as approved by ACIC and CEC)	Were these actions implemented this semester (Yes/No)? If not, why?
1		
2		
3		
4		

4.6. Please summarize how above-mentioned corrective actions helped in improving the course. If no improvement was achieved, explain the possible reasons.

Reviewed and Approved:

Instructor's Signature   Date

…………………………………………..   ………………………………………..

Head of ACIC's Signature   Date

…………………………………………..   …………………………………………

Head of Department's Signature   Date

…………………………………………..   …………………………………………

Appendix 1 CAP Sheet

(Please attached your CAP Sheet here.)

تقرير تقيم الأستاذ للمساق   (ICAR)

1. **المعلومات العامة:**

اسم أستاذ المساق:	
العام الجامعي: ....20 – 20	الفصل الدراسي:
اسم المساق:	رقم المساق:
الساعات المعتمدة للمساق: (نظري، معمل، المجموع)(3،1،2):	
رقم الشعبة:	عدد الطلبة: ☐ طلاب ☐ طالبات ☐ شعبة مدمجة
متوسط الدرجة النهائية للشعبة:	

القسم رقم 1

تقيم المساق (Course Assessment)

1.1 لتحليل الكمي لأداء الطلاب بما في ذلك الدرجات الفردية للطلاب، على حد سواء التراكمي ولكل تقييم، وتوزيع الدرجات.

1.1.1   يرجى تقديم ، في الملحق رقم 1 (في نهاية الـ ICAR) ، *الدرجات الفردية لكل طالب*، التراكمية ولكل
تقييم [ورقة CAP النهائية].

1.1.2   توزيع الدرجات

Grades Distribution

Grades	A	B+	B	C+	C	D+	D	F	Abs
Frequency	10	2	5	8	3	1	4	6	1
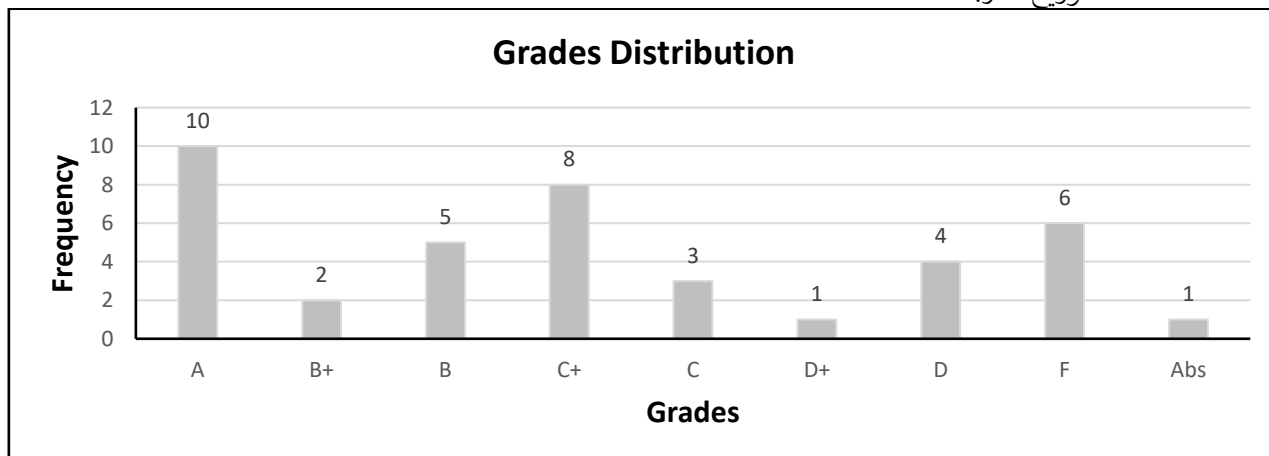
1.1.3 تعليقات على أداء الطلاب

a. تقييم نتائج تعلم مخرجات المساق (CLOs)

