FORWARD TOGETHER   ننطلق معاً

جامعــة العـــلــوم والتقنيــة في الفـــجيرة
UNIVERSITY OF SCIENCE & TECHNOLOGY OF FUJAIRAH

USTF
Quality Assurance Manual

صَاحِبُ السُّمُوِّ الشَّيْخِ خَلِيفَةَ بِنِ زَايِدٍ آلِ نَهْيَانٍ

رئيس دولة الإمارات العربية المتحدة

HIS HIGHNESS SHIEKH KHALIFA BIN ZAYED AL NAHYAN
PRESIDENT OF THE UNITED ARAB EMIRATES

صاحب السمو الشيخ حمد بن محمد الشرقي

عضو المجلس الأعلى حاكم الفجيرة

سمو الشيخ محمد بن حمد بن محمد الشرقي
ولي عهد إمارة الفجيرة

رئيس مجلس أمناء الجامعة

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1 Introduction

Introduction

The Institutional research and planning is an ongoing process integrating assessment, systematic data gathering, analyzing and interpreting the data in order to improve the quality of academic programs as well as to enhance the performance of various units and operations supporting the academic programs. To achieve these objectives USTF had established the Office of Institutional Planning and Effectiveness (OIPE) and the Director of the office reports to the Chancellor. The OIPE is responsible for promoting the culture of assessment, evaluation, and research-based planning and continuous improvement for all academic and non-academic units of the University. It supports academic and strategic planning; coordinates and leads institutional program and unit-based assessment; collects and maintains databases of USTF institutional data for r esearch and administers assessment and evaluation support for academic and non-academic units in the University. The OIPE is the source for all demographic and statistical data for external reporting.

The OIPE has developed and maintained a Quality Assurance Manual that provides guidance to academic, administrative and support units for enhancing and improving assessment processes within the context of continuous quality improvement. The manual seeks to explain assessment in the context of institutional effectiveness that results in continuous quality improvement, by providing all necessary templates/forms required to periodically assess these outcomes and use these results to make necessary changes for continuous improvement in the academic and administrative units. The ultimate goal is to measure the level of achievement of the missions, objectives and outcomes of the academic programs, colleges and hence the University in order to establish plans for remedial actions as well as encouraging and adopting best practices in teaching and learning.

2 USTF Institutional Effectiveness and Assessment Plan

USTF Institutional Effectiveness and Assessment Plan

The process of Institutional Effectiveness demonstrates how well an institution succeeds in achieving its objectives, goals, and mission. The mission statement, goals and objectives of all academics, administrative and support units are derived from the University mission statement, goals and objectives. The program effectiveness and learning outcomes and the objectives of the administrative and support units are assessed to determine the extent to which they are achieved in an academic year. The assessment results obtained are used as the bases for making changes for continuous improvements using assessment results for closing the loop across all academic and non-academic units in the University.

2.1 USTF Vision

University of Science and Technology of Fujairah (USTF) aims to be a proactive university in creating and integrating cutting-edge learning, impactful research, and effective community engagement to serve the people of the UAE and beyond.

2.2 USTF Mission

University of Science and Technology of Fujairah (USTF) is a multicultural university offering a wide range of academic programs that satisfy the needs of students, alumni, labor market and the community. USTF formulates and implements a research strategy to strengthen its recognition and profile and to enhance research impact on society. USTF develops graduates with creative minds, high level of professional skills and social responsibility to contribute to the sustainable development of the UAE, the region and the world.

2.3 USTF Core Values

- **Excellence:** USTF upholds the highest standards to achieve academic excellence in teaching, learning and research.
- **Integrity:** USTF demonstrates honesty, trustworthiness, reliability, transparency and accountability in all interaction with individuals and groups.
- **Respect and Tolerance:** USTF practices equity and fairness by listening to understand and support shared governance, inclusion and diversity.
- **Collaboration:** USTF is committed to reciprocal relationships developed through consultation to build strong ties with communities.
- **Innovation:** USTF supports creative activities and initiatives to find unconventional solutions for the greatest benefit of mankind.
- **Social Responsibility and Happiness:** USTF promotes community engagement, sustainability, and positivity to satisfy the needs and well-being of the community.

2.4 USTF Goals

1. Promoting excellence of education in an inspiring environment of teaching and learning.
2. Performing high quality, applicable and impactful research and intellectual contribution.
3. Recruiting qualified diverse students, enriching their experiences and serving their various needs in a student-centered environment.
4. Building reciprocal relationships and long-lasting ties with external communities.
5. Achieving operational excellence in University services.

2.5 Review and Update of Vision, Mission and Goals

University of Science and Technology of Fujairah's vision, mission, and strategic plan are approved by the Board of Trustees (BOT) and are reviewed every five years in the context of continuous improvement based on regular assessment and evaluation. However, opportunities or external factors might prompt the review to be conducted at an earlier stage. For reviewing the mission, vision, and strategic plan, the Chancellor shall appoint an ad-hoc or standing committee of the University to assist in leading the review. The ad-hoc or standing committee shall receive and review the chancellor's guidelines and prepare a draft based on extensive meetings and focus groups with all stakeholders of the University including alumni, employers, partners, parents, faculty, staff and students. Once the draft is finalized and approved by the Chancellor, it will be submitted to the BOT for its approval.

2.6 OIPE Mission

The Office of Institutional Planning and Effectiveness (OIPE) shall collect, analyze, and disseminate authentic institutional data. It shall support the University management in making evidence-based decisions, effective planning, and efficient utilization of resources. The office is responsible for providing leadership in developing and overseeing assessment and evaluation processes to enhance the effectiveness of academic programs, support services, and administrative operations. The OIPE shall continually enhance the quality of institutional documents and assist colleges in the accreditation of their academic programs.

2.7 OIPE Vision

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

2.8 OIPE Goals

1. Collect, organize, and disseminate authentic institutional data.
2. Analyze institutional data, prepare effectiveness reports, and suggest actions to achieve the strategic goals.

3. Establish and promote University-wide assessment and continuous improvement processes and monitor their implementation.
4. Improve the quality of institutional documents and their compliance with CAA standards.
5. Facilitate and promote submission of quality documents to CAA for initial accreditation, re-accreditation, renewal of University licensure, and response reports.
6. Support the University higher management in strategic planning and decision and policy making.

