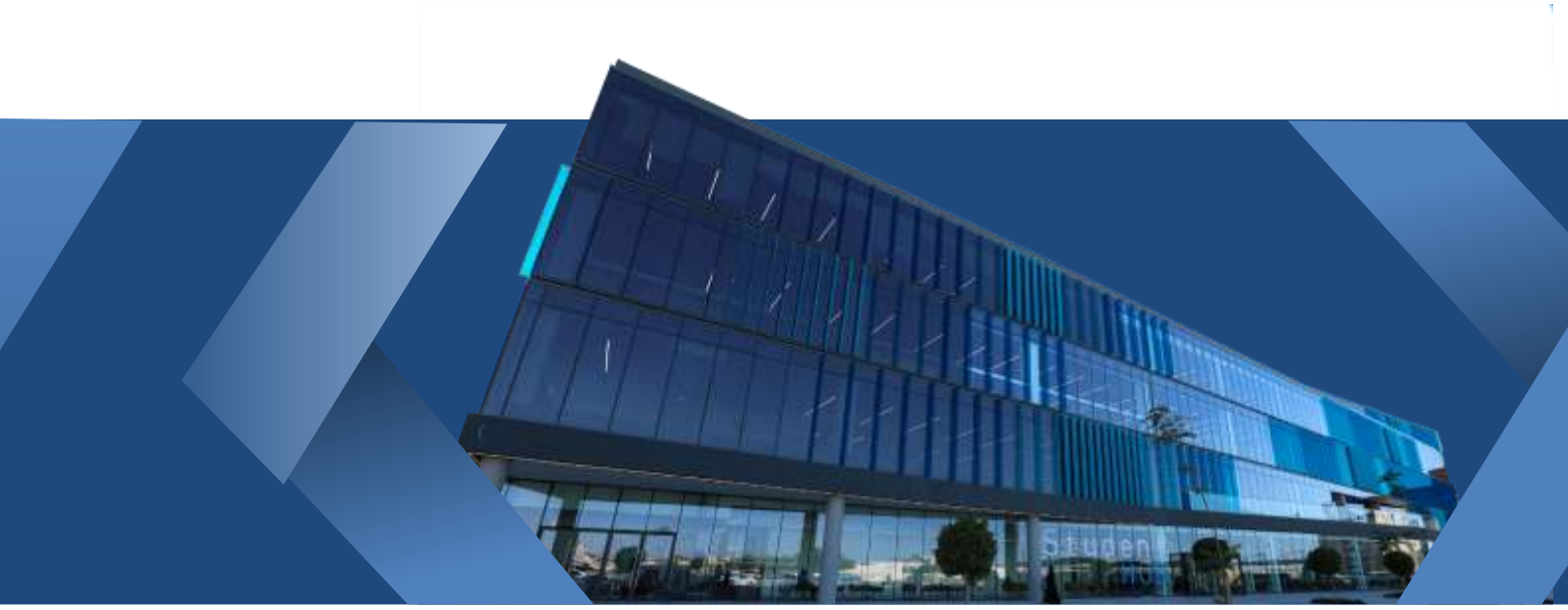
جامعة عجمان
AJMAN UNIVERSITY

Office of Institutional Planning and Effectiveness (OIPE)

Quality Assurance Manual

2026-2027



CONTENTS

1. Introduction 5
2. Institutional Planning 6
2.1 AU Mission 6
2.2 AU Vision 6
2.3 AU Core Values 6
2.4 AU Strategic Goals and Objectives (2022 – 2027) 7
2.5 Periodic review and update of the Mission, Vision and Strategic Plans 8
2.6 OIPE Mission 8
2.7 OIPE Vision 8
2.8 OIPE Goals 9
2.9 OIPE Objectives 9
2.10 Mapping the alignment of OIPE Goals to the AU Strategic Goals 9
2.11 OIPE in AU Organization Chart 10
2.12 Organization Setup of OIPE 12
2.13 Main Functions of the OIPE 13
2.14 Institutional Research 14
2.15 The IE Model 15
2.16 Comprehensive Quality Assurance Mechanisms 17
3. Academic Program Development and Revision 18
3.1 Alignment and Assessment of Learning Outcomes 18
3.2 Guidelines for Development of Missions, Goals, Objectives, and Outcomes for Academic Programs 19
3.3 Flowchart for Deriving Learning Outcomes: 22
3.4 Alignment and Mapping 23
3.5 Procedure for New Program Development 24
3.6 Program Revisions 25
3.7 Development of an Application for Substantive Change 26
3.8 Program Specifications 26
4. Responsibilities for Various Aspects of Assessment 28
4.1 Office of Institutional Planning and Effectiveness (OIPE) 29
4.2 Strategic Plan Monitoring Committee (SPMC) 29
4.3 Assessment Planning Committee (APC) 29
4.4 Curriculum Development Committee (CDC) 29
4.5 Institutional Effectiveness Committee (IEC) 30
4.6 Assessment and Continuous Improvement Committee (ACIC) 30
4.7 College Effectiveness Committee (CEC) 30
4.8 General Education Assessment Committee (GEAC) 30
4.9 Co-Chair for Academic Units for IEC 30

4.10 Co-Chair for Non-Academic Units for IEC 31
4.11 Institutional Effectiveness (IE) Coordinator for Academic Units 31
4.12 Institutional Effectiveness (IE) Coordinator for Non-Academic Units 32
4.13 Faculty Members 32
4.14 Program Coordinators 32
4.15 Heads of Departments 33
4.16 Deans of Colleges 33
5. The Assessment Mechanism at AU 34
5.1 Assessment of OIPE 34
5.2 Assessment Process for Academic Programs 34
5.3 Criteria for Successful Achievement of CLOs and PLOs 41
5.4 Outcome-Based Framework (OBF) Overview 52
5.5 Assessment of Non-Academic (Administrative and Support) Units 54
6. Effectiveness of Academic Programs and Units 59
6.1 AU Institutional Effectiveness Process 59
6.2 Flowchart for AU Institutional Effectiveness 60
7. Quality Assurance Mechanisms for Collaborative Arrangements with IHEPs 61
8. Benchmarking 63
APPENDICES 64
ACADEMIC UNITS ASSESSMENT 65
1. Course Assessment Calendar for Fall 2026-2027 66
2. Course Assessment Calendar for Spring 2026-2027 67
3. Course Assessment Calendar for Summer 2026-2027 68
4. AU Surveys Calendar - Fall 2026-2027 69
5. AU Surveys Calendar - Spring 2026-2027 70
6. AU Surveys Calendar – Summer 2026-2027 71
7. Moderation Report on Assessment 72
8. Assessment Survey Forms 73
1.1. Student Course Assessment Survey (SCAS) Form on Moodle 73
1.2. Academic Advisor Survey (AAS) Form 81
2. Course Assessment Forms 82
2.1. Exam Cover Page 82
2.2. Instructor Course Assessment Report (ICAR) 84
•2.3 Course Assessment Report (CAR) 104
INDIRECT ASSESSMENT 108
NON-ACADEMIC UNITS ASSESSMENT 116
1. Sample Performance Contract (OIPE) for Non-Academic Unit (2024-2025) 120
2. Sample Balance Score Card (OIPE) for Academic Year 2024-2025 121
3. Sample Action Plan Report (OIPE) for Unachieved KPIs During Academic Year 2024-2025 122

4. Assessment of OIPE Objectives.....124
5. Administrative Staff Satisfaction Survey.....125

1. Introduction

The process of assessment and continuous improvement at Ajman University (AU) formally began in 1998 with the formation of the Central Assessment Committee (CAC). The primary function of this committee was to play a leading role in assessing academic programs in coordination with college-level assessment committees. To further improve the quality of academic programs and enhance the effectiveness of non-academic units in supporting those programs, the CAC was replaced in 2005 by the Quality Assurance and Institutional Research Unit (QAIRU). While QAIRU primarily focused on assessment and supporting colleges in obtaining accreditation from the Commission of Academic Accreditation (CAA), UAE Ministry of Higher Education and Scientific Research (MOHESR), it was also responsible for conducting institutional research and using the findings to improve operations across academic and non-academic units. QAIRU comprised two units: the Unit of Institutional Research and the Unit of Academic Assessment and Accreditation.

In 2016, QAIRU was replaced by the Office of Institutional Research and Planning (OIRP), which 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 providing valuable support in the strategic planning process of the University. The head of OIRP held the position of Director and reported to the Vice Chancellor for Academic Affairs (VCAA).

In January 2018, the Office of Institutional Research and Planning (OIRP) was revamped and renamed as the Office of Institutional Planning and Effectiveness (OIPE). Its scope was expanded, and to underscore the importance of institutional planning and effectiveness, the office was led by an Executive Director who, in accordance with CAA Standards, reported directly to the Chancellor. The OIPE initially comprised four units: Institutional Research, Assessment and Effectiveness, Accreditation, and Compliance. In July 2025, the Strategic Alignment Unit was added to further strengthen its strategic focus. The OIPE is now headed by a Vice Chancellor who continues to report directly to the Chancellor. The office is responsible for assessing institutional performance and evaluating the effectiveness of all academic and non-academic units to ensure continuous quality enhancement and alignment with the University's mission. It promotes a culture of assessment, evaluation, research-based planning, and continuous improvement, and supports all academic and non-academic units in developing and submitting annual operational plans with clearly defined Key Performance Indicators (KPIs) and targets.

The OIPE has developed and maintained a Quality Assurance Manual aligned with CAA guidelines and circulars, and relevant international accreditation standards. AU's Institutional Effectiveness (IE) Model adopts a comprehensive, outcomes-based approach to monitoring and improvement. This model outlines structured assessment processes with a focus on Course Learning Outcomes (CLOs)-based assessment of Program Learning Outcomes (PLOs), and KPIs-based assessment for non-academic units. AU also assesses the six pillars of the Outcomes-Based Evaluation Framework (OBF): Employment Outcomes, Learning Outcomes, Industry Collaboration, Research Outcomes, Reputation, and Community Engagement. It also provides the calendars for course assessment for both semesters, as well as the flowchart for the assessment of non-academic units. Assessment-related templates and sample survey forms are 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 an independent, comprehensive, non-profit, 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 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 online 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. The OIPE provides full support in developing strategic plans of the University and in monitoring and assessing the achievement of its strategic goals.

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 to support evidence-based planning and budgeting, continuous quality enhancement, and improving institutional ranking.
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, decision-making, and developing appropriate policies.

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 form 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 Vice Chancellor for Institutional Planning and Effectiveness 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 Office of Institutional Planning and Effectiveness (OIPE) reports directly to the University Chancellor, reflecting its strategic role in assessment, continuous improvement, and both local and international accreditation and ranking efforts. In recognition of its expanded scope and growing institutional significance, the position of the head of OIPE was upgraded from Executive Director to Vice Chancellor for Institutional Planning and Effectiveness in 2025.This change reinforces AU's commitment to embedding a culture of evidence-based decision-making and excellence in institutional effectiveness. The University's organizational chart (Figure 2.1) shows the OIPE reporting directly to the Chancellor.

Ajman University Organization Chart

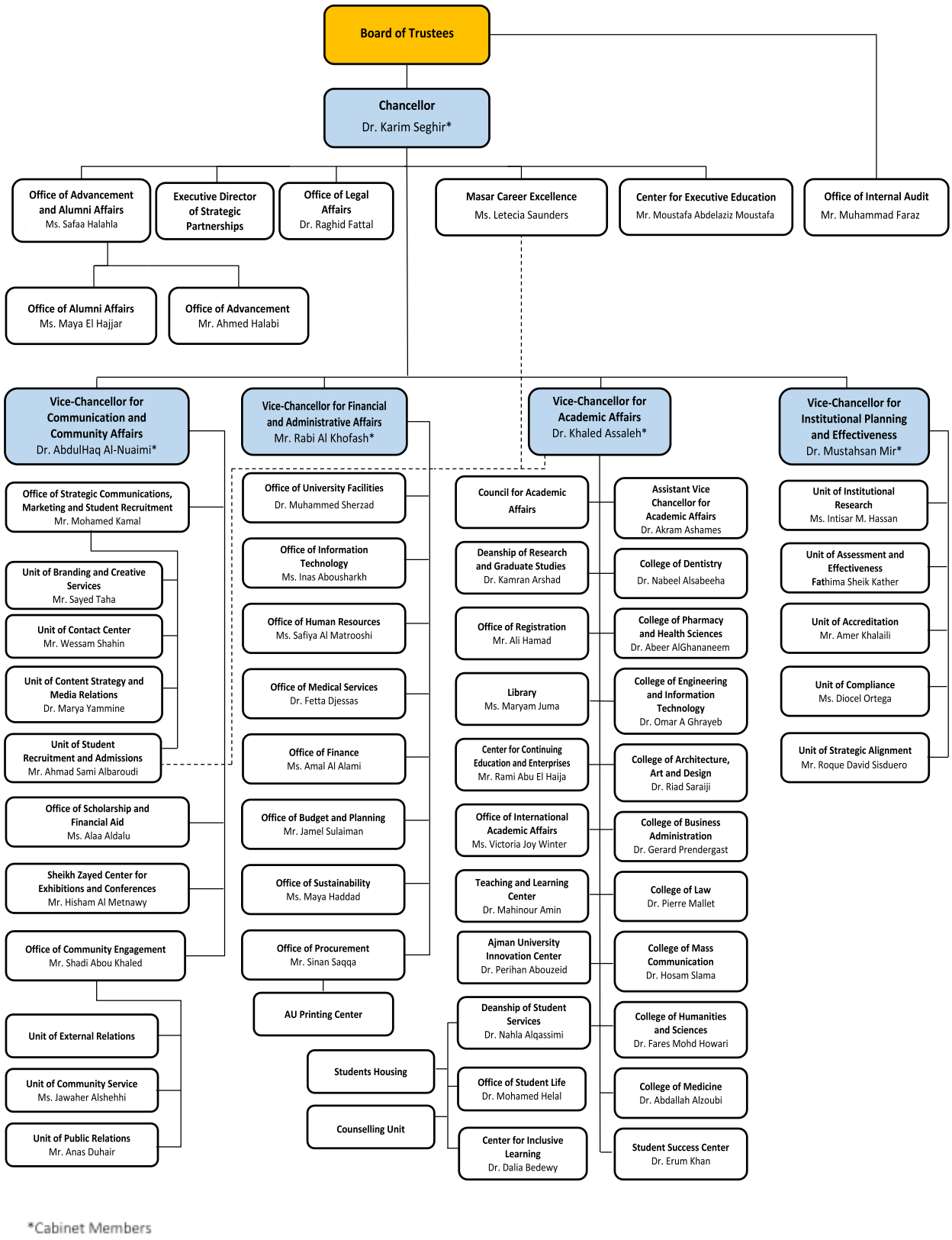


Figure 2.1: OIPE in Ajman University Organization Chart

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 Strategic Alignment, 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.