#	مخرجات تعلم المساق (CLOs)	متوسط الدرجة(%)	
		تقييم الأستاذ(CAP)	ملاحظات الطلبة (Moodle)
a			
b			
c			
d			
e			
f			

3.1 الرسم البياني يمثل تقييم الطلبة وتقييم الأستاذ للمخرجات (CLOs)
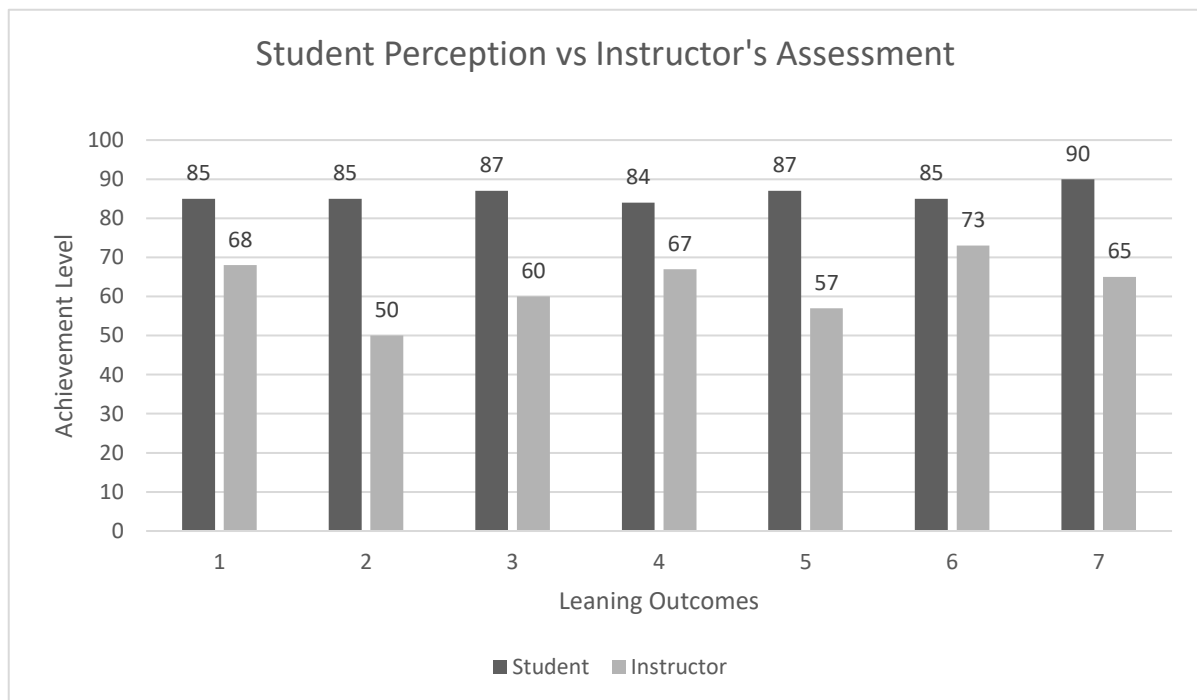
1.4. كيف يختلف منظور الطلبة لمخرجات المساق التعلمية عن تقييم أستاذ المساق؟ يرجى التعليق على أي اختلافات موجودة:

1.5. الاستعراض العام للمساق من قبل الأستاذ لتحسين تجربة الطلبة التعلمية بالنسبة للنقاط التالية:

1. مدى ملاءمة مخرجات المساق التعلمية

2. مدى نطاق تغطية عناصر المقرر

3. مدى تلبية نتائج تعلم مخرجات المساق (مع الأدلة)

4. مدى ملاءمة الكتاب الدراسي والموارد التعلمية الأخرى

5. مدى ملاءمة أدوات التقييم فيما يتعلق بنتائج مخرجات المساق

6. مدى ملاءمة ميزان التقييم

7. مدى ملاءمة المتطلبات السابقة

8. معيقات التعلم والتعليقات العامة بشأن أية مشاكل موجودة في المساق

القسم رقم 2

الإجراءات التصحيحية / التحسينية الموصى بها من قبل أستاذ المساق

2.1. لإجراءات التصحيحية الموصى بها لمخرجات المساق <u>الغير محققة</u> في الطرح الحالي للمساق (تخطي إذا تم تحقيق كل الـ CLOs):

الإجراءات المقترحة للتحسينات	مخرجات المساق(CLOs)	CLO #

2.2. مقترحات الأستاذ بشأن أي تحسينات في المساق (حتى لو تحققت جميع المخرجات)

إجراءات التحسين الموصى بها	#
	1.
	2.
	3.
	4.

القسم رقم 3:

ملاحظات الطلاب حول تقييم الطالب للمساق (SCAS)

3.1. رأي الطالب بشأن الجوانب المتصلة بالمساق كما هو موضح قي تقرير SCAS.

