

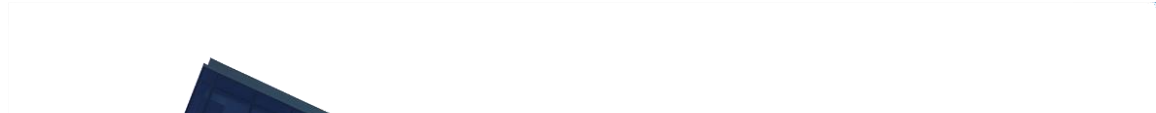


جامعة عجمان
AJMAN UNIVERSITY

Office of Institutional Planning and Effectiveness (OIPE)

Quality Assurance Manual

2023-2024



CONTENTS

1. Introduction	4
2. Institutional Planning	5
2.1 AU Mission	5
2.2 AU Vision.....	5
2.3 AU Core Values	5
2.4 AU Strategic Goals and Objectives (2022 – 2027)	5
2.5 Periodic review and update of the Mission, Vision and Strategic Plans	7
2.6 OIPE Mission	7
2.7 OIPE Vision.....	7
2.8 OIPE Goals.....	7
2.9 OIPE Objectives	8
2.10 Mapping the alignment of OIPE Goals to the AU Strategic Goals	8
2.11 OIPE in AU Organization Chart	9
2.12 Organization Setup of OIPE	9
2.13 Main Functions of the OIPE	11
2.14 Institutional Research	11
2.15 The IE Model.....	12
2.16 Comprehensive Quality Assurance Mechanisms	13
3. Academic Program Development and Revision	14
3.1 Alignment and Assessment of Learning Outcomes.....	14
3.2 Guidelines for Development of Missions, Goals, Objectives, and Outcomes for Academic Programs	15
3.3 Flowchart for Deriving Learning Outcomes:	18
3.4 Alignment and Mapping	19
3.5 Procedure for New Program Development	20
3.6 Program Revision	21
3.7 Program Specifications	22
4. Roles and Responsibilities for Various Aspects of Assessment.....	25
4.1 Office of Institutional Planning and Effectiveness (OIPE)	26
4.2 Strategic Plan Monitoring Committee (SPMC)	26
4.3 Assessment Planning Committee (APC).....	26
4.4 Institutional Effectiveness Committee (IEC)	26
4.5 Assessment and Continuous Improvement Committee (ACIC)	26
4.6 College Effectiveness Committee (CEC).....	26
4.7 General Education Assessment Committee (GEAC).....	27
4.8 Co-Chair for Academic Units for IEC.....	27
4.9 Co-Chair for Non-Academic Units for IEC	28
4.10 Institutional Effectiveness (IE) Coordinator for Academic Units	28

4.11 Institutional Effectiveness (IE) Coordinator for Non-Academic Units	28
4.12 Faculty Members	29
4.13 Program Coordinators	29
4.14 Heads of Departments	29
4.15 Deans of Colleges	29
5. The Assessment Mechanism at AU.....	30
5.1 Assessment of OIPE.....	30
5.2 Assessment Process for Academic Programs	30
5.3 Criteria for Successful Achievement of CLOs and PLOs	37
5.4 Assessment of Non-Academic (Administrative and Support) Units	48
6. Effectiveness of Academic Programs and Units.....	52
6.1 AU Institutional Effectiveness Process.....	52
6.2 Flowchart for AU Institutional Effectiveness	53
7. Quality Assurance Mechanisms for Collaborative Arrangements with IHEPs.....	54
8. Benchmarking.....	56
APPENDICES.....	57
ACADEMIC UNITS ASSESSMENT	58
1. Sample Course Assessment Calendar for Fall 2023-2024	59
2. Sample Course Assessment Calendar for Spring 2023-2024	60
3. Sample Course Assessment Calendar for Summer 2023-2024.....	61
4. Moderation Report on Assessment.....	62
5. Assessment Survey Forms.....	63
5.1. Student Course Assessment Survey (SCAS) Form on Moodle.....	63
5.2. Academic Advisor Survey (AAS) Form	71
6. Course Assessment Forms	72
6.1. Exam Cover Page	72
6.2. Instructor Course Assessment Report (ICAR).....	74
6.3 Course Assessment Report (CAR).....	94
INDIRECT ASSESSMENT	98
NON-ACADEMIC UNITS ASSESSMENT	106
1. Sample Performance Contract (OIPE) for Non-Academic Unit (2022-2023)	134
2. Sample Balance Score Card (OIPE) for Academic Year 2021-2021.....	136
3. Sample Action Plan Report (OIPE) for Unachieved KPIs During Academic Year 2021-2022	138
4. Assessment of OIPE Objectives	139
5. Administrative Staff Satisfaction Survey	140

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 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 complies with Annex 8 of the CAA Standards 2019. It 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 2017-2022 Strategic Plan was successfully accomplished by the end of AY 2021-2022. In October 2021, the University started the process of developing its new (2022-2027) Strategic Plan. This process 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 2022-2027 Strategic Plan is the outcome of extensive meetings and focus groups with different constituents of the University including alumni, employers, partners, parents, faculty, staff, and students. It is in complete alignment with the UAE Vision 2030 and Ajman Vision 2030. It comprises of six strategic goals and 20 well-defined objectives. Each objective has a number of Key Performance Indicators and a set of Key Initiatives. During the development of the new strategic plan, the vision, mission, and core values of the University were also reviewed and updated.

2.1 AU Mission

Ajman University (AU) is a multicultural 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 a learner-centric development journey, quality education, hands-on experience, research and community engagement. AU develops well-rounded, career-ready graduates who are professionally competent, socially responsible, innovative and active contributors to the 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 for its cutting-edge learning environment, innovative career support, impactful research, 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 is committed to diversity, equity, and inclusion.
- **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 and Objectives (2022 – 2027)

1. Strengthen academic excellence in line with int'l standards and market requirements

1.1. Advance teaching and learning excellence

- 1.2. Align academic programs to market needs
- 1.3. Expand lifelong learning programs/opportunities

2. Enhance research quality and impact

- 2.1. Promote faculty and students involvement in research
- 2.2. Increase external research partnerships and funding
- 2.3. Strengthen research infrastructure and resources

3. Build a career-making, student-centric development journey

- 3.1. Build a comprehensive career and professional development program
- 3.2. Improve students' digital experience
- 3.3. Ensure public and private employers are actively involved
- 3.4. Strengthen soft skills and experiential learning in the development journey

4. Strengthen meaningful relationships with external communities

- 4.1. Develop a more active alumni community
- 4.2. Further impactful academic partnerships
- 4.3. Foster social responsibility and community engagement

5. Recruit and retain diverse and brilliant students

- 5.1. Improve student recruitment strategies
- 5.2. Diversify the student body
- 5.3. Recruit outstanding students
- 5.4. Improve student retention

6. Enhance institution sustainability

- 6.1. Ensure financial sustainability
- 6.2. Nurture good governance principles
- 6.3. Promote operational excellence

All academic and non-academic units at AU prepare and submit their short-term Annual Operational Plans (AOPs) to the Office of Institutional Planning and Effectiveness (OIPE). The unit's strategic goals mentioned in the AOP are in alignment with the strategic goals of AU's Strategic Plan. For each of the unit's strategic goals, a set of KPIs are defined with targets and associated activities/initiatives are provided. On the basis of these KPIs, a Performance Contract (PC) is prepared for each unit. A Tableau/Microsoft Power BI-based dashboard has been developed to track the progress of achieving the KPIs of PCs. The OIPE monitors the implementation as well as assesses the achievement of KPIs using Balanced Scorecard analysis. Each PC Owner presents the achievement of assigned KPIs with respect to the specified targets during the annual Strategic Retreat held after the completion of the academic year. Each PC Owner also presents an action plan for unachieved KPIs. It is also worth mentioning here that the KPIs of PCs are cascaded to Performance Appraisal Forms of staff. While the Performance Contract (PC) is owned by the Head of an Office/Unit, an annual Performance Appraisal Form (PAF) is prepared for each staff of the Office/Unit such that the KPIs of the PC are cascaded to the PAFs of staff to make them accountable. This ensures that someone is responsible for each and every KPI of the PC.

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 goals and objectives of the 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. In this process, the vision and mission of the University are also reviewed and updated, as required. Once the draft is finalized and approved by the Chancellor and the AU Cabinet, it is then submitted to the BOT for its approval. The 2022-2027 strategic plan, including its vision, mission, goals and objectives was approved by the BOT in its meeting held on May 10, 2022.

In the previous mission (2017-2022 strategic plan), the focus was on developing well-rounded graduates who are professionally competent, socially responsible, innovative and active contributors to the sustainable development of the UAE and beyond. While this focus will continue in the new mission, the new mission also emphasizes that AU students will be career-ready by the time of their graduation. To achieve this, it is important to provide the students a learner-centric development journey and hands-on experience during their student life. All these aspects have been addressed in the new mission. As for the vision, only one important change was made and it was done in accordance with the center of gravity of the new strategic plan, that is, employability of AU graduates. Accordingly, the new vision now includes provision of innovative career support.

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. OIPE makes significant contribution in the review of the current strategic plan and the development of the new strategic plan on the basis of feedback received from all relevant stakeholders and analyzing it. 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 plan at University level and operational plans at units 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 current 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.

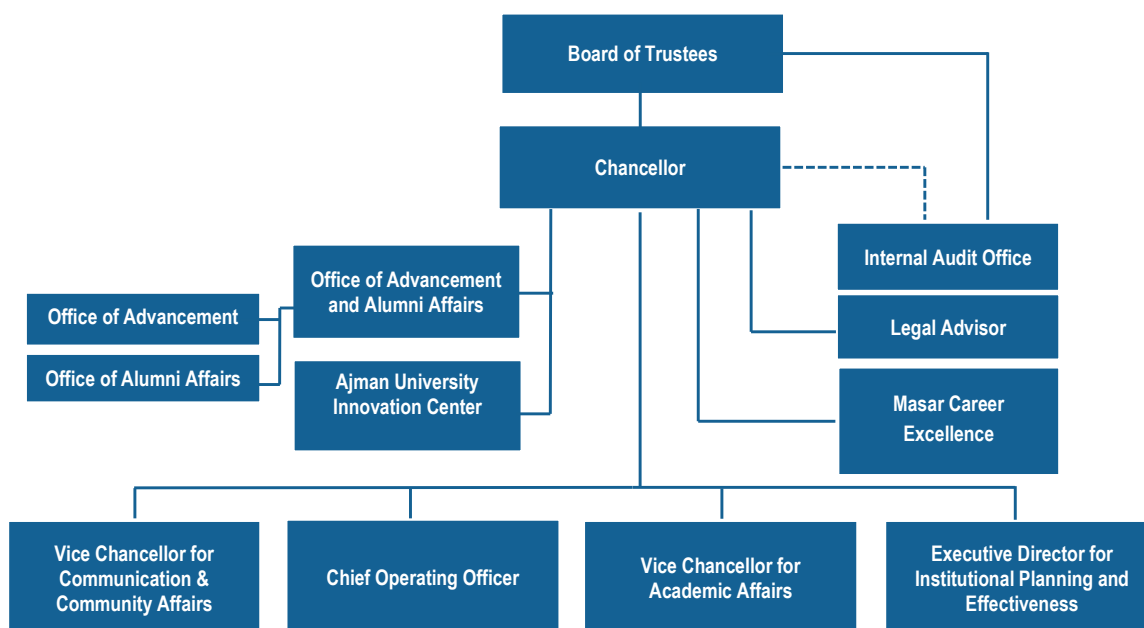


Figure 2.1: OIPE in Ajman University Organization Chart

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 Compliance. The organization chart of OIPE is given in Figure 2.2. It has sufficient number of staff members to perform all its functions. All staff members shown in the below organization chart are full-time employees of Ajman University and OIPE. The OIPE staff members are provided opportunities and required to professionally develop themselves on regular basis.

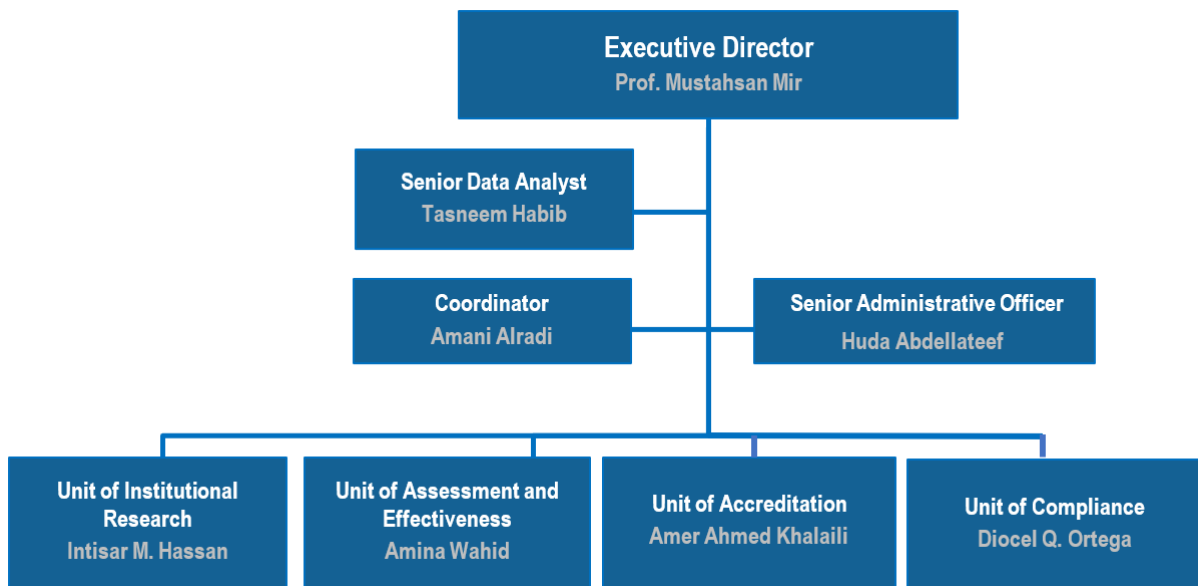


Figure 2.2: Organizational Chart – Office of Institutional Planning and Effectiveness (OIPE)

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

This unit stands as a liaison between the University and the CAA, Ministry of Education, on all academic and non-academic issues, including approval of joint/dual degrees and progression Agreements. 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.

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 Main Functions of the OIPE

1. Stand as a liaison between the University and the CAA on all academic and non-academic issues.
2. Ensure effective implementation of AU's quality assurance policy.
3. Prepare and submit CHEDS data to the Ministry of Education.
4. Organize the inspection visits of the Ministry of Education.
5. Coordinate with Colleges for the preparation of academic programs' self-study documents and site visits for the CAA's ERTs.
6. Provide support to academic departments in preparation of international accreditation of programs.
7. Provide support in the development of joint/dual degrees and progression agreements to ensure compliance with the CAA Standards, and liaise with the CAA for its approval prior to implementation.
8. Organize all activities for international accreditation of Ajman University, prepare and submit the required documents and evidence for this purpose.
9. Monitor the performance of the University academic programs, support units and administrative departments to ensure the achievement of the specified goals, objectives and outcomes.
10. Organize workshops to enhance expertise in assessment and accreditation related tasks.
11. Assist in carrying out feedback surveys for academic and non-academic units of AU.
12. Determine and implement comprehensive plans for educational outcomes assessment.
13. Prepare balance scorecards for the assessment of KPIs of non-academic units and assess the achievement of specified targets for all KPIs.
14. Coordinate with academic departments in formulation and implementation of student learning assessment plans.
15. Assist in determining the suitability of the needs assessment for new academic programs.
16. Centralize the database of institutional documents and reports.
17. Gather data, analyze it, and prepare Fact Book on annual basis.
18. Prepare and submit Annual Report to CAA.
19. Provide institutional research support for the University management.
20. Ensure that assessment results are used in subsequent planning activities.
21. Coordinate global ranking activities at the University and submit appropriate data required by ranking agencies.
22. 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 prepare a report on “Institutional Research Findings and Recommendations” and share it with the higher management, Deans and Managers for appropriate action and planning.
- 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. The Model provides a well-designed quality assurance system, that is ongoing, cyclical and data-driven. It demonstrates how the mission and the strategic goals are operationalized, monitored by the use of institutional research data, reviewed, assessed, and accordingly utilized to identify and implement remedial and improvement actions for academic programs as well as administrative and student support services. Implementation of different blocks of this IE Model has been explained in various sections of this Manual.

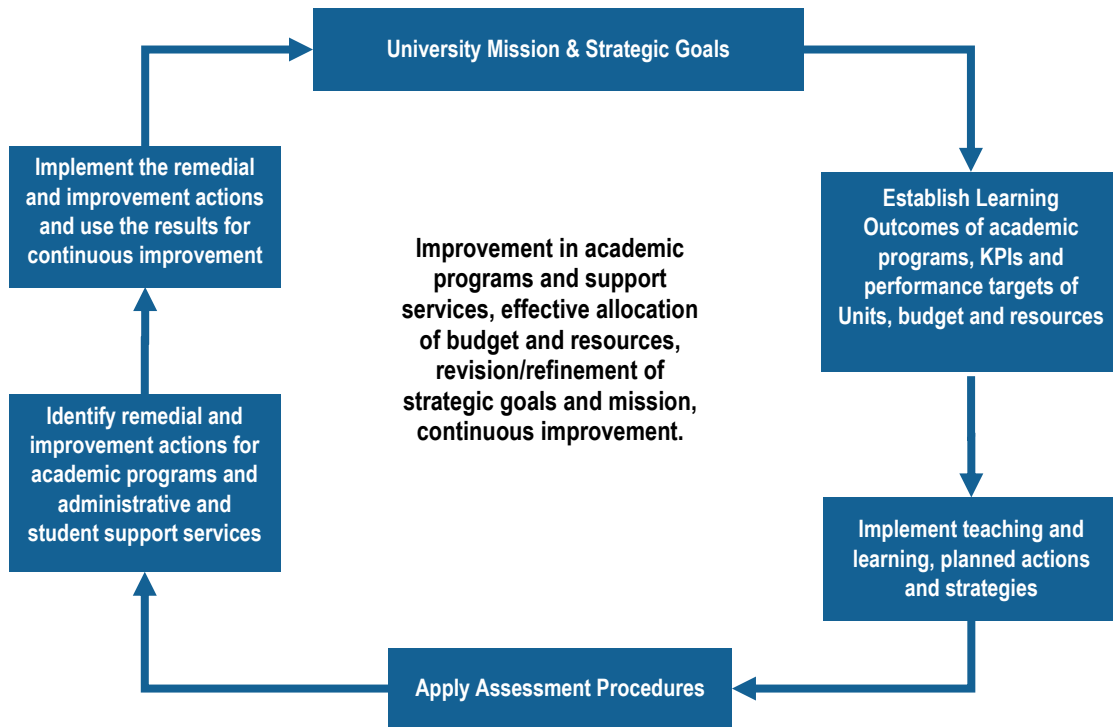


Figure 2.3: The IE Model

2.16 Comprehensive Quality Assurance Mechanisms

In order to implement the above-mentioned IE Model, Ajman University has developed a number of policies and procedures, as explained in its Policies and Procedures Manual. Besides internal quality assurance processes, that have matured over the past many years through continuous improvement and feedback obtained from various stakeholders, there are a number of external quality assurance mechanisms that contribute in the alignment and achievement of outcomes at AU. The UAE Qualification Framework (QF Emirates) provides a valuable reference to align the program learning outcomes for all programs at undergraduate and graduate levels. The alignment with QF-Emirates ensures that degree programs prepare graduates with the required knowledge, skills and competencies that enable sustainable employment, lifelong learning, and professional development. The Standards of CAA and some international accreditation bodies, such as QAA and WSCUC, along with valuable feedback provided by External Review Teams (ERTs), ensure high quality assurance standards achieved by AU. A graphical representation of comprehensive quality assurance mechanisms that ensure the integrity of AU degrees is provided in Figure 2.4.



Figure 2.4: Comprehensive Quality Assurance Mechanisms

3. Academic Program Development and Revision

All new academic programs are developed in alignment with AU's mission and goals of the strategic and academic plans. AU adheres to the United Arab Emirates *Qualifications Framework Emirates (QFE)* as required by the *Standards* of the Commission for Academic Accreditation (CAA) of the Ministry of Education (MOE).

AU colleges encourage the development and refinement of academic offerings to reflect the changing needs of learners and society. Faculty are the academic leaders in defining the curricula of the college and work closely with the Department Council, College Council, Curricula and Study Plan Committee, and the Council for Academic Affairs to design programs that serve student needs and are both academically sound and fiscally viable.

Academic program development includes the academic and intellectual conceptualization as well as the processes associated with the development, review and approval of formal new program proposals. Furthermore, periodic revisions of existing programs are carried out to ensure their relevance and currency. AU offers bachelor's degree, postgraduate diploma, master's degree and doctoral degree programs.

3.1 Alignment and Assessment of Learning Outcomes

Before providing guidelines for development of missions, goals, objectives, and outcomes for academic programs, it will be appropriate to briefly explain the overall process followed for aligning and assessing student learning outcomes with the help of Figure 2.5. AU mission guides institutional educational objectives that are reflected in a set of attributes expected to be attained by AU graduates (Graduate Profile). These attributes have been converted into eight measurable Institutional Learning Outcomes (ILOs) that define the knowledge, skills and competencies that the graduates of Ajman University are expected to achieve and practice as a result of their total experience at the University. They encompass the learning outcomes of University's General Education (GE) program as well as discipline-specific learning outcomes. A more detailed discussion of developing and assessing student learning outcomes is provided in the following sections.

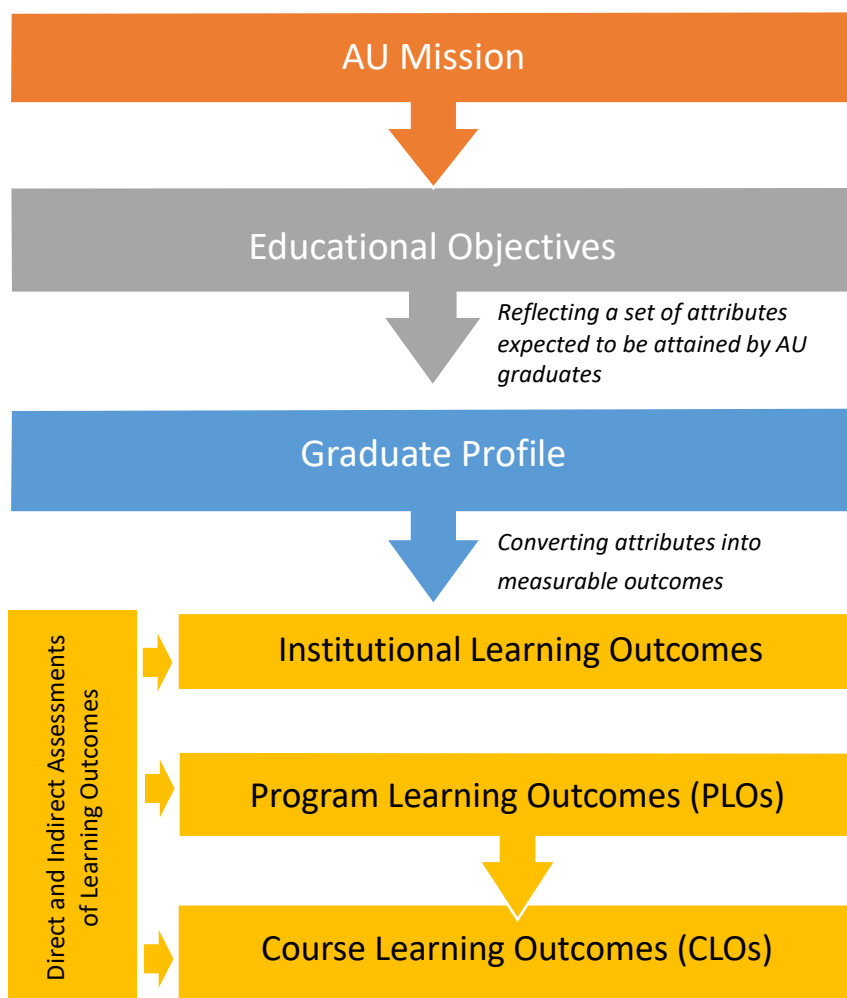


Figure 2.5: Alignment and assessment of learning outcomes

3.2 Guidelines for Development of Missions, Goals, Objectives, and Outcomes for Academic Programs

3.2.1 College/Department Mission

The mission of the College offering the academic program shall be aligned with the mission of the University. Similarly, the mission of the concerned Department shall be aligned with the mission of the College.