2.9 OIPE Objectives

1. Improve the process of collecting, organizing, and disseminating institutional data to become the sole provider of reliable and authentic institutional data.
2. Prepare effectiveness 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. Revise and update thoroughly University documents to make them consistent and compliant with CAA standards.
5. Improve substantially the quality of documents prepared for initial accreditation and re-accreditation, as well as response reports submitted to the CAA.
6. Assist in improving the QS ranking of USTF.
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 USTF Goals

USTF Strategic Goals	OIPE Objectives							
	1	2	3	4	5	6	7	8
Strategic Goal 1	√	√	√	√	√	√	√	√
Strategic Goal 2	√			√	√	√	√	√
Strategic Goal 3	√	√	√	√	√	√		
Strategic Goal 4	√			√	√	√		
Strategic Goal 5	√	√	√	√	√	√	√	√

The ultimate responsibility of the strategic planning and direction settings rests with the Chancellor. USTF has classified its 5-year strategic plan 2018-2023 into 5 strategic goals as mentioned above. Within the context of organizational effectiveness, OIPE is the central player in assessment and implementation of the USTF strategic plan. OIPE plays a vital role in providing relevant, pertinent and timely information for development and assessment of strategic and operational plans at units and the university levels.
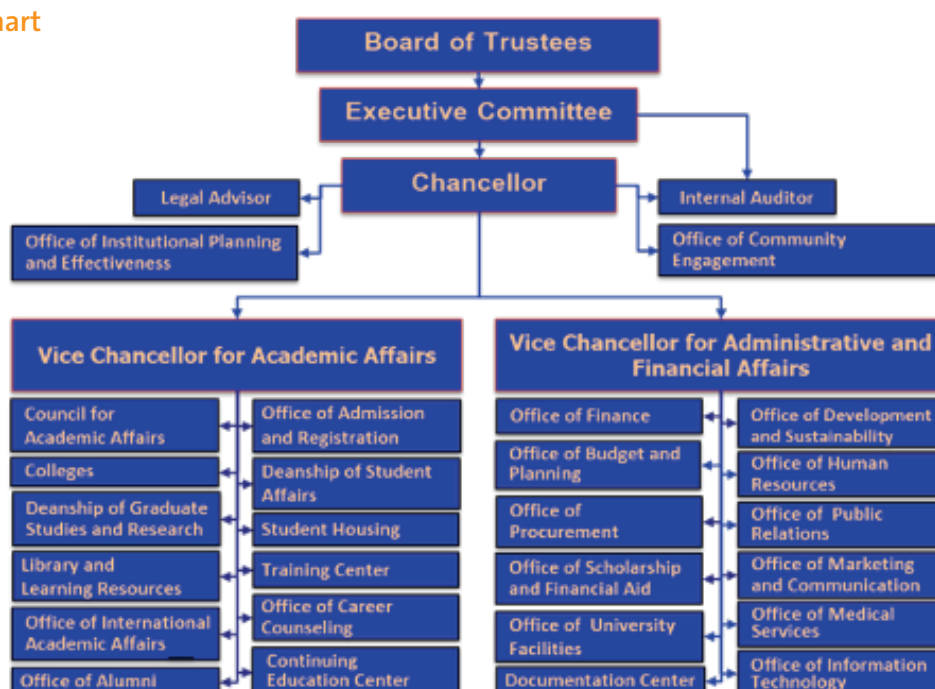
2.11 OIPE in USTF Organization Chart

Figure 2.1: University of Science and Technology of Fujairah Organization Chart.

The Office of Institutional Planning and Effectiveness reports directly to the Chancellor (Figure 2.1) to further empower this office in accordance with USTF's particular focus on assessment, continuous improvement and international accreditations/rankings.

2.12 Organization Setup of OIPE

In achieving its mission statement and supporting goals and objectives, the Office of Institutional Planning and Effectiveness (OIPE) is structured around four highly coordinated units; namely Institutional Research, Institutional Planning and Effectiveness, Accreditation and University Ranking, and Quality Assurance.

2.13 The Main Function of OIPE

1. Stand as a liaison between the University and the CAA on all academic and non-academic issues (CHEDS data).
2. Coordinate with Colleges for the preparation of academic programs' self-study documents and site visits for the CAA's reviewing committees.
3. Monitor the performance of the University academic programs, support units and administrative departments to ensure the achievement of the specified goals, objectives and outcomes.
4. Organize workshops to enhance expertise in assessment and accreditation related tasks.
5. Assist in performing feedback surveys for academic and non-academic units of USTF.
6. Develop, implement and coordinate comprehensive plans for educational outcomes assessment.
7. Work with academic departments to develop and implement student learning assessment plans.
8. Explore and verify the suitability of the needs assessment for new academic programs.
9. Create and maintain a database of institutional information.
10. Track student persistence, completions, and attrition trends.
11. Provide institutional research support for the University management.
12. Ensure that assessment results are used in subsequent planning activities.
13. Perform other duties such as providing data to management and colleges.

2.14 Institutional Research

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

1. To provide analytical and technical support to USTF management to support strategic planning and operational decision-making.
2. To produce the University Fact-book, which is available for use by all members of the University community.
3. To provide data to the Center for Higher Education Data and Statistics (CHEDS).
4. To create and maintain databases of student enrolment, academic performance, retention, attrition, and graduation rates.
5. To produce annual University report.

2.15 Assessment Mechanism and Assessment Cycle of OIPE

University of Science and Technology of Fujairah (USTF) is committed to excellence and is fully engaged in on going quest for continuous assessment, critical evaluation and self-improvement of academic units, non-academic units and the University at large and OIPE is of no exception. The focal and central purpose of OIPE is to document quality and effectiveness by employing a comprehensive system of evaluation of all units, dissemination of evaluation results and following up corrective actions. To put into effect a comprehensive evaluation system, the OIPE is subject to equal assessment using different measurable factors such as feedback from top management, deans of colleges, program heads, faculty, CAA, international accreditation, international ranking and counterparts.

a) Internal Assessment:

Following organizational thinking approach of USTF, OIPE is subject to internal assessment by conducting Deans/ Heads of academic programs survey and top administration survey on annual basis. The survey rests around feedback on OIPE capability to provide professional support in preparing academic programs, effectiveness reports and accreditation documents as well as quality of reports on satisfaction of faculty, student and staff - (survey questionnaires are provided in Appendices). Top management of the University evaluates the results of the survey as reported by OIPE along with the other reported feedback from college deans, non- academic units, and personnel.

OIPE is working with clear objectives, specified tasks and outcomes. The annual time action plan is subject to the approval of top management of the University. The time action plan provides a framework for timely, interim and annual evaluation of OIPE.

At organizational level, the Director of the OIPE is an officer guided by the mission, vision and goals of OIPE. The Director is to plan and coordinate university-wide assessment, evaluation and accreditation activities. The Director, who is also a member of the Council for Academic Affairs (CfAA), reports directly to the Chancellor.