النتيجة الكلية المحققة (من 5) لهذا المساق في تقرير SCAS =

3.1.1. التعليقات الخاصة بالمساق:

يرجى قراءة تعليقات الطلاب في تقرير SCAS المتعلقة بهذا المساق ، وتصنيفها في الجدول أدناه على شكل نقاط القوة ونقاط القلق (إذا لم يكن هناك تعليقات ، اتركه فارغًا):

نقاط القلق	نقاط القوة	#
		1
		2
		3

3.1.2. خطة العمل التصحيحية المقترحة من قبل الأستاذ بناءً على ملاحظات الطلبة المذكورة أعلاه:

خطة العمل التصحيحية استناداً إلى تعليقات الطلبة بالنسبة للمساق	#
	1
	2
	3

3.2. رأي الطالب في الـSCAS بشأن الجوانب المتصلة **بأستاذ المساق**

	النتيجة الكلية المحققة (من 5)
	السبب (الأسباب) الرئيسية أو التحدي (التحديات) التي تواجه عدم تحقيق الحد الأدنى المطلوب من الدرجة وهو 4 من أصل 5. (تخطي إن لم يكن قابلاً للتطبيق)
	خطة العمل لتحسين النتيجة الإجمالية في الطرح التالي للمساق (إن وجدت)

3.2.1. التعليقات الخاصة بأستاذ المساق:

يرجى قراءة تعليقات الطلاب في تقرير SCAS المتعلقة بأستاذ المساق، وتصنيفها في الجدول أدناه على شكل نقاط القوة و نقاط القلق (إذا لم يكن هناك تعليقات، اتركه فارغًا):

نقاط القلق	نقاط القوة	#
		1
		2
		3

3.2.2. خطة العمل التصحيحية المقترحة من قبل الأستاذ بناءً على ملاحظات الطلبة المذكورة أعلاه:

#	خطة العمل التصحيحية استناداً إلى تعليقات الطلبة بالنسبة لأستاذ المساق
1	
2	
3	

3.3. رأي الطالب بشأن الجوانب المتصلة **بالمختبر/العيادة/الأستوديو** (إذا كان قابلاً للتطبيق):
(إذا تم تدريس المختبر / الاستوديو / العيادة من قبل أكثر من أستاذ، يرجى إضافة الجداول التالية لكل أستاذ)

يرجى قراءة تعليقات الطلاب في تقرير SCAS المتعلقة بأستاذ المختبر/العيادة/الأستوديو، وتصنيفها في الجدول أدناه على شكل نقاط القوة والتحديات (إذا لم يكن هناك تعليقات، اتركه فارغًا):

اسم أستاذ المساق (1)	
النتيجة الكلية المحققة (من 5)	
السبب (الأسباب) الرئيسية أو التحدي (التحديات) التي تواجه عدم تحقيق الحد الأدنى المطلوب من الدرجة وهو 4 من أصل 5. (تخطي إن لم يكن قابلاً للتطبيق)	
خطة العمل لتحسين النتيجة الإجمالية في الطرح التالي للمساق (إن وجدت)	

#	نقاط القوة	نقاط القلق
1		
2		
3		

3.3.1. خطة العمل التصحيحية المقترحة من قبل أستاذ المختبر/العيادة/الأستوديو بناءً على ملاحظات الطلبة المذكورة أعلاه:

#	خطة العمل التصحيحية استناداً إلى تعليقات الطلبة بالنسبة لأستاذ المختبر/العيادة/الأستوديو
1	
2	
3	

القسم رقم 4:
_____

متابعة تحسين الجودة

4.1.   تنفيذ الإجراءات التصحيحية التي تمت التوصية بها في القسم 2.1 من الـ CAR للطرح السابق للمساق.
(تخطى إن لم يكن قابلاً للتطبيق)

هل تم تنفيذ هذه الإجراءات خلال هذا الفصل (نعم / لا)؟ إذا لم يكن كذلك ، لماذا؟	الإجراءات التصحيحية الموصى بها في القسم 2.1 من الـ CAR (كما تم اعتمادها من قبل لجنتي الـ CEC و ACIC)	#
		1
		2
		3
		4

4.2 يرجى تلخيص كيف ساعدت الإجراءات التصحيحية المذكورة أعلاه في تحسين المساق. إذا لم يتم تحقيق أي تحسن، اشرح الأسباب المحتملة. (تخطي إن لم يكن قابلاً للتطبيق)

4.3 تنفيذ إجراءات التحسين الموصى بها في القسم 2.2 من الـ CAR للطرح السابق للمساق:

هل تم تنفيذ هذه الإجراءات خلال هذا الفصل (نعم / لا)؟ إذا لم يكن كذلك ، لماذا؟	الإجراءات التصحيحية الموصى بها في القسم 2.2 من الـ CAR (كما تم اعتمادها من قبل لجنتي الـ CEC و ACIC)	#
		1
		2
		3
		4

4.4 يرجى تلخيص كيف ساعدت الإجراءات التصحيحية المذكورة أعلاه في تحسين المساق. إذا لم يتم تحقيق أي تحسن، اشرح الأسباب المحتملة.