3.2.2 Academic Program Goals and Objectives

Goals of the academic program are broad and long-range statements of the program and curriculum’s intended outcomes. They describe the professional skills and career accomplishments that the graduates are expected to achieve. The objectives of academic program or program educational objectives (PEOs) are brief clear statements that describe the results to be achieved upon completing an academic program and help monitor progress towards achieving program goals. The goals and objectives of an academic program shall guide the development of the program curriculum.

3.2.3 Program Learning Outcomes (PLOs)

Program Learning Outcomes are statements that elaborate the expectation from students and the skills student should gain by the time of their graduation. Main focus is on the acquired knowledge, skills, and competencies of the graduates in accordance with the levels described in the [QF Emirates Handbook](#). The leaning outcomes are assessed as the student progresses in the program and when he/she finishes the program.

3.2.4 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

<p>Analyzing</p>	<p>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</p>	<p>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</p>
<p>Evaluating</p>	<p>Making judgments based on criteria and standards through checking and critiquing</p>	<p>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</p>
<p>Creating</p>	<p>Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing</p>	<p>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</p>

Sample 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.

3.3 Flowchart for Deriving Learning Outcomes:

The following flowchart shows the sequence for deriving Program/Course Learning Outcomes from the institutional Mission and Goals. The academic program goals and objectives or Program Educational Objectives (PEOs) are obtained from the College/Department Missions and Goals that are aligned with the AU Mission and Goals. The Program Learning Outcomes (PLOs) are aligned to the program goals and objectives as well as QF Emirates. The Course Learning Outcomes (CLOs) for each course in the curriculum are mapped to the Program Learning Outcomes.



Figure 3.1: Flowchart for Deriving Learning Outcomes

3.4 Alignment and Mapping

i. Mapping of Program Learning Outcomes to QF-Emirates Framework Strands

Based on the degree level (BSc. MSc. or Ph.D.), the program learning outcomes (PLOs) 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

ii. Mapping of Program Learning Outcomes to Program Goals/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

iii. Mapping of Course Learning Outcomes to 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- Utilize 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

iv. 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		

3.5 Procedure for New Program Development

New Program Development

The AU program development process is consultative and evidence-based. The two-stage process includes: 1) Preliminary Program Proposal and 2) Final Program Proposal.

Preliminary Program Proposal

1. The process starts with the preparation of a new program proposal by the academic department. For this purpose, the department can request OIPE for a specific template called the “Template for Proposing New Academic Program”. Some of the items required in the Template must be properly researched and completed providing sound justification.
2. The Head of the Department shall submit the new program proposal for review and approval, using the above-mentioned Template, first to the Department Council (DC) and then to the College Council (CC).
3. After approval by the College Council, the Dean shall submit the final version of the proposal Template to the Curricula and Study Plan Committee (CSPC) for its review and approval.
4. After the approval of the CSPC, the Dean shall submit the approved version of the proposal Template to the Council for Academic Affairs (CfAA).
5. After approval by the CfAA and the VCAA, it shall be submitted by the VCAA to the Cabinet for review and approval by the Chancellor.
6. Upon approval by the Chancellor, the VCAA shall notify the Dean to proceed with the comprehensive development of the new program.

Final Program Proposal

1. The Dean shall notify the Head of the Department to form an internal committee to work on comprehensive development of the new program.
2. In developing a new program, the Head of the Department/internal committee shall collaborate with the Office of Institutional Planning and Effectiveness (OIPE) to develop an action plan to prepare and submit the *Initial Program Accreditation (IPA) Application*. The IPA Application shall be prepared in accordance with the CAA's *Procedural Manual for Initial Program Accreditation (PM IPA)* and *Standards 2019*. The self-study template prepared by OIPE for initial program accreditation shall be used for preparing the program Self-Study Report (SSR).
3. The Head of the Department shall ensure that the total number of credit hours must at least be equivalent to the minimum required number of credit hours by the CAA. The minimum requirements are as follows. For more details, refer to *Standards 2019*.

Bachelor degree

The total number of credit hours of a Bachelor Program should not be less than 120. Thirty credit hours of the program should be devoted to General Education courses. The number of credit hours of Major courses must be 30 credit hours or more. If the program contains a specialization/concentration, the number of credit hours of specialization/concentration courses must be between 15 and 21 credit hours.

Postgraduate Diploma

A Postgraduate Diploma is typically one year of full-time study with a minimum of 24 semester credits (or equivalent) of course work beyond the Bachelor's degree.

Master's Degree

A Master's degree requires at least one year of full-time study, or a minimum of 30 semester credits of course work (or equivalent) beyond the Bachelor's degree. The minimum credits are not inclusive of any non-credit bridge courses, which may be required. A Master's degree requires a substantial thesis or dissertation of at least six and no more than nine credit hours.

Doctoral Degree

A Doctorate degree typically requires at least three years of full-time study, with at least 54 semester credits (or equivalent) beyond the Master's level.

Upon completion of all the requirements for Initial Program Accreditation (IPA) Application and CAA *Standards 2019*, the Head of the Department shall submit the complete *IPA Application* to the Office of Institutional Planning and Effectiveness (OIPE) for review and feedback.

The revised IPA Application, including a detailed self-study report and complete Appendices, shall be submitted by OIPE to the CAA.

3.6 Program Revision

Program revisions are in line with continuous improvement at AU. They are guided by feedback from internal/external stakeholders and ensure program's currency and relevance. The Program Revision has three categories; minor change, substantive change, and addition of a new minor.

- **Minor Change:** A change is considered as minor if the revision does not modify a program's key characteristics (such as its goals, program learning outcomes, mode of study or the total number of credit hours) and involves some minor changes to the program. The following are examples of minor changes:

- changes to textbooks or other learning resources;
- changes to prerequisites;
- changes to course codes or titles;
- addition of new elective course(s); changes to assessment procedures.

The Minor Change does not require CAA's approval.

- **Substantive Change:** A change is regarded as substantive if it:
 - a. substantially changes the aims or learning outcomes of a program;
 - b. establishes instruction in a significantly different format (such as an intensive term) or method of delivery (such as e-learning);
 - c. introduces or closes one or more concentrations within a program;
 - d. increases or decreases the number of learning hours awarded for successful completion of a program or the length of the program.

Refer to Annex 17 of the *Standards* for more details concerning Substantive Change at program level. The Substantive Change requires the approval of the CAA before it can be implemented.

- **Addition of Minor:** Addition of a Minor is considered as a new application, not a substantive program change application. Therefore, the department must refer to the new program development process. As such, it requires the approval of the CAA.

Development of an Application for Substantive Change

Adequate advance planning and lead time are crucial to the successful design and implementation of substantive changes in a program. The Head of the Department, in collaboration with OIPE, shall take into consideration the substantive change submission, review and approval timeline of the CAA and the target implementation at AU.

Development Process:

1. The Head of the Department shall obtain the approval of the Department and College Councils. The MoMs shall be well-documented with appropriate justification.
2. Proposed changes in the study plans or curriculum shall be submitted to the Head of Curricula and Study Plans Committee (CSPC) and then to the Council for Academic Affairs for review and approval. The MoMs shall be well-documented with appropriate justification to demonstrate the robust process of review and approval.
3. Once approved by the CSPC, CfAA, and the VCAA, the OIPE shall notify the CAA in advance of the planned substantive change to obtain guidance on the best course of action prior to developing the *Substantive Change* report.
4. Upon OIPE's confirmation, the concerned department shall prepare a Substantive Change report according to the CAA Standards 2019 section 3.14 (substantive change for programs and Annex 17 (Substantive Change at Program Level). For preparing the Substantive Change report, the department shall use the specific template available with OIPE: *Application for Substantive Change at Program Level*.
5. Upon completion, the Head of Department shall submit the Substantive Change report to OIPE which shall submit to the CAA after its review, in collaboration with the concerned academic department.

3.7 Program Specifications

The purpose of program specifications is to act as a definitive record of the program, setting out the program's intended aims and learning outcomes, structure, admission requirements, approaches to teaching and learning, assessment, and quality assurance. The Program Specifications are prepared in

accordance with the CAA Standards, Annex 10: Program Specifications, which provide a full picture of the program.

For each offered program, AU provides a comprehensive specification document that:

- a. is a primary source of information for students and prospective students seeking an understanding of a program; what students need to have achieved in order to enter the program, what will be expected of them during the program, and what they will have achieved having taken the program;
- b. assists those involved in program curriculum development to appreciate the structure of the program and its learning outcomes;
- c. allows internal and external reviewers to understand the program's learning outcomes, structure and approach;
- d. is a source of information for employers, particularly about the skills, knowledge and aspects of competencies that they can expect from graduates of the program;
- e. assists institutions in communicating essential program information to external stakeholders, such as professional bodies;
- f. is a guide for receiving feedback from students on the extent to which they perceived that the opportunities for learning were met.

Each program specifications should include:

- a. program title and program code/number;
- b. authoring team;
- c. date document prepared;
- d. dates of initial accreditation of the program and, where appropriate, subsequent renewal of accreditation of the program;
- e. dates of international accreditation and subsequent renewal of accreditation, if applicable;
- f. academic unit(s) delivering the program;
- g. in cases of interdisciplinary or jointly offered programs, the academic unit primarily responsible for the program;
- h. delivery support partner (as applicable);
- i. delivery mode(s);
- j. educational aims of the program;
- k. program learning outcomes;
- l. completion requirements;
- m. program structure;
- n. support for students and their learning;
- o. criteria for admission;
- p. facilities, including laboratories, studios or other specialist resources supporting the program;
- q. methods for evaluating and improving the quality and standards of teaching and learning;
- r. assessment plan for program learning outcomes;
- s. indicators of quality and standards;
- t. program matrices or schematic showing:
 - the schedule of delivery;
 - program learning outcomes mapped to course learning outcomes;



- program learning outcomes mapped to descriptors of the QFEmirates for the appropriate program level;
- teaching and learning methods;
- assessment methods.

Implementation

The Program Coordinator and the Head of the Department are responsible for ensuring that the requirements of program specifications are properly maintained, updated, and implemented. The Program Specification shall be prepared using the template provided by the Office of Institutional Planning and Effectiveness (OIPE), and shall be amended from time to time in accordance with the changes and development of the program and/or as required by the CAA.

4. Roles and Responsibilities for Various Aspects of Assessment

The Office of Institutional Planning and Effectiveness (OIPE) has the overall responsibility of assessment and continuous improvement for all academic and non-academic units in the University. The Executive Director of OIPE heads three high-level committees, namely the Strategic Plan Monitoring Committee (SPMC), the Assessment Planning Committee (APC), and the Institutional Effectiveness Committee (IEC). The SPMC is responsible for monitoring the implementation of the University strategic plan and assessing the achievement of its strategic goals. 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. 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 organization showing an integrated system of assessment, evaluation, and continuous improvement involving IEC, CECs, and ACICs is shown in Figure 4.1.

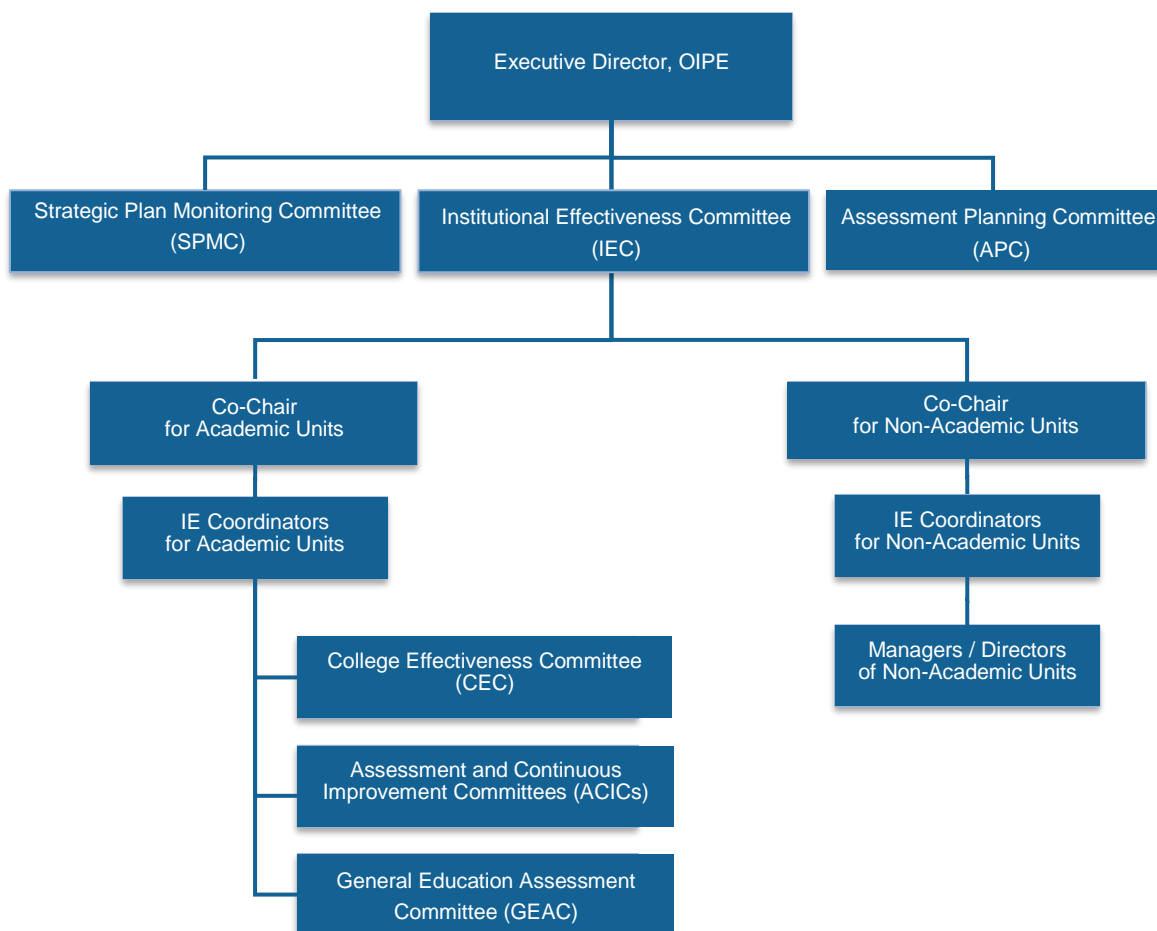


Figure 4.1: Organizational structure for Assessment and Continuous Improvement

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.

4.1 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.

4.2 Strategic Plan Monitoring Committee (SPMC)

The SPMC is mandated to monitor the achievement of AU’s Strategic Goals (SGs) based on yearly scorecards analysis, and making recommendations to various committees based on institutional research for future planning. The progress of SGs is determined by analyzing the achievement scores of strategic KPIs that are mapped to corresponding SGs. The committee’s scope of work covers all offices, including the Offices of the Cabinet members, Academic Deans, Directors and Managers.

4.3 Assessment Planning Committee (APC)

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

4.4 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.

4.5 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).

4.6 College Effectiveness Committee (CEC)

The CEC is a higher-level committee that will review the assessment documents prepared by ACICs and approve the Annual Effectiveness Report (AER) 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.

4.7 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.

4.8 Co-Chair for Academic Units for IEC

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.
 - 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.

4.9 Co-Chair for Non-Academic Units for IEC

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.

4.10 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.

4.11 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.

4.12 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)

4.13 Program Coordinators

The Program Coordinator is the academic leader of the program. They are responsible for coordinating and overseeing all activities related to the development, delivery, assessment, and continuous improvement of the program. They shall coordinate with all faculty members associated with the program to achieve these objectives. The Program Coordinator shall report to the Head of Department (HoD) for undergraduate programs and to the HoD/Dean for graduate programs.

4.14 Heads of Departments

The Head of an academic department is primarily responsible for administrative functioning of the department, but also plays a role in overseeing, reviewing and approving program-level assessment and effectiveness reports.

4.15 Deans of Colleges

College Deans are responsible for:

- Monitoring and overseeing 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.

5. The Assessment Mechanism at AU

5.1 Assessment 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 the Office of Institutional Planning and Effectiveness (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 senior management, deans, and heads of academic departments 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.

5.2 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 irrespective of the mode of delivery (face-to-face and online/blended learning). In an effort to enhance 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 depending upon the particular requirements of international accreditation 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. In addition, CLOs-based assessment is required for preparing course files. For these reasons, CLOs-based assessment is mostly preferred at AU and accordingly it will be discussed in more detail in this manual.

5.2.1 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 first describe the building blocks or essential elements of the implemented assessment and evaluation processes. This will be followed by detailed discussion on CLOs-based Assessment of Program Learning Outcomes.

5.2.1.1 Essential Elements of Assessment Processes

I. 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 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. The 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 that 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.

II. Formative and Summative Assessments

The purpose of formative assessment is to monitor the learning of students for obtaining appropriate feedback to improve the teaching and learning process. The formative assessments assist the students in identifying their strengths and weaknesses and taking appropriate actions for improvement. They also help the instructors in improving their teaching methodologies. The formative assessments are usually low stakes. On the other hand, the purpose of summative assessments is to evaluate the student learning and they are usually of high stakes involving midterm and final exams, etc.

III. 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.

IV. 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 a vast 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.

5.2.1.2 CLOs-based Assessment of Program Learning Outcomes

I. 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 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).

II. 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.

III. 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.

IV. 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.

V. 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.

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

The achievement or attainment for each of the specified PLOs of an academic program is determined using a combination of both direct and indirect assessment scores. For this purpose, a weight of 80% is assigned to direct assessment and 20% for indirect assessment. For direct assessment, the score for a PLO is determined on the basis of average marks of students in selected courses, using CLOs-based assessment, mapped to the corresponding PLO. The indirect assessment is based on the average score of three surveys; senior students' exit survey, alumni survey, and employers' survey.

If the specified Achievement Criterion (threshold) 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.

VII. 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 this 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 CAP 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 5.1. This course has 5 course learning outcomes. A plot giving the average marks of students for individual CLOs is shown in Figure 5.2. 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 5.3. This process is applied to all academic programs that opt for CLOs-based assessment.

Ajman University College of Business Administration																	
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 5.1: CAP data entry for a course