All documents, policy manuals and reports must be subject to quality control and internal assessment system. All documents and reports produced by OIPE must pass through the office of the VCAA and the office of the Chancellor for the purpose of validation and

verification before their submission to any organization, government agency, or any accreditation body within or outside UAE. The internal assessment of OIPE activities is an integral part of closing assessment loop.

b) External Assessment:
OIPE is in charge of conducting and analyzing different types of surveys, compilation of reports, publication and dissemination of policy documents and more importantly feedback from CAA and External Review Teams as well as professional staff involved in CHED's data analysis. Institutional cooperation with strategic stakeholders could be taken as one of the devices of external assessment.

USTF is embarking on internationalization as exemplified by international accreditation of its academic programs. OIPE is involved in providing data to international accreditation bodies. Thus, international accreditation feedback could be taken as an integral part of assessment.

The internal and external evaluation results will be used to improve and modify (if necessary) the University's effectiveness in implementing the institutional research planning and institutional effectiveness system.

2.16 Institutional Effectiveness Committee

The Institutional Effectiveness Committee (IEC) is headed by the Director of OIPE who reports to the Chancellor. It has two co-chairs, one is responsible for academic units and the other is responsible for non-academic units. The IEC 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 members act as Institutional Effectiveness (IE) Coordinators in their respective colleges/units. The OIPE has formed a high-level Assessment Planning Committee (APC) that comprises of Director of OIPE and two co-chairs of Institutional Effectiveness Committee (IEC). The APC is responsible for planning, directing, and monitoring the assessment and continuous improvement across all units in the University. 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 (ACISs) at the department levels. The roles and responsibilities of the two co-chairs of IEC as well as for Institutional Effectiveness Coordinators are given below.

Co-Chair for Academic Units
The Co-Chair of IEC for academic units shall provide leadership to establish a culture of assessment, quality assurance, and continuous improvement in all colleges of USTF. More precisely, the Co-Chair for academic units shall:
1. contribute, as member of the APC, to 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 USTF mission, vision, goals and objectives.
- 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 the University academic programs comply with relevant international accreditation boards and organizations such as ABET and AACSB, as applicable.
- Developing performance indicators (PIs) for each program learning outcomes (PLOs).
- Developing mapping matrices for course learning outcomes to program learning outcomes (CLOs vs PLOs).
- Developing assessment rubrics for the PIs of each program learning outcome.
- 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 implantation of closing the loop actions.
- Benchmarking with peer programs locally and internationally.
- Reviewing annual assessment reports produced by academic units.
- Implementing the plans developed by the Assessment Planning Committee (APC) and approved by the IEC.
- Conducting any other tasks as deemed necessary by the OIPE for institutional planning and effectiveness.

Co-Chair for Non-Academic Units
The Co-Chair of IEC for non-academic units shall provide leadership to establish a culture of assessment, quality assurance, and continuous improvement in all non-academic units of USTF. More precisely, the Co-Chair for non-academic units shall:
1. Contribute to the overall planning of assessment and evaluation processes for non-academic units, as a member of the Assessment Planning Committee (APC).

2. Supervise the revision of goals and objectives of non-academic units ensuring that they are aligned with USTF strategic goals and objectives.
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 used for continuous improvements.
6. Ensure that non-academic units comply with CAA requirements.
7. Develop a manual 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. Review annual assessment reports produced by non-academic units.
11. Implement the plans developed by the Assessment Planning Committee (APC) and approved by the IEC.
12. Perform any other tasks as deemed necessary by the OIPE for institutional planning and effectiveness.

Institutional Effectiveness 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 tasks specified by the Co-Chair for academic units.
3. Supervise the implementation of assessment and evaluation processes and review the progress reports.
4. Ensure that for each program complete documentation is available for assessment, evaluation, and continuous improvement. He/she shall also ensure the quality of documents.
5. Keep the Co-Chair for academic units informed about the progress for each program offered by the college.
6. Perform all assessment-related tasks as directed by the Co-Chair for academic units.

Institutional Effectiveness 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 train members of the assigned non-academic units to fully comprehend these processes.
2. Guide and assist members of the assigned non-academic units to implement the assessment of goals and objectives.
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 assigned 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 assigned unit.
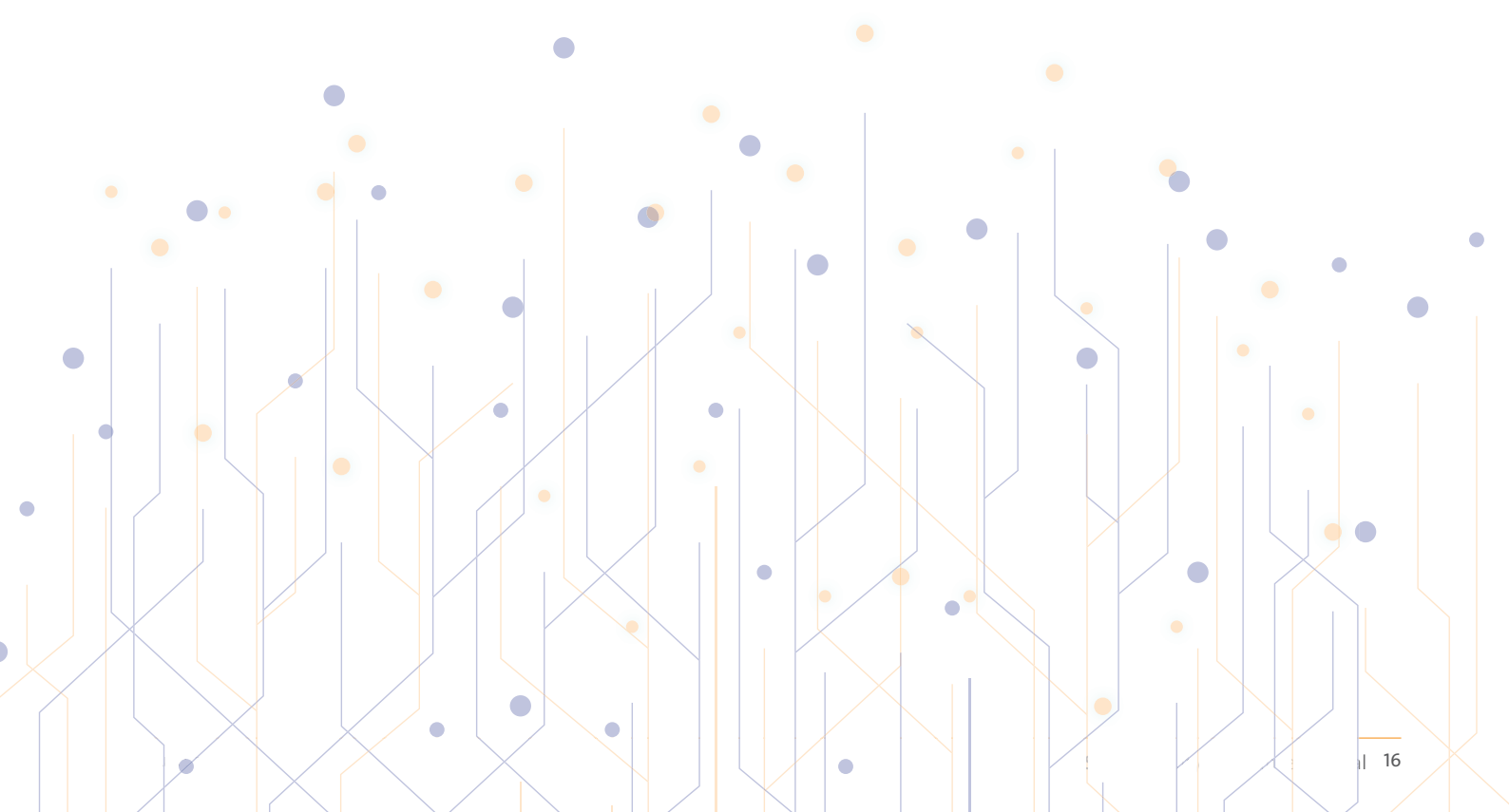6. Perform all assessment-related tasks as directed by the Co-Chair for non-academic units.