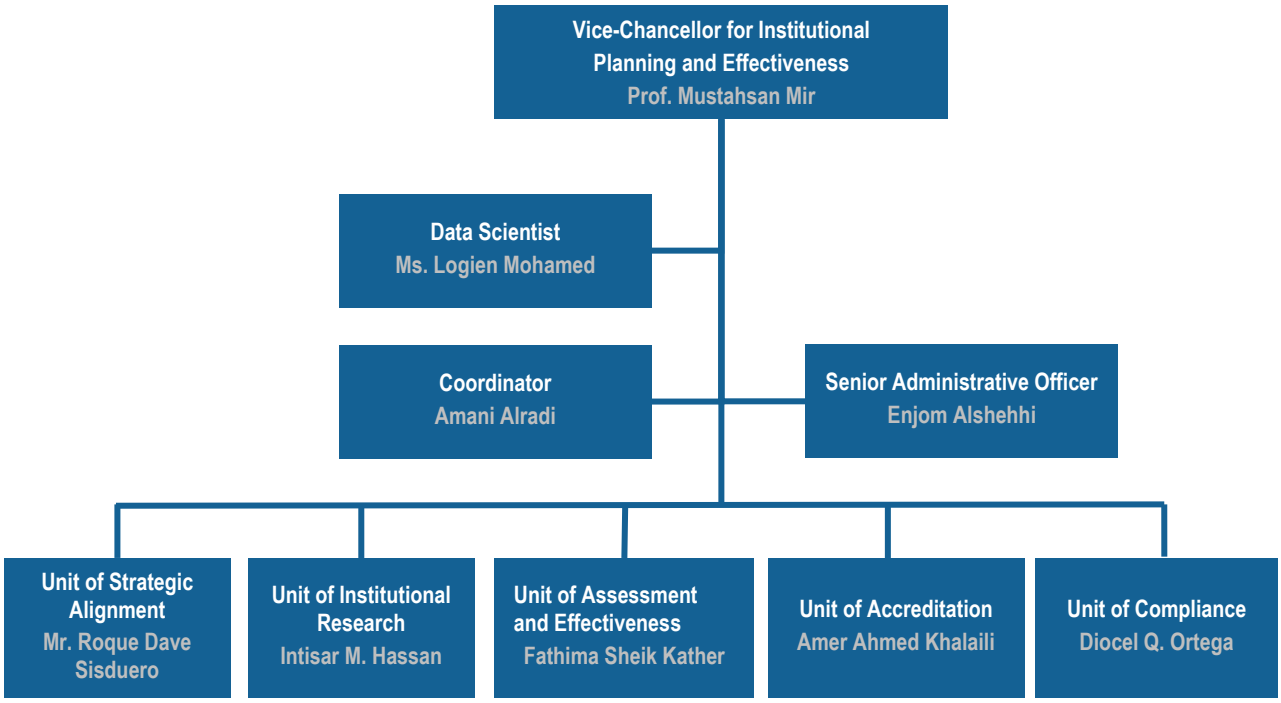


Figure 2.2: Organizational Chart – Office of Institutional Planning and Effectiveness (OIPE)

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

Unit of Strategic Alignment

This unit supports the implementation of the University's strategic plan by coordinating the performance management cycle for all academic and non-academic units. It takes lead in defining the KPIs in association with the unit heads and the Cabinet members, monitors progress in achieving the specified targets of KPIs, and prepares mid-year and final performance reports. The unit also conducts benchmarking activities, develops data dashboards, and prepares the annual strategic monitoring report.

Unit of Institutional Research

This unit is responsible for conducting institutional research and providing support to senior management and colleges through the analysis and dissemination of research findings. It also gathers and analyzes data and contributes in preparing the annual Fact Book. Additionally, the unit is responsible for preparing and submitting data to the Higher Education Information and Data Analysis (HEIDA), formerly known as the

Center for Higher Education Data and Statistics (CHEDS) of the Ministry of Higher Education and Scientific Research. The unit also submits required institutional research data to various accrediting agencies and provides data requested by ranking agencies. It also provides support to various committees at the college and institutional levels.

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 for the assigned KPIs with specific targets. 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. More recently, the unit has taken the charge to ensure effective implementation of Outcome-based Evaluation Framework (OBF) across colleges and offices.

Unit of Accreditation

This unit stands as a liaison between the University and the CAA, Ministry of Higher Education and Scientific Research, on all academic and non-academic issues, including accreditation/re-accreditation of academic programs, re-licensure of the institution, approval of joint/dual degrees and progression agreements. It coordinates with all colleges for the preparation of academic programs' accreditation and renewal application 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 MOHESR. It also organizes workshops to enhance expertise in accreditation related tasks. The Unit is also responsible for approval of all substantive change applications by WSCUC.

Unit of Compliance

This unit is responsible for ensuring that all institutional documents including Policies and Procedures Manual, Catalogs, and Handbooks, etc. are in line with international best practices and fully comply with the CAA Guidelines, Circulars, and the standards of 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. The unit provides full support to all units in developing and updating their policies. In collaboration with the Unit of Institutional Research, it also prepares annual Institutional Research Findings and Recommendations report.

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 MOHESR.
4. Organize the inspection visits of the MOHESR.
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 guidelines and circulars, 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. Audit samples of course files for all programs to ensure their quality and completeness as well as provide recommendations for improvement.
11. Organize workshops to enhance expertise in assessment and accreditation related tasks.
12. Assist in carrying out feedback surveys for academic and non-academic units of AU.
13. Determine and implement comprehensive plans for educational outcomes assessment.
14. Prepare balance scorecards for the assessment of KPIs of non-academic units and assess the achievement of specified targets for all KPIs.
15. Coordinate with academic departments in formulation and implementation of student learning assessment plans.
16. Assist in determining the suitability of the needs assessment for new academic programs.
17. Centralize the database of institutional documents and reports.
18. Gather data, analyze it, and prepare Fact Book on annual basis.
19. Prepare and submit Annual Report to CAA.
20. Provide institutional research support for the University management.
21. Ensure that assessment results are used in subsequent planning activities.
22. Coordinate global ranking activities at the University and submit appropriate data required by ranking agencies.
23. Perform other duties as required by the Chancellor.

2.14 Institutional Research

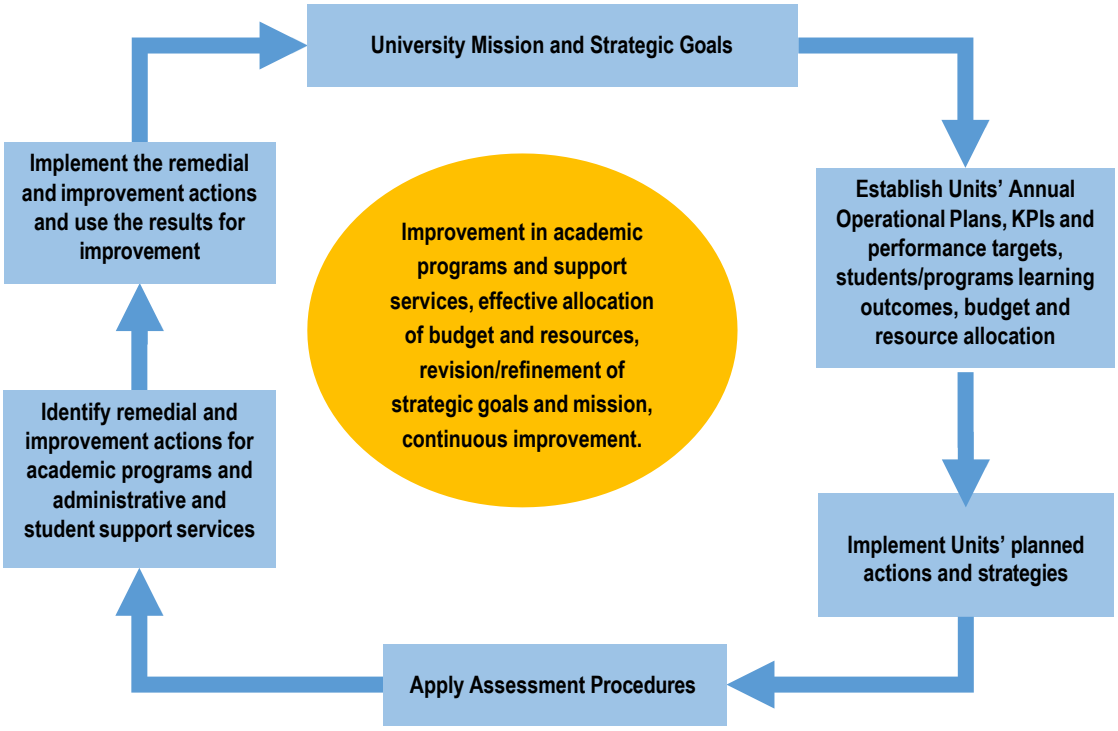
To produce useful institutional information as an aid to the strategic and operational decision-making process, institutional research stands as one of the main functions of OIPE. The institutional research activities are carried out regularly to meet the assessment cycle of the University. The institutional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

Ajman University's framework for continuous quality enhancement follows the Plan-Do-Assess-Improve (PDAI) cycle, which is modeled after W. Edwards Deming's well-established Plan-Do-Check-Act (PDCA) cycle for continuous improvement in project planning and quality management. Accordingly, 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. The implementation of different blocks of this IE Model has been explained in various sections of this Manual.

AU Institutional Effectiveness Model (IE Model)



The main components of the assessment process are as follows:

1. Development of College mission and goals aligned to University mission and goals.
2. Development of Department/program mission and goals aligned to the College mission and goals.
3. Development of program learning outcomes (PLOs).
4. Ensuring that the programs learning outcomes (PLOs) are aligned to UAE's with QFEmirates 2024 Level Descriptors and consistent with the CAA Guidelines and Circulars.
5. Developing course learning outcomes and their mapping matrix to the program learning outcomes.
6. Selecting and designing assessment instruments for program learning outcomes and course learning outcomes. This applies to all programs and courses irrespective of the mode of

delivery (face-to- face and online/blended learning):

a. Direct assessment instruments

b. Indirect assessment instruments

7. Setting benchmarking criteria for the achievement of program goals, program learning outcomes and course learning 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 remedial and improvement actions as well as highlighting best practices to be sustained or adopted.
12. Setting a detailed plan for implementing improvement and remedial actions.
13. Monitoring the implementation of the actions and closing the loop.

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 (QFEmirates) provides a valuable reference to align the program learning outcomes for all programs at undergraduate and graduate levels. The alignment with QFEmirates 2024 Level Descriptors 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 aligned with its mission, strategic goals, and academic planning priorities. Program development and revision follow international best practices and comply with the guidelines and circulars issued by the Commission for Academic Accreditation (CAA) under the Ministry of Higher Education and Scientific Research (MOHESR). AU also submits a substantive change application to WASC Senior College & University Commission (WSCUC) for each new proposed program to obtain its approval.

AU colleges are encouraged to design programs that respond to societal and learner needs. Faculty lead the curriculum design in coordination with the Department Council, College Council, Curricula and Study Plan Committee, and the Council for Academic Affairs, ensuring academic rigor, relevance, and currency of all academic programs offered by the University.

AU actively engages external stakeholders, including industry partners, employers, alumni, and regulatory agencies, through consultations, surveys, advisory boards, and collaborative initiatives, which help ensure that academic programs are aligned with labor market demands, emerging trends, and applicable standards. Since the introduction of Outcome-based Evaluation Framework (OBF) by MOHESR in early 2025, AU particularly encourages and supports co-development and co-delivery of courses with industry professional.

Academic program development includes associate-degree, bachelor's, postgraduate diploma, master’s, and doctoral 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.

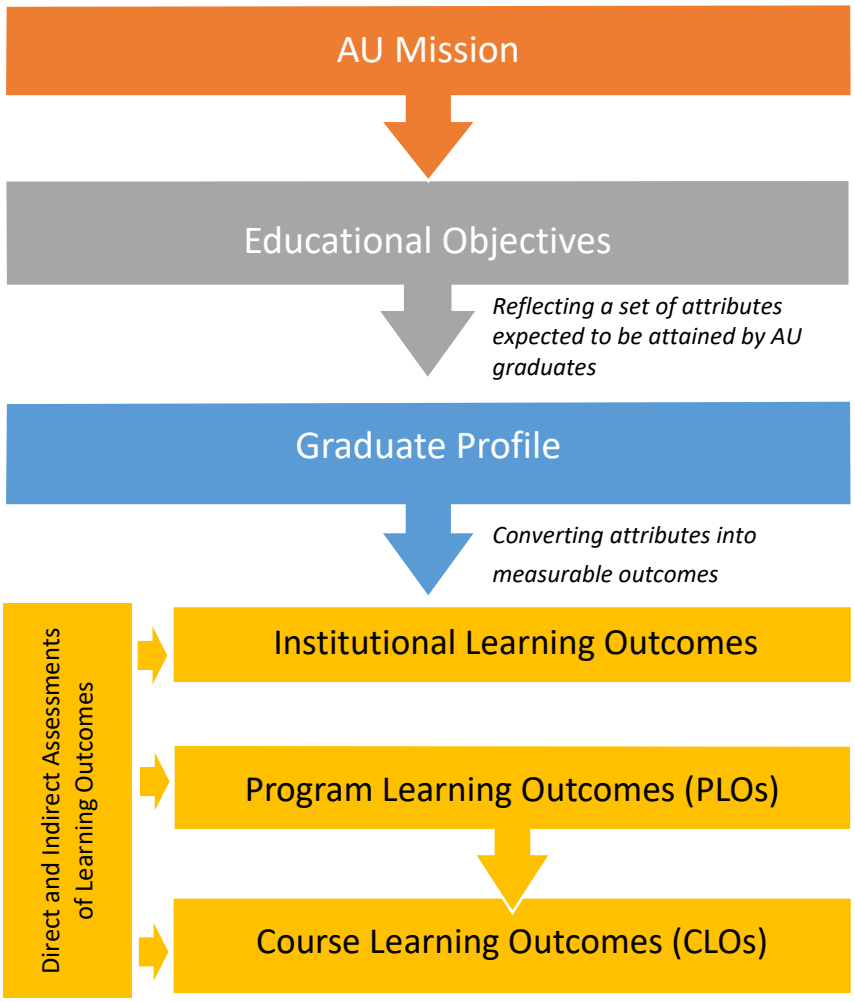


Figure 2.5: Alignment and assessment of learning outcomes

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 QFEmirates 2024 Level Descriptors. 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 (CLOs) are clear, specific, and measurable statements describing the knowledge, skills, and competencies that students are expected to demonstrate upon successful completion of a course.

CLOs should be aligned with the relevant Program Learning Outcomes (PLOs) and formulated using appropriate action verbs that reflect the intended level of cognitive complexity. Bloom's Revised Taxonomy provides a framework for selecting measurable action verbs across six levels of cognition: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.

The following table presents the six cognitive levels, their definitions, and examples of commonly used action verbs to guide the formulation of CLOs.

Table 3.1: Bloom's Revised Taxonomy – Cognitive Levels and Action Verbs

Level of Cognition	Definition	Action Verbs
Level 1 Remembering	Retrieving, recognizing, and recalling relevant knowledge from long-term memory.	Define, describe, enumerate, identify, label, list, match, name, outline, quote, recall, recite, recognize, reproduce, select, state, tabulate.
Level 2 Understanding	Constructing meaning from information through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.	Categorize, classify, compare, contrast, describe, discuss, distinguish, estimate, explain, exemplify, generalize, illustrate, infer, interpret, paraphrase, predict, summarize, translate.
Level 3 Applying	Carrying out or using knowledge, concepts, or procedures in familiar or unfamiliar situations through executing or implementing.	Apply, calculate, compute, demonstrate, determine, execute, implement, manipulate, operate, perform, prepare, produce, show, simulate, solve, use.
Level 4 Analyzing	Breaking information into constituent parts and determining relationships among the parts and their overall structure or purpose.	Analyze, categorize, compare, contrast, correlate, deconstruct, differentiate, discriminate, distinguish, examine, investigate, organize, outline, prioritize, separate, structure.
Level 5 Evaluating	Making judgments based on established criteria and standards through checking, critiquing, and assessing.	Appraise, assess, critique, defend, evaluate, judge, justify, measure, prioritize, rank, rate, recommend, support, test, validate, verify.