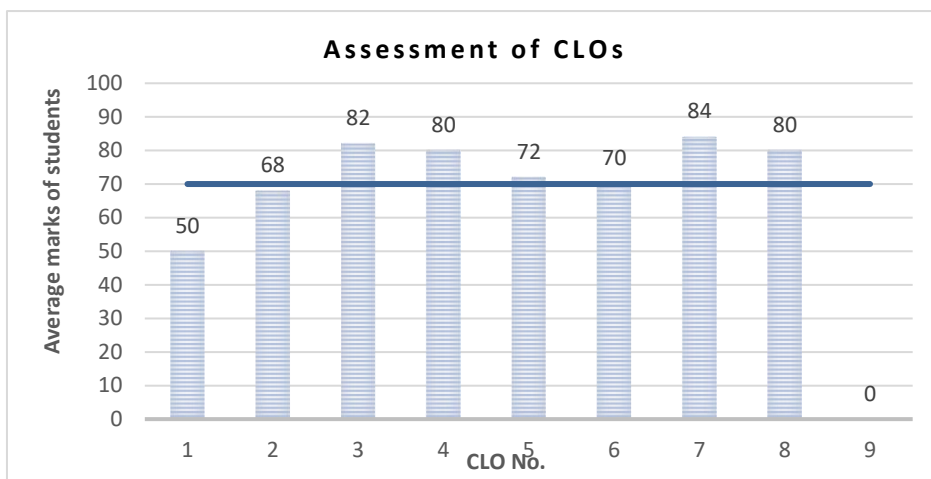


Figure 5.2: CAP results for attainment of CLOs of a course against 70% threshold

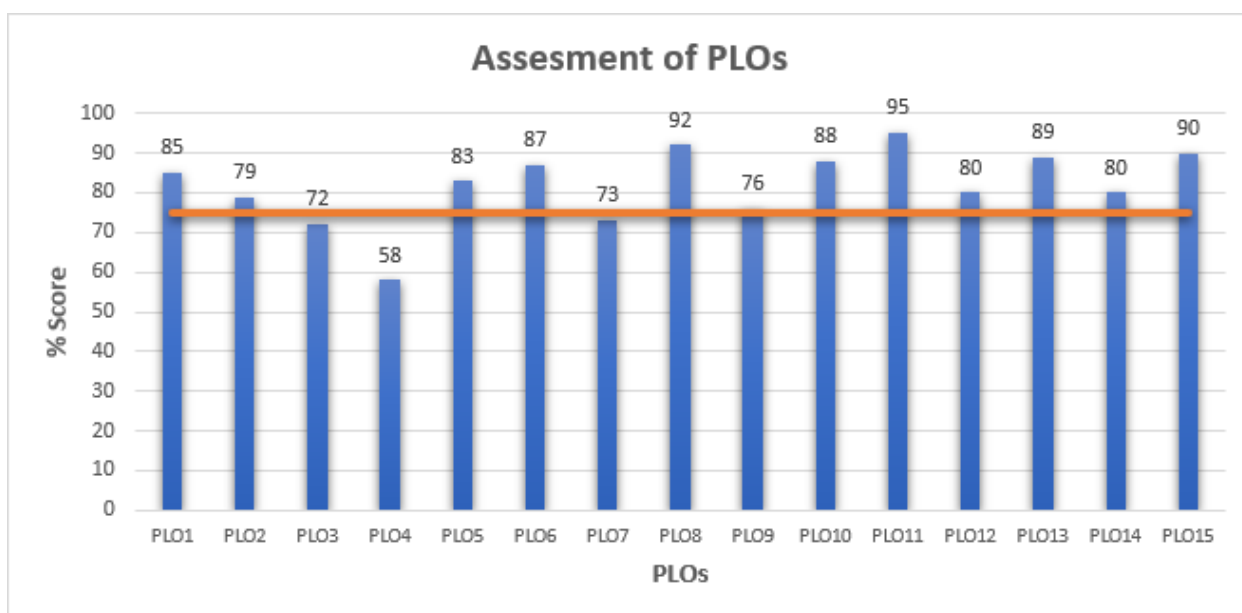


Figure 5.3: CLOs-based attainment of PLOs (1 to 15) for an academic program

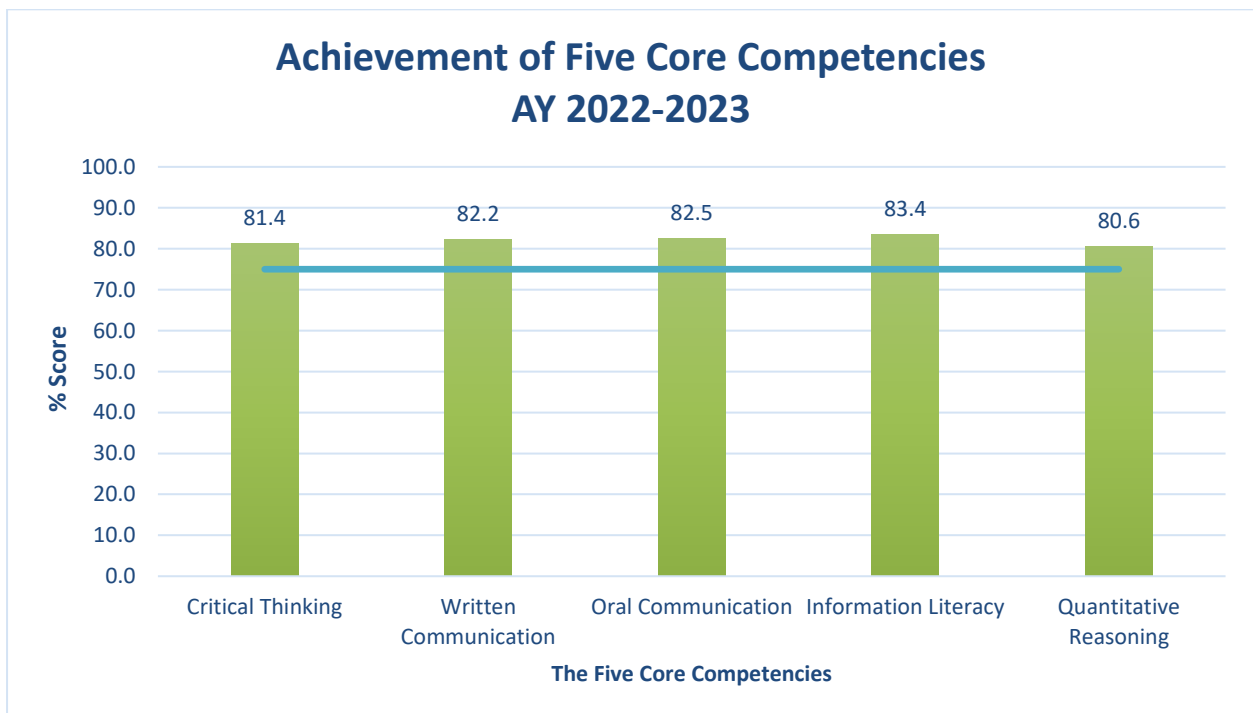
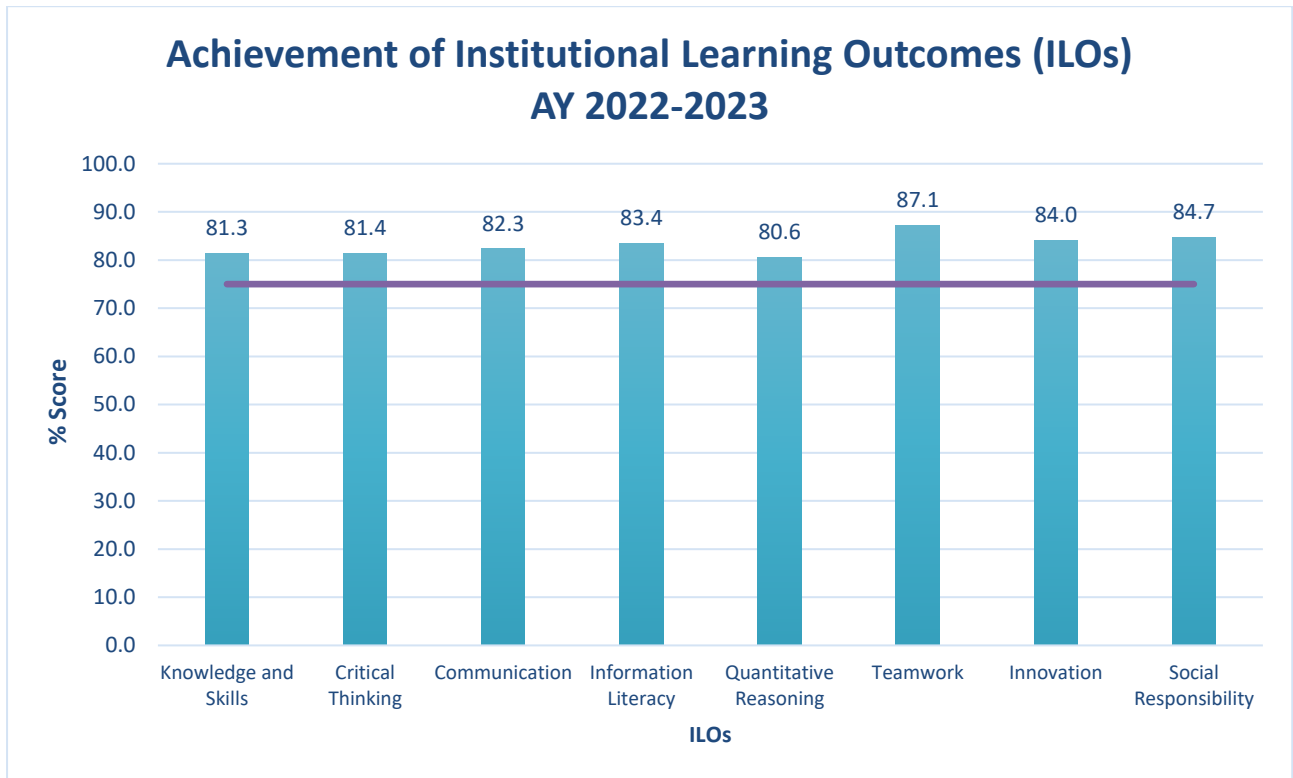
VIII. Assessment of ILOs and Core Competencies

The ILOs are assessed on the basis of assessment of PLOs, and by using the mapping of PLOs of academic programs to the ILOs. For undergraduate programs, the mapping of General Education-Learning Outcomes (GE-LOs) to ILOs is also considered. The achievement of ILOs is calculated as follows:

1. Determine the total number of PLOs for each undergraduate program as well as GE-LOs that are mapped to the ILOs.
2. Calculate the total score of PLOs for each undergraduate program and GE-LOs that are mapped to individual ILOs.
3. The final score of achievement of individual ILOs is calculated by dividing the score obtained in step #2 by the number determined in step #1.

The assessment of the five core competencies, namely: Critical Thinking, Written Communication, Oral Communication, Information Literacy, and Quantitative Reasoning, is part of the assessment of ILOs.

Sample achievements of the ILOs and Core Competencies are shown below. The threshold is set at 75% score.



5.2.2 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 the Electrical Engineering 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.

5.3 Criteria for Successful Achievement of CLOs and PLOs

5.3.1 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 $\geq 70\%$
- Graduate Program $\geq 80\%$

These are minimum possible threshold values and higher values may be adopted by the departments for certain programs.

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.

5.3.2 Achievement of Program Learning Outcomes (PLOs)

For assessing each program learning outcome, a combination of both direct and indirect assessment instruments are utilized. 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

- **For undergraduate programs**, a PLO is considered achieved (through a combination of both direct and indirect assessments) if the percentage score of a PLO is $\geq 75\%$ using 80% weight for direct assessment score and 20% weight for indirect average assessment score of the above three surveys.
- **For graduate programs**, a PLO is considered achieved (through a combination of both direct and indirect assessments) if the percentage score of a PLO is $\geq 80\%$ using 80% weight for direct assessment score and 20% weight for indirect average assessment score of the above three surveys.

These are minimum possible threshold values and higher values may be adopted by the departments for certain programs.

For further explanation on assessing a PLO, refer to the below table:

Assessment Tools for PLO	% Score
a) Direct Assessment Score (DAS) (Average marks of students mapped to a PLO using CLOs-based assessment)	
b) Exit Survey of Senior Students	
c) Alumni Survey	
d) Employers' Survey	
Indirect Assessment Score (IAS) = (b + c + d) /3	

The overall PLO achievement score is calculated as follows:

$$\% \text{ Score of PLO} = 0.8 \times \text{DAS} + 0.2 \times \text{IAS}$$

5.3.3 Flowchart for Academic Program Assessment

The preceding chapter has explained the process of deriving program/course learning outcomes using a flowchart. For each course, the course learning outcomes (CLOs), teaching and learning methodology, and assessment instruments are explained in the course syllabus. In addition to direct assessment using the assessment tools described in the course syllabus, indirect assessment is also carried out.

The following flowchart describes the process for assessment of an academic program. Using the defined assessment tools for various CLOs, all CLOs of a course are assessed every semester and the results are analyzed. Indirect assessments are carried out once every year. On the basis of direct and indirect assessments, the achievement of PLOs is determined and analyzed. The assessment analysis would lead to appropriate recommendations for corrective and improvement actions, and accordingly certain modifications may be recommended for the CLOs, teaching and learning methodologies, assessment instruments, etc. The approved recommendations are implemented and monitored in the following semester/academic year. Continuous assessment, analysis and critical review over a number of years may also lead to recommendations for changes in some of the PLOs and even the program goals and program educational objectives (PEOs). For any substantive change at the program level, prior approval of the CAA shall be obtained. The approval for major changes in the program may also be sought from the CAA during the next reaccreditation cycle.

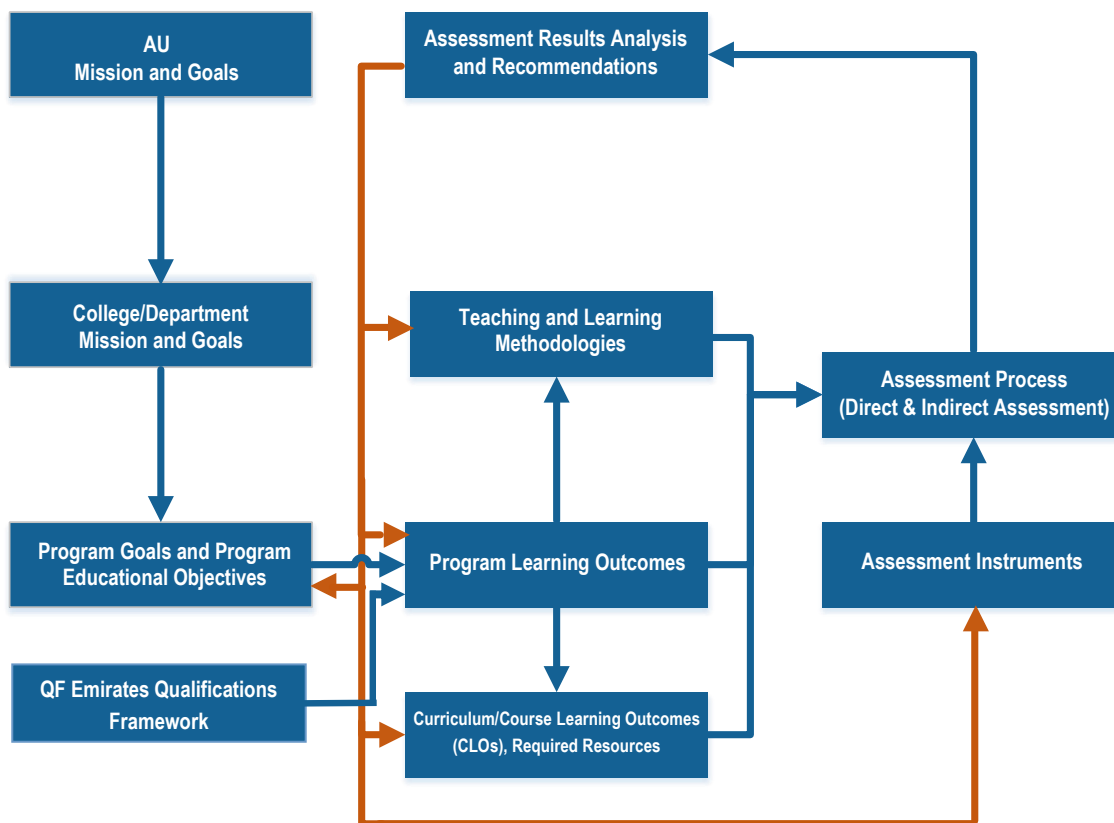


Figure 5.4: Flowchart for Academic Program Assessment

5.3.4 Direct Assessment Instruments

i. 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.

ii. 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 learning outcomes.

iii. 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, and design projects. 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.

iv. 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.

v. Graduation/Capstone Project

Student thesis, research or design project that is organized by the department 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 or capstone project addresses most, if not all, of the program learning outcomes.

5.3.5 Indirect Indicators of Learning

i. 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 entire 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 and learning methodologies, lab facilities and support services, etc.

ii. 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 achieved these outcomes.

iii. Employers' Survey

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

iv. 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. The feedback of the trainee students is also very important to find out about the appropriateness of the training site and how useful was the internship.

5.3.6 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.	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)	ACIC and CEC
3	Alumni Survey	Annual (Spring semester)	Alumni Survey Form	ACIC
4	Employer Survey	Annual (Spring semester)	Employer Survey Form	ACIC
5	Exit Survey/Exit Interviews	Every Academic Year	Exit Survey Form	ACIC
6	Advisory Board Survey	As decided by the college	Advisory Board Survey Form	HoD and Dean

Timetable for Program Evaluation

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

5.3.7 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. This is also demonstrated in Figure 5.3.7. Academic Program Assessment Flowchart.

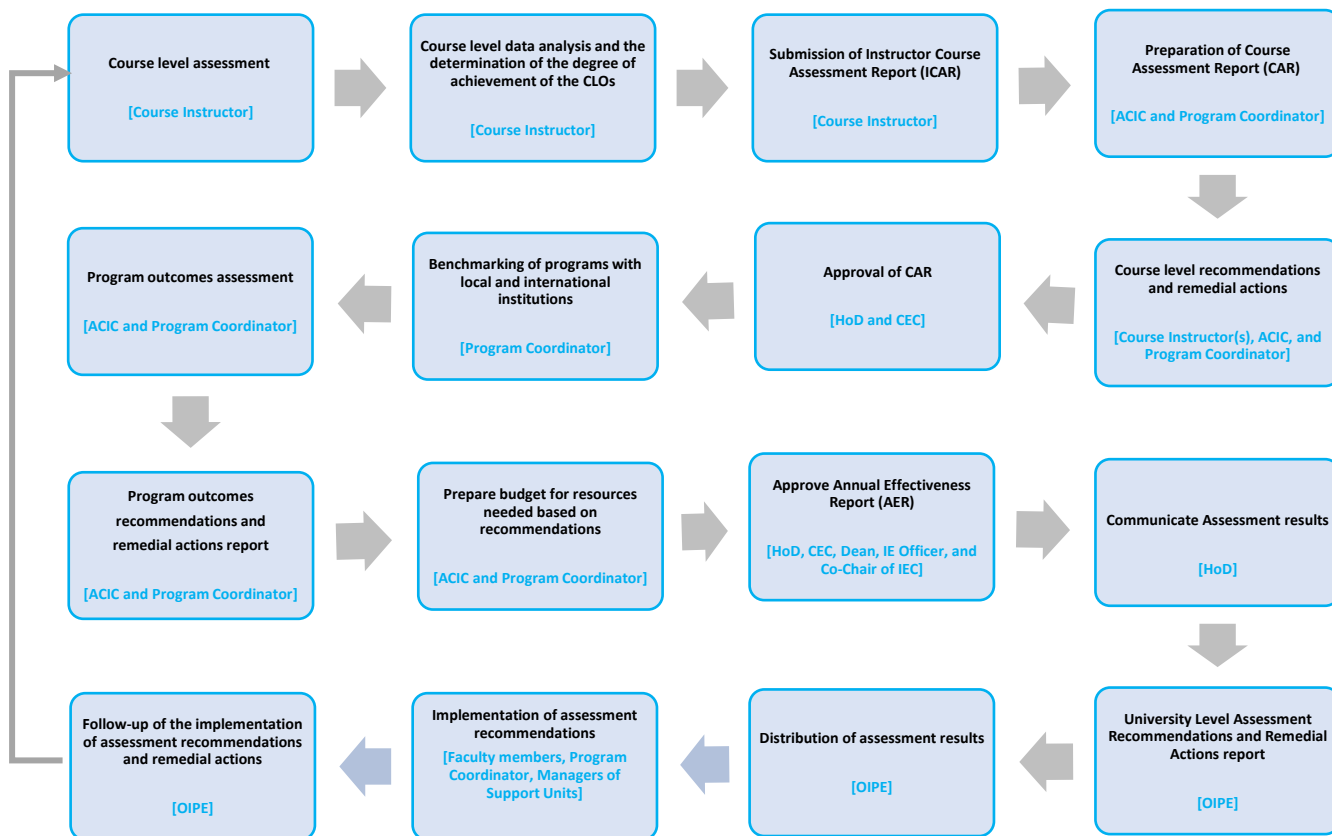
Step	Activity	Responsibility	Description	Forms/ Documents
1	Course level assessment	Course instructor	<ul style="list-style-type: none"> Conduct all course assessments which include tests, exams, assessment of projects, practical work, training, etc. 	<ul style="list-style-type: none"> Guidelines and 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	<ul style="list-style-type: none"> Determine the percentage of achievement of course learning outcomes and analyze the results. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Prepare ICAR for each section of course in accordance with its template 	<ul style="list-style-type: none"> ICAR template
4	Preparation of Course Assessment Report (CAR)	ACIC and Program Coordinator	<ul style="list-style-type: none"> Prepare a detailed report on the level of achievement of course outcomes. 	<ul style="list-style-type: none"> CAR template
5	Course level recommendations and remedial actions.	Course Instructor(s), ACIC and Program Coordinator	<ul style="list-style-type: none"> ACIC meets with course Instructor(s) and discuss the outcome of the course assessment. Prepare recommendations and remedial action plan. 	<ul style="list-style-type: none"> CAR template
6	Approval of CAR	Head of Department (HoD) and CEC	<ul style="list-style-type: none"> Approval of HOD and CEC is required. 	<ul style="list-style-type: none"> CAR template

Step	Activity	Responsibility	Description	Forms/ Documents
7	Benchmarking of programs with local and international institutions.	Program Coordinator	<ul style="list-style-type: none"> The colleges shall do benchmarking of their programs with programs offered by peer and aspirant institutions both inside and outside the UAE. 	<ul style="list-style-type: none"> Sample Template for Benchmarking Benchmarking report
8	Program outcomes assessment	ACIC and Program Coordinator	<ul style="list-style-type: none"> Analyze assessment data to determine the degree of achievement of program outcomes. 	<ul style="list-style-type: none"> Table of instruments for measuring program outcomes achievement. Success Criteria for program outcomes achievement. Matrix of course outcomes and program outcomes.
9	Program outcomes recommendations and remedial actions report	ACIC and Program Coordinator	<ul style="list-style-type: none"> The ACIC and Program Coordinator prepare the recommendations and action plan for continuous improvement. 	<ul style="list-style-type: none"> AER Template
10	Prepare budget for resources needed based on recommendations	ACIC and Program Coordinator	<ul style="list-style-type: none"> The ACIC and Program Coordinator recommend the required resources and budget 	<ul style="list-style-type: none"> Fill form for required resources and estimated budget.
11	Approve Annual Effectiveness Report (AER)	HoD, CEC, Dean, IE Officer, and Co-Chair of IEC	<ul style="list-style-type: none"> The Head of Department submits the final Program Effectiveness Report which shall be approved by the CEC Head, College Dean, Institutional Effectiveness Officer, and the Co-Chair of IEC for academic units. 	<ul style="list-style-type: none"> Courses outcomes achievement form. Program outcomes achievement form. Program goals/ objectives achievement form. Program assessment recommendations, remedial actions and implementation plan.
12	Communicate Assessment results	HoD	<ul style="list-style-type: none"> The HoD shares the findings with all stakeholders 	
13	University Level Assessment Recommendations and Remedial Actions report	OIPE	<ul style="list-style-type: none"> The OIPE Reviews Assessment Reports from Colleges and Prepares an overall Assessment Report for academic departments and shares it with IEC for final review and approval. 	



Step	Activity	Responsibility	Description	Forms/ Documents
14	Distribution of assessment results	OIPE	<ul style="list-style-type: none">Results of the assessment and recommended actions are communicated to all stakeholders.	<ul style="list-style-type: none">Feedback of assessment results to students.Feedback of assessment results to faculty members.Assessment results feedback to admin managers.
15	Implementation of assessment recommendations	Faculty Members, Program Coordinator, Managers of Support Units	<ul style="list-style-type: none">Course content, teaching and assessment methods.Teaching and learning resources.Program outcomes revision.Training and extracurricular activities.Administrative operations and support services.	
16	Follow-up of the implementation of assessment recommendations and remedial actions.	OIPE	<ul style="list-style-type: none">The Program Coordinator, ACIC and OIPE monitor the implementation of the approved actions and recommendations.	

Figure 5.3.7 Academic Program Assessment Flowchart



5.3.8 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 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 of a program shall appoint the secondary marker(s). The Program Coordinator/Director 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 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, 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 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 of the program. The Program Coordinator/Director 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 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.

5.4 Assessment of Non-Academic (Administrative and Support) Units

5.4.1 Administrative and Support Units Assessment Plan Components

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

- Development of the unit’s mission and objectives.
- Mapping the unit’s goals to University strategic goals.
- Determining the unit’s key performance indicators (KPIs) in consultation with OIPE.
- Adopting the KPIs targets as approved by the higher management.
- Identify the assessment instruments in consultation with OIPE.
- Data collection and provision of supporting evidence to OIPE for assessment purposes.
- Reviewing assessment results, developing remedial and improvement actions.
- Setting a plan for implementing improvement and remedial actions.
- Monitoring the implementation of the actions.

5.4.2 Administrative and Support Unit’s Assessment:

The following flowchart illustrates Admin/support unit’s assessment process:

Administrative and Support Units Assessment Flowchart

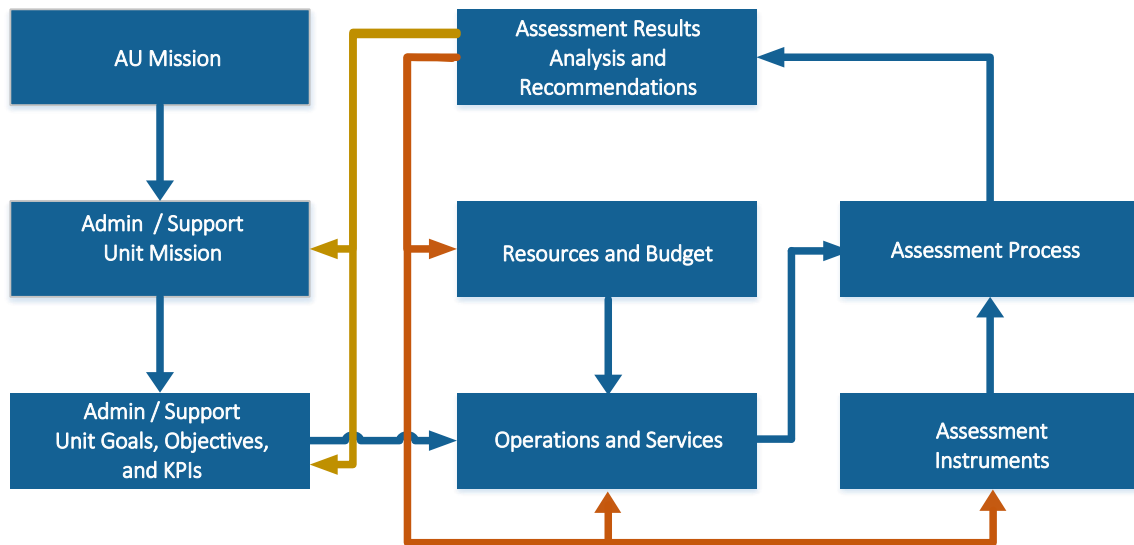


Figure 5.6: Assessment Process for non-academic units

5.4.3 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 and core activities. It may also include the expected satisfaction by the stakeholders.

5.4.4 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

5.4.5 Key Performance Indicators (KPIs)

For each goal, a number of Key Performance Indicators (KPI) are identified, in agreement with OIPE. 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. The KPIs to evaluate the performance of all units and services are provided in Appendix 5.4.5-1.

5.4.6 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.

5.4.7 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 unit employees will undertake trainings.
- More than 90% of the transcripts will be sent within three days.
- At least 85% of stakeholders will be satisfied with the offered services.

5.4.8 Assessment Cycle for Non-Academic Units

Assessment shall be understood as a cycle, as shown in the following figure. 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 5.7. Non-Academic Units Assessment Cycle.

5.4.9 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 PC is maintained at OIPE along with a copy with the Office of the Chancellor. A sample PC is given in the Appendices.
2. A balanced scorecard (SC) for each PC is prepared which includes detailed definition of each KPI, the metrics involved, link to strategic goals, and data custodian. The SC is then discussed with each of the PC Owners for clarification of definitions 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 identifies 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 then required to submit an “Action Plan” for unachieved and/or in-progress KPIs within a defined time-line.
6. An annual Strategic Retreat is held which is attended by all PC Owners, including the Chancellor, Cabinet members, Deans and Managers. Each PC Owner summarizes the accomplishments of their PC, unachieved KPIs, reasons for not achieving these KPIs, and appropriate action plan for continuous improvement.