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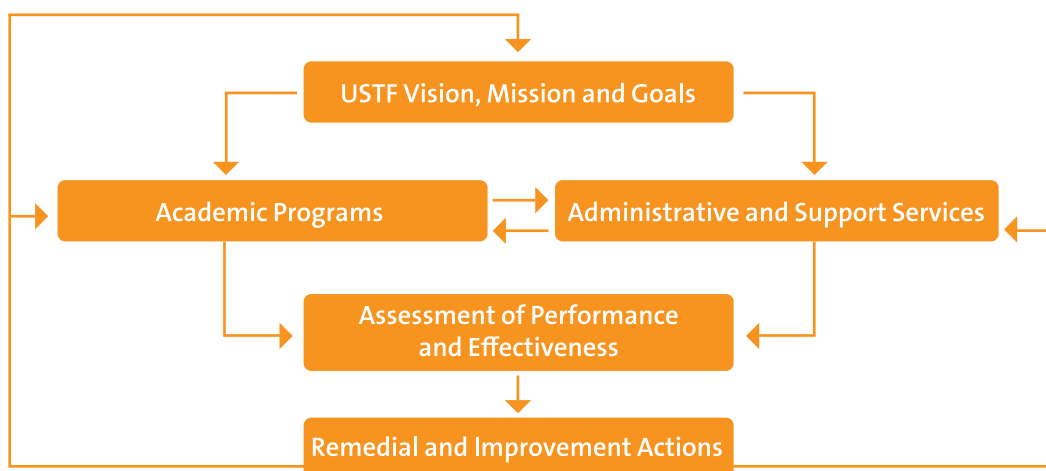## Effectiveness of Academic Programs

Effectiveness of Academic Programs
The OIPE is responsible for:

- Predicting academic success and ensuring adequate support services for students.
- Assessing the achievement of learning outcomes of all academic programs.
- Assessing the achievement of the objectives of support and administrative units.
- Evaluating students' overall satisfaction with their academic programs and administrative and support services provided to them.
- Assessing alumni/graduate satisfaction with the education received at the University.
- Using assessment results to improve the teaching and learning environment.

USTF Institutional Effectiveness Flowchart

Institutional effectiveness in USTF 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 PLOs are aligned to QF-Emirates Strands and consistent with CAA Standards.
5. Developing course learning outcomes and their mapping matrix to the program learning outcomes.
6. Selecting and designing assessment instruments for program goals, program learning outcomes and course leaning outcomes which include (a) Direct instruments, (b) Indirect instruments
7. Setting benchmarking criteria for the achievement of program goals, 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.

The mission and goals of academic and non-academic units are derived from USTF Vision, Mission, and Strategic Goals. Regular assessment and evaluation of all units are carried out using a variety of assessment tools. The effectiveness results contribute in defining remedial and improvement action. These actions result in further improvement of academic programs as well as administrative and support services. They also contribute to revising the Mission, Vision, and Goals of USTF, if so required. The flowchart depicting this process is shown below.

4 Development of Academic Programs Mission, Goals, Objectives and Learning Outcomes

Development of Academic Programs Mission, Goals, Objectives and Learning Outcomes

The institutional effectiveness process requires the University to establish outcomes based on its mission. Faculty and administrators align the University mission statement to academic programs and administrative units' missions. Objectives and learning outcomes that are the most appropriate and meaningful are identified, assessed and reported to constituents. Continuous improvement is accomplished using assessment results for closing delivery gaps of learning and services. The following flowcharts show the sequence for developing missions, goals, objectives and learning outcomes:
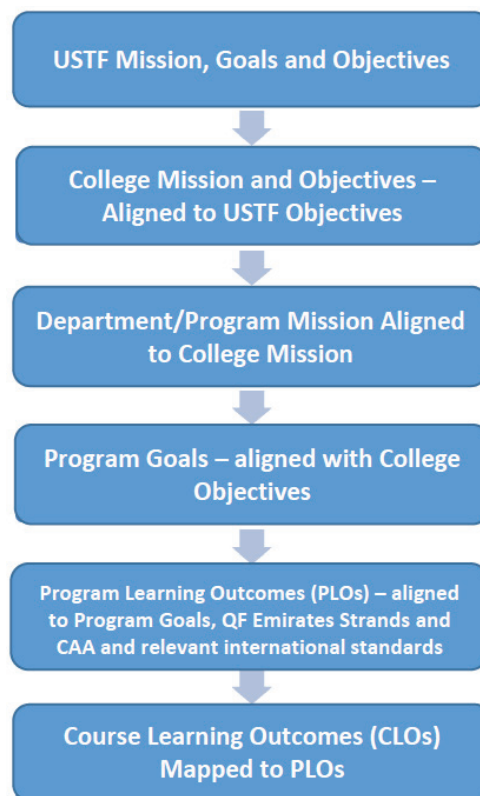
Flowchart for Developing Missions, Goals, Objectives and Learning Outcomes

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

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

5.1 Organization Chart

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

5.2 Academic Program/Department Mission

The program mission describes the primary function or activities of the program. It must be brief, memorable, distinctive and clearly indicates the purpose of the program and identifies stakeholders and supports the University mission.