4.5 تنفيذ الإجراءات التصحيحية (بناءً على ملاحظات SCAS) التي تمت التوصية بها في القسم 2.3 من الـ CAR للطرح السابق للمساق:

هل تم تنفيذ هذه الإجراءات خلال هذا الفصل (نعم / لا)؟ إذا لم يكن كذلك ، لماذا؟	الإجراءات التصحيحية الموصى بها في القسم 2.3 من الـ CAR (كما تم اعتمادها من قبل لجنتي الـ ACIC وCEC)	#
		1
		2
		3
		4

4.6 يرجى تلخيص كيف ساعدت الإجراءات التصحيحية المذكورة أعلاه في تحسين المساق. إذا لم يتم تحقيق أي تحسن، اشرح الأسباب المحتملة.

التاريخ	توقيع أستاذ المساق
....	....

التاريخ	توقيع رئيس لجنة (ACIC)
....	....

التاريخ	توقيع رئيس القسم
....	....

الملحق CAP Sheet 1

(يرجى إدراج نسخة من صحيفة الـCAP)

3: Course Assessment Report (CAR)

Prepared by the Assessment and Continuous Improvement Committee (ACIC) based on all ICARs submitted for this course and meetings with concerned faculty, as needed.

1.   <u>Course Information</u>

Course Code:		Course Title:			
Academic Year:	20…- 20…	Semester:	☐ Fall	☐ Spring	☐Summer

Section 1:

Observations on Continuous Improvement of the Course, in particular with respect to the information provided in Section 4 of ICAR(s) for this semester.

#	Observations on Continuous Improvement
1	
2	
3	

Section 2:

Approved Action Plan for the next offering of Course:

The lists of all corrective and improvement actions for the next offering of this course are as follows:

2.1. Corrective actions for unachieved CLOs approved by ACIC based on Section 2.1 of ICAR(s).

CLO #	Recommended Corrective Actions for Unachieved CLOs

2.2. Course Improvement actions approved by ACIC based on Section 2.2 of ICAR(s).

#	Recommended Course Improvement Actions
1	
2	
3	

2.3. Corrective actions approved by ACIC based on SCAS feedback in Section 3.1.2 of ICAR(s).

#	Recommended Corrective Actions based on SCAS Feedback
1	
2	
3	

Section 3:

Recommendations for the Curriculum Development Committee (CDC), if any:

#	Recommendations for CDC
1	
2	
3	

Signature of Head of ACIC   Signature of Head of Department

…………………………………..   ……………………………………………

Date:……………………….   Date:………………………….

Section 4:

To be completed by the College Effectiveness Committee (CEC):

CEC Recommendations

Signature of Head of CEC   Date

…………………………………..   …………………………….

Course Assessment Report (CAR)تقرير تقييم المساق

أعدت من قبل لجنة التقييم والتحسين المستمر (ACIC) بالرجوع إلى جميع الـ ICARs المقدمة لهذا المساق والاجتماعات المنعقدة مع أعضاء هيئة التدريس المعنية ، حسب الحاجة.

معلومات المساق

	اسم المساق:		رقم المساق :
□الصيفي □ الربعي □ الخريفي	الفصل الدراسي:	20...... – 20......	السنة الدراسي:

القسم رقم 1:

ملاحظات حول التحسين المستمر للدورة ، وخاصة فيما يتعلق بالمعلومات المقدمة في القسم 4 من (s) ICAR لهذا الفصل الدراسي.

متابعة الإجراءات الموصى بها لعدم تحقق مخرجات المساق التعليمية (CLOs) في الطرح الأخير للمساق:

ملاحظات على التحسين المستمر	#
	1
	2
	3

القسم رقم 2:

خطة العمل المعتمدة للطرح التالي للمساق:

قوائم جميع الإجراءات التصحيحية والتحسينية للطرح التالي لهذا المساق هي كما يلي:

2.1. الإجراءات التصحيحية التي وافقت عليها الـ ACIC استنادًا إلى القسم 2.1 من الـ (s) ICAR.

الإجراءات التصحيحية الموصى بها لمخرجات المساق التس لم تتحقق	CLO #

2.2. إجراءات التحسين المعتمدة من قبل الـ ACIC استنادًا إلى القسم 2.2 من (s) ICAR.