Level of Cognition	Definition	Action Verbs
Level 6 Creating	Combining elements to form a coherent or functional whole or reorganizing elements into a new pattern or structure through generating, planning, or producing.	Assemble, combine, compile, compose, construct, create, design, develop, devise, formulate, generate, integrate, model, organize, plan, produce, propose, reconstruct, revise, synthesize.

Note: The action verbs provided are illustrative and are not exhaustive. The cognitive level associated with a particular verb may vary depending on the context, complexity of the learning task, and assessment method. Faculty members should select action verbs that accurately reflect the intended learning outcomes and enable their achievement to be assessed.

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.

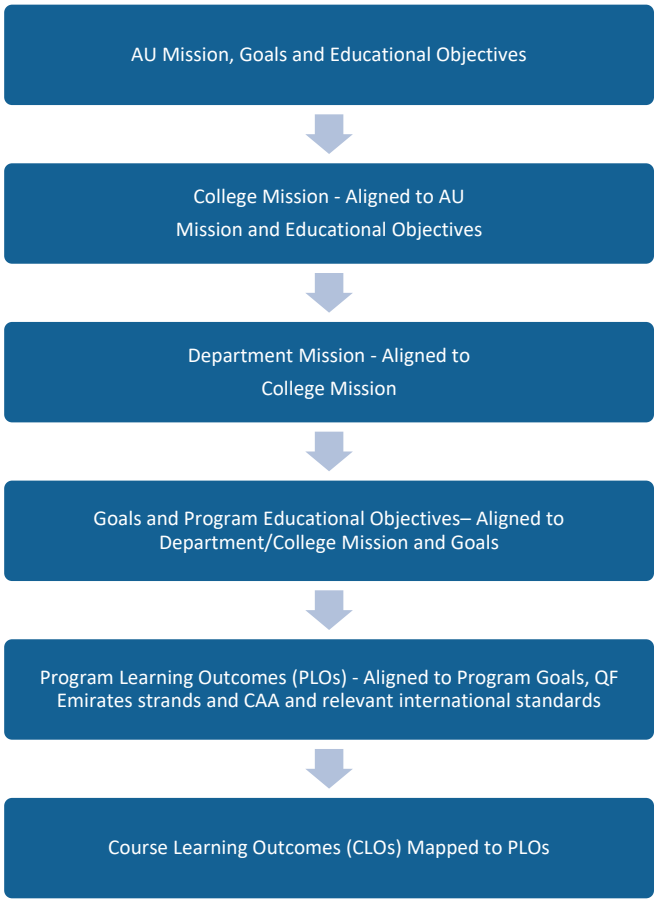


Figure 3.1: Flowchart for Deriving Learning Outcomes

3.4 Alignment and Mapping

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

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 Fields		
	Knowledge	Skills	Responsibility
PLO1	X	X	X
PLO2	X	X	X
PLO3	X		
PLO4	X	X	X
PLO5	X		
PLO6	X	X	X

Source: QFEmirates Framework (2024)

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

ii. 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

iii. 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

1. Program Development within an Existing Colleges

- Determine alignment with the CAA's Generic Program Outline. The colleges can also develop and submit their own customized outline, as appropriate.
- Upon initial accreditation:
  - As a High-Confidence Institution, AU will undergo a mid-cycle verification before the first graduating cohort, followed by a full accreditation within a year post-graduation.

Note: These procedures may change if the institution's confidence classification changes.

2. **Program Development in Medicine and Health Sciences**
   In addition to the general program development procedures:
   - The program development team must secure agreements with clinical training centers suitable to the nature of the program (e.g. Hospitals, laboratories, pharmacies). Agreements must clearly state:
     - The nature and scope of the clinical training.
     - The number of students to be placed at each site.
   - If the proposed program falls outside the current expertise of the college's academic team, the development team must:
     - Establish a formal agreement with a reputed consultant in the field or a recognized international institution to support the design and delivery of the program.
     - Prepare and submit documentation necessary to meet the World Federation for Medical Education (WFME) standards.

3. **Reference to Generic Program Outlines**
   - Use the CAA Generic Program Outlines for practical training components and curriculum-embedded internships or clinical placements.
   - AU may provide feedback on the published outlines or submit customized outlines during the initial accreditation process, ensuring they reflect the required standards for embedded practical or clinical components.

4. **Submission to the OIPE**
   Once internal reviews are complete, the Department Head or College Dean submits the IPA Application to the Office of Institutional Planning and Effectiveness (OIPE) for review and feedback.

5. **Submission to the CAA and WSCUC**
   After carrying out the review and incorporating feedback, the OIPE submits the final IPA Application to the CAA through the MOHESR Portal. Simultaneously, AU prepares and submits the required documentation for WSCUC's Substantive Change approval via the WSCUC Accreditation Management Portal (AMP), in accordance with AU's Substantive Change Policy and the WSCUC Substantive Change Policy and Substantive Change Manual. New academic programs can only be offered after receiving formal approvals from both the CAA and WSCUC.

3.6 Program Revisions

Program revisions reflect AU's commitment to continuous improvement and are informed by stakeholders' feedback to ensure relevance and currency. Revisions are categorized as:

1. ***Revisions* that Don't Require Substantive Change Approval from the CAA**
   Do not require prior approval from the CAA provided that they do not significantly alter the curriculum. The changes must be made for the sake of improvement of academic program and supported by systematic approvals (MoMs) of relevant committees and councils, as appropriate.
   - Modifications to the sequence of courses
   - Addition or removal of core or elective courses (within reasonable limits)
   - Renaming of courses
   - Changes in the total credit hours within the approved limits
   - changes to textbooks or other learning resources
   - changes to prerequisites
     changes to assessment procedures

2. ***Revisions that Require Substantive Change Approval from the CAA***
   Requires prior approval and includes:
   - Major modification to an accredited program
   - Adding or removing a major, minor, or concentration
   - Delivering a program at a different campus

Refer to the AU Substantive Change Policy for more details on submitting substantive change requests.

3.7 Development of an Application for Substantive Change

AU, in line with its Policy on Adoption of Accrediting Agencies Policies and Procedures, must fulfil the applicable requirements of the substantive change policy of each accrediting body that it is associated with. In particular, AU shall adhere to the following:

1. AU shall notify the CAA of all institutional changes that constitute a substantive change, as defined by the CAA, and obtain its approval prior to initiation of such changes.

2. AU shall notify WSCUC of substantive changes in accordance with the WSCUC Substantive Change Policy and, when required, seek approval prior to the initiation of changes as detailed below. AU, in order to comply with WASCUC Standards of Accreditation, ensures that all substantive changes must be reported to the Commission in a timely fashion and in accordance with the WSCUC Substantive Change Manual.

Individuals or departments with questions about AU's Substantive Change Policy should consult the Vice-Chancellor for Institutional Planning and Effectiveness, who if necessary, will contact the respective accrediting body for further advice and guidance.

3.8 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.

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 this policy are communicated effectively and are supported by appropriate administrative arrangements and documentation. 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.
- It is the responsibility of Program Coordinator and the Head of Department to maintain and update their program specifications. The final version of program specifications document should be reviewed and ratified by the departmental committee in the College.

4. 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 Vice Chancellor for Institutional Planning and Effectiveness 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.

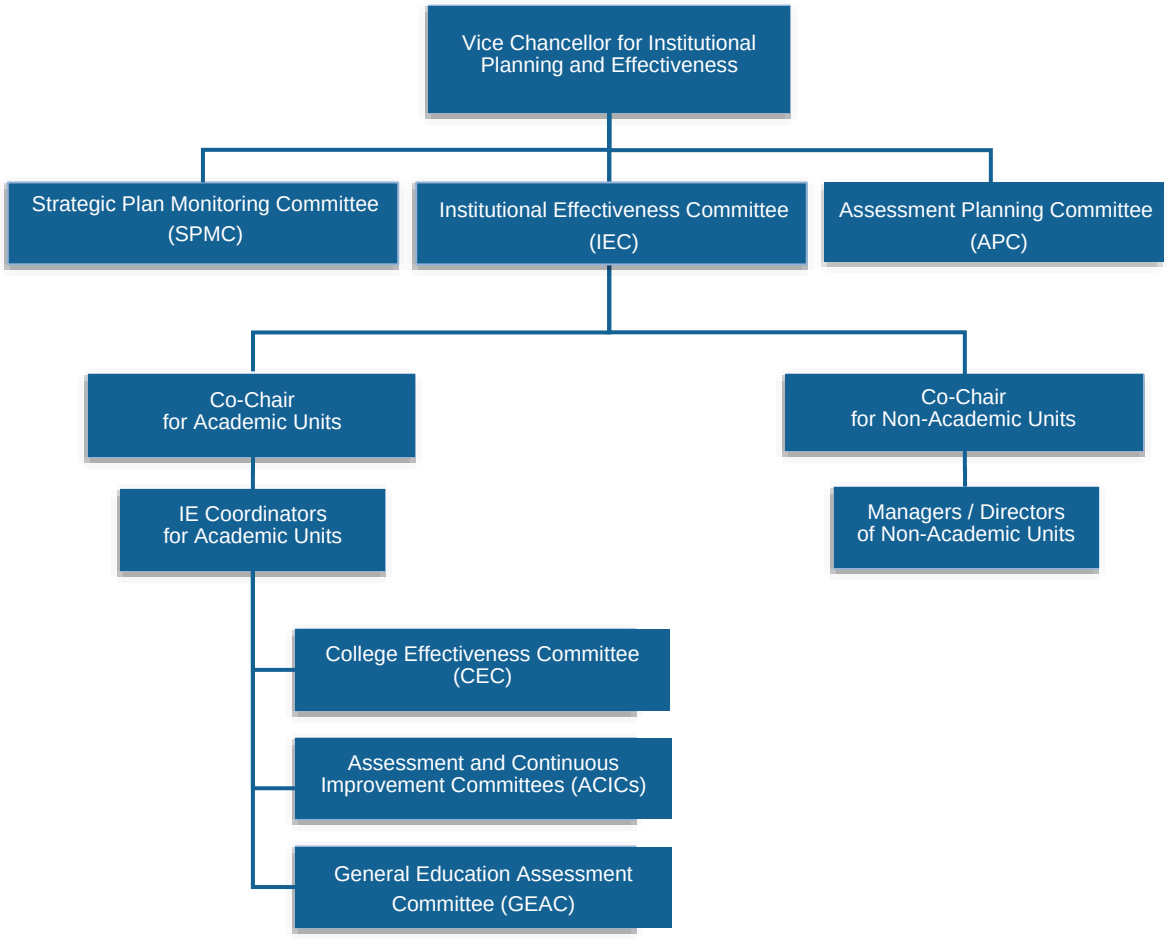


Figure 4.1: Organizational Structure for Assessment and Continuous Improvement

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 Vice Chancellor for Institutional Planning and Effectiveness and two co-chairs of Institutional Effectiveness Committee (IEC).

4.4 Curriculum Development Committee (CDC)

The mandate of the Curriculum Development Committee, for each Department, is as follows:

- Regularly obtain information/feedback from Assessment and Continuous Improvement Committee (ACIC) and College Effectiveness Committee (CEC) on matters concerning the curriculum development and act upon it.
- Review the recommendations of employers, advisory board, and alumni about the program and make appropriate recommendations to the Head of the Department (HoD) for further action.
- Review substantive change proposals and provide comprehensive recommendations to the HoD for further action.
- Develop, review, and update the program curriculum in coordination with the program coordinator.
- Discuss the external reviewers' recommendations and propose appropriate changes in the curriculum to the HoD for further action.

4.5 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.

4.6 Assessment and Continuous Improvement Committee (ACIC)

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

4.7 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.

4.8 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.

4.9 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.

4.10 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.

4.11 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.

4.12 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.

4.13 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)

4.14 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.

4.15 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. In addition, the HoD is responsible of providing the CAR to all faculty at the beginning of each semester.

4.16 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. 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

The **C**LOs-based **A**ssessment **P**rogram (CAP) was originally developed by the Office of Institutional Planning and Effectiveness (OIPE) to facilitate the assessment and analysis of Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs). CAP served as the University's primary tool for evaluating learning outcomes attainment at both course and program levels.

Under the CAP approach, course instructors entered students' assessment marks against the corresponding CLOs, with the flexibility to include multiple assessment components for each CLO. The system calculated CLO attainment levels and compared the results against predefined achievement criteria. In addition, CAP supported the mapping of CLOs to their corresponding PLOs, enabling departments to evaluate PLO attainment based on assessment data collected from selected courses within each academic program.

In AY 2025–2026, Ajman University introduced the Assessment and Reporting System (ARS) on a pilot basis as part of its continuous efforts to enhance and streamline academic assessment and reporting processes. The CLO- and PLO-based assessment methodology previously implemented through CAP was incorporated into ARS, ensuring continuity of established assessment practices while transitioning toward a more comprehensive, centralized digital platform.

During the pilot phase, ARS was introduced to support course-level assessment activities, the documentation and analysis of CLO attainment, and the preparation of course assessment reports. The system also incorporated additional functionalities to support academic reporting, the documentation of improvement actions, and the monitoring of their implementation.

Effective AY 2026–2027, ARS was officially adopted as the University's standard system for course assessment and reporting, replacing the standalone CAP application. Through ARS, instructors and academic departments can manage learning outcomes assessment, analyze attainment results, document improvement actions, and generate assessment reports within an integrated platform.

The transition from CAP to ARS represents an enhancement of the University's assessment and continuous improvement framework, promoting greater efficiency, consistency, traceability, and integration of assessment data and reporting across academic programs.



Figure 5.1: Mapping of Course Assessment Methods to CLOs in ARS



Figure 5.2: ARS Results Showing CLOs Attainment Based on Direct Assessment Vs. Indirect Assessment through Student Feedback

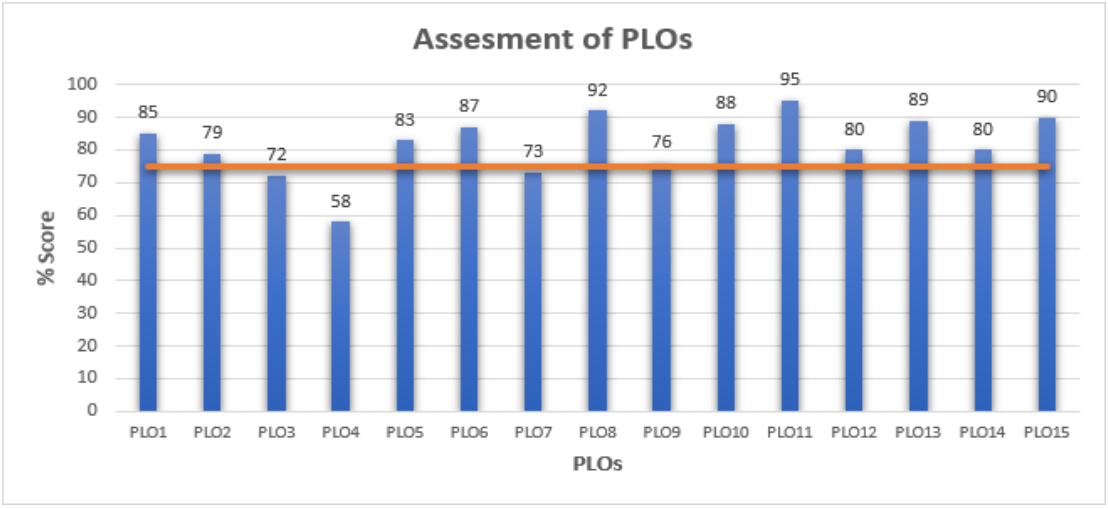


Figure 5.3: CLOs-based attainment of PLOs (1 to 15) for an academic program

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.