5.3 Academic Program/Department Goals and Objective

Goals or objectives are related to the department/ academic program. They are statements that describe the professional skills and career accomplishments that the program graduates are expected to achieve. Goals/objectives assessment occurs few years after graduation in the workplace.

5.4 Academic Program Learning Outcomes

Program Learning Outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. PLOs describe specific behaviors a student should demonstrate after completing the program. PLOs' focus is on the intended knowledge, skills, and competencies of the student after completion of the program. The learning outcomes are assessed as the student progresses in the program and immediately when he/she finishes the program. The following questions help in developing PLOs:

1. What should the student know? (cognitive)
2. What should the student be able to do? (psychomotor/behavior/ skills/competencies)
3. What should students care about? (ethics)

Common learning Outcome action verbs: Analyze, Demonstrate, Prepare, Apply, Design, Rate, Compare, Develop, Revise, Compile, Discuss, Select, Compute, Evaluate, Use, Create, Explain, Utilize, Critique, Predict, Write

5.5 Course Learning Outcomes

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

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

Cognition	Meaning	Action Verbs
Knowledge	to recall or remember facts without necessarily understanding them	List, state, tabulate, write, recall, quote, label, outline, define, describe, draw, enumerate, present, recollect, show, tell, list
Comprehension	to understand and interpret what is learned	Associate, clarify, contrast, convert, defend, describe, differentiate, discuss, distinguish, estimate, explain, express, extend, extrapolate, generalize, give examples, illustrate, infer, interpret, paraphrase, predict, recognize, restate, rewrite, review, select, specify, summarize
Application	to put ideas and concepts to work in solving problems	Apply, calculate, compute, develop, employ, examine, experiment, find, manipulate, modify, organize, plot, prepare, sketch, use, solve
Analysis	to break information into its components to see interrelationships	Analyze, appraise, arrange, categorize, criticize, deduce, determine, draw conclusions, experiment, illustrate, investigate, relate, simplify, subdivide, separate, order
Synthesis	to use creativity to compose and design something original	Arrange, assemble, collect, compose, construct, create, design, formulate, generate, organize, plan, prepare, propose, set up, synthesize
Evaluation	to judge the value of information based on established criteria	Appraise, assess, defend, judge, predict, rate, support, evaluate, recommend, convince, conclude, compare, summarize, test, validate, verify
Affective Learning	What should the student care about	Appreciate, accept, acknowledge, attempt, cooperate, defend, dispute, join, judge, participate, question, share, initiate, listen, justify

5.6 Outcomes Performance Criteria (OPC) (Success Criteria)

OPC are specific and measurable statements identifying the minimum performance(s) required for the courses and program outcomes to be achieved or to meet.

5.7 Measuring Instruments/Indicators

5.7.1 Direct Assessment Instruments

1. Capstone Course Evaluation: Capstone course integrates knowledge, skills, and concepts associated with complete sequence of study for a given program. Such courses themselves become the instruments for assessing student learning and evaluation of students' work in terms of assessing student outcomes. In case capstone courses are not applicable, the department may select a group of core courses where competencies required for completing the program are measured. Capstone courses have the advantage that they assess student achievements in a variety of knowledge and skills-based areas by integrating their educational experiences. For students, these courses provide a forum to combine various aspects of their learning experiences. Capstone course evaluation, if done properly, is generally not associated with any weakness.

2. Course-Embedded Assessment: Course-embedded assessment refers to methods of using course goals, objectives and content to assess the extent of the student learning that is taking place within the classroom environment. It helps the instructors to obtain information about what and how students are learning within the program and classroom environment. This is achieved by either routinely collecting existing information through quizzes, test performance, essays, short answer performance, etc., or through assessment instruments introduced into a course specifically for the purpose of measuring student learning. Course-embedded assessment is relatively easy because it builds on the curricular structure of the course. By utilizing the data from existing assignments and course requirements, no additional time is required for collecting data.

3. Tests and Examinations: Tests and examinations are commonly used in assessing the body of knowledge associated with a program. They are useful in measuring whether students have acquired a certain process- and content-related knowledge. Furthermore, tests or examinations are traditionally given to students in large numbers and may not require faculty involvement when exams are taken by students.

4. Portfolio Evaluation: Portfolios are quite helpful in demonstrating student development and gradual progress providing valuable information about the learning process. A portfolio may encompass research papers, reports, tests and exams, case studies, presentations, design projects, and essays. They inspire students in improving the quality of their work and help the faculty in evaluating the progress of students in achieving the desired learning outcomes. On the other hand, portfolios demand cost, time, and effort on part of both faculty and students.

5. 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. The results of such tests help in identifying areas of skill deficiency and to track improvement within the assigned time frame.

6. Graduation Project: A senior or graduate 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 appropriate to the major is a very important assessment instrument. In many cases, a graduation project addresses most, if not all, of the program learning outcomes.

5.7.2 Indirect Assessment Instruments

1. Students' 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 asked to respond to a series of questions or statements about their entire academic experience. Questions can be both open-ended and close-ended. When such surveys are couple with exit interviews, it is possible to obtain students' feedback covering a broad range of issues related to the program of study, especially the strengths and weaknesses of the curriculum, teaching methodologies, lab facilities and services, etc.

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

3. Employer Survey: Employer surveys can provide information regarding the relevance of educational programs and what skills are required by graduates for the job market. Employers' feedback along with feedback obtained from alumni can noticeably contribute to making appropriate changes in the curriculum or program.

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

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

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

Timetable for Program Evaluation

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

6 Roles and Responsibilities of Assessors

Roles and Responsibilities of Assessors

6.1 Faculty Members
Faculty members play an important role in the assessment process. They are responsible for assessment processes related to courses outcomes, which include the following:
- Course embedded assessment
- Projects and portfolios assessment
- Student feedback on the course
- Course evaluation by faculty members
- External training assessment

6.2 Heads of Departments
Heads of academic departments oversee, coordinate and monitor all the assessments at the program level. They are responsible for coordinating all assessments related to program goals and outcomes such as:
- Senior students' feedback
- Graduates' feedback
- Trainers' feedback
- Feedback from Advisory Boards
- Employers' feedback
- External evaluator's feedback
- Reviewing and approving program level effectiveness and assessment report.

6.3 Deans of Colleges
College Deans are responsible for:
- Monitoring and coordinating all assessment operations in all departments.
- Approving the assessment results and the required actions and resources.
- Communicating assessment results to the OIPE.

6.4 Institutional Effectiveness Committee
This is a central committee responsible for coordinating assessment plans and operations and setting policies, procedures and time lines for assessment of all entities and units in the University.