إجراءات التحسين الموصى بها	#
	1
	2
	3

2.3. الإجراءات التصحيحية التي وافقت عليها ACIC استنادًا إلى تعليقات SCAS في القسم 3.1.2 من الـ (s) ICAR.

CLO #	الإجراءات التصحيحية الموصى بها

القسم رقم 3:

الأخذ بعين الاعتبار توصيات لجنة تطوير المناهج (CDC) ، إن وجدت:

#	توصيات الـ CDC
1	
2	
3	

توقيع رئيس القسم   توقيع رئيس لجنة الـ ACIC

....

التاريخ:....................................   التاريخ: ....

القسم رقم 4:

تستكمل من فبل لجنة الكلية للفعالية CEC

توصيات لجنة الـ CEC

```
┌──────────────────────────────────────────────┐
│                                              │
│                                              │
│                                              │
│                                              │
└──────────────────────────────────────────────┘
```

توقيع رئيس لجنة الفعالية (IE Coordinator)   التاريخ

....

Indirect Assessment – Sample Survey Questionnaires

1: Exit Survey

Sample Exit Survey

College of Engineering and IT

Electrical Engineering Program

A. Student/Program Outcomes

Kindly tick the appropriate box for each statement. Please note that the assessment is based on a scale of 1 to 5 as follows:

5: Strongly   **4**: Agree   **3**: Neutral   **2**: Disagree   **1**: Strongly Disagree

#	Statement	5	4	3	2	1
1	The EE program prepared me to apply knowledge of mathematics, science, and engineering.					
2	The EE program prepared me to design and conduct experiments, as well as to analyze and interpret data.					
3	The EE program prepared me to design a system, component, or process to meet desired needs within realistic constraints.					
4	The EE program prepared me to function on multidisciplinary teams.					
5	The EE program prepared me to identify, formulate, and solve engineering problems.					
6	The EE program developed an understanding of professional and ethical responsibility.					
7	The EE program prepared me to communicate effectively.					
8	The EE program provided me broad education necessary to understand the impact of engineering solution in a global, economic, environmental, and societal context.					
9	The EE program developed recognition of the need for, and an ability to engage in life-long learning.					
10	The EE program provided me knowledge of contemporary issues.					
11	The EE program prepared me to use the techniques, skills, and modern engineering tools necessary for engineering practice.					
12	The EE program provided me broad knowledge in the field of electrical engineering and specialized knowledge in my chosen field.					

B. Electrical Engineering Program Assessment

1. How would you rate your academic experience as a student in EE Department?

   ☐ Excellent ☐ V. Good ☐ Good ☐ Fair ☐ Poor

2. How would you describe the quality of teaching by faculty members in the Faculty of Engineering?

   ☐ Excellent ☐ V. Good ☐ Good ☐ Fair ☐ Poor

3. How would you describe the quality of teaching by faculty members from other Faculties in AUST (for courses like Math, Physics, English, Chemistry)?