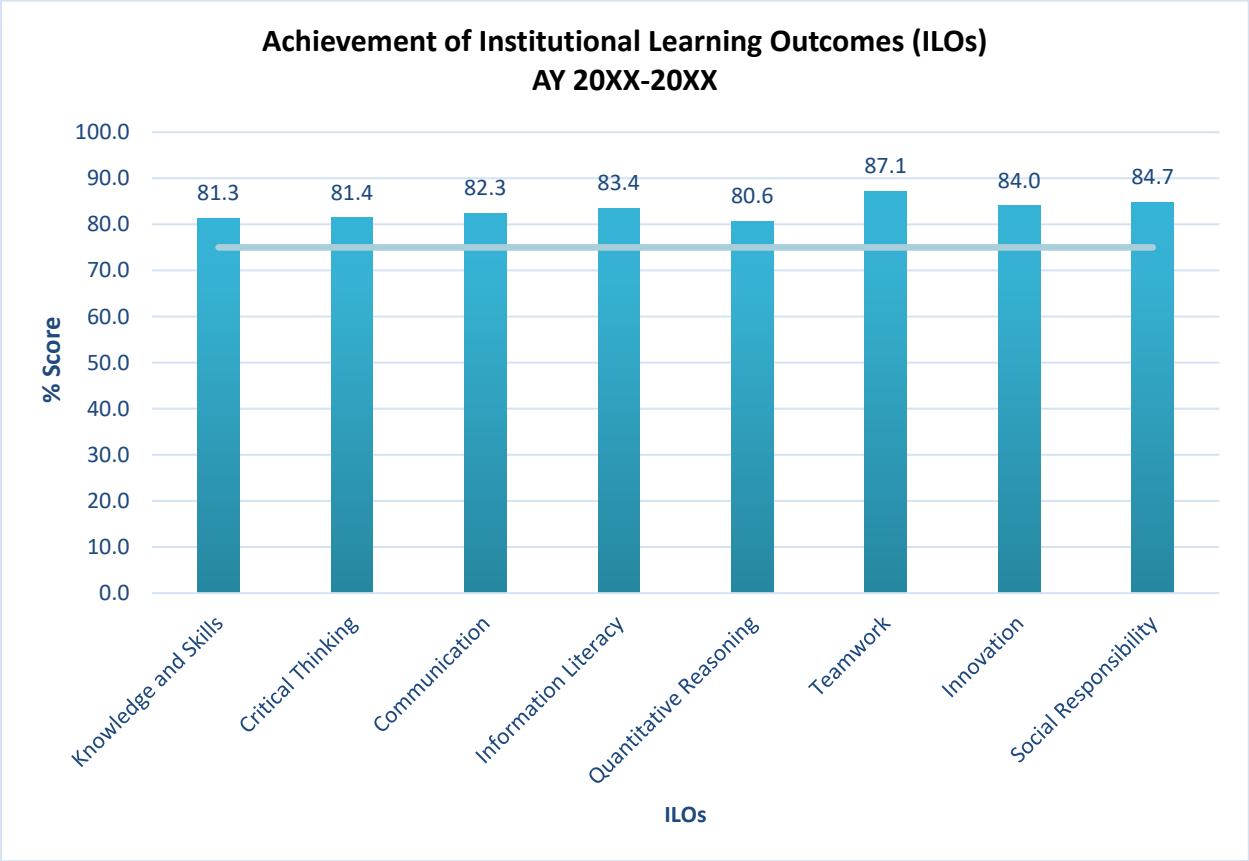


Figure 5.4: Illustrative Achievement of Institutional Learning Outcomes (ILOs)

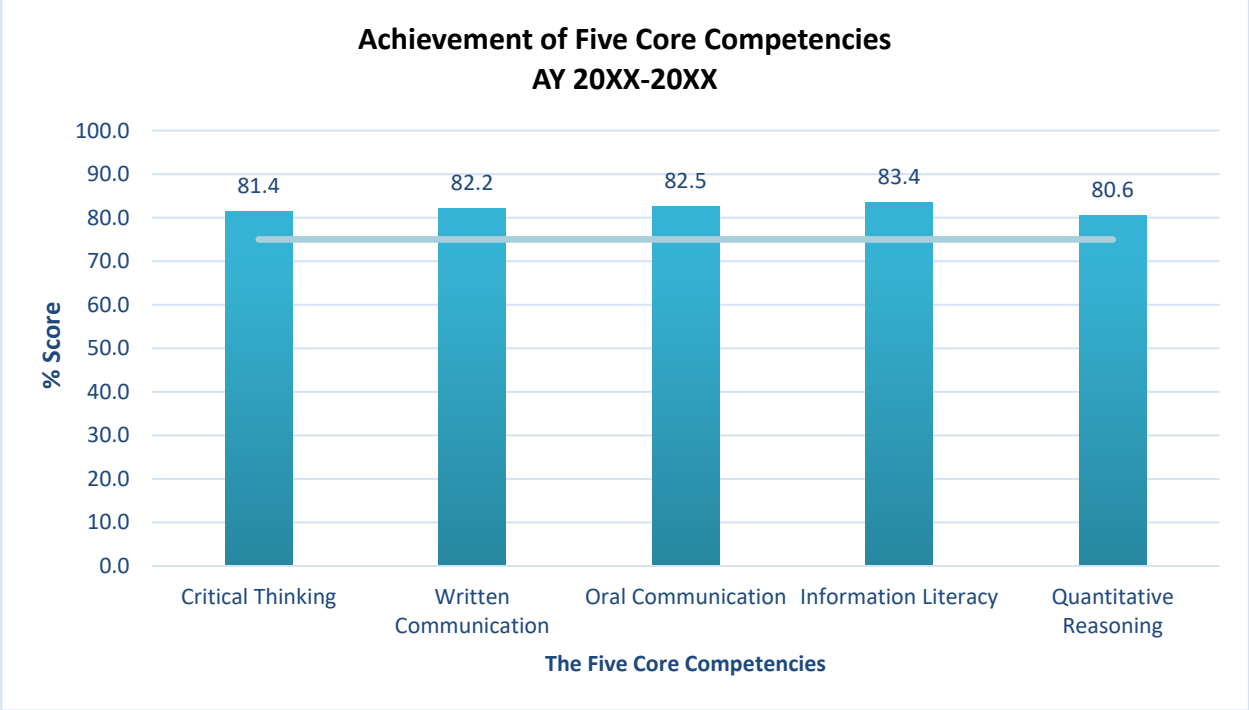


Figure 5.5: Illustrative Achievement of the Five Core Competencies

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≥70%
- Graduate Program ≥ 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 ≥ 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 ≥ 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:

% Score of PLO = 0.8 x DAS + 0.2 x 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.

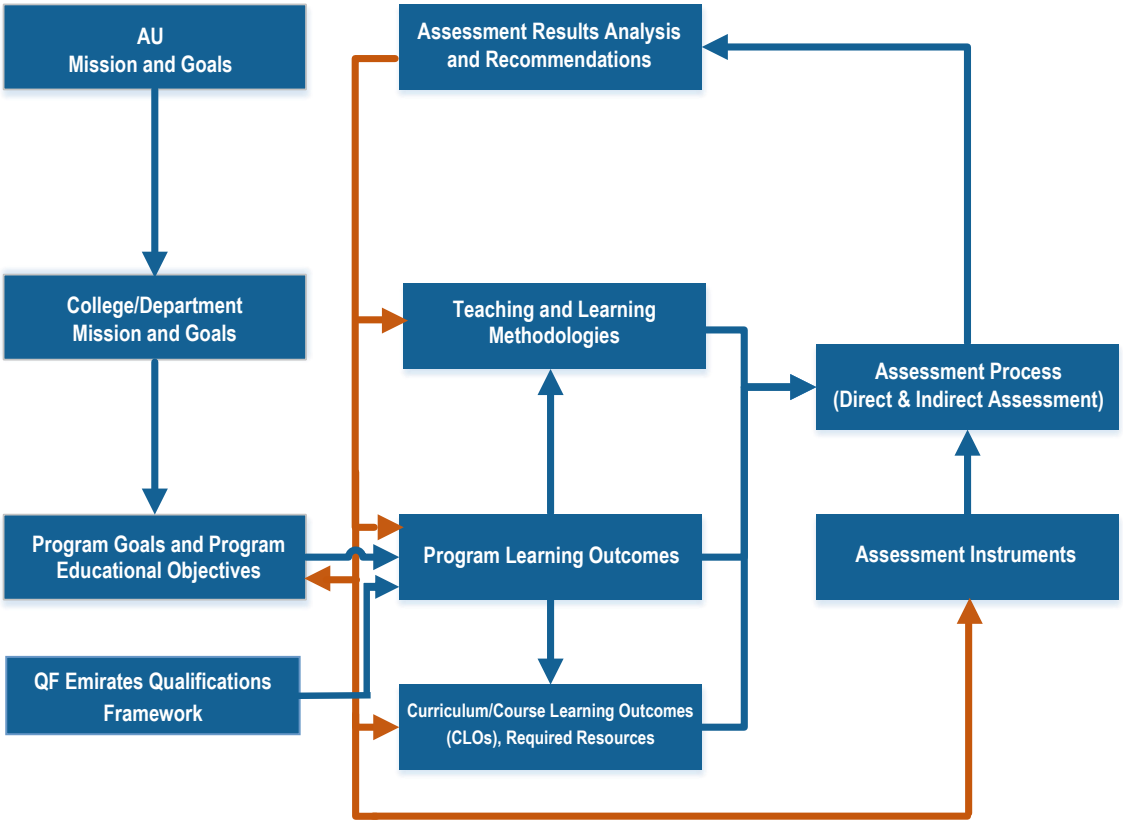


Figure 5.6: Flowchart for Academic Program Assessment

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 5.7. Academic Program Assessment Flowchart.

Step	Activity	Responsibility	Description	Forms/ Documents
1	Course level assessment	Course instructor	• Conduct all course assessments which include tests, exams, assessment of projects, practical work, training, etc.	• Guidelines and policies for exams. • Students' evaluation of the course questionnaire. • Projects assessment guidelines. • Training Evaluation Form • Instructor feedback on the course form.
2	Course level data analysis and the determination of the degree of achievement of the course learning outcomes	Course Instructor	• Determine the percentage of achievement of course learning outcomes and analyze the results.	• Table of instruments for measuring course outcomes achievement. • Success Criteria for course outcomes achievement. • Course outcomes submission form for CAP program.
3	Submission of Instructor Course Assessment Report (ICAR)	Course Instructor	• Prepare ICAR for each section of course in accordance with its template	• ICAR template
4	Preparation of Course Assessment Report (CAR)	ACIC and Program Coordinator	• Prepare a detailed report on the level of achievement of course outcomes.	• CAR template
5	Course level recommendations and remedial actions.	Course Instructor(s), ACIC and Program Coordinator	• ACIC meets with course Instructor(s) and discuss the outcome of the course assessment. • Prepare recommendations and remedial action plan.	• CAR template
6	Approval of CAR	Head of Department (HoD) and CEC	• Approval of HOD and CEC is required.	• CAR template
7	Benchmarking of programs with local and international institutions.	Program Coordinator	• The colleges shall do benchmarking of their programs with programs offered by peer and aspirant institutions both inside and outside the UAE.	• Sample Template for Benchmarking • Benchmarking report

Step	Activity	Responsibility	Description	Forms/ Documents
8	Program outcomes assessment	ACIC and Program Coordinator	• Analyze assessment data to determine the degree of achievement of program outcomes.	• Table of instruments for measuring program outcomes achievement. • Success Criteria for program outcomes achievement. • Matrix of course outcomes and program outcomes.
9	Program outcomes recommendations and remedial actions report	ACIC and Program Coordinator	• The ACIC and Program Coordinator prepare the recommendations and action plan for continuous improvement.	• AER Template
10	Prepare budget for resources needed based on recommendations	ACIC and Program Coordinator	• The ACIC and Program Coordinator recommend the required resources and budget	• Fill form for required resources and estimated budget.
11	Approve Annual Effectiveness Report (AER)	HoD, CEC, Dean, IE Officer, and Co-Chair of IEC	• 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.	• 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	• The HoD shares the findings with all stakeholders	
13	University Level Assessment Recommendations and Remedial Actions report	OIPE	• The OIPE Reviews Assessment Reports from Colleges and Prepares an overall Assessment Report for academic departments and shares it with IEC for final review and approval.	
14	Distribution of assessment results	OIPE	• Results of the assessment and recommended actions are communicated to all stakeholders.	• Feedback of assessment results to students. • Feedback of assessment results to faculty members. • Assessment results feedback to admin managers.

Step	Activity	Responsibility	Description	Forms/ Documents
15	Implementation of assessment recommendations	Faculty Members, Program Coordinator, Managers of Support Units	• 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	• The Program Coordinator, ACIC and OIPE monitor the implementation of the approved actions and recommendations.	

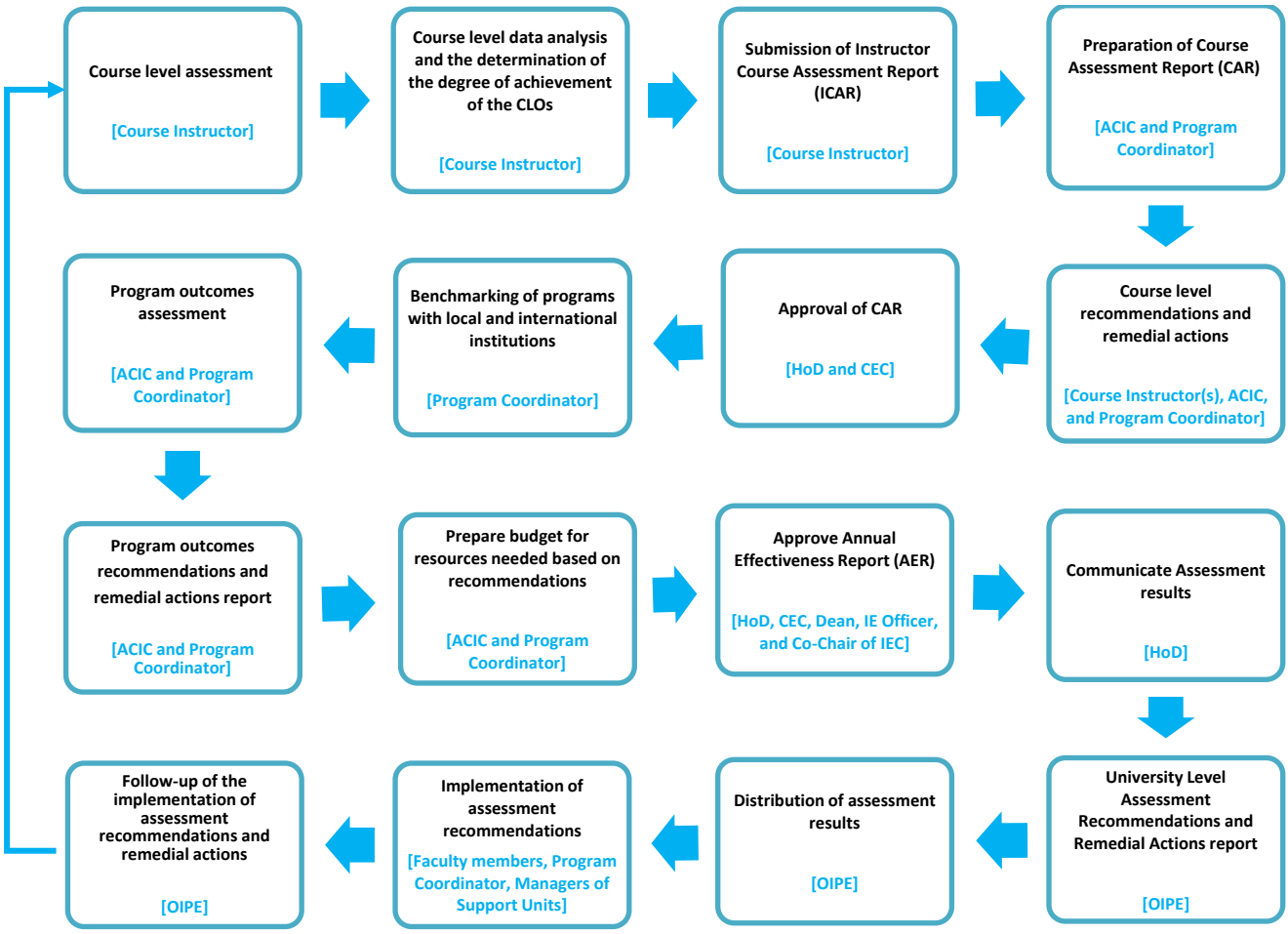


Figure 5.7: Academic Program Assessment Flowchart

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.