6.5 Office of Institutional Planning and Effectiveness
The office of institutional planning and effectiveness is responsible for:
- Monitors, coordinates and provides support for all assessment processes for academic and non-academic units.
- Analyses assessment data and reviews assessment reports.
- Prepares the University effectiveness report.
- Prepares the overall action plan based on recommendations from Colleges, administrative and support units.
- Communicates assessment results to the VCAA Office.
- Monitors the implementation of recommendations and remedial actions.
- Communicates actions taken as a result of the assessment to all stakeholders (CAA and USTF students).

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

6.7 Vice Chancellor for Academic Affairs Office
The Vice Chancellor for Academic Affairs Office of is responsible for:
- Sets the required targets for Colleges, and academic departments based on the University strategic plan.
- Approves the final assessment and actions plans report submitted by the OIPE.
- Allocates the resources (financial, physical and human) required for implantation of the recommendations and remedial actions.

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

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

Step	Activity	Responsibility	Description	Forms/ Policies
1	Course level assessment	Course instructor	∑ Conduct all course assessments which include tests, exams, projects assessment, practical's, training, feedbacks and surveys.	∑ Guidelines and policies for exams. Students evaluation of the course questionnaire. ∑ Projects assessment guidelines. ∑ Training Evaluation Form Instructor feedback on the course form.
2	Course level data analysis and the determination of the degree of achievement of the course learning outcomes	Course Instructor	∑ Determine the percentage of achievement of course learning outcomes and analyze the results.	∑ Table of instruments for measuring course outcomes achievement. ∑ Success Criteria for course outcomes achievement. ∑ Course outcomes submission form for CAP program.
3	Course Assessment Report (CAR)	Course Instructor	∑ Prepare a detailed report on the level of achievement of course outcomes.	
4	Course level recommendations and remedial actions.	Course Instructor, ACIC, and Head of Department (HOD)	∑ ACIC meets with course Instructor and discuss the outcome of the course assessment. ∑ Prepare recommendations and remedial action plan. ∑ Approval of HOD is required.	∑ Course Assessment Report Recommendation and remedial action plan.
5	Program outcomes assessment	ACIC and Head of Department (HOD)	∑ Analyze assessment data to determine the degree of achievement of program outcomes.	∑ Table of instruments for measuring program outcomes achievement. ∑ Success Criteria for program outcomes achievement. ∑ Matrix of course outcomes and program outcomes.
6	Benchmarking against best local and international practices.	ACIC and Head of Department (HOD)	∑ Analyze assessment data to determine the degree of achievement of program outcomes	
7	Program outcomes recommendations and remedial actions report	ACIC and Head of Department (HOD)	∑ The ACIC prepares the recommendations and action plan for continuous improvement. ∑ The HOD reviews and approves the report.	∑ Recommendations and remedial actions report to be submitted to CEC.
8	Program/dept. objective/goals assessment	Head of Department	∑ Based on the results of the course and program outcomes, the achievement of program goals/ objectives is determined.	∑ Table of Program goals/ objectives measuring instruments. ∑ Criteria for the program goals/objectives.

9	Approve Program Effectiveness Report	Head of Department/ Dean of the College in coordination with ACIC/ CEC	∑ The Head of Department compiles a final Program Effectiveness Report to be approved by the dept. council, the Dean and College Council.	∑ Courses outcomes achievement form. ∑ Program outcomes achievement form. ∑ Program goals/ objectives achievement form. ∑ Program assessment recommendations, remedial actions and implementation plan.
10	Communicate Assessment results	Dean of the College	∑ The Dean of the college compiles a college level Effectiveness Report and sends it to the OIPE.	
11	University Level Assessment Recommendations and Remedial Actions report	OIPE	∑ The OIPE Reviews Assessment Reports from Colleges and Prepares an overall Assessment Report for academic departments and sends it to the IEC for final review and approval.	
12	Distribution of assessment results	OIPE	∑ Results of the assessment and recommended actions are communicated to all stakeholders.	• Assessment results feedback to students. • Assessment results feedback to faculty members. • Assessment results feedback to admin managers.
13	Implementation of assessment recommendations	Faculty members, Heads of Departments, Deans of College, Mangers of admin, and support Units	∑ Course content, teaching and assessment methods. ∑ Teaching and learning resources. ∑ Program outcomes revision. ∑ Training and extracurricular activities. ∑ Administrative operations and support services.	
14	Follow-up of the implementation of assessment recommendations and remedial actions.	OIPE	∑ The OIPE monitors the implementation of the approved. ∑Recommendations and actions.	∑ Assessment follow-up form.

8 Academic Programs Assessment Templates and Forms

8.1 Alignment and Mapping

8.1.1 Mapping Program Outcomes with QF-Emirates Framework Strands

Based on the degree level (Bachelor or Master), the program outcomes must be mapped with the QF Emirates learning strands as follows:

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

8.1.2 Mapping of Program Outcomes with 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

8.1.3 Mapping Course Learning Outcomes with Program Learning Outcomes

In the following table, the contribution of each course to the program outcomes is labeled as (F) for full contribution and (P) for partial contribution:

Course Code	Course Title	Program Learning Outcomes								
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
210 400	Engineering Training		F		F	F	F	P	P	P
213 235	Logic Design	P	P	F	P	F	F			
213 334	Microprocessors and Comp. Interfacing	P	P	P	F	F	F			
217 101	Engineering Mathematics I	F				P		F		F
217 102	Engineering Mathematics II	F					P		F	P
217 121	Engineering Physics I	F					P			
217 122	Engineering Physics II	F		P				P		
217 141	Chemistry for Engineers	F		P	F				F	
217 203	Engineering Mathematics III	F			F			F		F

Code	Course									
217 204	Engineering Mathematics IV	F				F				
218 118	Biochemistry	F	F					P		
218 141	Biology	F	F							
218 151	Introduction to BME	F	F			P		F		
218 221	Computer Programming	P	F		P		P			F
218 229	Circuit Analysis	P	F	P		F	P			
218 233	Electronic Circuits	F	F	P		P	P	F		
218 242	Human Anatomy	F	F	P	F		F	P		P
218 243	Human Physiology I	F		F		F		F		

8.2 Assessment Instruments and Criteria for Successful Achievement

8.2.1 Course Outcomes Assessment

Select the instruments (direct and indirect assessment) that are used to collect data related to the course learning outcome assessment and decide criteria for successful achievement for each instrument. A criterion for overall achievement of the course learning outcomes must be decided based on the instrument results. These instruments may include but are not limited to the following:

Code	Assessment Instruments	Criteria for Achievement
COI-1	Average marks of course students for CLOs	≥ 70%
COI-2	Feedback from the faculty; Achievement Rate	AR1 ≥ 70%
COI-3	Feedback from the course students; Achievement Rate	AR2 ≥ 70%

AR1 = percentage of course related program outcomes classified as 'achieved'.
AR2 = percentage of relevant responses classified as "achieved".