The complete calendar of tasks related to Performance Contracts for academic year 2023-2024 is presented in the Appendices under Non-Academic Units Assessment.

6. Effectiveness of Academic Programs and Units

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.

6.1 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.

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 learning 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.

6.2 Flowchart for AU Institutional Effectiveness

The mission and goals of academic and non-academic units are derived from AU 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 (non-academic units). The flowchart depicting this process is shown below.



Figure 6.1: Flowchart for AU Institutional Effectiveness

7. Quality Assurance Mechanisms for Collaborative Arrangements with IHEPs

The Office of International Academic Affairs (OIAA), in collaboration with the colleges at Ajman University, establishes formal partnerships with International Higher Education Providers (IHEPs). These partnerships are built through signing formal agreements between AU and the IHEPs. These agreements bring mutual benefits to AU and its partner institutions and contribute in achieving AU's research, teaching and internationalization objectives. Through these agreements, the OIAA assists the University in broadening and deepening its international academic character and becoming part of the emerging global knowledge and learning network. These agreements cover student exchanges, dual-degree and progression agreements, research agreements, scholarly visits, short-term study tours, internships and technical cooperation.

Joint/dual degrees and Progression Agreements

For joint degree programs, AU fully adopts the CAA Standards 2019, Annex 11: Joint Degree Programs. In line with this Annex, for developing and offering a joint degree program, the OIAA and the respective college, in collaboration with the Office of Institutional Planning and Effectiveness (OIPE), shall refer to the Joint/Dual Degrees Policy and :

- a. ensure that each institution in the partnership is recognized and/or accredited as an HEI in the higher education system in which they operate;
- b. ensure that AU assumes primary responsibility for compliance of jointly offered programs in accordance with the *Standards for Program Accreditation (SPA)*, while also meeting the requirements of the partner institutions based outside the UAE;
- c. ensure that each partner HEI shall be legally allowed to offer the joint program, even if the joint degree is to be awarded by a partner;
- d. ensure that the joint program is offered in accordance with the legal frameworks of the relevant (sub) national higher education systems involved in the partnership;
- e. demonstrate that faculty of partner institutions teaching in joint degree programs have the experience and qualifications as required by the SPA;
- f. allow no more than fifty percent (50%) of the program curriculum to be delivered by the partner institution;
- g. ensure that if the courses offered by the partner institution are delivered through e-learning or distance teaching, an appropriate portion of each course is delivered face-to-face by a qualified faculty member;
- h. have a Quality Assurance Manual, or a section within a Manual, that clearly describes how all quality assurance activities are integrated into a single system to continually appraise and improve the institution as a whole, and specifically any joint programs;
- i. ensure that faculty of the partner institution are involved in program development and evaluation, utilizing both formal and informal mechanisms to gain information to evaluate the program;
- j. ensure that students visiting a partner institution, as part of the joint degree program, are afforded the same learning experience and safeguards as detailed in the SPA;

- k. establish policies and procedures to ensure that visiting faculty from main campuses and partner institutions are available for an adequate period of time on campus to facilitate an appropriate level of interaction with students outside of the classroom;
- l. ensure that the joint degree is awarded in accordance with the legal frameworks governing the awarding institutions, and is recognized as a joint degree in the higher education systems of the awarding institutions.

In case of dual degrees, two degrees are awarded by two institutions, to students who have met the requirements for completion of both degrees. For each dual-degree awarded by Ajman University, the same quality assurance mechanisms shall be applied as it follows for the same program for all its students, in accordance with the CAA Standards.

All AU joint/dual degrees and progression agreements approved by the Chancellor shall be submitted by OIPE to the CAA for approval prior to its implementation.

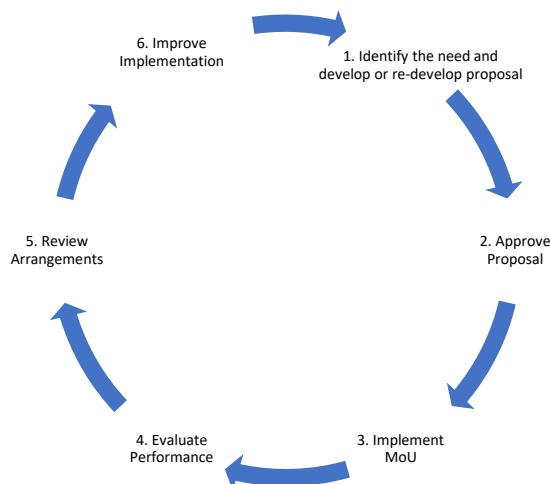
Other Collaborative Arrangements

Cooperative Agreements and Contractual Relationships

AU, in line with its mission, endeavors its best to comply with the CAA Standards 2019 in building external relationships. Stipulation 10.2.8 requires that “institutions associated with separately incorporated entities such as radio or television stations, foundations, hospitals, businesses, corporations, trusts or governmental organizations provide details of the nature of the relationship, describing the benefits and obligations of each party, particularly the ways in which the association furthers the institution’s mission”.

Accordingly, AU has established *Cooperative Agreements and Contractual Relationships Policy* that defines the six-phase process for development, approval, monitoring, review and, continuous improvement of collaborative provisions with corporate partners as illustrated below. This process is integrated within the University’s institutional effectiveness and quality assurance systems. Further information is provided in the full policy published in the Policies and Procedures Manual (PPM).

Six-Phase Process Involved in Managing Collaborative Provisions at AU



8. Benchmarking

The purpose of benchmarking at Ajman University is to compare important indicators at both program and institution levels with peer and aspirant institutions to support continuous improvement. In this regard, the peer and aspirant institutions are defined as follows.

1. Peer Institutions – These can include both local and international institutions. The criteria used for selecting a peer institution include its similarity with AU in terms of number of students, types of academic programs, compatible mission, research output, governance (public or private institution), etc.
2. Aspirant Institutions – These can also be local or international institutions but with higher level performance indicators that AU would aspire to achieve.

The benchmarking is carried out at two levels; program-level and institution-level. For program-level benchmarking, the individual department in the college offering the program is responsible to gather the benchmarking data, analyze it, and make recommendations for continuous improvement. The benchmarking indicators will include, but not limited to, number of credit hours, number of required and elective courses, internship, faculty-to-student ratio, retention rate, continuation rate, graduation rate, overall student satisfaction rate, employment rate, publications per faculty, etc. At institution-level, the Office of Institution Planning and Effectiveness (OIPE) is responsible to carry out the benchmarking with peer and aspirant institutions. The benchmarking indicators would include, but not limited to, faculty-to-student ratio, retention rate, continuation rate, graduation rate, overall student satisfaction rate, employment rate, Scopus-indexed research publications, number of citations, worldwide and regional rankings, etc.

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APPENDICES



جامعة عجمان
AJMAN UNIVERSITY



ACADEMIC UNITS ASSESSMENT

1. Sample Course Assessment Calendar for Fall 2023-2024

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. 28 , 2023	Dec. 8, 2023
2	Insert all grades obtained from various assessment tools in the CAP program in order to assess all CLOs for each section.	Aug. 28 , 2023	Dec. 8, 2023
3	Collect Students' Feedback on Course Learning Outcomes (CLOs) (<u>using students' feedback on Moodle for each section</u>).	Nov. 13, 2023	Dec. 8, 2023
4	Integrate into the Instructor Course Assessment Report (ICAR) the results collected from task 1, task 2, and task 3.	Dec. 9, 2023	Dec. 20, 2023
5	The summary of students' feedback on the evaluation of the course will be made available, through email, to all Instructors.	Dec. 25, 2023	-
6	Fall semester break	Dec. 25, 2023	Jan. 5, 2024
7	Submit the Instructor Course Assessment Report (ICAR) plus the CAP program output for all offered courses to ACIC.	Jan. 8, 2024	Jan. 10, 2024
8	Hold meeting with ACIC, as required, to finalize the Course Assessment Reports (CARs) prepared by the ACIC.	Jan. 11, 2024	Jan. 15, 2024
9	ACIC shall submit CARs for all courses to HoD/CEC	Jan. 16, 2024	Jan. 19, 2024
10	CEC shall submit ICARs and CARs for all courses and the meeting minutes of ACIC and CEC to OIPE	Jan. 22, 2024	Jan. 27, 2024

2. Sample Course Assessment Calendar for Spring 2023-2024

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. 15, 2024	May 15,2024
2	Insert all grades obtained from various assessment tools in the CAP program in order to assess all CLOs for each section.	Jan. 16, 2024	May 15,2024
3	Spring semester break	April 1, 2024	April 5, 2024
4	Collect Students' Feedback on Course Learning Outcomes (CLOs) (<u>using students' feedback on Moodle for each section</u>).	April 9, 2024	May 4, 2024
5	Integrate into the Instructor Course Assessment Report (ICAR) the results collected from task 1, task 2, and task 4.	May 4, 2024	May 15, 2024
6	The summary of students' feedback on the evaluation of the course will be made available, through email, to all Instructors.	May 21, 2024	-
7	Submit the Instructor Course Assessment Report (ICAR) plus the CAP program output for all offered courses to ACIC.	May 22, 2024	May 23, 2024
8	Hold meeting with ACIC, as required, to finalize the Course Assessment Reports (CARs) prepared by the ACIC.	May 24, 2024	May 27, 2024
9	ACIC shall submit CARs for all courses to HoD/CEC	May 28, 2024	May 29, 2024
10	CEC shall submit ICARs and CARs for all courses and the meeting minutes of ACIC and CEC to OIPE	May 30, 2024	May 31, 2024
11	Beginning of Summer vacation	June 3, 2024	-

3. Sample Course Assessment Calendar for Summer 2023-2024

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

SUMMER 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.	May 27, 2024	July 5, 2024
2	Insert all grades obtained from various assessment tools in the CAP program in order to assess all CLOs for each section.	May 27, 2024	July 5, 2024
3	Collect Students' Feedback on Course Learning Outcomes (CLOs) (<u>using students' feedback on Moodle for each section</u>).	June 20, 2024	July 5, 2024
4	Integrate into the Instructor Course Assessment Report (ICAR) the results collected from task 1, task 2, and task 3.	July 5, 2024	July 19, 2024
5	The summary of students' feedback on the evaluation of the course will be made available, through email, to all Instructors.	July 23, 2024	-
6	Submit the Instructor Course Assessment Report (ICAR) plus the CAP program output for all offered courses to the ACIC.	July 24, 2024	July 25, 2024
7	Hold meeting with ACIC, as required, to finalize the Course Assessment Reports (CARs) prepared by the ACIC.	Aug. 26, 2024	Aug. 25, 2024
8	ACIC shall submit CARs for all courses to HoD/CEC	Aug. 26, 2024	Aug. 28, 2024
9	CEC shall submit ICARs and CARs for all courses and the meeting minutes of ACIC and CEC to OIPE	Aug. 29, 2024	Sept. 6, 2024
10	CEC shall submit the Annual Effectiveness Report of the Academic Year 2023-2024 to OIPE	Aug. 29, 2024	Sept. 6, 2024

4. Moderation Report on Assessment



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):

Moderator's Signature: _____ Date: _____

Comments of Marker: _____

Comments/Approval by the Program Coordinator/Director:

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

5. Assessment Survey Forms

5.1. 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:					اسم المساق:
Course Number:					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>I had an adequate background for this subject.</i> كانت لدي خلفية مناسبة عن هذا المساق.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>Coursework assignments and projects were helpful to understand the subject.</i> كانت الأعمال الفصلية والمشاريع مفيدة لفهم هذا المساق.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <i>I found the course useful.</i> كان المساق مفيداً لي.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <i>Textbook and references assigned to this course were appropriate and useful.</i> كان الكتاب الدراسي والمراجع المخصصة للمساق مفيدة ومناسبة.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <i>Your Comments and Suggestions:</i> 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The instructor was well prepared for the lectures. كان الأستاذ مستعداً بشكل جيد للمحاضرة.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The instructor started and ended the lectures on time and was regular. التزم الأستاذ بمواعيد بدء المحاضرات وانتهائها وكان مواظباً عليها.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The instructor was available and helpful during posted office hours. كان الأستاذ حاضراً خلال الساعات المكتبية المعلنة.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The instructor was fair in the evaluation of students' course work. كان أستاذ المساق منصفاً في تقييم الامتحانات والأعمال الفصلية.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	The lectures were given in only one language (English or Arabic). كانت المحاضرات تقدم بلغة واحدة (العربية أو الإنجليزية).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	The instructor identified the course learning outcomes clearly. شرح الأستاذ مخرجات المساق بأسلوب واضح.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	The instructor evaluated the students' work in a timely manner. قيم الأستاذ أعمال الطلبة في الوقت المناسب.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Overall, the instructor's performance in this course was excellent. بصورة عامة، كان أداء الأستاذ في هذا المساق ممتازاً.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 راض جداً	(4) Satisfied راض	(3) Neutral محايد	(2) Dissatisfied غير راض	(1) Highly Dissatisfied غير راض 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. قَدَّم الأستاذ المادة العملية بشكل جيد وواضح.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The instructor was well prepared for the lab/studio/clinic sessions. كان الأستاذ مستعداً بشكل جيد للمختبر/العيادة/الأستوديو.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The instructor started and ended the lab/studio/clinic on time and was regular. التزم الأستاذ بمواعيد بدء وانتهاء المختبر/العيادة/الأستوديو وكان مواظباً عليها.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The instructor was fair in the evaluation of students' work in lab/studio/clinic. كان الأستاذ منصفاً في تقييم الامتحانات والأعمال الفصلية للمختبر/العيادة/الأستوديو.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	The instructor evaluated the students' work in a timely manner. قَيم الأستاذ أعمال الطلبة في الوقت المناسب.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 جيداً.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Overall, the instructor's performance in the lab/studio/clinic was excellent. بصورة عامة، كان أداء الأستاذ في هذا المساق ممتازاً.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Your Comments and Suggestions: تعليقاتك واقتراحاتك:						



Students' Feedback with respect to Graduation Project Course (if applicable)

رأي الطالب بشأن الجوانب المتصلة بمساق مشروع التخرج

Graduation Project Course Name:		اسم مساق مشروع التخرج:			
Course Number:		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

#	Graduation Project Course Related Issues الجوانب المتصلة بمساق مشروع التخرج	Response					
		5	4	3	2	1	N/A
1-	<i>I had adequate background for starting my graduation project</i> كانت لدي خلفية مناسبة للبدء بمشروع التخرج	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-	<i>I was able to correlate my theoretical knowledge with practical application in my graduation project course.</i> تمكنت من الربط بين معرفتي النظرية والتطبيق العملي في مساق مشروع التخرج	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-	<i>I am satisfied with the progress made in my graduation project during this semester.</i> أنا راضٍ عن التطور الذي وصل إليه مشروع التخرج خلال هذا الفصل الدراسي.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-	<i>I found the graduation project course very useful</i> لقد كان مشروع التخرج مفيداً	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-	<i>Your Comments and Suggestions:</i> تعليقاتك واقتراحاتك:						

Students' Feedback with respect to Graduation Project Course Instructor (if applicable)

رأي الطالب بشأن الجوانب المتصلة بمدرس مساق مشروع التخرج

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	

#	Graduation Project Course Instructor Related Issues الجوانب المتصلة بمدرس مساق مشروع التخرج	Response					
		5	4	3	2	1	N/A
1.	The instructor presented the material well and clearly. قدم أستاذ المساق المادة الدراسية بشكل جيد وواضح.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The instructor was well prepared for the lectures. كان الأستاذ مستعداً بشكل جيد للمحاضرة.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The instructor started and ended the lectures on time and was regular. التزم الأستاذ بمواعيد بدء المحاضرات وانتهائها وكان مواظباً عليها.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The instructor was available and helpful during posted office hours. كان الأستاذ حاضراً خلال الساعات المكتيبة المعلنة.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The instructor was fair in the evaluation of students' course work. كان أستاذ المساق منصفاً في تقييم الامتحانات والأعمال الفصلية.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	The lectures were given in only one language (English or Arabic). كانت المحاضرات تقدم بلغة واحدة (العربية أو الإنجليزية).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	The instructor identified the course learning outcomes clearly. شرح الأستاذ مخرجات المساق بأسلوب واضح.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	The instructor evaluated the students' work in a timely manner. قِيم الأستاذ أعمال الطلبة في الوقت المناسب.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Overall, the instructor's performance in this course was excellent. بصورة عامة، كان أداء الأستاذ في هذا المساق ممتازاً.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Your Comments and Suggestions: تعليقاتك واقتراحاتك:						



Students' Feedback with respect to Training/Internship Course and Instructor (if applicable)

رأي الطالب بشأن الجوانب المتصلة بمساق التدريب والأساتذ المشرف عليه

Instructor Name:		اسم الأستاذ المشرف على مساق التدريب:			
(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

#	Training/Internship Instructor Related Issues الجوانب المتصلة بمساق التدريب	Response					
		5	4	3	2	1	N/A
1.	<i>I am satisfied with the selection of the internship site for my training/internship.</i> أنا راضٍ عن اختيار موقع التدريب الخاص بمساق التدريب.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<i>The training/internship activities and tasks were relevant to my major.</i> كانت الأنشطة والمهام المصاحبة للتدريب ذات صلة بتخصصي.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<i>I was able to correlate my theoretical knowledge with professional practice during my training/internship.</i> تمكنت من ربط معرفتي النظرية بالممارسة المهنية أثناء تدريبي.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<i>I had the opportunity to apply my knowledge and soft skills during the training/internship.</i> لقد أتيت لي الفرصة لتطبيق معلوماتي ومهاراتي الشخصية أثناء التدريب.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<i>The training/internship helped me to acquire additional technical knowledge related to my field of studies.</i> ساعدني التدريب في اكتساب معرفة تقنية إضافية تتعلق بمجال دراستي.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<i>I am satisfied with the guidance and supervision provided by my Field Supervisor.</i> أنا راضٍ عن التوجيه والإشراف الذي يقدمه المشرف الميداني.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<i>I am satisfied with the guidance and supervision of my Academic Supervisor during training/internship.</i> أنا راضٍ عن توجيهات المشرف الأكاديمي وإشرافه أثناء التدريب.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<i>I have achieved my training/internship learning outcomes.</i> لقد حققت نتائج التعلم الخاصة بالتدريب.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<i>Overall, I am satisfied with the performance of my Academic Supervisor.</i> بشكل عام ، أنا راضٍ عن أداء مشرفي الأكاديمي للتدريب.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<i>Your Comments and Suggestions:</i> تعليقاتك واقتراحاتك:						

Students' Feedback with respect to Thesis/Dissertation Course (if applicable)

رأي الطالب بشأن الجوانب المتصلة مساق الأطروحة

Thesis/Dissertation Course Name:		اسم مساق الأطروحة:			
Course Number:		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

#	Thesis/Dissertation Course Related Issues الجوانب المتصلة بمساق الأطروحة	Response					
		5	4	3	2	1	N/A
1-	<i>The taught courses in this degree provided me with adequate and needed background for starting my thesis/dissertation.</i> زودتني المساقات التي تم تدريسها في هذا البرنامج بخلفية كافية ومطلوبة لبدء أطروحة / أطروحة.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-	<i>I was able to correlate my theoretical knowledge with practical application in my thesis/dissertation.</i> تمكنت من الربط بين معرفتي النظرية والتطبيق العملي في مساق الأطروحة	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-	<i>I am quite satisfied with the progress made in my thesis/dissertation during this semester</i> أنا راضٍ عن التطور الذي وصلت إليه في أطروحتي خلال هذا الفصل الدراسي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-	<i>Overall, I found the thesis/dissertation course very useful.</i> بصورة عامة، لقد وجدت مساق الأطروحة مفيداً	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-	<i>Your Comments and Suggestions:</i> تعليقاتك واقتراحاتك						

Students' Feedback with respect to Graduation Project Course Instructor (if applicable)

رأي الطالب بشأن الجوانب المتصلة بمدرس مساق مشروع التخرج

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

#	Thesis/Dissertation Course Instructor Related Issues الجوانب المتصلة بمدرس مساق الأطروحة	Response					
		5	4	3	2	1	N/A
1.	<i>My thesis/dissertation supervisor has expertise in the area of my research.</i> مشرف الأطروحة لديه خبرة في مجال بحثي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<i>I meet with my thesis/dissertation supervisor on a regular basis.</i> أقابل مشرف الأطروحة بشكل منتظم.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



3.	<i>The supervisor was available and helpful during our meetings</i> كان المشرف متاحًا ومفيدًا أثناء اجتماعاتنا.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<i>The supervisor evaluates my work in a timely manner and provides useful feedback</i> يحفزني مشرفي باستمرار ويشجعني على التفكير المستقل والعمل.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<i>My supervisor continually motivates me and encourages independent thinking and work.</i> يحفزني مشرفي باستمرار ويشجعني على التفكير المستقل والعمل.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<i>My supervisor sets appropriate deadlines for various stages of my research.</i> يحدد مشرفي مواعيد نهائية مناسبة لمختلف مراحل بحثي	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<i>So far, I am fully satisfied with the guidance and supervision received from my supervisor.</i> حتى الآن ، أنا راضٍ تمامًا عن التوجيه والإشراف الذي تلقيته من مشرفي.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<i>Your Comments and Suggestions:</i> تعليقاتك واقتراحاتك						

5.2. Academic Advisor Survey (AAS) Form

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 نقدمها 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:					



6. Course Assessment Forms

6.1. Exam Cover Page

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

صفحة غلاف الاختبار

القسم:		الكلية:		
السنة الدراسية:		الفصل الدراسي:		
		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
		a المخرج	السؤال 1	1
		b المخرج	السؤال 2	2
		c المخرج	السؤال 3	3
		d المخرج	السؤال 4	4
		المجموع		

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



6.2. Instructor Course Assessment Report (ICAR)

General Information

Instructor Name							
Academic Year	20... – 20...	Semester	<input type="checkbox"/> Fall	<input type="checkbox"/> Spring	<input type="checkbox"/> Summer		
Course Code		Course Title					
Course Credit Hours (Theory, Lab, Total) (2,1,3)							
Section No.		Total No. of Students		Section Gender	<input type="checkbox"/> Male	<input type="checkbox"/> Female	<input type="checkbox"/> Merged
Average Mark for this Section:							

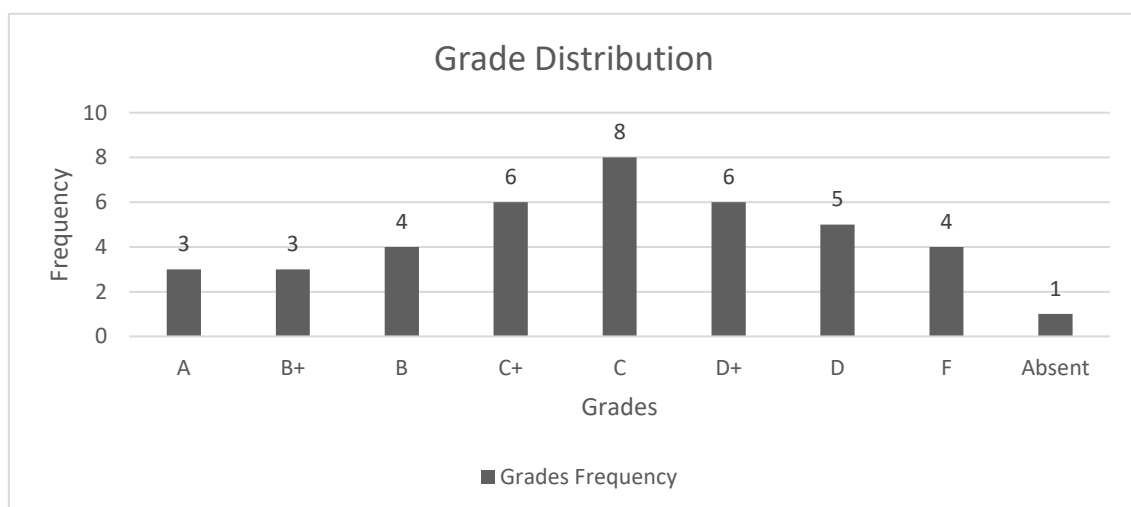
Section 1:

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 Appendix 1 (at the end of ICAR), the individual student grades, both cumulative and for each assessment [Final CAP Sheet].