5.3.9 Auditing of Course File

As part of continuous improvement processes at AU, the Unit of Assessment and Effectiveness at OIPE has established a course file internal audit process to ensure their completeness and effectiveness. The course file audit process is implemented regularly by sampling course files from different programs. The

Unit audits 6 sample course files from courses offered during the academic year from selected programs, including the programs that are scheduled for reaccreditation. This process uses a rubric with a scale of 0 to 5. It utilizes 10 Performance Indicators (PIs) based on the course file contents**.** The total score of each selected course file is calculated based on the earned scores in each PI. The final program score is calculated based on the average of all scores of the sample course files. The Unit provides the college with the achieved results, observations, and recommendations for improvement and requests an Action Plan to be considered in the next cycle. The rubric and the PIs are given below.

Rubric used for auditing the course files:

Not Available	Available/Poor	Developing	Satisfactory	Good	Excellent
0	1	2	3	4	5
The performance Indicator (PI) is not available	The performance Indicator (PI) is available/The performance Indicator (PI) is provided with minimal detail.	The PI is included with partial details. The PI is of insufficient depth.	The PI is described and discussed appropriately and in reasonable detail. The analysis and the documents' content (if required) is logical and of reasonable depth with few weaknesses.	The PI is described and discussed in good detail and with high quality. The analysis and the documents' content (if required) is logical and of sufficient depth.	Excellent explanation and discussion of the PI. The analysis and the documents' content (if required) is thorough and covers all aspects of the PI providing excellent insight.

Performance Indicators Rating Distribution:

#	Quality assurance system elements	Scale
1	Copy of the current Course Assessment Report (CAR)	From 0 to 5
2	a- Syllabus for the current offering of the course	From 0 to 5
	b- Syllabus for the previous offering of the course, including any summer session offering	Either 0 or 1
3	Copies of all instructor teaching materials	From 0 to 5
4	Copies of all assessment instruments (tests, exams, assignments, etc…)	From 0 to 5
5	Instructor worked answers and marking schemes for all assessment instruments	From 0 to 5
6	Examples from student performance of graded responses to all assessment Instrument	From 0 to 5
7	Student attendance data	Either 0 or 1
8	ICAR covering all required items	From 0 to 5
9	Analysis report of the SCAS for each section	Either 0 or 1
	Total Score	**38**

5.4 Outcome-Based Framework (OBF) Overview

The Outcome-Based Framework (OBF), introduced by the UAE's Ministry of Higher Education and Scientific Research (MOHESR), establishes a national quality assurance and performance measurement system for higher education institutions (HEIs). The framework shifts the focus from input-based metrics to demonstrable, measurable outcomes emphasizing graduate Employment Outcomes, Learning Outcomes, Industry Collaboration, Research Outcomes, Reputation, and Community Engagement. It supports national goals of enhancing educational quality, promoting institutional autonomy, and aligning academic outputs with the UAE's economic and social development priorities.

The OBF comprises 24 Key Performance Indicators (KPIs) organized across six strategic pillars, each with specific weightings at both the institutional and program levels, as outlined in Table 5.4. Institutions are assessed using standardized data collection methods, evidence-based metrics, and defined performance thresholds.

The OBF is applied to institutional and program reaccreditation, mid-cycle review visits, and for determining an institution's overall performance or confidence level (Low, Medium, or High).

Table 5.4: Outcome Based Framework Pillars and KPI's

Pillars	KPIs	Institution or Program Level KPI	Pillar KPI Timeframe
1. Employment Outcomes	1.1 Employment Rate (%)	Both	Last 3-year average
	1.2 Employment Rate in Relevant Jobs (%)	Both	Last 3-year average
2. Learning Outcomes	2.1 Assessment Quality Review (External Validation Rate) (%)	Both	Last year performance
	2.2 Retention Rate (FYR) (%)	Both	Last 3-year average
	2.3 Employer Feedback in Work Placements (score out of 5)	Both	Last 3-year average
	2.4 Employer Feedback in Employment (score out of 5)	Both	Last 3-year average
	2.5 Success Rate in Licenses & Certifications (%)	Both	Last 3-year average
	2.6 Student Satisfaction with Learning Experience (score out of 5)	Both	Last 3-year average
3. Industry Collaboration	3.1 Job Offer Post Work Placement (%)	Both	Last 3-year average
	3.2 Student Participation Rate in Work Placements (%)	Both	Last 3-year average
	3.3 Joint Industry Courses (%)	Both	Last 3-year average
	3.4 Industry Contributions (AED)	Both	Last 3-year average
	4.1 Publication Ratio (#)	Both	Last 3-year average

4. Research Outcomes	4.2 Field-Weighted Citations Impact (FWCI)	Both	Last 5-year average
	4.3 Joint Industry Research (%)	Both	Over the past 5 years
	4.4 Student Participation Rate in Research (%)	Both	Last 3-year average
	4.5 Impact of Research (%)	Institution	Over the past 5 years
	4.6 Awarded Intellectual Property (IP) (#)	Institution	Over the past 5 years
5. Reputation	5.1 Global University and Subject Rankings (#)	Both	Last year performance
	5.2 International Accreditation Status (#)	Both	Last year performance
	5.3 Student Participation Rate in International Dual Degrees (%)	Both	Last 5-year average
	5.4 International Research Collaboration (%)	Both	Over the past 5 years
6. Community Engagement	6.1 Academic Events with Student Participation (#)	Both	Last 3-year average
	6.2 Events & Initiatives for the Community (#)	Both	Last 3-year average

To ensure the effective implementation of and alignment with the Ministry of Higher Education and Scientific Research (MoHESR) Outcome-Based Framework (OBF), Ajman University has established a structured, three-tier governance model comprising dedicated committees at the program, college, and institutional levels: the **Program-Level Committee (POC)**, **College-Level Committee (COC)** and **Institutional-Level Committee (ILC).**

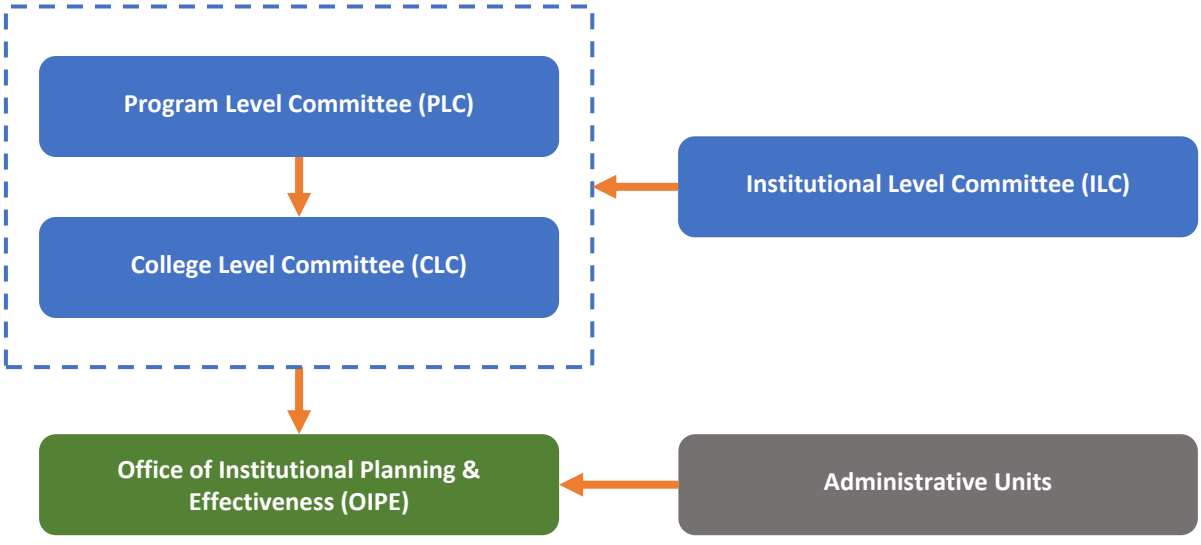


Figure 5.7: Academic Program Assessment Flowchart

As illustrated in above figure, this governance structure promotes clear accountability and coordination across all levels. The POC is responsible for ownership and monitoring of Key Performance Indicators (KPIs) at the program level, while the COC oversees the validation of KPIs and their supporting evidence at the college level. The ILC provides strategic oversight, guidance, and institutional coordination to support the achievement of OBF KPIs and drive continuous quality enhancement across Ajman University.

The governance structure also involves key administrative units, as shown in the figure, including the Office of Advancement and Alumni Affairs (OAAA), MASAR Career Excellence, Deanship of Research and Graduate Studies (DRG), Ajman University Innovation Centre (AUIC), Office of Community Engagement, and Office of International Academic Affairs (OIAA). These units contribute to the implementation and monitoring of relevant OBF KPIs within their respective areas of responsibility.

To support capacity building, the Office of Institutional Planning and Effectiveness (OIPE) conducted orientation workshops for all committee members, with presentations and resources accessible at the AU website. Additionally, OIPE developed and launched an internal monitoring tool that enables designated KPI reporters to input and track data for each KPI. This facilitates timely data collection and centralized score monitoring, allowing OIPE to generate periodic performance reports as requested. Based on these reports, OIPE provides the committees with actionable recommendations to support continuous improvement to meet MOHESR's OBF thresholds.

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

5.5.1 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.

5.5.2 Administrative and Support Unit's Assessment:

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

Administrative and Support Units Assessment Flowchart

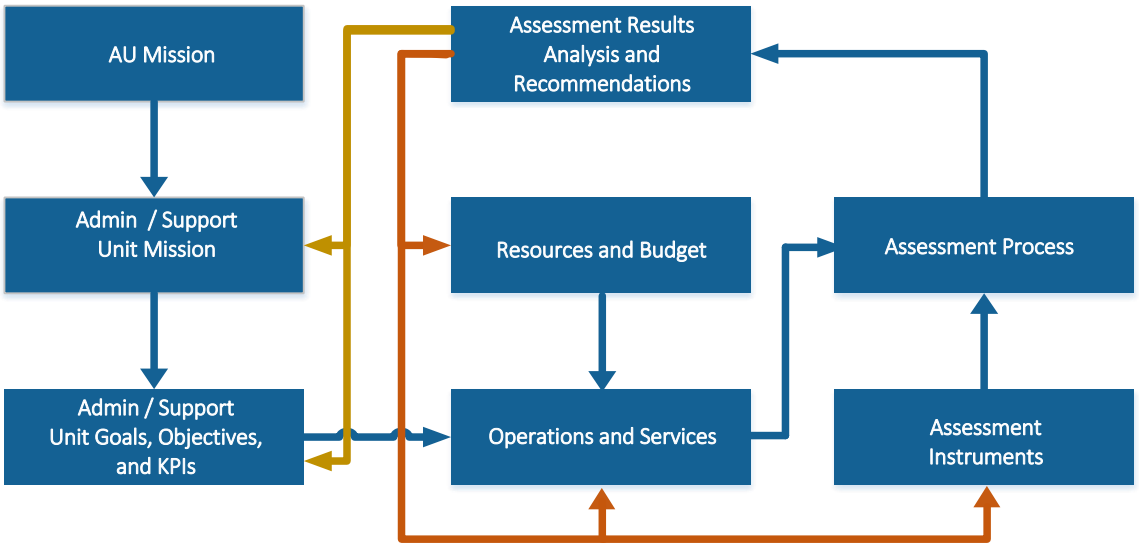


Figure 5.8: Assessment Process for non-academic units

5.5.3 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.

5.5.4 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

5.5.5 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.

5.5.6 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.

5.5.7 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.

5.5.8 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.

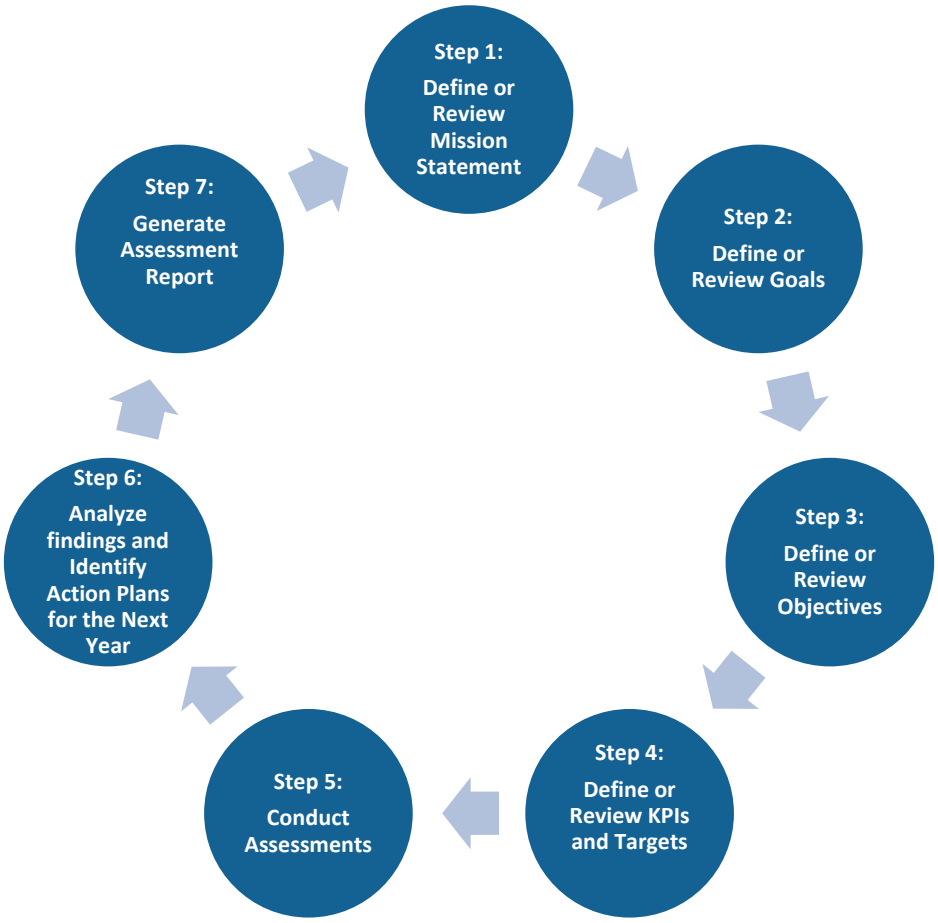


Figure 5.9. Non-Academic Units Assessment Cycle.