8.2.2 Assessment of Program Learning Outcomes

For each program, learning outcome direct and indirect instruments can be used. These instruments may include but not limited to the following:

Code	Assessment Instruments	Criteria for Achievement
POI-1	Average marks corresponding to PLOs	≥ 70%
POI-2	Feedback from faculty of the contributing courses; Achievement Rate	AR3 ≥ 70%
POI-3	Feedback from senior students; Achievement Rate	AR4 ≥ 70%
POI-4	Feedback from employers; Achievement Rate	AR5 ≥ 70%
POI-5	Feedback from alumni; Achievement Rate	AR6 ≥ 70%

AR3 =   percentage of feedbacks on a particular program outcome classified as 'achieved' based on faculty feedback.
AR4 =   percentage of feedbacks on a particular program outcome classified as 'achieved' based on senior students' feedback.
AR5 =   percentage of feedbacks on a particular program outcome classified as 'achieved' based on employers' feedback.
AR6 =   percentage of feedbacks on a particular program outcome classified as 'achieved' based on alumni feedback.

8.2.2.1 Academic Program Outcome Assessment Results Form

Program Outcome	Results of Assessment instruments				Overall Criteria forAchievement	Achieved/not Achieved
	POI-1	POI-2	POI-3	......		
PLO-1						
PLO-2						
PLO-3						
...						

8.2.3 Assessment of Program Goals/Objectives

8.2.3.1 Assessment Instruments and their Achievement Criteria

Code	Assessment Instruments	Criteria for Achievement
PGI-1	Percentage achievement of PLOs.	≥ 70%
PGI-2	Feedback from employers; Achievement Rate	AR7≥ 70%
PGI-3	Feedback from alumni; Achievement Rate	AR8 ≥ 70%

AR7 = percentage of 'achieved' program goals/objectives based on employers' feedback.
AR8 = percentage of 'achieved' program goals/objectives based on alumni feedback.

8.2.3.2 Academic Programs Goals/Objectives Assessment Results Form

Program Goal/Objective	Result of Assessment instruments			Criteria for Achievement	Achieved/not Achieved
	PGI-1	PGI-2	PGI-3		
PG-1					
PG-2				All the three criteria for the three Instruments should be satisfied. Else, the program goals are considered as "not achieved".	
PG-3					
….					

8.3 Recommendations for Improvement and Remedial Actions for Academic Programs

Recommendation	Resources Required/Policies				
	Equipment	Faculty/Staff	Facilities	Policies	Others
1-Course Outcomes Related Recommendations					
1.1-					
1.2-					

2-Program Outcomes Related Recommendations					
2.1-					
2.2-					
--					
3-Program Goals Related Recommendations					
3.1-					
3.2-					

4-College Goals Related Recommendations					
4.1					
4.2					

5- Other Recommendations					
5.1					
5.2					
----					

9 Assessment Process for Academic Programs
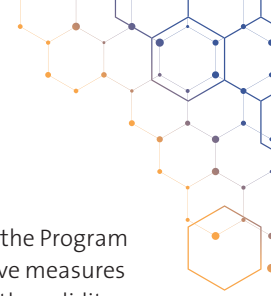
Assessment Process for Academic Programs

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

For direct assessment, the extent to which PLOs have been achieved can be determined in at least two different ways. The first approach is based on determining the achievement of Course Learning Outcomes (CLOs) and utilizing these results to determine the extent to which PLOs have been achieved. 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 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 determines the extent to which program learning outcomes or their performance indicators have been attained, is associated with increased consistency of scoring, especially when multiple instructors are teaching the same course, as is often the case for basic courses offered by some programs.

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

9.1 Direct Assessment

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

Essential Elements of Assessment Processes

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

All programs offered by USTF are designed and delivered in a way that ensures that all strands in the QFE are properly addressed and the PLOs are aligned with QFE.

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

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

Rubrics: Performance Indicators (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.

9.2 CLOs-based Assessment of Program Learning Outcomes

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

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

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. One example from an EE course is given below to illustrate the CLOs of this course and their mapping to PLOs, which are named as A to L.
Course Learning Outcomes: At the completion of this course, students will 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.

Mapping of Course Learning Outcomes to Program Learning Outcomes

CLO	1	2	3	4	5	6
PLO	L	L	A	L	B	K

Courses Considered for Assessment: USTF students continually acquire abilities, as prescribed by the specified learning outcomes, through various courses taken by them in accordance with their study plans. The CLOs-based assessment is carried out for all courses offered by a program for the course-level assessment with the objective of making improvements in individual courses and their teaching and learning methodologies. However, for the purpose of program assessment, that is attainment of PLOs by the time of graduation, some junior and mostly senior year courses as well as Graduation (Capstone) Projects are primarily selected for CLOs-based assessment. Such an assessment will be considered as summative assessment.

Assessment Instruments: The concerned department specifies depending upon a particular program, a variety of assessment. These include Written Examinations, Lab or Clinical Examinations, Computer Simulations, Course Projects, Oral Presentations, Research Reports, Case Studies, Assignments, etc.

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.

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

CAP Program: For analyzing the data obtained through the CLOs-based assessment process, a computer program named CAP (CLOs-based Assessment Program) was developed by OIPE. For each course, the instructor will provide marks obtained by students for each CLO in that course. Multiple assessments of individual CLOs can also be incorporated. For course-level assessment, it shall determine the attainment of CLOs for individual courses and compare with the specified achievement criterion. Also, it has built-in mapping between the CLOs of courses and their corresponding PLOs. For program-level assessment, the program will analyze the data for the selected courses, as determined by the department, and determine the extent to which PLOs have been attained for a particular academic program.

As an example of course-level assessment using CAP program, consider the screenshot of data entry for a course as shown in Figure 9.1. This course has 6 course learning outcomes. A plot giving the percent of students obtaining 70% or higher marks for individual CLOs is shown in Figure 9.2 After determining the attainment of CLOs for individual courses, the CAP program was utilized to determine the attainment of PLOs for the specified mapping between CLOs and PLOs and this is shown in Figure 9.3. This process is applied to all academic programs that opt for CLOs-based assessment.