   ☐ Excellent ☐ V. Good ☐ Good ☐ Fair ☐ Poor

4. How useful did you find your time spent in the laboratories?

   ☐ Highly Useful ☐ V. Useful ☐ Useful ☐ Not Useful ☐ Total Waste

5. How useful did you find the tutorials?

   ☐ Highly Useful ☐ V. Useful ☐ Useful ☐ Not Useful ☐ Total Waste

6. How would you describe the quality of academic advising?

   ☐ Excellent ☐ V. Good ☐ Good ☐ Fair ☐ Poor

7. How would you rate the quality of lectures (explanation of experiments) by Lab. Engineers?

   ☐ Excellent ☐ V. Good ☐ Good ☐ Fair ☐ Poor

8. How would you rate the quality of guidance/supervision provided by Lab. Engineers?

   ☐ Excellent ☐ V. Good ☐ Good ☐ Fair ☐ Poor

9. How useful did you find the role of Projects in increasing your knowledge?

   ☐ Highly Useful ☐ V. Useful ☐ Useful ☐ Not Useful ☐ Total Waste

10. How useful did you find the library and other educational resources?

    ☐ Highly Useful ☐ V. Useful ☐ Useful ☐ Not Useful ☐ Not at all

11. How much did your education at AUST contribute to thinking logically?

    ☐ A Lot ☐ V. Much ☐ Somewhat ☐ V. Little ☐ Not at all

12. How much did your education at AUST contribute to writing effectively?

    ☐ A Lot ☐ V. Much ☐ Somewhat ☐ V. Little ☐ Not at all

13. How much did your education at AUST contribute to speaking effectively?

    ☐ A Lot ☐ V. Much ☐ Somewhat ☐ V. Little ☐ Not at all

14. How much did your education at AUST contribute to develop your abilities for learning on your own?

☐ A Lot ☐ V. Much ☐ Somewhat ☐ V. Little ☐ Not at all

15. How would you rate your ability to independently perform experimental work?

☐ Excellent ☐ V. Good ☐ Good ☐ Fair ☐ Poor

16. How would you describe your command of basic concepts in EE?

☐ Excellent ☐ V. Good ☐ Good ☐ Fair ☐ Poor

17. How would you rate your design skills?

☐ Excellent ☐ V. Good ☐ Good ☐ Fair ☐ Poor

18. How would you rate your computer skills?

☐ Excellent ☐ V. Good ☐ Good ☐ Fair ☐ Poor

19. How would you rate the recreational and other student support services available at the university?

☐ Excellent ☐ V. Good ☐ Good ☐ Fair ☐ Poor

20. In general, how would you rate your overall undergraduate experience at AUST?

☐ Excellent ☐ V. Good ☐ Good ☐ Fair ☐ Poor

C. What you Liked the Most?

Please tell us what courses/labs/projects or other activities you liked the most.

D. What you Considered the Worst?

Please tell us what courses/labs/projects or other activities you considered the worst.

E. Comments on Study Plan/Courses

We would like to know how you feel about the study plan and courses offered in your area of specialization (Electronics/Communication/ICE).

F. Additional Comments

Please feel free to write your comments about any aspect(s) of the EE program. Your feedback will be of immense value in further improving the quality of the program.

Sample Alumni Survey

Kindly tick the appropriate box for each statement. Please note that the assessment is based on a scale of 1 to 5, with 5 representing the highest level of satisfaction and 1 indicating the lowest level of satisfaction.

The last part of the survey form requires your comments about all aspects of the program. We expect you to take some time to provide us as much feedback as possible. Thanks!

A. Personal Information

1. Specialization Area: ☐ Electronics   ☐ Communication   ☐ Instrumentation & Control

2. Year of Graduation: _____   Campus: _____

3. CGPA: ☐ 2.0 − 2.49   ☐ 2.5 − 2.99   ☐ 3.0 − 3.59   ☐ 3.6 − 4.0

B. Electrical Engineering Program Assessment

#	Statement	Satisfaction Level				
		5	4	3	2	1
1	The EE program prepared me to apply knowledge of mathematics, science, and engineering.					
2	The EE program prepared me to design and conduct experiments, as well as to analyze and interpret data.					
3	The EE program prepared me to design a system, component, or process to meet desired needs within realistic constraints.					
4	The EE program prepared me to function on multidisciplinary teams.					
5	The EE program prepared me to identify, formulate, and solve engineering problems.					
6	The EE program developed an understanding of professional and ethical responsibility.					
7	The EE program prepared me to communicate effectively.					

8	The EE program provided me broad education necessary to understand the impact of engineering solution in a global, economic, environmental, and societal context.					
9	The EE program developed recognition of the need for, and an ability to engage in life-long learning.					
10	The EE program provided me knowledge of contemporary issues.					
11	The EE program prepared me to use the techniques, skills, and modern engineering tools necessary for engineering practice.					
12	The EE program provided me broad knowledge in the field of electrical engineering and specialized knowledge in my chosen field.					

C. Strengths and Weaknesses

Now that you have been working as an engineer in the field, describe the strengths and weaknesses of your program/study plan in Electronics/Communication/Instr. & Control.

Strengths:

Weaknesses (Areas of Improvement):

D. Suggestions

1. What courses would you like to be added to your specialization study plan?

2. What courses would you like to be deleted from your specialization study plan?

E. Overall Rating of Program

Please rate the overall quality of the program:

□ Excellent   □ V. Good   □ Good   □ Fair   □ Poor

F. Additional Comments

Thank you for your contribution!

Sample Employers' Survey

Dear Employer of AUST EE Graduate(s),

The purpose of this survey is to obtain your feedback about the competence of Electrical Engineering (EE) graduates from Ajman University. Your feedback is very valuable to us, as it will enable us to further improve the quality of our graduates. We highly appreciate your time spent on completing this survey form and greatly acknowledge your contribution.

A. Engineering Education, Skills, and Competencies

Keeping in view the performance of EE graduates of AU, kindly tick the appropriate box for each of the following abilities. In case you are not in a position to evaluate a particular attribute, please tick UTE (Unable To Evaluate) box.