5.5.9 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. The 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 than 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.

A sample calendar of tasks related to Performance Contracts 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 leaning outcomes which include:
    a. Direct instruments
    b. Indirect instruments
7. Setting success criteria for the achievement of program learning outcomes and course outcomes.
8. Detailed assessment cycle.
9. Data analysis and assessment results.
10. Distribution of assessment results.
11. The process of reviewing assessment results and developing approved remedial and improvement actions as well as highlighting best practices to be adopted.
12. Setting a detailed plan for implementing improvement and remedial actions.
13. Monitoring the implementation of the actions.

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

AU in line with its mission, core values and internationalization strategy, seeks affiliation with overseas institutions through formal agreements on joint/dual degree programs. Through these agreements, the Office of International Academic Affairs, in collaboration with AU colleges and offices, assists the University in broadening its international academic character, promoting international reputation and becoming part of the emerging global knowledge and learning network. In addition, it shall expose AU students to different cultures and customs and enhance the ability of its graduates to compete in the national and international job markets.

Joint/Dual degrees and Progression Agreements

All colleges and offices involved in developing and implementing joint/dual agreements shall adhere, but not limited to, the following:

1. In support of AU's Internationalization Strategy, formal international partnerships shall be developed and implemented with reputed universities worldwide, especially the Top 200 ranked academic institutions;
2. Ensure that each institution in the partnership is recognized and/or accredited as a Higher Education Institution in the higher education system in which they operate;
3. All elements of the joint/dual degree program are required to be developed and delivered in accordance with the relevant CAA guidelines and circulars, WSCUC Standards of Accreditation, and WSCUC policies on joint and dual degrees;
4. Ensure that the joint/dual degree program is offered in accordance with the legal frameworks of the relevant national higher education systems involved in the partnership;
5. Ensure that AU assumes primary responsibility for the programs' compliance with the CAA guidelines and circulars, while also meeting the requirements of the partner institutions;
6. AU shall allow no more than fifty percent (50%) of the program curriculum to be delivered by the partner institution for the qualification awarded by AU.
7. 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 guidelines and circulars.
8. A joint or dual degree program shall follow the approval process outlined in the Academic Program Development and Revision Policy.
9. The ALO (Accreditation Liaison Officer) shall do the required correspondence with WSCUC regarding any joint/dual degree programs to be offered by AU, upon the request of the College intending to develop such a program.

Note: 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 guidelines and circulars.

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 alignment with its mission and commitment to quality assurance, endeavors to maintain transparency in its external affiliations. When associated with separately incorporated entities such as media outlets, foundations, hospitals, businesses, corporations, trusts, or government organizations, AU provides clear documentation outlining the nature of the relationship. This includes the respective benefits and obligations of each party and how the association supports the fulfillment of the University'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.

APPENDICES

جامعة عجمان
AJMAN UNIVERSITY

ACADEMIC UNITS ASSESSMENT

1. Course Assessment Calendar for Fall 2026-2027

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 and ARS 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 31, 2026	UG: Dec 10, 2026 Graduate: Dec 13, 2026
2	Insert all grades obtained from various assessment tools in ARS in order to assess all CLOs for each section.	Aug 31, 2026	Dec 23, 2026
3	Collection of students' feedbacks through the Student Course Assessment Survey (SCAS) – by OIPE.	Nov 16, 2026	Dec 10, 2026
4	Collect Students' Feedback on Course Learning Outcomes (CLOs) (using students' feedback on Moodle for each section).	Nov 23, 2026	Dec 9, 2026
5	**Fall semester break**	**Dec 21, 2026**	**Jan 1, 2027**
6	A summary report of students' feedback on the evaluation of the course and Instructor [Student Course Assessment Survey (SCAS)] will be emailed to all Instructors.	Dec 24, 2026	—
7	Consolidate direct CLO assessment, indirect CLO feedback, and SCAS results in the Instructor Course Assessment Report (ICAR) through ARS.	Dec 24, 2026	Jan 15, 2027
8	Submit the Instructor Course Assessment Report (ICAR) for all courses offered to ACIC.	Dec 24, 2026	Jan 15, 2027
9	Hold a meeting with ACIC, as required, to finalize the Course Assessment Reports (CARs) prepared by the ACIC.	Jan 18, 2027	Jan 29, 2027
10	ACIC shall submit CARs for all courses to HoD/CEC.	Jan 29, 2027	Jan 29, 2027
11	CEC shall submit ICARs and CARs for all courses and the meeting minutes of ACIC and CEC to OIPE.	Feb 1, 2027	Feb 5, 2027

2. Course Assessment Calendar for Spring 2026-2027

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 and ARS 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 11, 2027	UG: Apr 29, 2027 Graduate: May 2, 2027
2	Insert all grades obtained from various assessment tools in ARS in order to assess all CLOs for each section.	Jan 11, 2027	May 13, 2027
3	**Spring semester break**	**Apr 5, 2027**	**Apr 9, 2027**
4	Collection of students' feedbacks through the Student Course Assessment Survey (SCAS) – by OIPE.	Apr 5, 2027	Apr 30, 2027
5	Collect Students' Feedback on Course Learning Outcomes (CLOs) (using students' feedback on Moodle for each section).	Apr 12, 2027	Apr 30, 2027
6	A summary report of students' feedback on the evaluation of the course and Instructor [Student Course Assessment Survey (SCAS)] will be emailed to all Instructors.	May 24, 2027	—
7	Consolidate direct CLO assessment, indirect CLO feedback, and SCAS results in the ICAR through ARS.	May 14, 2027	May 31, 2027
8	Submit the Instructor Course Assessment Report (ICAR) plus the CAP program output for all offered courses to ACIC.	May 14, 2027	May 31, 2027
9	Hold a meeting with ACIC, as required, to finalize the Course Assessment Reports (CARs) prepared by the ACIC.	Jun 1, 2027	Jun 14, 2027
10	ACIC shall submit CARs for all courses to HoD/CEC.	Jun 14, 2027	Jun 14, 2027
11	CEC shall submit ICARs and CARs for all courses and the meeting minutes of ACIC and CEC to OIPE.	Jun 15, 2027	Jun 21, 2027
12	**Beginning of Summer vacation**	May 31, 2027	—

3. Course Assessment Calendar for Summer 2026-2027

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 31, 2027	Jul 9, 2027
2	Insert all grades obtained from various assessment tools in the CAP program in order to assess all CLOs for each section.	May 31, 2027	Jul 13, 2027
3	Collect Students' Feedback on Course Learning Outcomes (CLOs) (using students' feedback on Moodle for each section).	Jun 28, 2027	Jul 9, 2027
4	Collection of students' feedbacks through the Student Course Assessment Survey (SCAS) – by OIPE.	Jun 28, 2027	Jul 9, 2027
5	A summary report of students' feedback on the evaluation of the course and Instructor [Student Course Assessment Survey (SCAS)] will be emailed to all Instructors.	Jul 16, 2027	—
6	Consolidate direct CLO assessment, indirect feedback, and SCAS results in the ICAR through ARS.	Jul 16, 2027	Jul 30, 2027
7	Submit the Instructor Course Assessment Report (ICAR) plus the CAP program output for all offered courses to the ACIC.	Jul 16, 2027	Jul 30, 2027
8	**Summer Break**	May 31, 2027	
9	Hold a meeting with ACIC, as required, to finalize the Course Assessment Reports (CARs) prepared by the ACIC.	[TBC]	[TBC]
10	ACIC shall submit CARs for all courses to HoD/CEC.	[TBC]	[TBC]
11	CEC shall submit ICARs and CARs for all courses and the meeting minutes of ACIC and CEC to OIPE.	[TBC]	[TBC]
12	CEC shall submit the Annual Effectiveness Report for the Academic Year 2023-2024 to OIPE.	[TBC]	[TBC]

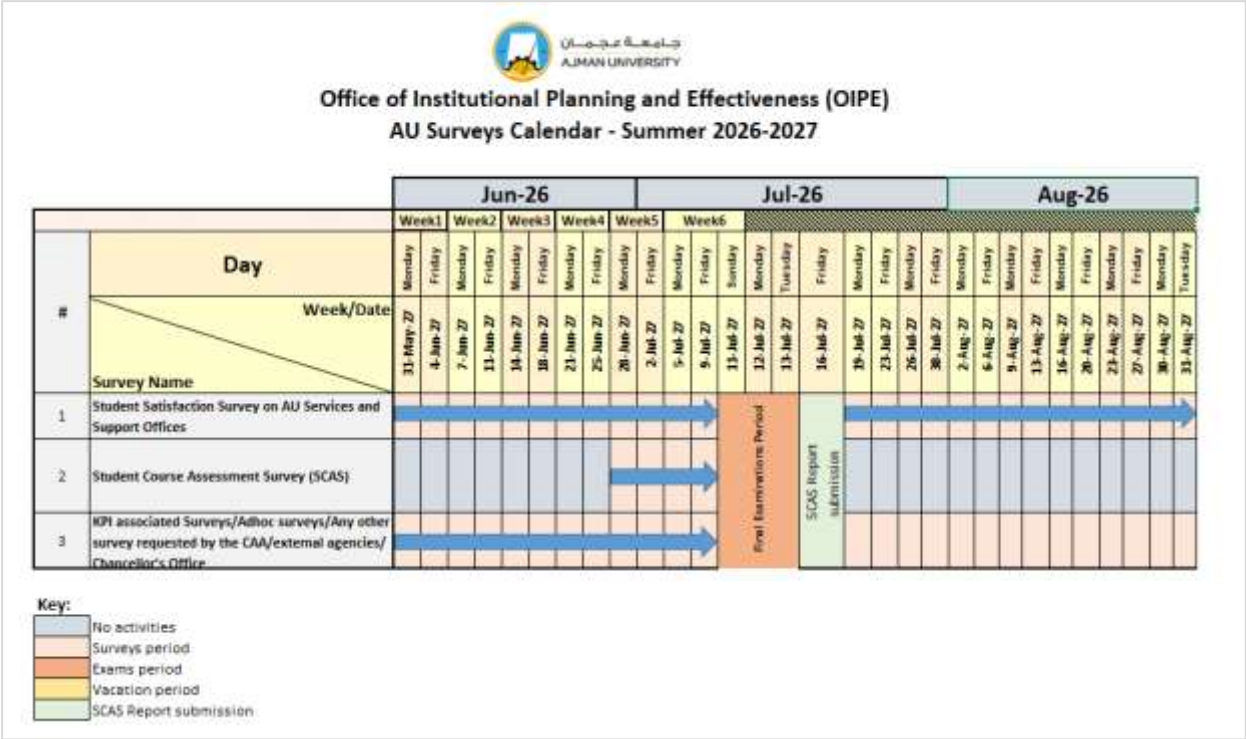
4. AU Surveys Calendar - Fall 2026-2027



5. AU Surveys Calendar - Spring 2026-2027



6. AU Surveys Calendar – Summer 2026-2027



7. 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*

8. Assessment Survey Forms

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

b. Students' Feedback with respect to Course Instructor

ب. رأي الطالب بشأن الجوانب المتصلة بمدرس المساق

Instructor Name:					اسم أستاذ المساق:
(5) Highly Satisfied **راضٍ جداً**	**(4)** Satisfied **راضٍ**	**(3)** Neutral **محايد**	**(2)** Dissatisfied **غير راضٍ**	**(1)** Highly Dissatisfied **غير راضٍ تماماً**	(N/A) Not Applicable **لا ينطبق**

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

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

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

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

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

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

رأي الطالب بشأن الجوانب المتصلة مساق 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 had adequate background for starting my graduation project* *كانت لدي خلفية مناسبة للبدء بمشروع التخرج*	☐	☐	☐	☐	☐	☐
2-	*I was able to correlate my theoretical knowledge with practical application in my graduation project course.* *تمكنت من الربط بين معرفتي النظرية والتطبيق العملي في مساق مشروع التخرج*	☐	☐	☐	☐	☐	☐
3-	*I am satisfied with the progress made in my graduation project during this semester.* *أنا راضٍ عن التطور الذي وصل إليه مشروع التخرج خلال هذا الفصل الدراسي.*	☐	☐	☐	☐	☐	☐
4-	*I found the graduation project course very useful* *لقد كان مشروع التخرج مفيداً*	☐	☐	☐	☐	☐	☐
5-	*Your Comments and Suggestions:* *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.* *قدّم أستاذ المساق المادة الدراسية بشكل جيد وواضح.*	☐	☐	☐	☐	☐	☐
2.	*The instructor was well prepared for the lectures.* *كان الأستاذ مستعداً بشكل جيد للمحاضرة.*	☐	☐	☐	☐	☐	☐
3.	*The instructor started and ended the lectures on time and was regular.* *التزم الأستاذ بمواعيد بدء المحاضرات وانتهائها وكان مواظبا عليها.*	☐	☐	☐	☐	☐	☐
4.	*The instructor was available and helpful during posted office hours.* *كان الأستاذ حاضرا خلال الساعات المكتبية المعلنة.*	☐	☐	☐	☐	☐	☐
5.	*The instructor was fair in the evaluation of students' course work.* *كان أستاذ المساق منصفاً في تقييم الامتحانات والأعمال الفصلية.*	☐	☐	☐	☐	☐	☐
6.	*The lectures were given in only one language (English or Arabic).* *كانت المحاضرات تقدم بلغة واحدة (العربية أو الإنجليزية).*	☐	☐	☐	☐	☐	☐
7.	*The instructor identified the course learning outcomes clearly.* *شرح الأستاذ مخرجات المساق بأسلوب واضح.*	☐	☐	☐	☐	☐	☐
8.	*The instructor encouraged interaction with students, listened to them, and responded to their questions.* *كان الأستاذ يشجع على التفاعل في المحاضرة ويتجاوب مع أسئلة الطلبة.*	☐	☐	☐	☐	☐	☐
9.	*The instructor evaluated the students' work in a timely manner.* *قيّم الأستاذ أعمال الطلبة في الوقت المناسب.*	☐	☐	☐	☐	☐	☐
10	*Overall, the instructor's performance in this course was excellent.* *بصورة عامة، كان أداء الأستاذ في هذا المساق ممتازاً.*	☐	☐	☐	☐	☐	☐
11	*Your Comments and Suggestions:* *تعليقاتك واقتراحاتك:*						