1.1.2. Grade Distribution

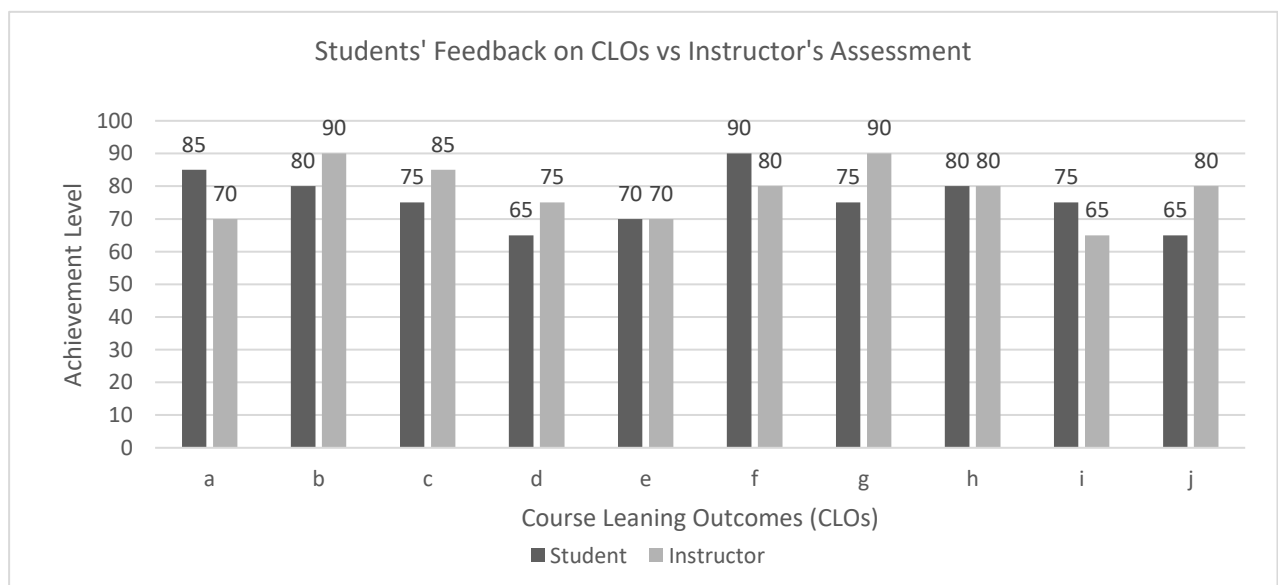


1.1.3. Comments on students' performance

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 unachieved CLOs 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 (even if all CLOs were achieved):

#	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)	

8.2.1.1 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.)



ICAR) تقرير تقييم الأستاذ للمساق

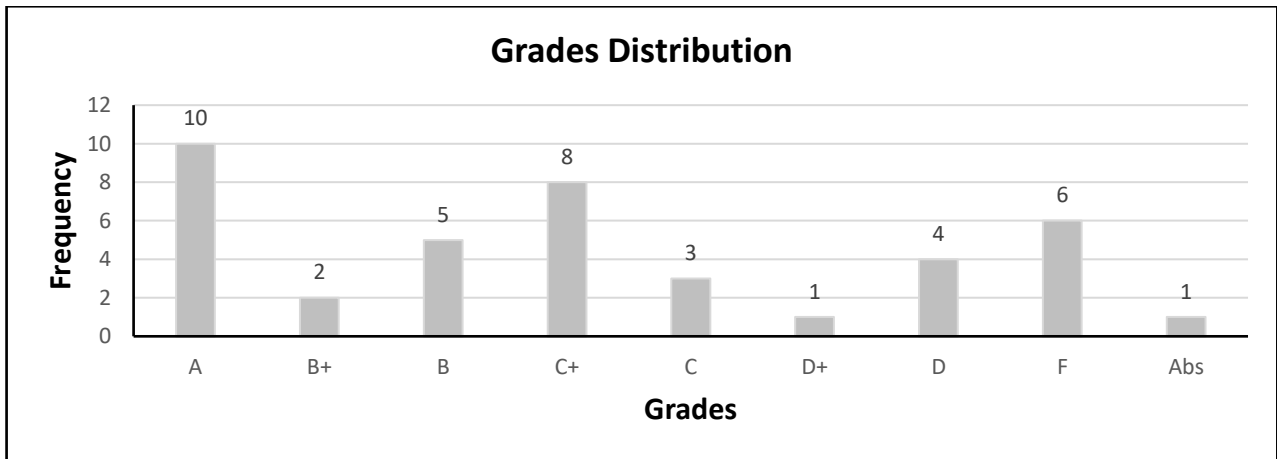
1. المعلومات العامة:

اسم أستاذ المساق:				
الفصل الدراسي:	العام الجامعي: 20..... – 20.....			
رقم المساق:	اسم المساق:			
الساعات المعتمدة للمساق: (نظري، معمل، المجموع) (2،1،3):				
شعبة مدمجة <input type="checkbox"/>	طالبات <input type="checkbox"/>	طلاب <input type="checkbox"/>	عدد الطلبة:	رقم الشعبة:
متوسط الدرجة النهائية للشعبة:				

القسم رقم 1

تقييم 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



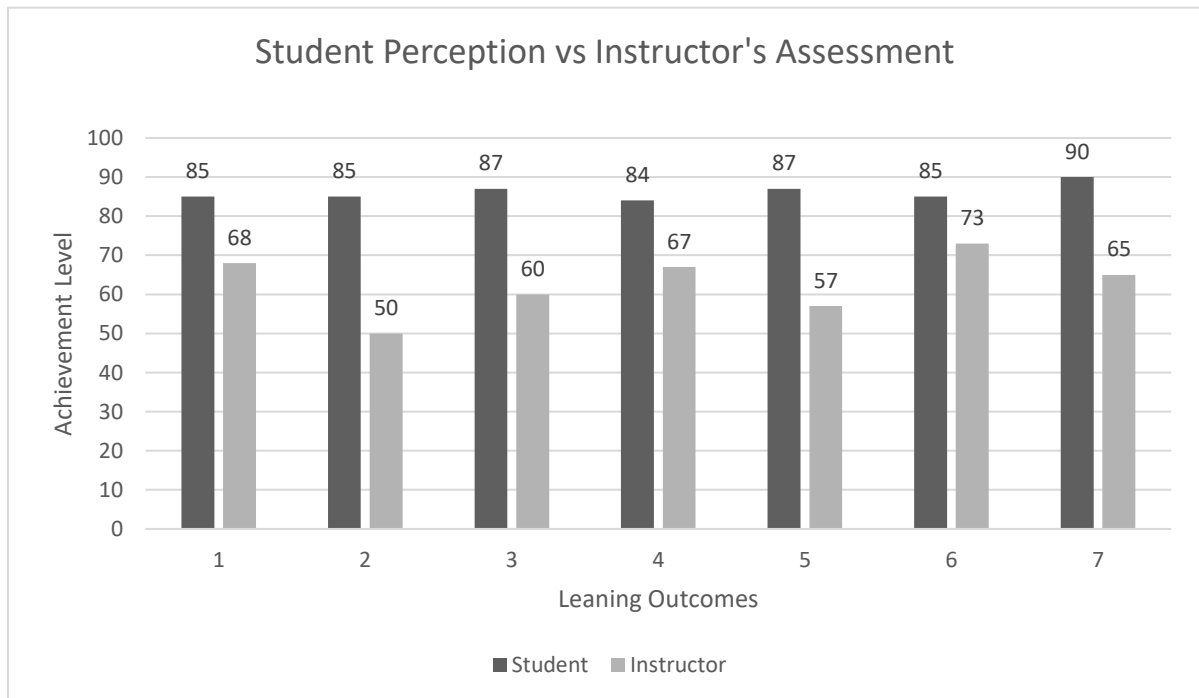
1.1.3. تعليقات على أداء الطلاب

--

a. تقييم نتائج تعلم مخرجات المساق (CLOs)

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

1.3 الرسم البياني يمثل تقييم الطلبة وتقييم الأساتذة للمخرجات (CLOs)





1.4. كيف يختلف منظور الطلبة لمخرجات المساق التعليمية عن تقييم أستاذ المساق؟ يرجى التعليق على أي اختلافات موجودة:

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

1. مدى ملاءمة مخرجات المساق التعليمية

2. مدى نطاق تغطية عناصر المقرر

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

4. مدى ملاءمة الكتاب الدراسي والموارد التعليمية 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 الغير محققة 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. رأى الطالب بشأن الجوانب المتصلة بالمساق كما هو موضح في 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 فارغاً):

#	نقاط القوة	نقاط القلق
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. رأى الطالب في SCAS 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 فارغاً):

#	نقاط القوة	نقاط القلق
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 فارغاً):

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. (تخطي إن لم يكن قابلاً للتطبيق)

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

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

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

(يرجى إدراج نسخة من صحيفة الـCAP)

6.3. 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. Course Information

Course Code:		Course Title:	
Academic Year:	20...- 20...	Semester:	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> 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

.....

Date:.....

Signature of Head of Department

.....

Date:.....

Section 4:

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

CEC Recommendations

Signature of Head of CEC

.....

Date



تقرير تقييم المساق (CAR)

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

رقم المساق :	اسم المساق:		
السنة الدراسي:	الفصل الدراسي:	20..... - 20.....	<input type="checkbox"/> الخريفي <input type="checkbox"/> الربيعي <input type="checkbox"/> الصيفي

القسم رقم 1:

ملاحظات حول التحسين المستمر للمساق ، وخاصة فيما يتعلق بالمعلومات المقدمة في القسم 4 من ICAR (s) 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 ICAR (s).

CLO #	الإجراءات التصحيحية الموصى بها لمخرجات المساق التي لم تتحقق

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

#	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 ICAR (s).

الإجراءات التصحيحية الموصى بها	CLO #

القسم رقم 3:

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

توصيات الـ CDC	#
	1
	2
	3

توقيع رئيس لجنة الـ ACIC

.....

التاريخ:

توقيع رئيس القسم

.....

التاريخ:

القسم رقم 4:

تستكمل من قبل لجنة الكلية للفعالية CEC

توصيات لجنة الـ CEC

التاريخ

.....

توقيع رئيس لجنة الفعالية (IE Coordinator)

.....



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 AU (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 AU contribute to thinking logically?
 A Lot V. Much Somewhat V. Little Not at all
12. How much did your education at AU contribute to writing effectively?
 A Lot V. Much Somewhat V. Little Not at all
13. How much did your education at AU contribute to speaking effectively?
 A Lot V. Much Somewhat V. Little Not at all

14. How much did your education at AU 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 AU?

- 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.

2: Alumni Survey

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!

3: Employer Survey

Sample Employers' Survey

Dear Employer of AU 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

Appendix 5.4.5-1. Sample Key Performance Indicators (AY 2022-23)

Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal2	Artificial Intelligence Research Center	Dr. Mohammed Al Betar	# Total external funding amount raised (AED)	NA	200,000
Goal2	Artificial Intelligence Research Center	Dr. Mohammed Al Betar	# Joint projects/consultancy with the industry	1	1
Goal2	Artificial Intelligence Research Center	Dr. Mohammed Al Betar	# Active Research Partnerships / Joint Research Projects with other international universities	133	146
Goal2	Artificial Intelligence Research Center	Dr. Mohammed Al Betar	# Published Scopus Indexed articles by the research center	77	84
Goal2	Artificial Intelligence Research Center	Dr. Mohammed Al Betar	# Total published papers in SCOPUS-Q1 category Journals	59	65
Goal2	Artificial Intelligence Research Center	Dr. Mohammed Al Betar	# Joint SCOPUS-indexed publications with co-authors from Top 200 institutions outside the UAE	44	48
Goal2	Artificial Intelligence Research Center	Dr. Mohammed Al Betar	# International Research Conferences hosted at AU (on campus or virtual)	0	1
Goal2	Artificial Intelligence Research Center	Dr. Mohammed Al Betar	# External research grants	0	1
Goal2	Artificial Intelligence Research Center	Dr. Mohammed Al Betar	# of visiting researchers (inbound faculty) from top-200 universities	NA	1
Goal1	AU Innovation Center	Dr Chuloh Jung	# Incubated start-ups	3	20
Goal3	AU Innovation Center	Dr Chuloh Jung	# Startups registering at Idea competition	42	44
Goal4	AU Innovation Center	Dr Chuloh Jung	# Active External Mentors	11	30
Goal4	AU Innovation Center	Dr Chuloh Jung	# Mentoring hours	50	53
Goal4	AU Innovation Center	Dr Chuloh Jung	# of staff employed by the startups during and after the incubation cycle	24	25
Goal4	AU Innovation Center	Dr Chuloh Jung	# Active Internal Mentors	20	20
Goal6	AU Innovation Center	Dr Chuloh Jung	# Satisfaction score on feedback Survey for Incubation	4.7	4.1
Goal1	Center for Continuing Education & Enterprises	Rami Abu El Haija	# Enrolments in continuing education training courses	700	735
Goal1	Center for Continuing Education & Enterprises	Rami Abu El Haija	# Additional training programs initiated by CCEE in close collaboration with industry	34	37
Goal1	Center for Continuing Education & Enterprises	Rami Abu El Haija	# Continuing education modules/training courses	50	55
Goal4	Center for Continuing Education & Enterprises	Rami Abu El Haija	# Alumni engaged in continuing education programs	NA	800
Goal4	Center for Continuing Education & Enterprises	Rami Abu El Haija	# Corporate training courses offered in UAE	15	17
Goal4	Center for Continuing Education & Enterprises	Rami Abu El Haija	# Satisfaction with the Corporate Training Courses	4.8	4.1

Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal5	Center for Continuing Education & Enterprises	Rami Abu El Haija	% Conditionally admitted students (for EmSAT) registered for CCCE exams	NA	50%
Goal5	Center for Continuing Education & Enterprises	Rami Abu El Haija	# Required exam sessions for students' admission	166	175
Goal5	Center for Continuing Education & Enterprises	Rami Abu El Haija	# Candidates taking CCEE testing services	3945	4142
Goal6	Center for Continuing Education & Enterprises	Rami Abu El Haija	% Growth in revenue generated by CCEE	NA	10%
Goal6	Center for Continuing Education & Enterprises	Rami Abu El Haija	% Growth in net profit	2.85 M	10%
Goal1	Centre for Career and Professional Development (CCPD)	Mohsin Aboobaker	% Employment Rate	57%	60%
Goal1	Centre for Career and Professional Development (CCPD)	Mohsin Aboobaker	# Corporate & Industry visits to or at the campus	NA	10
Goal3	Centre for Career and Professional Development (CCPD)	Mohsin Aboobaker	# Active corporate partners	125	131
Goal3	Centre for Career and Professional Development (CCPD)	Mohsin Aboobaker	# Employers' satisfaction with AU career services	NA	4.1
Goal3	Centre for Career and Professional Development (CCPD)	Mohsin Aboobaker	# Jobs and Internships posted by employers	1466	1540
Goal3	Centre for Career and Professional Development (CCPD)	Mohsin Aboobaker	# Students who got internships through Career platform(s)	NA	300
Goal3	Centre for Career and Professional Development (CCPD)	Mohsin Aboobaker	# Alumni who got jobs/internships through Career platform(s)	NA	100
Goal3	Centre for Career and Professional Development (CCPD)	Mohsin Aboobaker	# Employers registered in the database	NA	50
Goal3	Centre for Career and Professional Development (CCPD)	Mohsin Aboobaker	% Increase in internship opportunities at well-known organizations in the industry.	NA	10%
Goal3	Centre for Career and Professional Development (CCPD)	Mohsin Aboobaker	# of one-to-one coaching, and counselling for Career Services	250	275
Goal3	Centre for Career and Professional Development (CCPD)	Mohsin Aboobaker	% Students in year 3/4/5 registered on career portal	NA	50%
Goal3	Centre for Career and Professional Development (CCPD)	Mohsin Aboobaker	# Guest speakers/adjuncts from industry	NA	18
Goal3	Centre for Career and Professional Development (CCPD)	Mohsin Aboobaker	# Satisfaction of trainees with internship programs	NA	4.1
Goal3	Centre for Career and Professional Development (CCPD)	Mohsin Aboobaker	% Students that are aware of career opportunities by junior year	NA	70%
Goal3	Centre for Career and Professional Development (CCPD)	Mohsin Aboobaker	# Satisfaction of students with career services	3.94	4.1

Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal3	Centre for Career and Professional Development (CCPD)	Mohsin Aboobaker	# Satisfaction of users about their experience with the employability software/portal "Symplicity"	NA	4.1
Goal6	Centre for Career and Professional Development (CCPD)	Mohsin Aboobaker	% Processes digitalized during AY 2022-2023	NA	100%
Goal2	Centre for Excellence in Islamic Finance	Dr Adnan Aziz	# Applied research/publications in field of IBF	2	1
Goal3	Centre for Excellence in Islamic Finance	Dr Adnan Aziz	# Awareness sessions on IBF among students of Business, Mass Communication, Law and Humanities	9	9
Goal4	Centre for Excellence in Islamic Finance	Dr Adnan Aziz	# IBF-focused industry event/conference/workshop participation	4	2
Goal4	Centre for Excellence in Islamic Finance	Dr Adnan Aziz	# MOUs with IBF industry	0	2
Goal4	Centre for Excellence in Islamic Finance	Dr Adnan Aziz	# Consultancy/advisory service to an IBF stakeholder	1	1
Goal4	Centre for Excellence in Islamic Finance	Dr Adnan Aziz	\$ Funds received from external entities (AED) - consultancy/advisory services and/or trainings to IBF practitioners etc.	133000	200,000
Goal5	Centre for Excellence in Islamic Finance	Dr Adnan Aziz	# Named/Endowed scholarships for students of IBF (with a minimum value of AED 300,000)	0	1
Goal2	Centre of Medical and Bio allied Health Sciences Research	Dr. Moayad Al Shahwan	# Total external funding amount raised (AED)	NA	200,000
Goal2	Centre of Medical and Bio allied Health Sciences Research	Dr. Moayad Al Shahwan	# Joint projects/consultancy with the industry	0	1
Goal2	Centre of Medical and Bio allied Health Sciences Research	Dr. Moayad Al Shahwan	# Active Research Partnerships / Joint Research Projects with other international universities	100	110
Goal2	Centre of Medical and Bio allied Health Sciences Research	Dr. Moayad Al Shahwan	# Published Scopus Indexed articles by the research center	100	110
Goal2	Centre of Medical and Bio allied Health Sciences Research	Dr. Moayad Al Shahwan	# Total published papers in SCOPUS-Q1 category Journals	50	55
Goal2	Centre of Medical and Bio allied Health Sciences Research	Dr. Moayad Al Shahwan	# Joint SCOPUS-indexed publications with co-authors from Top 200 institutions outside the UAE	14	15
Goal2	Centre of Medical and Bio allied Health Sciences Research	Dr. Moayad Al Shahwan	# International Research Conferences hosted at AU (on campus or virtual)	0	NA
Goal2	Centre of Medical and Bio allied Health Sciences Research	Dr. Moayad Al Shahwan	# External research grants	0	1
Goal2	Centre of Medical and Bio allied Health Sciences Research	Dr. Moayad Al Shahwan	# of visiting researchers (inbound faculty) from top-200 universities	NA	1
Goal1	College of Architecture, Art and Design	Dr. Riad Saraiji	# Micro credential courses introduced by the college	NA	1
Goal1	College of Architecture, Art and Design	Dr. Riad Saraiji	% First Year (UG) Retention Rate	74%	77.7%
Goal1	College of Architecture, Art and Design	Dr. Riad Saraiji	% Progression Rate	95%	90%
Goal1	College of Architecture, Art and Design	Dr. Riad Saraiji	% Programs with benchmarking of curriculum and syllabi against international standards	NA	100%
Goal1	College of Architecture, Art and Design	Dr. Riad Saraiji	% Programs with evaluation reports on their alignment to market needs and appropriate recommendations	NA	50%

Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal1	College of Architecture, Art and Design	Dr. Riad Saraiji	# Average college-related requirements in first ERT reports	24	30
Goal1	College of Architecture, Art and Design	Dr. Riad Saraiji	% Eligible programs with int'l accreditation	NA	75%
Goal1	College of Architecture, Art and Design	Dr. Riad Saraiji	# Faculty-to-students ratio	12.65	12
Goal1	College of Architecture, Art and Design	Dr. Riad Saraiji	# Online/hybrid programs approved by the CfAA	NA	1
Goal1	College of Architecture, Art and Design	Dr. Riad Saraiji	# Industry visits by faculty and students	NA	6
Goal1	College of Architecture, Art and Design	Dr. Riad Saraiji	# Satisfaction of alumni with educational effectiveness (Graduates of last AY)	NA	4.1
Goal1	College of Architecture, Art and Design	Dr. Riad Saraiji	% New hired faculty who Hold a PhD. from a Top 200 listed university	100%	80%
Goal1	College of Architecture, Art and Design	Dr. Riad Saraiji	# Training hours / faculty	NA	16
Goal1	College of Architecture, Art and Design	Dr. Riad Saraiji	% Faculty with prior full-time industry experience of at least two years	NA	10%
Goal1	College of Architecture, Art and Design	Dr. Riad Saraiji	% Faculty that engage with the industry as part of their development plan	NA	25%
Goal1	College of Architecture, Art and Design	Dr. Riad Saraiji	% Students that enroll in micro-credential courses	NA	10%
Goal1	College of Architecture, Art and Design	Dr. Riad Saraiji	% Employment Rate	38%	40%
Goal1	College of Architecture, Art and Design	Dr. Riad Saraiji	% Program with mandatory internships	NA	80%
Goal1	College of Architecture, Art and Design	Dr. Riad Saraiji	# Guest speakers/Adjuncts from Industry involved in classroom	NA	6
Goal1	College of Architecture, Art and Design	Dr. Riad Saraiji	# Satisfaction of students with educational effectiveness	NA	4.1
Goal1	College of Architecture, Art and Design	Dr. Riad Saraiji	# Students' Satisfaction with 21st Century Skills	3.98	4.1
Goal2	College of Architecture, Art and Design	Dr. Riad Saraiji	% Increase in SCOPUS Citations per FT faculty for AU papers published during last 5 years	2.9	25%
Goal2	College of Architecture, Art and Design	Dr. Riad Saraiji	# Published SCOPUS-indexed papers per FT faculty per Calendar year	1.27	2.6
Goal3	College of Architecture, Art and Design	Dr. Riad Saraiji	# Employers' Satisfaction with Interns	NA	4.1
Goal3	College of Architecture, Art and Design	Dr. Riad Saraiji	# Employers' Satisfaction with Graduates	NA	4.1
Goal3	College of Architecture, Art and Design	Dr. Riad Saraiji	% Students enrolled in hands-on co-curricular activities	NA	50%
Goal3	College of Architecture, Art and Design	Dr. Riad Saraiji	% Programs integrating well the soft skills and experiential learnings in curriculum	NA	100%
Goal3	College of Architecture, Art and Design	Dr. Riad Saraiji	# Satisfaction of trainees with internship program	NA	4.1

Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal4	College of Architecture, Art and Design	Dr. Riad Saraji	% Increase of internationalization score	60	5%
Goal5	College of Architecture, Art and Design	Dr. Riad Saraji	% Graduation Rate	97%	90%
Goal5	College of Architecture, Art and Design	Dr. Riad Saraji	% Undergrad retentions rates (for year 1 to 4)	87%	92%
Goal5	College of Architecture, Art and Design	Dr. Riad Saraji	% Graduate students' retention rate	69%	76%
Goal5	College of Architecture, Art and Design	Dr. Riad Saraji	# New Registered students	152	171
Goal5	College of Architecture, Art and Design	Dr. Riad Saraji	# Student satisfaction with academic advising support	4.07	4.1
Goal6	College of Architecture, Art and Design	Dr. Riad Saraji	% On-time resolution of complaints received	91%	90%
Goal1	College of Business Administration	Prof Akinola	# Micro credential courses introduced by the college	NA	2
Goal1	College of Business Administration	Prof Akinola	% First Year (UG) Retention Rate	70%	75%
Goal1	College of Business Administration	Prof Akinola	% Progression Rate	85%	90%
Goal1	College of Business Administration	Prof Akinola	% Programs with benchmarking of curriculum and syllabi against international standards	NA	100%
Goal1	College of Business Administration	Prof Akinola	% Programs with evaluation reports on their alignment to market needs and appropriate recommendations	NA	50%
Goal1	College of Business Administration	Prof Akinola	# Average college-related requirements in first ERT reports	NA	30
Goal1	College of Business Administration	Prof Akinola	# Faculty-to-students ratio	21.79	20.70
Goal1	College of Business Administration	Prof Akinola	# Online/hybrid programs approved by the CfAA	NA	1
Goal1	College of Business Administration	Prof Akinola	# Industry visits by faculty and students	NA	6
Goal1	College of Business Administration	Prof Akinola	# Satisfaction of alumni with educational effectiveness (Graduates of last AY)	NA	4.1
Goal1	College of Business Administration	Prof Akinola	% New hired faculty who Hold a PhD. from a Top 200 listed university	67%	80%
Goal1	College of Business Administration	Prof Akinola	# Training hours / faculty	NA	16
Goal1	College of Business Administration	Prof Akinola	% Faculty with prior full-time industry experience of at least two years	NA	10%
Goal1	College of Business Administration	Prof Akinola	% Faculty that engage with the industry as part of their development plan	NA	25%
Goal1	College of Business Administration	Prof Akinola	% Employment Rate	62%	65%
Goal1	College of Business Administration	Prof Akinola	% Program with mandatory internships	NA	80%
Goal1	College of Business Administration	Prof Akinola	% Students that enroll in micro-credential courses	NA	10%
Goal1	College of Business Administration	Prof Akinola	# Guest speakers/Adjuncts from Industry involved in classroom	NA	6
Goal1	College of Business Administration	Prof Akinola	# Satisfaction of students with educational effectiveness	NA	4.1
Goal1	College of Business Administration	Prof Akinola	# Students' Satisfaction with 21st Century Skills	3.96	4.1

Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal2	College of Business Administration	Prof Akinola	% Increase in SCOPUS Citations per FT faculty for AU papers published during last 5 years	7.6	25%
Goal2	College of Business Administration	Prof Akinola	# Published SCOPUS-indexed papers per FT faculty per Calendar year	3.91	4.30
Goal3	College of Business Administration	Prof Akinola	# Employers' Satisfaction with Interns	NA	4.1
Goal3	College of Business Administration	Prof Akinola	# Employers' Satisfaction with Graduates	NA	4.1
Goal3	College of Business Administration	Prof Akinola	% Students enrolled in hands-on co-curricular activities	NA	50%
Goal3	College of Business Administration	Prof Akinola	% Programs integrating well the soft skills and experiential learnings in curriculum	NA	100%
Goal3	College of Business Administration	Prof Akinola	# Satisfaction of trainees with internship program	NA	4.1
Goal4	College of Business Administration	Prof Akinola	% Increase of internationalization score	80	5%
Goal5	College of Business Administration	Prof Akinola	% Graduation Rate	97%	90%
Goal5	College of Business Administration	Prof Akinola	% Undergrad retentions rates (for year 1 to 4)	86%	92%
Goal5	College of Business Administration	Prof Akinola	% Graduate students' retention rate	79%	87%
Goal5	College of Business Administration	Prof Akinola	# New Registered students	152	246
Goal5	College of Business Administration	Prof Akinola	# Student satisfaction with academic advising support	3.96	4.1
Goal6	College of Business Administration	Prof Akinola	% On-time resolution of complaints received	100%	90%
Goal1	College of Dentistry	Prof Salem Abu Fanas	# Micro credential courses introduced by the college	NA	1
Goal1	College of Dentistry	Prof Salem Abu Fanas	% First Year (UG) Retention Rate	94%	90%
Goal1	College of Dentistry	Prof Salem Abu Fanas	% Progression Rate	94%	90%
Goal1	College of Dentistry	Prof Salem Abu Fanas	% Programs with benchmarking of curriculum and syllabi against international standards	NA	100%
Goal1	College of Dentistry	Prof Salem Abu Fanas	% Programs with evaluation reports on their alignment to market needs and appropriate recommendations	NA	50%
Goal1	College of Dentistry	Prof Salem Abu Fanas	# Average college-related requirements in first ERT reports	NA	30
Goal1	College of Dentistry	Prof Salem Abu Fanas	% Eligible programs with int'l accreditation	NA	75%
Goal1	College of Dentistry	Prof Salem Abu Fanas	# Faculty-to-students ratio	16.90	16.06
Goal1	College of Dentistry	Prof Salem Abu Fanas	# Industry visits by faculty and students	NA	6
Goal1	College of Dentistry	Prof Salem Abu Fanas	# Satisfaction of alumni with educational effectiveness (Graduates of last AY)	NA	4.1
Goal1	College of Dentistry	Prof Salem Abu Fanas	% New hired faculty who Hold a PhD. from a Top 200 listed university	20%	80%
Goal1	College of Dentistry	Prof Salem Abu Fanas	# Training hours / faculty	NA	16
Goal1	College of Dentistry	Prof Salem Abu Fanas	% Faculty with prior full-time industry experience of at least two years	NA	10%
Goal1	College of Dentistry	Prof Salem Abu Fanas	% Faculty that engage with the industry as part of their development plan	NA	70%
Goal1	College of Dentistry	Prof Salem Abu Fanas	% Students that enroll in micro-credential courses	NA	10%

Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal1	College of Dentistry	Prof Salem Abu Fanas	# Guest speakers/Adjuncts from Industry involved in classroom	NA	6
Goal1	College of Dentistry	Prof Salem Abu Fanas	# Satisfaction of students with educational effectiveness	NA	4.1
Goal1	College of Dentistry	Prof Salem Abu Fanas	# Students' Satisfaction with 21st Century Skills	3.83	4.1
Goal2	College of Dentistry	Prof Salem Abu Fanas	% Increase in SCOPUS Citations per FT faculty for AU papers published during last 5 years	8.4	25%
Goal2	College of Dentistry	Prof Salem Abu Fanas	# Published SCOPUS-indexed papers per FT faculty per Calendar year	2.2	2.42
Goal3	College of Dentistry	Prof Salem Abu Fanas	# Employers' Satisfaction with Interns	NA	4.1
Goal3	College of Dentistry	Prof Salem Abu Fanas	# Employers' Satisfaction with Graduates	NA	4.1
Goal3	College of Dentistry	Prof Salem Abu Fanas	% Students enrolled in hands-on co-curricular activities	NA	50%
Goal3	College of Dentistry	Prof Salem Abu Fanas	% Programs integrating well the soft skills and experiential learnings in curriculum	NA	100%
Goal3	College of Dentistry	Prof Salem Abu Fanas	# Satisfaction of trainees with internship program	NA	4.1
Goal4	College of Dentistry	Prof Salem Abu Fanas	% Increase of internationalization score	60	5%
Goal5	College of Dentistry	Prof Salem Abu Fanas	% Graduation Rate	98%	90%
Goal5	College of Dentistry	Prof Salem Abu Fanas	% Undergrad retentions rates (for year 1 to 4)	97%	92%
Goal5	College of Dentistry	Prof Salem Abu Fanas	% Graduate students' retention rate	100%	95%
Goal5	College of Dentistry	Prof Salem Abu Fanas	# New Registered students	144	169
Goal5	College of Dentistry	Prof Salem Abu Fanas	# Student satisfaction with academic advising support	4.03	4.1
Goal6	College of Dentistry	Prof Salem Abu Fanas	% On-time resolution of complaints received	91%	90%
Goal1	College of Engineering and IT	Dr. Mohamed Nasor	# Micro credential courses introduced by the college	NA	4
Goal1	College of Engineering and IT	Dr. Mohamed Nasor	% First Year (UG) Retention Rate	78%	82%
Goal1	College of Engineering and IT	Dr. Mohamed Nasor	% Progression Rate	86%	90%
Goal1	College of Engineering and IT	Dr. Mohamed Nasor	% Programs with benchmarking of curriculum and syllabi against international standards	NA	100%
Goal1	College of Engineering and IT	Dr. Mohamed Nasor	% Programs with evaluation reports on their alignment to market needs and appropriate recommendations	NA	50%
Goal1	College of Engineering and IT	Dr. Mohamed Nasor	# Average college-related requirements in first ERT reports	54.5	30
Goal1	College of Engineering and IT	Dr. Mohamed Nasor	% Eligible programs with int'l accreditation	NA	75%
Goal1	College of Engineering and IT	Dr. Mohamed Nasor	# Faculty-to-students ratio	27.52	26.15
Goal1	College of Engineering and IT	Dr. Mohamed Nasor	# Online/hybrid programs approved by the CfAA	NA	1
Goal1	College of Engineering and IT	Dr. Mohamed Nasor	# Industry visits by faculty and students	NA	6
Goal1	College of Engineering and IT	Dr. Mohamed Nasor	# Satisfaction of alumni with educational effectiveness (Graduates of last AY)	NA	4.1
Goal1	College of Engineering and IT	Dr. Mohamed Nasor	% New hired faculty who Hold a PhD. from a Top 200 listed university	20%	80%

Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal1	College of Engineering and IT	Dr. Mohamed Nasor	# Training hours / faculty	NA	16
Goal1	College of Engineering and IT	Dr. Mohamed Nasor	% Faculty with prior full-time industry experience of at least two years	NA	10%
Goal1	College of Engineering and IT	Dr. Mohamed Nasor	% Faculty that engage with the industry as part of their development plan	NA	25%
Goal1	College of Engineering and IT	Dr. Mohamed Nasor	% Employment Rate	41%	43%
Goal1	College of Engineering and IT	Dr. Mohamed Nasor	% Program with mandatory internships	NA	100%
Goal1	College of Engineering and IT	Dr. Mohamed Nasor	% Students that enroll in micro-credential courses	NA	10%
Goal1	College of Engineering and IT	Dr. Mohamed Nasor	# Guest speakers/Adjuncts from Industry involved in classroom	NA	6
Goal1	College of Engineering and IT	Dr. Mohamed Nasor	# Satisfaction of students with educational effectiveness	NA	4.1
Goal1	College of Engineering and IT	Dr. Mohamed Nasor	# Students' Satisfaction with 21st Century Skills	3.8	4.1
Goal2	College of Engineering and IT	Dr. Mohamed Nasor	% Increase in SCOPUS Citations per FT faculty for AU papers published during last 5 years	26.7	25%
Goal2	College of Engineering and IT	Dr. Mohamed Nasor	# Published SCOPUS-indexed papers per FT faculty per Calendar year	4.19	4.61
Goal3	College of Engineering and IT	Dr. Mohamed Nasor	# Employers' Satisfaction with Interns	NA	4.1
Goal3	College of Engineering and IT	Dr. Mohamed Nasor	# Employers' Satisfaction with Graduates	NA	4.1
Goal3	College of Engineering and IT	Dr. Mohamed Nasor	% Students enrolled in hands-on co-curricular activities	NA	50%
Goal3	College of Engineering and IT	Dr. Mohamed Nasor	% Programs integrating well the soft skills and experiential learnings in curriculum	NA	100%
Goal3	College of Engineering and IT	Dr. Mohamed Nasor	# Satisfaction of trainees with internship program	NA	4.1
Goal4	College of Engineering and IT	Dr. Mohamed Nasor	% Increase of internationalization score	80	5%
Goal5	College of Engineering and IT	Dr. Mohamed Nasor	% Graduation Rate	96%	90%
Goal5	College of Engineering and IT	Dr. Mohamed Nasor	% Undergrad retentions rates (for year 1 to 4)	84%	88.2%
Goal5	College of Engineering and IT	Dr. Mohamed Nasor	% Graduate students' retention rate	76%	83.6%
Goal5	College of Engineering and IT	Dr. Mohamed Nasor	# New Registered students	430	506
Goal5	College of Engineering and IT	Dr. Mohamed Nasor	# Student satisfaction with academic advising support	3.88	4.1
Goal6	College of Engineering and IT	Dr. Mohamed Nasor	% On-time resolution of complaints received	96%	90%
Goal1	College of Humanities and Sciences	Prof. Shaher Momani	# Micro credential courses introduced by the college	NA	1
Goal1	College of Humanities and Sciences	Prof. Shaher Momani	% First Year (UG) Retention Rate	59%	75%
Goal1	College of Humanities and Sciences	Prof. Shaher Momani	% Progression Rate	99%	90%

Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal1	College of Humanities and Sciences	Prof. Shafer Momani	% Programs with benchmarking of curriculum and syllabi against international standards	NA	100%
Goal1	College of Humanities and Sciences	Prof. Shafer Momani	% Programs with evaluation reports on their alignment to market needs and appropriate recommendations	NA	50%
Goal1	College of Humanities and Sciences	Prof. Shafer Momani	# Average college-related requirements in first ERT reports	59	30
Goal1	College of Humanities and Sciences	Prof. Shafer Momani	% Eligible programs with int'l accreditation	NA	75%
Goal1	College of Humanities and Sciences	Prof. Shafer Momani	# Faculty-to-students ratio	10.45	10
Goal1	College of Humanities and Sciences	Prof. Shafer Momani	# Online/hybrid programs approved by the CfAA	NA	1
Goal1	College of Humanities and Sciences	Prof. Shafer Momani	# Industry visits by faculty and students	NA	4
Goal1	College of Humanities and Sciences	Prof. Shafer Momani	# Satisfaction of alumni with educational effectiveness (Graduates of last AY)	NA	4.1
Goal1	College of Humanities and Sciences	Prof. Shafer Momani	% New hired faculty who Hold a PhD. from a Top 200 listed university	0%	30%
Goal1	College of Humanities and Sciences	Prof. Shafer Momani	# Training hours / faculty	NA	16
Goal1	College of Humanities and Sciences	Prof. Shafer Momani	% Faculty with prior full-time industry experience of at least two years	NA	10%
Goal1	College of Humanities and Sciences	Prof. Shafer Momani	% Faculty that engage with the industry as part of their development plan	NA	20%
Goal1	College of Humanities and Sciences	Prof. Shafer Momani	% Employment Rate	71%	75%
Goal1	College of Humanities and Sciences	Prof. Shafer Momani	% Program with mandatory internships	NA	80%
Goal1	College of Humanities and Sciences	Prof. Shafer Momani	% Students that enroll in micro-credential courses	NA	10%
Goal1	College of Humanities and Sciences	Prof. Shafer Momani	# Guest speakers/Adjuncts from Industry involved in classroom	NA	4
Goal1	College of Humanities and Sciences	Prof. Shafer Momani	# Satisfaction of students with educational effectiveness	NA	4.1
Goal1	College of Humanities and Sciences	Prof. Shafer Momani	# Students' Satisfaction with 21st Century Skills	4.39	4.1
Goal2	College of Humanities and Sciences	Prof. Shafer Momani	% Increase in SCOPUS Citations per FT faculty for AU papers published during last 5 years	32.9	25%
Goal2	College of Humanities and Sciences	Prof. Shafer Momani	# Published SCOPUS-indexed papers per FT faculty per Calendar year	4.71	5.18
Goal3	College of Humanities and Sciences	Prof. Shafer Momani	# Employers' Satisfaction with Interns	NA	4.1
Goal3	College of Humanities and Sciences	Prof. Shafer Momani	# Employers' Satisfaction with Graduates	NA	4.1
Goal3	College of Humanities and Sciences	Prof. Shafer Momani	% Students enrolled in hands-on co-curricular activities	NA	50%
Goal3	College of Humanities and Sciences	Prof. Shafer Momani	% Programs integrating well the soft skills and experiential learnings in curriculum	NA	50%
Goal3	College of Humanities and Sciences	Prof. Shafer Momani	# Satisfaction of trainees with internship program	NA	4.1

Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal4	College of Humanities and Sciences	Prof. Shafer Momani	% Increase of internationalization score	60	5%
Goal5	College of Humanities and Sciences	Prof. Shafer Momani	% Graduation Rate	92%	90%
Goal5	College of Humanities and Sciences	Prof. Shafer Momani	% Undergrad retentions rates (for year 1 to 4)	86%	92%
Goal5	College of Humanities and Sciences	Prof. Shafer Momani	% Graduate students' retention rate	76%	83.6%
Goal5	College of Humanities and Sciences	Prof. Shafer Momani	# New Registered students	200	269
Goal5	College of Humanities and Sciences	Prof. Shafer Momani	# Student satisfaction with academic advising support	4.28	4.1
Goal6	College of Humanities and Sciences	Prof. Shafer Momani	% On-time resolution of complaints received	81%	90%
Goal1	College of Law	Dr. Pierre Mallet	% First Year (UG) Retention Rate	79%	83%
Goal1	College of Law	Dr. Pierre Mallet	% Progression Rate	93%	90%
Goal1	College of Law	Dr. Pierre Mallet	% Programs with benchmarking of curriculum and syllabi against international standards	NA	100%
Goal1	College of Law	Dr. Pierre Mallet	% Programs with evaluation reports on their alignment to market needs and appropriate recommendations	NA	50%
Goal1	College of Law	Dr. Pierre Mallet	# Average college-related requirements in first ERT reports	NA	30
Goal1	College of Law	Dr. Pierre Mallet	% Eligible programs with int'l accreditation	NA	75%
Goal1	College of Law	Dr. Pierre Mallet	# Faculty-to-students ratio	20.13	19.13
Goal1	College of Law	Dr. Pierre Mallet	# Online/hybrid programs approved by the CfAA	NA	1
Goal1	College of Law	Dr. Pierre Mallet	# Industry visits by faculty and students	NA	4
Goal1	College of Law	Dr. Pierre Mallet	# Satisfaction of alumni with educational effectiveness (Graduates of last AY)	NA	4.1
Goal1	College of Law	Dr. Pierre Mallet	% New hired faculty who Hold a PhD. from a Top 200 listed university	67%	60%
Goal1	College of Law	Dr. Pierre Mallet	# Training hours / faculty	NA	16
Goal1	College of Law	Dr. Pierre Mallet	% Faculty with prior full-time industry experience of at least two years	NA	10%
Goal1	College of Law	Dr. Pierre Mallet	% Faculty that engage with the industry as part of their development plan	NA	25%
Goal1	College of Law	Dr. Pierre Mallet	% Employment Rate	82%	86%
Goal1	College of Law	Dr. Pierre Mallet	% Program with mandatory internships	NA	80%
Goal1	College of Law	Dr. Pierre Mallet	# Guest speakers/Adjuncts from Industry involved in classroom	NA	4
Goal1	College of Law	Dr. Pierre Mallet	# Satisfaction of students with educational effectiveness	NA	4.1
Goal1	College of Law	Dr. Pierre Mallet	# Students' Satisfaction with 21st Century Skills	4.2	4.1
Goal2	College of Law	Dr. Pierre Mallet	% Increase in SCOPUS Citations per FT faculty for AU papers published during last 5 years	0	5%

Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal2	College of Law	Dr. Pierre Mallet	% Publications in Scopus, A/Scopus and AU-A Journals	50%	55%
Goal3	College of Law	Dr. Pierre Mallet	# Employers' Satisfaction with Interns	NA	4.1
Goal3	College of Law	Dr. Pierre Mallet	# Employers' Satisfaction with Graduates	NA	4.1
Goal3	College of Law	Dr. Pierre Mallet	% Students enrolled in hands-on co-curricular activities	NA	50%
Goal3	College of Law	Dr. Pierre Mallet	% Programs integrating well the soft skills and experiential learnings in curriculum	NA	100%
Goal3	College of Law	Dr. Pierre Mallet	# Satisfaction of trainees with internship program	NA	4.1
Goal4	College of Law	Dr. Pierre Mallet	% Increase of internationalization score	60	5%
Goal5	College of Law	Dr. Pierre Mallet	% Graduation Rate	80%	90%
Goal5	College of Law	Dr. Pierre Mallet	% Undergrad retentions rates (for year 1 to 4)	89%	92%
Goal5	College of Law	Dr. Pierre Mallet	% Graduate students' retention rate	81%	89%
Goal5	College of Law	Dr. Pierre Mallet	# New Registered students	53	96
Goal5	College of Law	Dr. Pierre Mallet	# Student satisfaction with academic advising support	4.28	4.1
Goal6	College of Law	Dr. Pierre Mallet	% On-time resolution of complaints received	100%	90%
Goal1	College of Mass Communication	Dr Hosam Salama	# Micro credential courses introduced by the college	NA	1
Goal1	College of Mass Communication	Dr Hosam Salama	% First Year (UG) Retention Rate	70%	73.5%
Goal1	College of Mass Communication	Dr Hosam Salama	% Progression Rate	95%	90%
Goal1	College of Mass Communication	Dr Hosam Salama	% Programs with benchmarking of curriculum and syllabi against international standards	NA	100%
Goal1	College of Mass Communication	Dr Hosam Salama	% Programs with evaluation reports on their alignment to market needs and appropriate recommendations	NA	50%
Goal1	College of Mass Communication	Dr Hosam Salama	# Average college-related requirements in first ERT reports	NA	30
Goal1	College of Mass Communication	Dr Hosam Salama	% Eligible programs with int'l accreditation	NA	75%
Goal1	College of Mass Communication	Dr Hosam Salama	# Faculty-to-students ratio	29.02	27.57
Goal1	College of Mass Communication	Dr Hosam Salama	# Online/hybrid programs approved by the CfAA	NA	1
Goal1	College of Mass Communication	Dr Hosam Salama	# Industry visits by faculty and students	NA	6
Goal1	College of Mass Communication	Dr Hosam Salama	# Satisfaction of alumni with educational effectiveness (Graduates of last AY)	NA	4.1
Goal1	College of Mass Communication	Dr Hosam Salama	% New hired faculty who Hold a PhD. from a Top 200 listed university	0%	50%
Goal1	College of Mass Communication	Dr Hosam Salama	# Training hours / faculty	NA	16
Goal1	College of Mass Communication	Dr Hosam Salama	% Faculty with prior full-time industry experience of at least two years	NA	10%
Goal1	College of Mass Communication	Dr Hosam Salama	% Faculty that engage with the industry as part of their development plan	NA	25%

Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal1	College of Mass Communication	Dr Hosam Salama	% Employment Rate	51%	54%
Goal1	College of Mass Communication	Dr Hosam Salama	% Program with mandatory internships	NA	80%
Goal1	College of Mass Communication	Dr Hosam Salama	% Students that enroll in micro-credential courses	NA	10%
Goal1	College of Mass Communication	Dr Hosam Salama	# Guest speakers/Adjuncts from Industry involved in classroom	NA	4
Goal1	College of Mass Communication	Dr Hosam Salama	# Satisfaction of students with educational effectiveness	NA	4.1
Goal1	College of Mass Communication	Dr Hosam Salama	# Students' Satisfaction with 21st Century Skills	4.14	4.1
Goal2	College of Mass Communication	Dr Hosam Salama	% Increase in SCOPUS Citations per FT faculty for AU papers published during last 5 years	1.3	25%
Goal2	College of Mass Communication	Dr Hosam Salama	# Published SCOPUS-indexed papers per FT faculty per Calendar year	0.47	0.52
Goal3	College of Mass Communication	Dr Hosam Salama	# Employers' Satisfaction with Interns	NA	4.1
Goal3	College of Mass Communication	Dr Hosam Salama	# Employers' Satisfaction with Graduates	NA	4.1
Goal3	College of Mass Communication	Dr Hosam Salama	% Students enrolled in hands-on co-curricular activities	NA	50%
Goal3	College of Mass Communication	Dr Hosam Salama	% Programs integrating well the soft skills and experiential learnings in curriculum	NA	50%
Goal3	College of Mass Communication	Dr Hosam Salama	# Satisfaction of trainees with internship program	NA	4.1
Goal4	College of Mass Communication	Dr Hosam Salama	% Increase of internationalization score	60	5%
Goal5	College of Mass Communication	Dr Hosam Salama	% Graduation Rate	97%	90%
Goal5	College of Mass Communication	Dr Hosam Salama	% Undergrad retentions rates (for year 1 to 4)	84%	88.2%
Goal5	College of Mass Communication	Dr Hosam Salama	% Graduate students' retention rate	40%	60%
Goal5	College of Mass Communication	Dr Hosam Salama	# New Registered students	203	210
Goal5	College of Mass Communication	Dr Hosam Salama	# Student satisfaction with academic advising support	4.15	4.1
Goal6	College of Mass Communication	Dr Hosam Salama	% On-time resolution of complaints received	100%	90%
Goal1	College of Medicine	Dr Solomon Senok	# Micro credential courses introduced by the college	NA	1
Goal1	College of Medicine	Dr Solomon Senok	% First Year (UG) Retention Rate	94%	90%
Goal1	College of Medicine	Dr Solomon Senok	% Progression Rate	98%	90%
Goal1	College of Medicine	Dr Solomon Senok	% Programs with benchmarking of curriculum and syllabi against international standards	NA	100%
Goal1	College of Medicine	Dr Solomon Senok	% Programs with evaluation reports on their alignment to market needs and appropriate recommendations	NA	100%
Goal1	College of Medicine	Dr Solomon Senok	# Faculty-to-students ratio	10.41	10.00
Goal1	College of Medicine	Dr Solomon Senok	# Industry visits by faculty and students	NA	6

Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal1	College of Medicine	Dr Solomon Senok	# Satisfaction of alumni with educational effectiveness (Graduates of last AY)	NA	NA
Goal1	College of Medicine	Dr Solomon Senok	% New hired faculty who Hold a PhD. from a Top 200 listed university	60%	80%
Goal1	College of Medicine	Dr Solomon Senok	# Training hours / faculty	NA	16
Goal1	College of Medicine	Dr Solomon Senok	% Faculty with prior full-time industry experience of at least two years	NA	10%
Goal1	College of Medicine	Dr Solomon Senok	% Faculty that engage with the industry as part of their development plan	NA	80%
Goal1	College of Medicine	Dr Solomon Senok	% Students that enroll in micro-credential courses	NA	10%
Goal1	College of Medicine	Dr Solomon Senok	# Guest speakers/Adjuncts from Industry involved in classroom	NA	4
Goal1	College of Medicine	Dr Solomon Senok	# Satisfaction of students with educational effectiveness	NA	4.1
Goal1	College of Medicine	Dr Solomon Senok	# Students' Satisfaction with 21st Century Skills	3.89	4.1
Goal2	College of Medicine	Dr Solomon Senok	% Increase in SCOPUS Citations per FT faculty for AU papers published during last 5 years	3.4	25%
Goal2	College of Medicine	Dr Solomon Senok	# Published SCOPUS-indexed papers per FT faculty per Calendar year	2.88	3.17
Goal3	College of Medicine	Dr Solomon Senok	# Employers' Satisfaction with Interns	NA	4.1
Goal3	College of Medicine	Dr Solomon Senok	% Students enrolled in hands-on co-curricular activities	NA	50%
Goal3	College of Medicine	Dr Solomon Senok	% Programs integrating well the soft skills and experiential learnings in curriculum	NA	100%
Goal3	College of Medicine	Dr Solomon Senok	# Satisfaction of trainees with internship program	NA	NA
Goal4	College of Medicine	Dr Solomon Senok	% Increase of internationalization score	60	5%
Goal5	College of Medicine	Dr Solomon Senok	% Undergrad retentions rates (for year 1 to 4)	90%	92%
Goal5	College of Medicine	Dr Solomon Senok	# New Registered students	66	80
Goal5	College of Medicine	Dr Solomon Senok	# Student satisfaction with academic advising support	4.11	4.1
Goal6	College of Medicine	Dr Solomon Senok	% On-time resolution of complaints received	98%	90%
Goal1	College of Pharmacy	Prof Nageeb Hasan	# Micro credential courses introduced by the college	NA	1
Goal1	College of Pharmacy	Prof Nageeb Hasan	% First Year (UG) Retention Rate	92%	90%
Goal1	College of Pharmacy	Prof Nageeb Hasan	% Progression Rate	94%	90%
Goal1	College of Pharmacy	Prof Nageeb Hasan	% Programs with benchmarking of curriculum and syllabi against international standards	NA	100%
Goal1	College of Pharmacy	Prof Nageeb Hasan	% Programs with evaluation reports on their alignment to market needs and appropriate recommendations	NA	50%

Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal1	College of Pharmacy	Prof Nageeb Hasan	# Average college-related requirements in first ERT reports	25	30
Goal1	College of Pharmacy	Prof Nageeb Hasan	% Eligible programs with int'l accreditation	NA	75%
Goal1	College of Pharmacy	Prof Nageeb Hasan	# Faculty-to-students ratio	13.46	12.79
Goal1	College of Pharmacy	Prof Nageeb Hasan	# Online/hybrid programs approved by the CfAA	NA	1
Goal1	College of Pharmacy	Prof Nageeb Hasan	# Industry visits by faculty and students	NA	6
Goal1	College of Pharmacy	Prof Nageeb Hasan	# Satisfaction of alumni with educational effectiveness (Graduates of last AY)	NA	4.1
Goal1	College of Pharmacy	Prof Nageeb Hasan	% New hired faculty who Hold a PhD. from a Top 200 listed university	NA	80%
Goal1	College of Pharmacy	Prof Nageeb Hasan	# Training hours / faculty	NA	16
Goal1	College of Pharmacy	Prof Nageeb Hasan	% Faculty with prior full-time industry experience of at least two years	NA	10%
Goal1	College of Pharmacy	Prof Nageeb Hasan	% Faculty that engage with the industry as part of their development plan	NA	25%
Goal1	College of Pharmacy	Prof Nageeb Hasan	% Employment Rate	42%	44%
Goal1	College of Pharmacy	Prof Nageeb Hasan	% Students that enroll in micro-credential courses	NA	10%
Goal1	College of Pharmacy	Prof Nageeb Hasan	# Guest speakers/Adjuncts from Industry involved in classroom	NA	6
Goal1	College of Pharmacy	Prof Nageeb Hasan	# Satisfaction of students with educational effectiveness	NA	4.1
Goal1	College of Pharmacy	Prof Nageeb Hasan	# Students' Satisfaction with 21st Century Skills	4.11	4.1
Goal2	College of Pharmacy	Prof Nageeb Hasan	% Increase in SCOPUS Citations per FT faculty for AU papers published during last 5 years	71.9	25%
Goal2	College of Pharmacy	Prof Nageeb Hasan	# Published SCOPUS-indexed papers per FT faculty per Calendar year	9	9.9
Goal3	College of Pharmacy	Prof Nageeb Hasan	# Employers' Satisfaction with Interns	NA	4.1
Goal3	College of Pharmacy	Prof Nageeb Hasan	# Employers' Satisfaction with Graduates	NA	4.1
Goal3	College of Pharmacy	Prof Nageeb Hasan	% Students enrolled in hands-on co-curricular activities	NA	50%
Goal3	College of Pharmacy	Prof Nageeb Hasan	% Programs integrating well the soft skills and experiential learnings in curriculum	NA	100%
Goal3	College of Pharmacy	Prof Nageeb Hasan	# Satisfaction of trainees with internship program	NA	4.1
Goal4	College of Pharmacy	Prof Nageeb Hasan	% Increase of internationalization score	60	5%
Goal5	College of Pharmacy	Prof Nageeb Hasan	% Graduation Rate	98%	90%
Goal5	College of Pharmacy	Prof Nageeb Hasan	% Undergrad retentions rates (for year 1 to 4)	95%	92%

Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal5	College of Pharmacy	Prof Nageeb Hasan	% Graduate students' retention rate	80%	88%
Goal5	College of Pharmacy	Prof Nageeb Hasan	# New Registered students	52	85
Goal5	College of Pharmacy	Prof Nageeb Hasan	# Student satisfaction with academic advising support	4.21	4.1
Goal6	College of Pharmacy	Prof Nageeb Hasan	% On-time resolution of complaints received	100%	90%
Goal2	Deanship of Research and Graduate Studies	Prof Kamran Arshad	# Average research-related CAA Requirements received in first ERT reports	0	1
Goal2	Deanship of Research and Graduate Studies	Prof Kamran Arshad	# Faculty satisfaction with research infrastructure and support	3.91	4.1
Goal2	Deanship of Research and Graduate Studies	Prof Kamran Arshad	# Joint Research Projects actively pursued with Top 200 international institutions	20	22
Goal2	Deanship of Research and Graduate Studies	Prof Kamran Arshad	# AU Funded Research (IRG/IDG/RTG) Grant Proposals (submission only)	103	113
Goal2	Deanship of Research and Graduate Studies	Prof Kamran Arshad	# SCOPUS-indexed articles co-authored with students	43	50
Goal2	Deanship of Research and Graduate Studies	Prof Kamran Arshad	# Research/consultancy engagements with industry or governmental body	NA	6
Goal2	Deanship of Research and Graduate Studies	Prof Kamran Arshad	# External Research Awards won by AU faculty/students	29	32
Goal2	Deanship of Research and Graduate Studies	Prof Kamran Arshad	# External Research Grant proposals submitted from academic colleges	11	15
Goal2	Deanship of Research and Graduate Studies	Prof Kamran Arshad	# External research grants obtained by AU faculty as PI or Co-I	2	5
Goal2	Deanship of Research and Graduate Studies	Prof Kamran Arshad	# International Research Conferences hosted by AU	NA	2
Goal2	Deanship of Research and Graduate Studies	Prof Kamran Arshad	# Joint SCOPUS-indexed publications with co-authors from Top 200 institutions outside the UAE	82	103
Goal2	Deanship of Research and Graduate Studies	Prof Kamran Arshad	% Joint SCOPUS-indexed publications with co-authors from institutions outside the UAE	87%	90%
Goal2	Deanship of Research and Graduate Studies	Prof Kamran Arshad	# Published SCOPUS-indexed papers per FT faculty per Calendar year	3.5	4
Goal2	Deanship of Research and Graduate Studies	Prof Kamran Arshad	# SCOPUS Citations per FT faculty for AU published papers during last 5 years	20	25
Goal2	Deanship of Research and Graduate Studies	Prof Kamran Arshad	# Papers published in SCOPUS-Q1 (AU-A*/A) category Journals	280	350
Goal2	Deanship of Research and Graduate Studies	Prof Kamran Arshad	% Research outcome generated by the research centers vs. all research outcome	NA	20%
Goal2	Deanship of Research and Graduate Studies	Prof Kamran Arshad	# Research Labs	4	1
Goal2	Deanship of Research and Graduate Studies	Prof Kamran Arshad	% Research budget spent as of total operational expenditure	6%	5%
Goal6	Deanship of Research and Graduate Studies	Prof Kamran Arshad	% Processes digitalized during AY 2022-2023	50%	100%
Goal3	Deanship of Student Services	Dr Nahla Al Qassimi	% Students involved/participated in activities organized by Clubs	NA	50%

Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal3	Deanship of Student Services	Dr Nahla Al Qassimi	# Student satisfaction with orientation program	4.4	4.1
Goal3	Deanship of Student Services	Dr Nahla Al Qassimi	# Events/workshops aligned with 21st Century Skills	NA	6
Goal3	Deanship of Student Services	Dr Nahla Al Qassimi	# Student awareness of DSS activities	76%	80%
Goal3	Deanship of Student Services	Dr Nahla Al Qassimi	# Student satisfaction with programs, events and activities under DSS	4.13	4.1
Goal4	Deanship of Student Services	Dr Nahla Al Qassimi	# Students with active participation in Community activities through DSS programs, activities and events	121	152
Goal4	Deanship of Student Services	Dr Nahla Al Qassimi	# Activities carried out to support UN SDGs	8	8
Goal6	Deanship of Student Services	Dr Nahla Al Qassimi	# Average DSS-related Requirements received in first ERT reports	0.2	1
Goal6	Deanship of Student Services	Dr Nahla Al Qassimi	% Implementation of QAA Good Practice #1	100%	100%
Goal6	Deanship of Student Services	Dr Nahla Al Qassimi	% Activities published as news on AU website	NA	80%
Goal6	Deanship of Student Services	Dr Nahla Al Qassimi	% On-time resolution of complaints received	90%	90%
Goal2	Digital Transformation Research Center	Prof. Guangming Cao	# Total external funding amount raised (AED)	NA	200,000
Goal2	Digital Transformation Research Center	Prof. Guangming Cao	# Joint projects/consultancy with the industry	0	1
Goal2	Digital Transformation Research Center	Prof. Guangming Cao	# Active Research Partnerships / Joint Research Projects with other international universities	10	11
Goal2	Digital Transformation Research Center	Prof. Guangming Cao	# Published Scopus Indexed articles by the research center	27	30
Goal2	Digital Transformation Research Center	Prof. Guangming Cao	# Total published papers in SCOPUS-Q1 category Journals	19	21
Goal2	Digital Transformation Research Center	Prof. Guangming Cao	# Joint SCOPUS-indexed publications with co-authors from Top 200 institutions outside the UAE	0	3
Goal2	Digital Transformation Research Center	Prof. Guangming Cao	# International Research Conferences hosted at AU (on campus or virtual)	0	NA
Goal2	Digital Transformation Research Center	Prof. Guangming Cao	# External research grants	0	1
Goal2	Digital Transformation Research Center	Prof. Guangming Cao	# of visiting researchers (inbound faculty) from top-200 universities	NA	1
Goal2	Healthy Buildings Research Center	Dr. Riad Saraiji	# Total external funding amount raised (AED)	NA	200,000
Goal2	Healthy Buildings Research Center	Dr. Riad Saraiji	# Joint projects/consultancy with the industry	0	1
Goal2	Healthy Buildings Research Center	Dr. Riad Saraiji	# Active Research Partnerships / Joint Research Projects with other international universities	2	3
Goal2	Healthy Buildings Research Center	Dr. Riad Saraiji	# Published Scopus Indexed articles by the research center	0	3
Goal2	Healthy Buildings Research Center	Dr. Riad Saraiji	# Total published papers in SCOPUS-Q1 category Journals	10	11

Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal2	Healthy Buildings Research Center	Dr. Riad Saraji	# Joint SCOPUS-indexed publications with co-authors from Top 200 institutions outside the UAE	1	5
Goal2	Healthy Buildings Research Center	Dr. Riad Saraji	# International Research Conferences hosted at AU (on campus or virtual)	0	NA
Goal2	Healthy Buildings Research Center	Dr. Riad Saraji	# External research grants	0	1
Goal2	Healthy Buildings Research Center	Dr. Riad Saraji	# of visiting researchers (inbound faculty) from top-200 universities	NA	1
Goal2	Humanities and Social Sciences Research Center	Soumaya Abdellatif	# Total external funding amount raised (AED)	NA	100,000
Goal2	Humanities and Social Sciences Research Center	Soumaya Abdellatif	# Joint projects/consultancy with the industry	0	1
Goal2	Humanities and Social Sciences Research Center	Soumaya Abdellatif	# Active Research Partnerships / Joint Research Projects with other international universities	4	5
Goal2	Humanities and Social Sciences Research Center	Soumaya Abdellatif	# Published Scopus Indexed articles by the research center	45	50
Goal2	Humanities and Social Sciences Research Center	Soumaya Abdellatif	# Total published papers in SCOPUS-Q1 (AU- A*/A) category Journals	8	9
Goal2	Humanities and Social Sciences Research Center	Soumaya Abdellatif	# Joint SCOPUS-indexed publications with co-authors from Top 200 institutions outside the UAE	0	2
Goal2	Humanities and Social Sciences Research Center	Soumaya Abdellatif	# International Research Conferences hosted at AU (on campus or virtual)	0	NA
Goal2	Humanities and Social Sciences Research Center	Soumaya Abdellatif	# External research grants	1	1
Goal2	Humanities and Social Sciences Research Center	Soumaya Abdellatif	# of visiting researchers (inbound faculty) from top-200 universities	NA	1
Goal2	Nonlinear Dynamics Research Center (NDRC)	Dr. Shaher Momani	# Total external funding amount raised (AED)	NA	100,000
Goal2	Nonlinear Dynamics Research Center (NDRC)	Dr. Shaher Momani	# Joint projects/consultancy with the industry	2	2
Goal2	Nonlinear Dynamics Research Center (NDRC)	Dr. Shaher Momani	# Active Research Partnerships / Joint Research Projects with other international universities	10	11
Goal2	Nonlinear Dynamics Research Center (NDRC)	Dr. Shaher Momani	# Published Scopus Indexed articles by the research center	182	200
Goal2	Nonlinear Dynamics Research Center (NDRC)	Dr. Shaher Momani	# Total published papers in SCOPUS-Q1 (AU- A*/A) category Journals	96	106
Goal2	Nonlinear Dynamics Research Center (NDRC)	Dr. Shaher Momani	# Joint SCOPUS-indexed publications with co-authors from Top 200 institutions outside the UAE	5	6
Goal2	Nonlinear Dynamics Research Center (NDRC)	Dr. Shaher Momani	# International Research Conferences hosted at AU (on campus or virtual)	0	1
Goal2	Nonlinear Dynamics Research Center (NDRC)	Dr. Shaher Momani	# External research grants	1	1

Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal2	Nonlinear Dynamics Research Center (NDRC)	Dr. Shaher Momani	# of visiting researchers (inbound faculty) from top-200 universities	NA	1
Goal1	Office of Alumni Affairs		# Alumni that enroll in micro-credential courses	NA	30
Goal1	Office of Alumni Affairs		# QS Employer votes received in 2023	205	250
Goal4	Office of Alumni Affairs		# Alumni participating in University activities (such as teaching, fundraising, and voluntary activities)	74	100
Goal4	Office of Alumni Affairs		% Alumni aware of events and services by the Office of Alumni	55%	75%
Goal4	Office of Alumni Affairs		# Alumni satisfaction with the services and activities of the Office of Alumni	4	4.1
Goal4	Office of Alumni Affairs		# New Alumni registered in the Alumni database during AY 2022-23	1521	1600
Goal4	Office of Alumni Affairs		# Alumni participating in students' professional and career development	NA	20
Goal4	Office of Alumni Affairs		% Replies in "Call for help" procedures	NA	90%
Goal1	Office of Budget and Planning	Jamel Omar Jamel	# Average Budget-related CAA requirements in first ERT report	NA	1
Goal2	Office of Budget and Planning	Jamel Omar Jamel	% Research budget as of total operational expenditure	5.7	5.9
Goal6	Office of Budget and Planning	Jamel Omar Jamel	# Satisfaction among Deans and Managers with processing budget requests	4.14	4.1
Goal6	Office of Budget and Planning	Jamel Omar Jamel	% Annual budget plan delivered on time	90%	92%
Goal6	Office of Budget and Planning	Jamel Omar Jamel	% Variance of annual faculty budget from the five-year faculty budget	NA	20%
Goal6	Office of Budget and Planning	Jamel Omar Jamel	% Variance between the five-year budget and annual budgeted figures	7%	5%
Goal6	Office of Budget and Planning	Jamel Omar Jamel	# Submission of financial forecast reports during the academic year.	NA	2
Goal6	Office of Budget and Planning	Jamel Omar Jamel	# Submission of three-year program profitability report for all colleges.	NA	1
Goal6	Office of Budget and Planning	Jamel Omar Jamel	% Annual growth in the research budget compared to last year	3.64	4.10
Goal4	Office of Community Engagement	Shadi Abou Khaled	# Hours volunteered for community engagement activities	412	453
Goal4	Office of Community Engagement	Shadi Abou Khaled	% Active MOUs	73%	77%
Goal4	Office of Community Engagement	Shadi Abou Khaled	# Students engaged in community engagement activities	1583	1662
Goal4	Office of Community Engagement	Shadi Abou Khaled	# Community engagement activities	35	37
Goal4	Office of Community Engagement	Shadi Abou Khaled	% Faculty & Staff engaged in community engagement activities	NA	10%
Goal4	Office of Community Engagement	Shadi Abou Khaled	# Initiatives with proven impact on UN SDGs	4	5
Goal6	Office of Community Engagement	Shadi Abou Khaled	# Satisfaction of staff and faculty with the services of the unit of PR	4.55	4.1

Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal6	Office of Community Engagement	Shadi Abou Khaled	# Student satisfaction with the Office of Community Engagement.	4.04	4.10
Goal4	Office of Development	Ahmed Halabi	# Active corporate partners	125	131
Goal4	Office of Development	Ahmed Halabi	# QS Employer votes received in 2023	205	250
Goal4	Office of Development	Ahmed Halabi	# Corporate & Industry visits to or at the campus	NA	10
Goal6	Office of Development	Ahmed Halabi	\$ Endowment fund value (in mAED)	1.8	1.98
Goal6	Office of Development	Ahmed Halabi	\$ Annual fundraising (in mAED)	6.689	7.02
Goal6	Office of Development	Ahmed Halabi	% Collected amount from pledges in AY 2022-23	100%	100%
Goal1	Office of Development and Alumni Affairs	Abdullah El Shazly	# Alumni participating in University activities (such as teaching, fundraising, and voluntary activities)	74	100
Goal1	Office of Development and Alumni Affairs	Abdullah El Shazly	# QS Employer votes received in 2023	205	250
Goal4	Office of Development and Alumni Affairs	Abdullah El Shazly	% Replies in "Call for help" procedures	NA	90%
Goal6	Office of Development and Alumni Affairs	Abdullah El Shazly	\$ Endowment fund value (in mAED)	1.8	1.98
Goal6	Office of Development and Alumni Affairs	Abdullah El Shazly	\$ Annual fundraising (in mAED)	6.689	7.02
Goal1	Office of Environmental Health & Safety	Maya Haddad	# Average EHS-related CAA requirements in first ERT report	NA	1
Goal4	Office of Environmental Health & Safety	Maya Haddad	# Activities carried out to support zero waste/carbon neutral campus and UN SDGs	NA	4
Goal6	Office of Environmental Health & Safety	Maya Haddad	# Employees satisfaction with EHS Standards	4.29	4.1
Goal6	Office of Environmental Health & Safety	Maya Haddad	# Accident/ incidents on campus	0	10
Goal6	Office of Environmental Health & Safety	Maya Haddad	# EHS awareness sessions	7	4
Goal6	Office of Environmental Health & Safety	Maya Haddad	# EHS internal audits performed	3	4
Goal6	Office of Environmental Health & Safety	Maya Haddad	# Food Safety Inspections	2	2
Goal6	Office of Environmental Health & Safety	Maya Haddad	# Employees who received an EHS training	32	20
Goal1	Office of Facilities	Khalda Metnawy	# Average Facilities-related CAA requirements in first ERT report	NA	1
Goal6	Office of Facilities	Khalda Metnawy	# Non-compliance of Health and Safety standards with MoE (Inspection review)	NA	3
Goal6	Office of Facilities	Khalda Metnawy	# Employees' satisfaction with facilities services	4.17	4.1
Goal6	Office of Facilities	Khalda Metnawy	% Improving the academic facilities and ensuring completion of the projects within the time frame.	90%	90%
Goal6	Office of Facilities	Khalda Metnawy	# Actions taken to support sustainability and/or energy conservation	2	5
Goal6	Office of Facilities	Khalda Metnawy	\$ Efficiency of utility utilization	86.8	82.46
Goal6	Office of Facilities	Khalda Metnawy	# Student's satisfaction with AU facilities	3.94	4.1
Goal6	Office of Finance	Amal Alalami	% Compliance with IFRS standards and VAT filing requirements	100%	100%

Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal6	Office of Finance	Amal Alalami	# Faculty/Staff satisfaction with financial services	4.08	4.1
Goal6	Office of Finance	Amal Alalami	% Total fund collection from students through non-cash methods	99%	95%
Goal6	Office of Finance	Amal Alalami	# Return/interest rate that our endowments and other funds are generating	NA	4%
Goal6	Office of Finance	Amal Alalami	% On-time resolution of complaints received	97%	90%
Goal6	Office of Finance	Amal Alalami	% Bad debt to total accounts receivable	7.68%	7.20%
Goal6	Office of Finance	Amal Alalami	# Avg. Cash Balance in Current Account During the Year (in mAED)	20	20
Goal6	Office of Finance	Amal Alalami	# Student's satisfaction with financial services	3.86	4.1
Goal1	Office of Human Resources	Shaimaa ElSherif	# Average HR-related requirements in first ERT reports	0.8	1
Goal1	Office of Human Resources	Shaimaa ElSherif	# of policies updated during the year	NA	23
Goal1	Office of Human Resources	Shaimaa ElSherif	# of organization structures evaluated and current	NA	90%
Goal1	Office of Human Resources	Shaimaa ElSherif	% of Training Needs Analysis captured	NA	80%
Goal6	Office of Human Resources	Shaimaa ElSherif	# Employee satisfaction with Office of HR	4.23	4.1
Goal6	Office of Human Resources	Shaimaa ElSherif	# Staff who attended professional development programs organized for Admin staff	NA	200
Goal6	Office of Human Resources	Shaimaa ElSherif	% Processes digitalized during AY 2022-2023	95%	100%
Goal6	Office of Human Resources	Shaimaa ElSherif	% UAE nationals among admin staff category	NA	10%
Goal6	Office of Human Resources	Shaimaa ElSherif	% New hires with rating of "Meets Expectation" in their overall assessment	NA	90%
Goal6	Office of Human Resources	Shaimaa ElSherif	% Employee turnover rate	7.8%	7%
Goal1	Office of Information Technology	Inas Abousharkh	# Average IT-related requirements in first ERT reports	0	1
Goal1	Office of Information Technology	Inas Abousharkh	# Faculty satisfaction with IT system for teaching and learning	4.03	4.1
Goal3	Office of Information Technology	Inas Abousharkh	# Faculty & staff satisfaction with online services	NA	4.1
Goal3	Office of Information Technology	Inas Abousharkh	# Student satisfaction with online services	NA	4.1
Goal3	Office of Information Technology	Inas Abousharkh	% Students using the online services	NA	70%
Goal6	Office of Information Technology	Inas Abousharkh	# Smart classrooms	43	45
Goal6	Office of Information Technology	Inas Abousharkh	# Faculty & Staff satisfaction with the IT services	4.13	4.1
Goal6	Office of Information Technology	Inas Abousharkh	% On-time resolution of complaints received	NA	90%
Goal6	Office of Information Technology	Inas Abousharkh	# Student satisfaction with IT support & services	NA	4.1
Goal6	Office of Information Technology	Inas Abousharkh	# Systems/tools deployed towards digital transformation	16	18

Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal1	Office of Institutional Planning and Effectiveness	Prof Mustahsan Mir	# AU ranking in QS Arab Region Rankings 2024	27	25
Goal1	Office of Institutional Planning and Effectiveness	Prof Mustahsan Mir	# AU ranking in QS World Universities Rankings 2024	651-700	651-700
Goal1	Office of Institutional Planning and Effectiveness	Prof Mustahsan Mir	% completion of SSR for submission to WSCUC	25%	100%
Goal1	Office of Institutional Planning and Effectiveness	Prof Mustahsan Mir	# THE Impact Ranking 2023	800	600
Goal1	Office of Institutional Planning and Effectiveness	Prof Mustahsan Mir	# Average OIPE-related requirements in first ERT reports	3.2	3.1
Goal1	Office of Institutional Planning and Effectiveness	Prof Mustahsan Mir	% On-time submission of Effectiveness Reports by Colleges	100%	100%
Goal1	Office of Institutional Planning and Effectiveness	Prof Mustahsan Mir	# Workshops conducted by OIPE	7	6
Goal6	Office of Institutional Planning and Effectiveness	Prof Mustahsan Mir	# Satisfaction score for Institutional data provided by OIPE	4.17	4.1
Goal6	Office of Institutional Planning and Effectiveness	Prof Mustahsan Mir	# Evidence-based key recommendations provided to higher management	15	10
Goal6	Office of Internal Audit Affairs	AbdulRaheem Jaber	# Reported incidents of non-compliance to non-academic regulatory authorities	1	1
Goal6	Office of Internal Audit Affairs	AbdulRaheem Jaber	# High-risk reported comments by Ajman Financial Audit Authority	6	2
Goal6	Office of Internal Audit Affairs	AbdulRaheem Jaber	# repeated audit findings (reverse target)	NA	2
Goal6	Office of Internal Audit Affairs	AbdulRaheem Jaber	# Functional areas covered by internal audit cycle	NA	15
Goal6	Office of Internal Audit Affairs	AbdulRaheem Jaber	% Deviation in stocktaking of fixed assets and inventory	0.42%	1%
Goal6	Office of Internal Audit Affairs	AbdulRaheem Jaber	% audits processes/ activities completed versus those planned	NA	87%
Goal6	Office of Internal Audit Affairs	AbdulRaheem Jaber	% successful audit assignments that respond to concerns raised by the audit committee	NA	100%
Goal4	Office of International Academic Affairs	Hanine Bou Antoun	# Agreements with top 200 academic partners	NA	2
Goal4	Office of International Academic Affairs	Hanine Bou Antoun	% Agreements activated	NA	50%
Goal4	Office of International Academic Affairs	Hanine Bou Antoun	# Joint/dual degrees established with Top 200 universities	2	2
Goal4	Office of International Academic Affairs	Hanine Bou Antoun	# Faculty Exchange with Top 200 Universities (Inbound)	2	4
Goal4	Office of International Academic Affairs	Hanine Bou Antoun	# Faculty Exchange with Top 200 Universities (Outbound)	1	4
Goal4	Office of International Academic Affairs	Hanine Bou Antoun	# International Exchange Students (Inbound)	27	30
Goal4	Office of International Academic Affairs	Hanine Bou Antoun	# International Exchange Students (Outbound)	4	10

Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal4	Office of International Academic Affairs	Hanine Bou Antoun	# Joint/dual, transfer, progression or articulation strategic agreements with non-top 200 universities	NA	2
Goal4	Office of International Academic Affairs	Hanine Bou Antoun	# of participants for Inbound Study Tours	200	220
Goal4	Office of International Academic Affairs	Hanine Bou Antoun	# of participants for Outbound Study Tours	54	60
Goal6	Office of Legal Affairs	Dr Raghid Fattal	# Satisfaction with the quality of legal advices and promptness among concerned stakeholders	4.02	4.1
Goal6	Office of Legal Affairs	Dr Raghid Fattal	% MOUs and contracts (drafted and revised) completed within 15 days from receipt	100%	100%
Goal6	Office of Legal Affairs	Dr Raghid Fattal	# Cases or legal claims or contract disputes brought against AU	1	1
Goal1	Office of Medical Services	Fetta Djessas	# Average Medical services related requirements in first ERT reports	0	1
Goal4	Office of Medical Services	Fetta Djessas	# Activities/Events held in collaboration with partners for medical services	NA	4
Goal6	Office of Medical Services	Fetta Djessas	# Requirements received in first MoH Report/ Inspection	NA	1
Goal6	Office of Medical Services	Fetta Djessas	# Faculty/staff satisfaction with the medical services	4.36	4.1
Goal6	Office of Medical Services	Fetta Djessas	% Student awareness of the medical services offered at AU	85%	85%
Goal6	Office of Medical Services	Fetta Djessas	# Student satisfaction with the medical services	4.05	4.1
Goal6	Office of Procurement	Sinan Basem Saqqa	% Compliance with internal and external audit requirements	90%	92%
Goal6	Office of Procurement	Sinan Basem Saqqa	# Employees satisfaction with the procurement services	3.83	4.1
Goal6	Office of Procurement	Sinan Basem Saqqa	% Cost saving due to renegotiation of vendor quotations	15.03%	16%
Goal6	Office of Procurement	Sinan Basem Saqqa	# Suppliers' satisfaction with the procurement processes	4.25	4.1
Goal6	Office of Procurement	Sinan Basem Saqqa	# Catalogues for store items	NA	2
Goal6	Office of Procurement	Sinan Basem Saqqa	# Waste disposal requests completed	2	4
Goal1	Office of Registration	Essam Borham	# Average registrar-related Requirements received in first ERT reports	0.4	1
Goal5	Office of Registration	Essam Borham	# Total credit hours registered by students during AY 2022-23	173714	191085
Goal5	Office of Registration	Essam Borham	% On-time transfer requests completed (within 5 working days)	NA	90%
Goal6	Office of Registration	Essam Borham	% On-time resolution of complaints received	96%	90%
Goal6	Office of Registration	Essam Borham	% Processes digitalized during AY 2022-2023	88%	100%
Goal6	Office of Scholarship and Financial Aids	Heba Al Khatib	% Accuracy of scholarships/ financial aid budget (actual vs budgeted)	NA	98%
Goal6	Office of Scholarship and Financial Aids	Heba Al Khatib	# Valid audit comments related to compliance with scholarships and financial aid policy and bylaws	NA	2

Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal6	Office of Scholarship and Financial Aids	Heba Al Khatib	% On-time processing of Financial Aid requests	100%	95%
Goal6	Office of Scholarship and Financial Aids	Heba Al Khatib	% On-time resolution of complaints received	90%	100%
Goal6	Office of Scholarship and Financial Aids	Heba Al Khatib	# Student's satisfaction with the services of the office of Scholarship and Financial Aid	3.5	4.1
Goal6	Office of Scholarship and Financial Aids	Heba Al Khatib	# Sponsors / Donors satisfaction with Office of Scholarship services	NA	4.1
Goal6	Office of Sheikh Zayed Center	Hisham Metnawy	% On time processing of AU requests within 48 hours of being received	100%	95%
Goal6	Office of Sheikh Zayed Center	Hisham Metnawy	# Student satisfaction with the services of the Office of Halls and Events.	4.9	4.1
Goal6	Office of Sheikh Zayed Center	Hisham Metnawy	# External community satisfaction with the services at SZC	5	4.1
Goal6	Office of Sheikh Zayed Center	Hisham Metnawy	# AU community satisfaction with the services at SZC	5	4.1
Goal4	Office of Strategic Marketing and Communication	Marya Yammine	# AU rank in Web Impact in QS Arab Region rankings	73	50
Goal4	Office of Strategic Marketing and Communication	Marya Yammine	# AU Stories published in QS Magazines	NA	2
Goal4	Office of Strategic Marketing and Communication	Marya Yammine	# Social media engagement	181.7	200
Goal4	Office of Strategic Marketing and Communication	Marya Yammine	# of English stories	325	370
Goal4	Office of Strategic Marketing and Communication	Marya Yammine	# New student satisfaction with AU Branding activities/initiatives	NA	4.1
Goal5	Office of Strategic Marketing and Communication	Marya Yammine	# Recruitment related marketing programs	17	19
Goal5	Office of Strategic Marketing and Communication	Marya Yammine	# Average rating on social platforms	4.2	4.3
Goal5	Office of Strategic Marketing and Communication	Marya Yammine	# Followers of AU social media channels	233	245
Goal6	Office of Strategic Marketing and Communication	Marya Yammine	% On-time responses to Top social media channels	NA	90%
Goal6	Office of Strategic Marketing and Communication	Marya Yammine	# Web traffic (in Millions)	2.62	2.75
Goal6	Office of Strategic Marketing and Communication	Marya Yammine	\$ Customer acquisition cost	2914	2856
Goal1	Office of Student Counselling Unit	Dr Dalia Bedawy	# Average counselling-related requirements in first ERT reports	0	1
Goal3	Office of Student Counselling Unit	Dr Dalia Bedawy	# Student satisfaction with the workshops and lectures (personal development)	4.8	4.1
Goal3	Office of Student Counselling Unit	Dr Dalia Bedawy	# Students attending workshops and lectures related to personal development	1600	1680

Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal3	Office of Student Counselling Unit	Dr Dalia Bedawy	# Students undertaking individual counselling services	202	212
Goal4	Office of Student Counselling Unit	Dr Dalia Bedawy	# Initiatives with proven impact on UN SDGs	3	3
Goal4	Office of Student Housing	Leena Taifur	# Initiatives with proven impact on UN SDGs	2	2
Goal5	Office of Student Housing	Leena Taifur	# Student satisfaction with the student activities at Hostel	3.8	4.1
Goal6	Office of Student Housing	Leena Taifur	% Growth in profit for the Office of Student Housing	183%	10%
Goal6	Office of Student Housing	Leena Taifur	% On-time resolution of complaints received	100%	100%
Goal6	Office of Student Housing	Leena Taifur	% Hostel residents participating in activities at Hostel	81%	85%
Goal6	Office of Student Housing	Leena Taifur	# Hostel students' satisfaction with the services provided at Hostel	4.5	4.1
Goal3	Office of Student Life	Dr Mohamed Helal	% Active clubs, based on total clubs, with more than 3 activities per year	NA	80%
Goal3	Office of Student Life	Dr Mohamed Helal	% Students involved/participated in activities organized by Clubs	NA	50%
Goal3	Office of Student Life	Dr Mohamed Helal	# Student satisfaction with AU clubs	4.2	4.1
Goal3	Office of Student Life	Dr Mohamed Helal	# Student satisfaction with the activities of Student Life	4.4	4.1
Goal4	Office of Student Life	Dr Mohamed Helal	# Hosted community events in relevance to UN SDGs	13	10
Goal6	Office of Student Life	Dr Mohamed Helal	% Compliance with External HSE audit for Sports facilities	100%	100%
Goal6	Office of Student Life	Dr Mohamed Helal	% On-time resolution of complaints received	95%	90%
Goal1	Office of the Library	Abdalla El Tahir	# Average Library-related Requirements received per first ERT reports	1.4	1
Goal1	Office of the Library	Abdalla El Tahir	# Databases in library collection	50	55
Goal3	Office of the Library	Abdalla El Tahir	% Post-graduate students trained in using library resources	72%	80%
Goal3	Office of the Library	Abdalla El Tahir	# Student satisfaction with the Library services	4.06	4.1
Goal4	Office of the Library	Abdalla El Tahir	# Initiatives to enhance community relations	2	2
Goal4	Office of the Library	Abdalla El Tahir	# Active inter-library loan agreements	3	4
Goal6	Office of the Library	Abdalla El Tahir	# Faculty satisfaction with the Library services	4.08	4.1
Goal6	Office of the Library	Abdalla El Tahir	# Books (including e-books) in Library collection	630,148	661655
Goal1	Student Success Centre	Dr. Nadir Kheir	# Satisfaction among attendees of Webinars / Seminars	NA	4.1
Goal1	Student Success Centre	Dr. Nadir Kheir	# Satisfaction among peer tutors with the support provided by the unit	4.5	4.1

Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal3	Student Success Centre	Dr. Nadir Kheir	# Student satisfaction who availed the services of peer tutors	4.8	4.1
Goal4	Student Success Centre	Dr. Nadir Kheir	# Continued partnerships with stakeholders (local, regional, international organizations, and alumni)	3	4
Goal5	Student Success Centre	Dr. Nadir Kheir	% At-risk students who improved their CGPA to 2 or more	3.3%	10.0%
Goal5	Student Success Centre	Dr. Nadir Kheir	# Students attending peer tutorial sessions during the academic year	55	150
Goal6	Student Success Centre	Dr. Nadir Kheir	% Processes digitalized during AY 2022-2023	0%	100%
Goal1	Teaching and Learning Center	Dr. Yasser Alhenawi	# Faculty satisfaction with the usefulness of topics of training courses	3.79	4.1
Goal1	Teaching and Learning Center	Dr. Yasser Alhenawi	# Satisfaction among attendees for (quality of) Training programs organized by TLC	NA	4.1
Goal1	Teaching and Learning Center	Dr. Yasser Alhenawi	% Faculty trained for impactful teaching strategies	NA	50%
Goal1	Teaching and Learning Center	Dr. Yasser Alhenawi	# Training programs related to online education	7	10
Goal1	Teaching and Learning Center	Dr. Yasser Alhenawi	% Faculty with CPD score of 25 or more	86%	90%
Goal5	Unit of Student Recruitment and Admission	Shreebha Pillai	# Actionable applicants from Indian sub-continent	215	226
Goal5	Unit of Student Recruitment and Admission	Shreebha Pillai	# Net admitted students	1864	2050
Goal5	Unit of Student Recruitment and Admission	Shreebha Pillai	# New Registered students	1589	1832
Goal5	Unit of Student Recruitment and Admission	Shreebha Pillai	# of international students (not residing in the UAE) registered	NA	40
Goal5	Unit of Student Recruitment and Admission	Shreebha Pillai	% Growth of registered non-Arab new students	237	10%
Goal5	Unit of Student Recruitment and Admission	Shreebha Pillai	# of students coming from other Emirates than Ajman and Sharjah	490	539
Goal5	Unit of Student Recruitment and Admission	Shreebha Pillai	% Average high-school score for new students	88%	85%
Goal5	Unit of Student Recruitment and Admission	Shreebha Pillai	% Conditionally admitted students	NA	40%
Goal5	Unit of Student Recruitment and Admission	Shreebha Pillai	# Actionable applications received from new students	2749	2900
Goal5	Unit of Student Recruitment and Admission	Shreebha Pillai	% New undergraduate students with high-school grade higher or equal to 90% (or equivalent)	60%	66%
Goal5	Unit of Student Recruitment and Admission	Shreebha Pillai	# Nationalities among new students	68	70
Goal5	Unit of Student Recruitment and Admission	Shreebha Pillai	# Total leads gathered at fairs, exhibitions, or other events hosted or attended by the Office of Recruitment	12500	14000



Strategic Goal	Office / College	Owner	KPIs 2022-2023	Baseline	Target
Goal5	Unit of Student Recruitment and Admission	Shreebha Pillai	% Conversion of leads to paid applicants	16%	18%
Goal5	Unit of Student Recruitment and Admission	Shreebha Pillai	% Enrollment Yield	85%	88%

Sample Flowchart of Tasks for Performance Contracts (2022-23)

Sept 12-16, 2022	OIPE shall recommend the KPIs for 2022-23 PCs based on the new strategic plan (2022-2027) and feedback received from the last PC cycle to the Strategic Plan Monitoring Committee (SPMC).
Sept 19-23, 2022	SPMC shall meet and discuss all the recommended KPIs and shall submit the first draft of KPIs to the Chancellor for amendments/approval by September 23, 2022.
Sept. 26-28, 2022	OIPE shall send an Action Plan template to all PC Owners (PCOs) from Sept. 26-28, which should be filed electronically for unachieved KPIs in AY 2021-22, by October 3, 2022.
Oct 03-07, 2022	PC Owners (PCOs) shall receive their PCs 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 with the approval of their respective Cabinet members.
Oct 17-21, 2022	OIPE shall discuss the amendments, made by PCOs after the approval of their Cabinet members, with the Chancellor, get his approval, and prepare final PCs for signature.
Oct 24-31, 2022	The approved PCs shall be signed by the PCOs. This should be submitted back to OIPE by October 31, 2022.
Nov 01-08, 2022	PCOs shall submit an Annual Operational Plan (AOP) based on the assigned KPIs by November 8, 2022.
Mar 06-17, 2023	The OIPE shall prepare the balance scorecards and share the formulas with the PCOs by March 17, 2023.
Mar 20-31, 2023	OIPE shall schedule a mid-year interim assessment with PCOs from March 20-31 to assess the progress and submit the report to SPMC by April 11, 2023.
Apr-May 2023	OIPE shall carry out all surveys as mentioned in the PCs during April and May 2023.
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.
Aug 01-31, 2023	OIPE shall disseminate the KPI-related data from respective custodians and send notification for populating KPI data in e-forms.
Sep 29, 2023	The PCOs shall complete the scorecards with all evidence by September 29, 2023.
Oct 13, 2023	The OIPE shall submit the assessment reports to the Chancellor by October 13, 2023.
Oct 22, 2023	The Strategic Retreat shall be held on October 22, 2023.



1. Sample Performance Contract (OIPE) for Non-Academic Unit (2022-2023)



PC 2022-2023: The Office of Institutional Planning & Effectiveness

Prof Mustahsan Mir

GOAL #1: Strengthen academic excellence in line with int'l standards & market requirements

KPI #	Baseline	Target
KPI #1.1 % On-time submission of Effectiveness Reports by Colleges	100%	100%
KPI #1.2 # Workshops conducted by OIPE	7	7
KPI #1.3 # AU ranking in QS Arab Region Rankings 2024	27	25
KPI #1.4 # AU ranking in QS World Universities Rankings 2024	651-700	651-700
KPI #1.5 % Completion of SSR for submission to WSCUC	27%	85%
KPI #1.6 # THE Impact Ranking 2023	800	600

GOAL #6: Enhance institution sustainability

KPI #	Baseline	Target
KPI #6.1 # Average OIPE-related requirements in first ERT reports	3.2	3.2
KPI #6.2 # Satisfaction score for Institutional data provided by OIPE	4.17	4
KPI #6.3 # Evidence-based key recommendations provided to higher management	15	12

KPI #6.4	Baseline	Target
% Processes digitalized during AY 2021-2022	100%	100%

Signing Date
22/10/2022

Signature - PC Owner

A handwritten signature in black ink, appearing to be 'M. M.', written in a cursive style.



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

PC 2021-2022: The Office of Institutional Planning & Effectiveness

Prof Mustahsan Mir

GOAL #1: Ensuring excellence in teaching and learning

KPI #1.1 # Institutions outside UAE with which AU has benchmarked institutional level data	Baseline NA	Target 2
KPI #1.2 % On-time submission of Effectiveness Reports by Colleges (Program & Internship AER)	Baseline 100%	Target 100%
KPI #1.3 # Workshops conducted by OIPE	Baseline 6	Target 6

GOAL #2: Enhancing the quality, relevance, & impact of research and intellectual contribution

KPI #2.1 # Satisfaction score for Institutional data provided by OIPE	Baseline 4.45	Target 4
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GOAL #3: Recruiting, supporting and fostering the development of a bright and diverse student body

KPI #3.1 # Evidence-based key recommendations provided to higher management	Baseline 10	Target 12
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GOAL #4: Enhancing the visibility and the positioning of the University

KPI #4.1 # of institutional requirements per ERT report	Baseline 6.6	Target 3.3
KPI #4.2 # AU ranking in QS Arab Region Rankings	Baseline 30	Target 28
KPI #4.3 % Institutional Documents in compliance with CAA and WSCUC standards	Baseline 97%	Target 95%
KPI #4.4	Baseline	Target

# AU ranking in QS World University Rankings	701-750	651-700
KPI #4.5 % Completion of Initial Accreditation Institutional Report for WSCUC	Baseline NA	Target 25%
KPI #4.6 # THE Impact Ranking	Baseline NA	Target 800
KPI #4.7 # AU QS Stars Rating	Baseline 4	Target 5

GOAL #6: Promoting cutting-edge and innovative support services

KPI #6.1 % Savings in annual allocated budget	Baseline 21%	Target 5%
KPI #6.2 % New digital processes and procedures	Baseline 100%	Target 100%

Signing Date
04/01/2022

Signature - PC Owner





3. Sample Action Plan Report (OIPE) for Unachieved KPIs During Academic Year 2021-2022



AP2021-2022: Office of Institutional Planning and Effectiveness

Prof Mustahsan Mir

CONTINUOUS IMPROVEMENT PLAN FOR KPIs OF AY 2021-2022

Section

#1 Increase the number of quality assurance workshops	Status Completed	Evidence List of OIPE Workshops Planned for 2022-2023- Updated.xlsx
#2 Identify gaps in readiness for initial accreditation of WSCUC and take appropriate actions	Status Completed	Evidence Identify gaps in readiness for initial accreditation of WSCUC and take appropriate actions.msg
#3 Initiate course files auditing for all academic programs	Status Pending	

Signing Date
12/12/2022

Signature - PC Owner

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.

6- Please select the appropriate category:

- High Management
- College
- Office

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

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

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