1. Ability to apply knowledge of mathematics, science, and engineering:

   □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE

2. Ability to design and conduct experiments, as well as to analyze and interpret data:

   □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE

3. Ability to design a system, component, or process to meet desired needs within realistic constraints:

   □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE

   Ability to function on multidisciplinary teams:

   □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE

4. Ability to identify, formulate, and solve engineering problems:

   □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE

5. Understanding of professional responsibilities:

   □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE

6. Understanding of ethical responsibilities:

   □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE

7. Ability to communicate effectively (Oral):

   □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE

8. Ability to communicate effectively (Written):

   □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE

9. Ability to understand the impact of engineering solutions in a global, economic, environmental, and societal context:

   □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE

10. Recognition of the need for, and an ability to engage in life-long learning:

    □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE

11. Knowledge of contemporary issues:

    □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE

12. Ability to utilize techniques, skills, and modern engineering tools necessary for engineering practice:

    □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE

13. Basics of Electrical Engineering:

    □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE

14. Knowledge in the area of specialization:

    □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE

B. Comments and Suggestions

Please feel free to provide comments and suggestions to help us further improve the quality of our graduates and to better prepare them for employment.

Thanks for your contribution!

NON-ACADEMIC UNITS ASSESSMENT

Flowchart of Tasks for Performance Contracts (2021-22)

Oct 23, 2021	OIPE shall send an Action Plan template to all PC Owners (PCO) which should be filled electronically. Copies of the same will be shared with respective Cabinet members for follow-up by November 2, 2021 recommend the KPIs based on the feedback from last PC cycle to Strategic Planning Monitoring Committee (SPMC)
Nov 10-18, 2021	OIPE shall recommend the KPIs based on the feedback from last PC cycle to Strategic Planning Monitoring Committee (SPMC)
Dec 05-13, 2021	SPMC shall meet and discuss all the recommendation and shall submit the first draft of KPIs to the Chancellor for approval and amendments by December 15, 2021
Dec 20-31, 2021	PCO shall receive the PCs forms from OIPE for review. They should then discuss this with their respective Cabinet members, in case they have any amendments or additions to be made.
Jan 1-5, 2022	OIPE shall then discuss the amendments, made by PCOs, with the Chancellor and prepare final PCs for signature
Jan 6-10, 2022	The approved PCs shall than be signed by the PCOs. This should than be submitted back to OIPE along
Jan 11-31, 2022	PCOs shall submit an Annual Operational Plan (AOP) based on the assigned KPIs by January 31, 2022
Feb 28, 2022	The OIPE shall prepare the balance scorecards and share the formulas with the PCOs by February 28, 2022
Mar 10-30, 2022	OIPE shall schedule a mid-year interim assessment with PCO to assess the progress and submit the report to SPMC by April 10, 2022. PCO shall also submit the final report on Action plan for unachieved KPIs of AY 2020-21
Apr-May 2022	OIPE shall carry out all surveys as mentioned in the PCs during April and May 2022
On Demand	For ad-hoc surveys of special events/workshops, the PCOs must inform the OIPE at least two weeks prior to the event in order to properly prepare and conduct the surveys
Sep 1-20, 2022	OIPE shall disseminate the KPI related data from respective custodians and send notification for populating KPI data in e-forms.
Sep 30, 2022	The PCOs shall complete the scorecards with all evidence by September 30, 2022
Oct 20, 2022	The OIPE shall submit the assessment reports to the Chancellor by October 20, 2022
Oct 31, 2022	The Strategic Retreat shall be held on October 31, 2022

1. Sample Performance Contract (OIPE) for Non-Academic Unit (2021-2022)

Performance Contract 2020-2021Link

PERFORMANCE CONTRACT 2020-2021
Office of Institutional Planning and Effectiveness
Dr. Mustahsan Mir Executive Director