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

رأي الطالب بشأن الجوانب المتصلة بمساق التدريب والأستاذ 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 بمشرف مساق التدريب**	Response					
		5	**4**	**3**	**2**	**1**	**N/A**
1.	*I am satisfied with the selection of the internship site for my training/internship.* *أنا راضٍ عن اختيار موقع التدريب الخاص بمساق التدريب.*	☐	☐	☐	☐	☐	☐
2.	*The training/internship activities and tasks were relevant to my major.* *كانت الأنشطة والمهام المصاحبة للتدريب ذات صلة بتخصصي.*	☐	☐	☐	☐	☐	☐
3.	*I was able to correlate my theoretical knowledge with professional practice during my training/internship.* *تمكنت من ربط معرفتي النظرية بالممارسة المهنية أثناء تدريبي.*	☐	☐	☐	☐	☐	☐
4.	*I had the opportunity to apply my knowledge and soft skills during the training/internship.* *لقد أتيحت لي الفرصة لتطبيق معلوماتي ومهاراتي الشخصية أثناء التدريب.*	☐	☐	☐	☐	☐	☐
5.	*The training/internship helped me to acquire additional technical knowledge related to my field of studies.* *ساعدني التدريب في اكتساب معرفة تقنية إضافية تتعلق بمجال دراستي.*	☐	☐	☐	☐	☐	☐
6.	*I am satisfied with the guidance and supervision provided by my Field Supervisor.* *أنا راضٍ عن التوجيه والإشراف الذي يقدمه المشرف الميداني.*	☐	☐	☐	☐	☐	☐
7.	*I am satisfied with the guidance and supervision of my Academic Supervisor during training/internship.* *أنا راضٍ عن توجيهات المشرف الأكاديمي وإشرافه أثناء التدريب.*	☐	☐	☐	☐	☐	☐
8.	*I have achieved my training/internship learning outcomes.* *لقد حققت نتائج التعلم الخاصة بالتدريب.*	☐	☐	☐	☐	☐	☐
9.	*Overall, I am satisfied with the performance of my Academic Supervisor.* *بشكل عام ، أنا راضٍ عن أداء مشرفي الأكاديمي للتدريب.*	☐	☐	☐	☐	☐	☐
10.	*Your Comments and Suggestions:* *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-	*The taught courses in this degree provided me with adequate and needed background for starting my thesis/dissertation.* *زودتني المساقات التي تم تدريسها في هذا البرنامج بخلفية كافية ومطلوبة لبدء أطروحة / أطروحة.*	☐	☐	☐	☐	☐	☐
2-	*I was able to correlate my theoretical knowledge with practical application in my thesis/dissertation.* *تمكنت من الربط بين معرفتي النظرية والتطبيق العملي في مساق الأطروحة*	☐	☐	☐	☐	☐	☐
3-	*I am quite satisfied with the progress made in my thesis/dissertation during this semester* *أنا راضٍ عن التطور الذي وصلت إليه في أطروحتي خلال هذا الفصل الدراسي*	☐	☐	☐	☐	☐	☐
4-	*Overall, I found the thesis/dissertation course very useful.* *بصورة عامة، لقد وجدت مساق الأطروحة مفيداً*	☐	☐	☐	☐	☐	☐
5-	*Your Comments and Suggestions:* *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.	*My thesis/dissertation supervisor has expertise in the area of my research.* *مشرف الأطروحة لديه خبرة في مجال بحثي*	☐	☐	☐	☐	☐	☐
2.	*I meet with my thesis/dissertation supervisor on a regular basis.* *أقابل مشرف الأطروحة بشكل منتظم.*	☐	☐	☐	☐	☐	☐

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

1.2. 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 تقدمها الجامعة، يرجى الإجابة على الاستبيان التالي؛ شاكرين لكم تعاونكم معنا.

College Name:
Academic Advisor's Name:

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

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

2. Course Assessment Forms

2.1. 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

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

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

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

2.2. Instructor Course Assessment Report (ICAR)

General Information

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

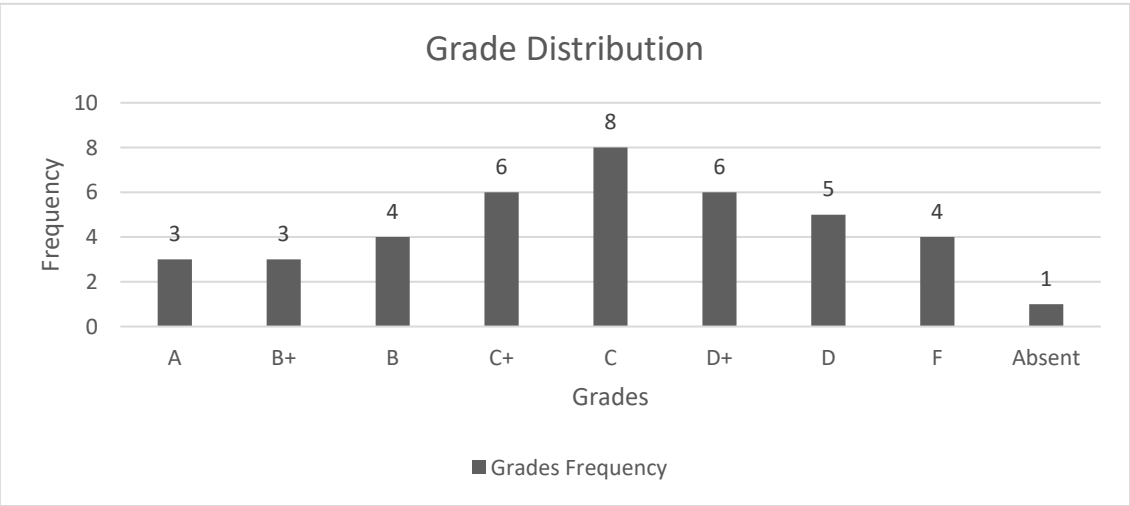
Section 1:

Course Assessment

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

1.1.1. Please provide, in 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

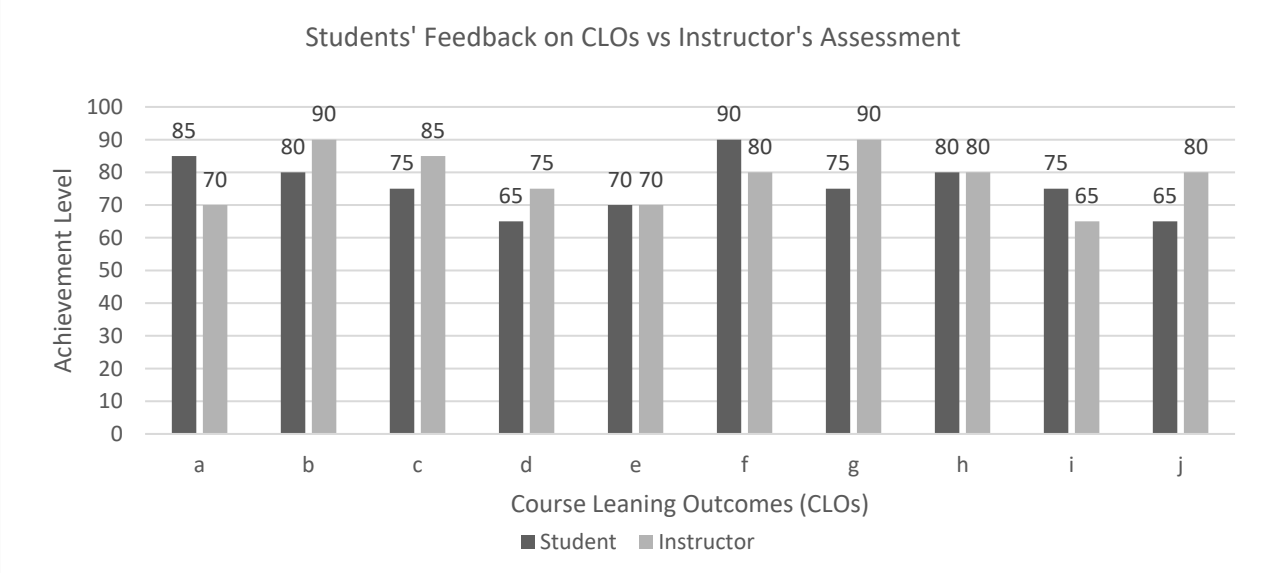


1.1.3. Comments on students' performance

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.)

تقرير تقيم الأستاذ للمساق (ICAR)

1. المعلومات العامة:

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

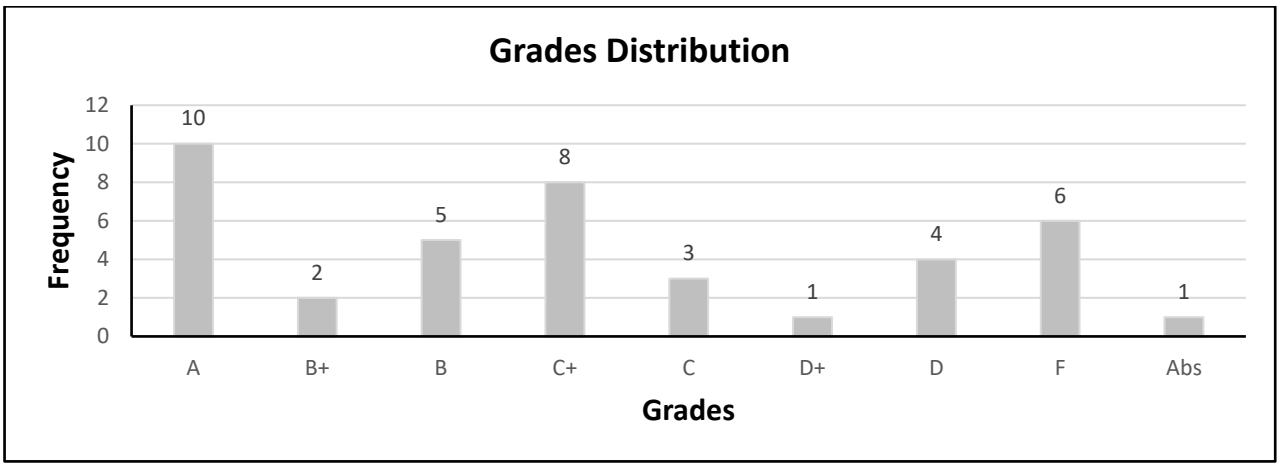
القسم رقم 1

تقيم المساق (Course Assessment)

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

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

1.1.2. توزيع الدرجات

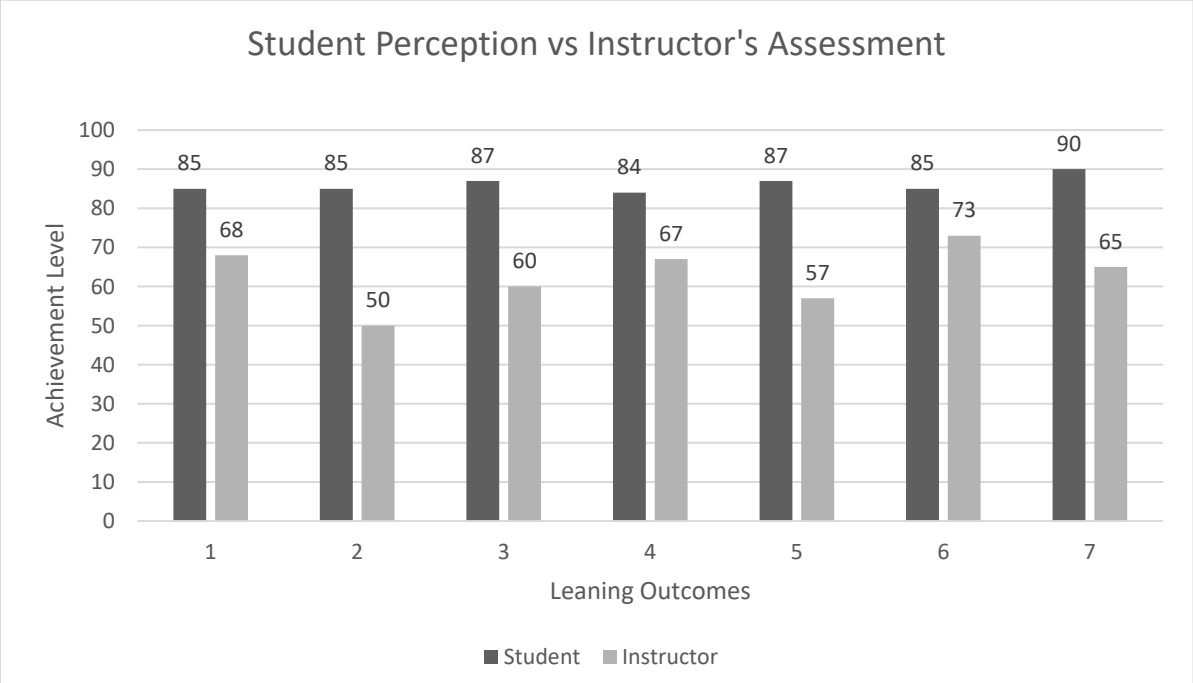


1.1.3. تعليقات على أداء الطلاب

a. تقييم نتائج تعلم مخرجات المساق (CLOs)

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

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



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

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

1. مدى ملاءمة مخرجات المساق التعلمية

2. مدى نطاق تغطية عناصر المقرر

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

4. مدى ملاءمة الكتاب الدراسي والموارد التعلمية الأخرى

5. مدى ملاءمة أدوات التقييم فيما يتعلق بنتائج مخرجات المساق

6. مدى ملاءمة ميزان التقييم

7. مدى ملاءمة المتطلبات السابقة

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

القسم رقم 2

الإجراءات التصحيحية / التحسينية الموصى بها من قبل أستاذ المساق

2.1. لإجراءات التصحيحية الموصى بها لـمخرجات المساق الغير محققة في الطرح الحالي للمساق (تخطي إذا تم تحقيق كل الـ CLOs):

CLO #	مخرجات المساق (CLOs)	الإجراءات المقترحة للتحسينات

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

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

القسم رقم 3:

ملاحظات الطلاب حول تقييم الطالب للمساق (SCAS)

3.1. رأي الطالب بشأن الجوانب المتصلة بالمساق كما هو موضح 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 فارغًا):

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

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

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

#	نقاط 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 فارغًا):

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

#	نقاط القوة	نقاط القلق
1		
2		
3		

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

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

القسم رقم 4:

متابعة تحسين الجودة

4.1. تنفيذ الإجراءات التصحيحية التي تمت التوصية بها في القسم 2.1 من الـ CAR للطرح السابق للمساق. (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 وCEC)**	**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.

توقيع أستاذ المساق ..... التاريخ .....

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

توقيع رئيس القسم ..... التاريخ .....

الملحق CAP Sheet 1

(يرجى إدراج نسخة من صحيفة الـCAP)

2.3. 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:	☐ Fall ☐ Spring ☐Summer

Section 1:

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

#	Observations on Continuous Improvement
1	
2	
3	

Section 2:

Approved Action Plan for the next offering of Course:

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

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

CLO #	Recommended Corrective Actions for Unachieved CLOs

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

#	Recommended Course Improvement Actions
1	
2	
3	

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

#	Recommended Corrective Actions based on SCAS Feedback
1	
2	
3	

Section 3:

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

#	Recommendations for CDC
1	
2	
3	

Signature of Head of ACIC **Signature of Head of Department**

…….. **……**

Date:…….. **Date:……..**

Section 4:

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

CEC Recommendations

Signature of Head of CEC **Date**

……..

……

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:	**20..... - 20.....**	**الفصل الدراسي:**	☐ الخريفي ☐ الربعي ☐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 التس 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).

CLO #	الإجراءات التصحيحية الموصى بها

القسم رقم 3:

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

#	توصيات الـ CDC
1	
2	
3	

توقيع رئيس القسم **توقيع رئيس لجنة الـ ACIC**

....

التاريخ:..... **التاريخ:** .....

القسم رقم 4:

تستكمل من قبل لجنة الكلية للفعالية CEC

توصيات لجنة الـ CEC

توقيع رئيس لجنة الفعالية (IE Coordinator) **التاريخ**

....

INDIRECT ASSESSMENT

Sample Survey Questionnaires

1: Exit Survey

Sample Exit Survey

College of Engineering and IT

Electrical Engineering Program

A. Student/Program Outcomes

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

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

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

B. Electrical Engineering Program Assessment

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

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

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

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

3. How would you describe the quality of teaching by faculty members from other Faculties in 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 Strategic Key Performance Indicators (AY 2025-2026)

Strategic Goals SP 2022-2027	Strategic KPIs 2025-26	Baseline	Target 2025-26	Achievement 2025-26
Goal1	# AU rank in QS World University Rankings	440	415	
Goal1	# AU rank in QS Arab Region Rankings	12	11	
Goal1	# AU rank in THE WUR	401-500	351-400	
Goal1	# Academic Reputation score in QS WUR	27.8	31	
Goal1	# AU rank in THE Impact Ranking	301-400	301-400	
Goal1	% On-time submission of Effectiveness Reports by Colleges	100%	100%	
Goal1	# Student satisfaction with services provided by offices under Office of the VCFAA	4.2	4.1	
Goal1	# Faculty-to-students ratio	14.2	14	
Goal1	# Satisfaction of students with educational effectiveness	4.2	4.1	
Goal1	% Retention Rate (FYR)	87.98%	88%	
Goal1	% Faculty trained for impactful teaching strategies	91%	82%	
Goal1	% Student who graduate with at least one micro-credential	NA	70%	
Goal2	# External Research Grant proposals submitted from academic colleges	18	20	
Goal2	# Publication Ratio (# Published SCOPUS-indexed papers per year FT faculty, including lecturers)	5.2	5.5	
Goal2	# SCOPUS-indexed articles co-authored with students	66	64	
Goal2	#SCOPUS Citations per FT faculty for AU published papers during last 5 years	366	300	
Goal3	%Joint Industry Courses (co-developed or co-delivered courses with industry)	NA	30%	
Goal3	% Job Offer Post Work-placement (OBF)	NA	30%	
Goal3	# Employers' Feedback in Employment (Employers satisfaction graduates)	NA	4.5	

Goal3	%Employment Rate in Relevant Jobs (OBF)	NA	65%	
Goal3	% Employment Rate	60.18%	70%	
Goal4	# Web Impact Score in QS Arab Region Rankings	48.2	50	
Goal4	# Events & Initiatives for the Community (as specified in OBF: volunteer program, free public course, cultural event, public lecture)	84	25	
Goal4	# Activities carried out to support zero waste/carbon neutral campus and UN SDGs	150	130	
Goal4	# International Exchange Students (Inbound)	51	55	
Goal4	# International Exchange Students (Outbound)	1	10	
Goal5	# New Registered students	3,171	2,347	
Goal5	% Enrollment Yield	85%	85%	
Goal5	% Growth of registered non-Arab new students	40%	17%	
Goal5	# International registered students (UG students with HS country other than UAE)	205	184	
Goal5	% At-risk students who improved their CGPA to 2 or more	66%	60%	
Goal6	$ Annual fundraising (in mAED)	15.22	30	
Goal6	# Satisfaction score for Institutional data provided by OIPE	4.5	4.1	
Goal6	$ Net student accounts receivable (in mAED)	67	70	
Goal6	# High-risk audit comments by AFAA related to financial processes	0	1	
Goal6	% Employee turnover rate	5.92%	7%	
Goal6	% UAE nationals among admin staff category	18.90%	19%	
Goal6	% Revenue growth in budgeted figures	12%	5%	
Goal6	% Growth in revenue generated by CCEE	32%	14%	
Goal6	# Total credit hours registered by students during the year	243513	241017	

Flowchart of Tasks for Performance Contracts (AY 2026-2027)

Oct 1-10, 2026	OIPE shall recommend the KPIs for 2025-26 PCs based on the new strategic plan (2022-2027) and feedback received from the last PC cycle to the Strategic Plan Monitoring Committee (SPMC).
Oct 13-16, 2026	SPMC shall meet and discuss all the recommended KPIs and shall submit the first draft of KPIs to the Chancellor for amendments/approval.
Oct 17-24, 2026	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 27-Nov 7, 2026	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.
Nov 10-21, 2026	OIPE shall send an Action Plan template to all PC Owners (PCOs) which should be filed electronically for unachieved KPIs and completed by Dec 31, 2026
Jan 05-16, 2027	PCOs shall submit an Annual Operational Plan (AOP) based on the assigned KPIs.
Mar 5-Apr 30, 2027	OIPE shall schedule a mid-year interim assessment with PCOs from Feb to March to assess the progress and submit the report to SPMC by Apr 30, 2026. (Schedules maybe affected by Ramadan/Eid Holidays)
On Demand	For ad-hoc surveys of special events/workshops, the PCOs must inform the OIPE at least two weeks prior to the event in order to properly prepare and conduct the surveys.
Sep 1-30, 2027	OIPE shall disseminate the KPI-related data from respective custodians and send notification for populating KPI data in e-forms and prepare scorecards.
Oct 23, 2027	The OIPE shall submit the assessment reports to the Chancellor.

1. Sample Performance Contract (OIPE) for Non-Academic Unit (2024-2025)

جامعة عجمان
AJMAN UNIVERSITY

Office of the Vice Chancellor for Institutional Planning & Effectiveness



Dr. Mustahsan Mir
Vice Chancellor – IPE

Performance Contract (PC) | AY 2025-2026

Strategic Goals SP 2022-2027	KPI_ID	KPI	Impact	Baseline	Target 2025-2026	Actual Achieved 2025-2026
Goal1	39	# AU rank in QS Arab Region Rankings 2027	1	12	11	
Goal1	40	# AU rank in QS World University Rankings 2027	1	440	415	
Goal1	41	# AU rank in THE World University Ranking 2027	1	401-500	351-400	
Goal1	42	# AU rank in THE Impact Ranking 2027	1	301-400	301-400	
Goal1	43	# AU rank in QS Sustainability Ranking 2027	1	747	700	
Goal2	44	% On-time submission of Effectiveness Reports by Colleges	0	100%	100%	
Goal1	45	# Employer Reputation score in QS WUR	0	51.3	57	
Goal1	46	# Academic Reputation score in QS WUR	0	27.8	31	
Goal6	47	# Satisfaction score for Institutional data provided by OIPE	0	4.1	4.1	

Signature: Mustahsan Mir

Date: 19/11/2025

2. Sample Balance Score Card (OIPE) for Academic Year 2024-2025

جامعة عجمان
AJMAN UNIVERSITY

Office of Vice Chancellor Institutional Planning and Effectiveness (VCIPE)

Scorecard AY 2024-2025

Strategic Goals SP 2022-2027	KPI_ID	KPIs	Impact	Office/Custodian	Baseline	Target 2024-2025	Actual Achieved 2024-2025	Score	ScoreLabels
Goal1	KPI #33	# AU rank in THE WUR 2026	1	Office	401-500	401-500	401-500	100	Achieved
Goal1	KPI #34	# AU rank in QS Arab Region Rankings 2026	1	Office	17	15	12	120	Overachieved
Goal1	KPI #35	# AU rank in QS World University Rankings 2026	1	Office	477	450	440	102	Achieved
Goal1	KPI #36	# Average OIPE-related requirements in first ERT reports	1	Office	3	3	NA	NA	NA
Goal1	KPI #37	# THE Impact Ranking 2025	1	Office	401-600	401-600	301-400	120	Overachieved
Goal1	KPI #38	# Academic Reputation score in QS WUR	0	Office	17.3	21	28	120	Overachieved
Goal1	KPI #39	% On-time submission of Effectiveness Reports by Colleges	0	Office	100%	100%	100%	100	Achieved
Goal4	KPI #40	# QS/THE events hosted by AU	0	Office	0	1	0	0	Underachieved
Goal6	KPI #41	# Evidence-based key recommendations provided to higher management	0	Office	11	10	13	120	Overachieved
Goal6	KPI #42	# Satisfaction score for Institutional data provided by OIPE	0	Office	4.2	4.1	4.5	109	Achieved

If you have any comments on KPIs, please mention it here:

The scorecard has been completed and is ready for submission. No further updates will be made.

Signing Date	Signature - PC Owner
06/10/2025	Mustahsan Mir

3. Sample Action Plan Report (OIPE) for Unachieved KPIs During Academic Year 2024-2025

جامعة عجمان
AJMAN UNIVERSITY

College of Pharmacy and Health Sciences (COPHS)

Action Plans AY 2024-2025

ACTION PLANS FOR UNDERACHIEVED KPI(s)

Provide at least one (1) Corrective Action Plan for each Underachieved KPI.

Please provide i) Action Plan, ii) Completion Date, iii) Status, iv) Evidence (Upon Completion of Action Plan(s))

Strategic Goals SP 2022-2027	KPI_ID	KPI	Target 2024-2025	Actual Achieved 2024-2025	Score	Score Label			
Goal1	KPI #372	# Online/hybrid programs approved by the CfAA	1	0	0	Underachieved	**Completion Date** *(Select from the Dropdown Menu)*	**Status** *(Select from the Dropdown Menu)*	**Evidence** *(To be uploaded upon completion of Action Plan(s))*
Action Plan#1	(1) A meeting is scheduled with the Temple University-College of Pharmacy team to discuss the option of a dual degree program in MS in Drug Delivery and student exchange opportunities in MSc in Clinical Pharmacy program. (2) The College plans to offer the elective module (3 credit hours) of the CbMc in Healthcare Management and Leadership (9 credit hours) in an online mode, delivered by an industry expert from within or outside the UAE. The College aims to obtain CAA/WSCUC approval by May 2026 and implement the offering starting Fall 2026.						3 Month (Dec 31, 2025)	In Progress	Upload Evidence
Action Plan#2									Upload Evidence
Goal1	KPI #378	% New hired faculty who Hold a PhD from a Top 200 listed university	80%	67%	84	Underachieved	**Completion Date** *(Select from the Dropdown Menu)*	**Status** *(Select from the Dropdown Menu)*	**Evidence** *(To be uploded upon completion of Action Plan(s))*
Action Plan#1	Two new replacement faculty and one new faculty are being hired for the BPharmacy/MSc program in Clinical Pharmacy for the upcoming Spring semester and next academic year (2026-27). January 2026 The college aims to target the top 200 universities. Vacancy announcements will be posted on global academic platforms, targeting Top-200 institutions. Recruitment outreach will be strengthened, with enhanced screening and vetting of academic qualifications to support KPI alignment.Two faculty appointments is expected to be completed by January 2026.							In Progress	Upload Evidence
Action Plan#2	Two new faculty for the Physiotherapy program and two new faculty for the Nursing program are being hired for the next academic year (2026-27). The college aims to target the top 200 universities. Vacancy announcements will be posted on global academic platforms, targeting Top-200 institutions. Recruitment							In Progress	Upload Evidence
Goal2	KPI #382	# Published SCOPUS-indexed papers per FT faculty per Calendar year	6	4.04	67	Underachieved	**Completion Date** *(Select from the Dropdown Menu)*	**Status** *(Select from the Dropdown Menu)*	**Evidence** *(To be uploded upon completion of Action Plan(s))*
Action Plan#1	The underperformance can be attributed to the onboarding of the new faculty in the Nursing and Physiotherapy programs. We anticipate an increase in the KPI score now that the faculty have acclimated to the College.						3 Month (Dec 31, 2025)	In Progress	Upload Evidence
Action Plan#2	Encourage faculty to submit grant applications to external funding agencies.						3 Month (Dec 31, 2025)	In Progress	Upload Evidence
Goal4	KPI #390	# Internationalization score for the college	60	39	65	Underachieved	**Completion Date** *(Select from the Dropdown Menu)*	**Status** *(Select from the Dropdown Menu)*	**Evidence** *(To be uploded upon completion of Action Plan(s))*
Action Plan#1	(1) Increase the Outbound Faculty-Led Study Abroad Programs. Encourage Pharmacy and Nursing students' participation in the Short-term Faculty-Led Study Abroad Programs. (2) Two faculty-led proposals were submitted to the Office of International Academic Affairs for this academic year. (3) One for the University of Malaya, Malaysia, and the other one for Manipal Academy of Higher Education, India. Both are under consideration. We have about 20 students who expressed their interest in attending these programs. (4) Participation in the Inbound student expedition.							In Progress	Upload Evidence
Action Plan#2									Upload Evidence
Goal5	KPI #395	% Graduation Rate (Longitude/Cohort Analysis)	85%	80.82%	95	Underachieved	**Completion Date** *(Select from the Dropdown Menu)*	**Status** *(Select from the Dropdown Menu)*	**Evidence** *(To be uploded upon completion of Action Plan(s))*
Action Plan#1	Ensure every student has a clear graduation plan and regular advisor check-ins. Working closely with the Student Success Center to identify weak students early on in the semster and provide them help through Peer-tutoring and Academic-twining programs.							In Progress	Upload Evidence
Action Plan#2									Upload Evidence

CONTINUOUS IMPROVEMENT PLAN (CIP)

	Provide at least one (1) Continuous Improvement Plan for the College. Please review the Scorecard for any of the Marginally Achieved KPIs and include initiatives that, while not necessarily tied to a specific KPI, support the continuous improvement of the College. *Please provide i) Continuous Improvement Plan, ii) Completion Date*	**Completion Date** *(Select from the Dropdown Menu)*
CIP#1	For KPI#377-Retention rate of first year students; every student is assigned a faculty advisor who is checking the progress of students. Weak students are identified based on quiz 1 and midterm scores and provided additional help.	1 Month (Oct 31, 2025)
CIP#2	For KPI#384-Papers published in Q1 journals; monthly research seminars are being organized in the college to be delivered by the faculty or by accomplished researchers in the UAE. Faculty are encouraged to submit both internal and external grants. Three grant applications were submitted for the Thumbay International Research Grant Second Cycle under various focus areas. Planning to submit 3 more grant applications to Sheikh Hamdan Bin Rashid Al Maktoum Health Research Grant (deadline December 22, 2025).	3 Month (Dec 31, 2025)
CIP#3	For KPI#386-Empolyer satisfaction with graduates; curriculum is constantly being updated based on the empolyer feedback in the end of the year surveys. The curriculum has been updated in Fall2025. Measures are being taken to increase the seminars/workshops by the people for industries/employers.	3 Month (Dec 31, 2025)

The Action Plans have been completed and are ready for submission. No further updates will be made.

Signature Date	**Signature – PC Owner**
dd/mm/yyyy	Type Name

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.	☐	☐	☐	☐	☐	☐
2.	Effectiveness reports prepared under the supervision of OIPE assist in achieving the goals of your college/office.	☐	☐	☐	☐	☐	☐
3.	OIPE is gradually establishing at AU a culture of evidence-based assessment, evaluation, and continuous improvement.	☐	☐	☐	☐	☐	☐
4.	OIPE makes valuable contribution in improving the quality of institutional documents.	☐	☐	☐	☐	☐	☐
5.	OIPE makes valuable contribution in improving the quality of documents prepared for initial accreditation and re-accreditation as well as response reports submitted to the CAA.	☐	☐	☐	☐	☐	☐
6.	OIPE makes evidence-based recommendations for continuous quality enhancement.	☐	☐	☐	☐	☐	☐
7.	Assessment workshops organized by OIPE are helpful.	☐	☐	☐	☐	☐	☐
8.	OIPE has assisted in improving the QS ranking of AU.	☐	☐	☐	☐	☐	☐

5. Administrative Staff Satisfaction Survey

Dear Staff Members of Ajman University,

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

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

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