Actual Strategic Goals	Key Performance Indicators	Baseline 2019-2020	Target 2020-2021	Actual 2020-2021
GOAL #1: Ensuring excellence in teaching and learning	# Institutions with which AU has benchmarked institutional level data	NA	3	
	% On-time submission of Effectiveness Reports by Colleges	100%	100%	
	# Workshops conducted by OIPE	2	4	
GOAL #2: Enhancing the quality, relevance, & impact of research and intellectual contribution	% Satisfaction score for Institutional data provided by OIPE	NA	3.5	
GOAL #3: Recruiting, supporting and fostering the development of a bright and diverse student body	# Evidence-based key recommendations provided to higher management	16	10	
GOAL #4: Enhancing the visibility and the positioning of the University	# Institutional requirements per ERT report	3.5	3.3	
	% Institutional Documents in compliance with CAA standards 2019	93%	95%	
	# AU ranking in QS Arab Region Rankings	35	32	
	# AU ranking in QS World Universities Rankings	701-750	651-700	
	% Self-Study Report Template developed for Initial Program Accreditation	0%	100%	
	% Completion of Eligibility Report for WSCUC	0%	100%	
GOAL #5: Building impactful and long-lasting ties with the external communities				
GOAL #6: Promoting cutting-edge and innovative support services	% Offices with benchmarking against peer/aspirant universities	81%	85%	
	% Savings in annual allocated budget	13%	5%	
	% Digital processes and procedures	80%	100%	

Date: _____   Signature: _____

2. Sample Balance Score Card (OIPE) for Academic Year 2021-2022

Score card for 2020-2021 (blank form) - link

Score card for 2019-2020 with data and evidences - link

3. Sample Action Plan Report (OIPE) for Unachieved KPIs During Academic Year 2020-2021

For each unachieved KPI of your College/Office in AY 2019-20 (for which the specified target was not met), please fill the following online form:

4. Assessment of OIPE Objectives

As part of the continuous improvement process, the Office of Institutional Planning and Effectiveness (OIPE) would use the following survey to determine the extent to which its objectives have been achieved. The survey will also assist in planning the future course of action to further improve the services offered by OIPE to all stakeholders of Ajman University.
Your participation in filling this survey form and thereby contributing in improving the quality of our services is highly appreciated.

1- Please select the appropriate category:
   ☐High Management
   ☐College
   ☐Office

(5)	(4)	(3)	(2)	(1)	(N/A)					
Strongly Agree	Agree	Marginally Agree	Disagree	Strongly Disagree	Not Applicable					
#	Assessment Scale			5	4	3	2	1	N/A	
1.	OIPE provides reliable and authentic institutional data.			☐	☐	☐	☐	☐	☐	
2.	Effectiveness reports prepared under the supervision of OIPE assist in achieving the goals of your college/office.			☐	☐	☐	☐	☐	☐	
3.	OIPE is gradually establishing at AU a culture of evidence-based assessment, evaluation, and continuous improvement.			☐	☐	☐	☐	☐	☐	
4.	OIPE makes valuable contribution in improving the quality of institutional documents.			☐	☐	☐	☐	☐	☐	
5.	OIPE makes valuable contribution in improving the quality of documents prepared for initial accreditation and re-accreditation as well as response reports submitted to the CAA.			☐	☐	☐	☐	☐	☐	
6.	OIPE makes evidence-based recommendations for continuous quality enhancement.			☐	☐	☐	☐	☐	☐	
7.	Assessment workshops organized by OIPE are helpful.			☐	☐	☐	☐	☐	☐	
8.	OIPE has assisted in improving the QS ranking of AU.			☐	☐	☐	☐	☐	☐	

5. Administrative Staff Satisfaction Survey

Dear Staff Members of Ajman University,

We would like to determine your level of satisfaction concerning the working environment at AU. Please take few minutes of your time to fill the below survey form. Thank you for your contribution!

(5)	(4)	(3)	(2)	(1)
Strongly Agree أوافق بشدة	Agree أوافق	Neutral محايد	Disagree أعارض	Strongly Disagree أعارض بشدة

		Assessment scale				
		5	4	3	2	1
#	Questions					
1.	Staff development policy is defined and implemented إن لائحة تطوير الموظفين واضحة ومطبقة	☐	☐	☐	☐	☐
2.	Senior management appreciates my efforts الإدارة العليا تقدر جهودي	☐	☐	☐	☐	☐
3.	I am satisfied with my line manager أنا راضٍ عن مديري المباشر	☐	☐	☐	☐	☐
4.	Promotion policy is well-defined and implemented إن لائحة الترقيات محددة بشكل واضح ومطبقة	☐	☐	☐	☐	☐
5.	I am satisfied with the working conditions. أنا راض عن بيئة العمل	☐	☐	☐	☐	☐
6.	I would recommend potential employees to join Ajman University. أنا أنصح الموظفين المرشحين للعمل بالانضمام إلى جامعة عجمان	☐	☐	☐	☐	☐
7.	Please write your comments and suggestions يرجى كتابة تعليقاتكم واقتراحاتكم.					