Submission Form for CLOs-based Assessment																
Course Name:	Digital Communications								**Course No:**	212424						
Semester:	Spring	**Academic Year:**		2017-18	**Instructor's Name:**		Dr. Mohammed Tarique									
Instrument:	T1	MT	FN	FN	FN	ASS										
CLO #:	1	2	3	4	5	6										
Max Marks:	20	20	5	15	5	25										
Student ID #	Marks obtained for each CLO															
201324228	18	13	2	9	4	18										
201414343	12	12	2	9	4	18										
201414377	19	14	3	9	4	16										
201414528	17	16	2	11	3	19										
201414554	11	10	2	6	4	16										
201314195	20	12	1	6	3	17										
201414142	19	17	3	7	4	16										
201414298	19	18	1	9	4	17										
201414437	19	12	2	6	4	16										
201414515	19	18	3	11	4	16										
201424010	18	16	4	12	3	17										
201424150	16	12	2	9	4	17										
201424171	19	18	2	13	4	17										
201424177	19	19	3	13	4	17										

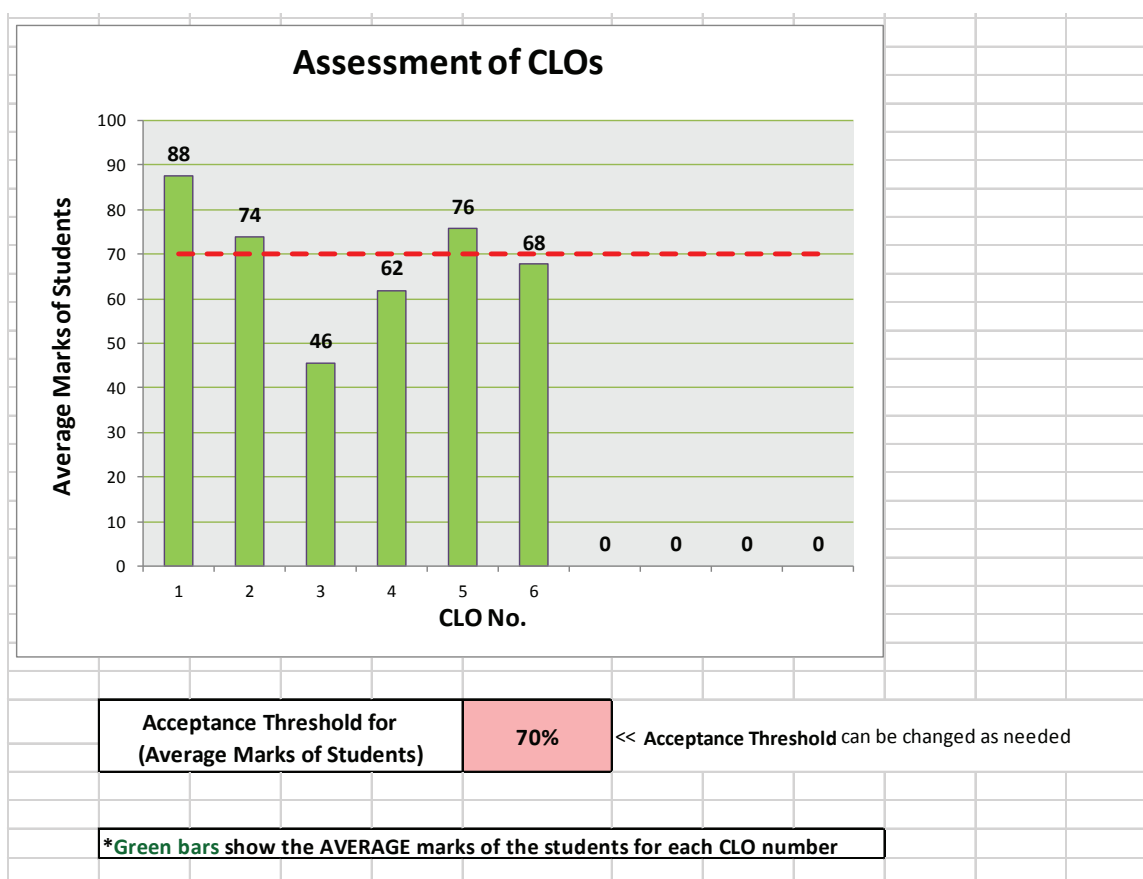Figure 9.1: CAP data entry for a course

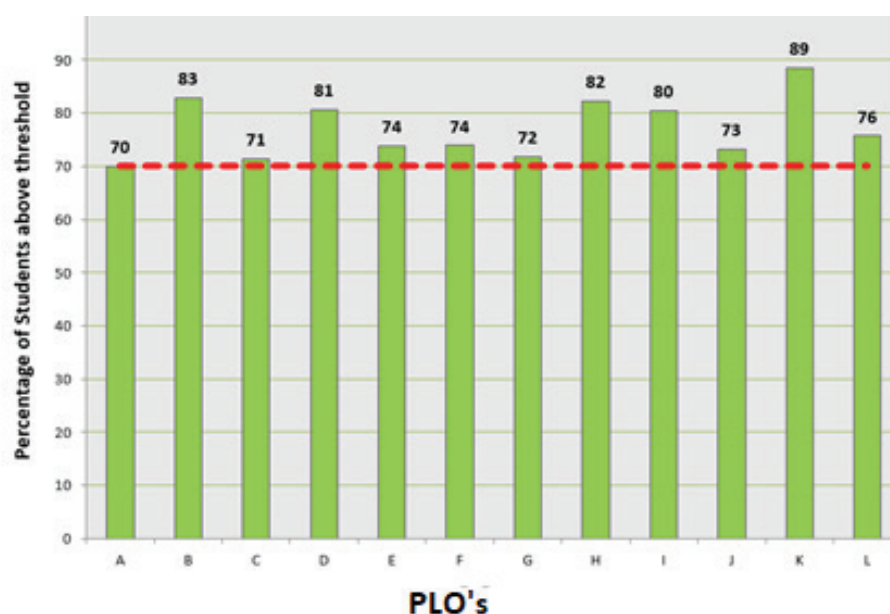Figure 9.2: CAP results for attainment of CLOs of a course

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

9.3 Indirect Assessment

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

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

10.1 Administrative and Support Units' Effectiveness Plan Components

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

- Development of the unit mission and objectives.
- Mapping the unit objectives with University objectives.
- Selecting the unit key performance indicators (KPIs).
- Selecting and designing instruments for performance measurement (direct and indirect).
- Setting detailed assessment cycle.
- collecting data, analysis, and compilation of assessment results.
- Distributing assessment results.
- Reviewing assessment results, developing approved remedial, and improvement actions.
- Setting a plan for implementing improvement and remedial actions.
- Monitoring the implementation of the actions.

10.2 Administrative and Support Units' Assessment Process

The Administrative and Support Units Assessment process is shown in the following:
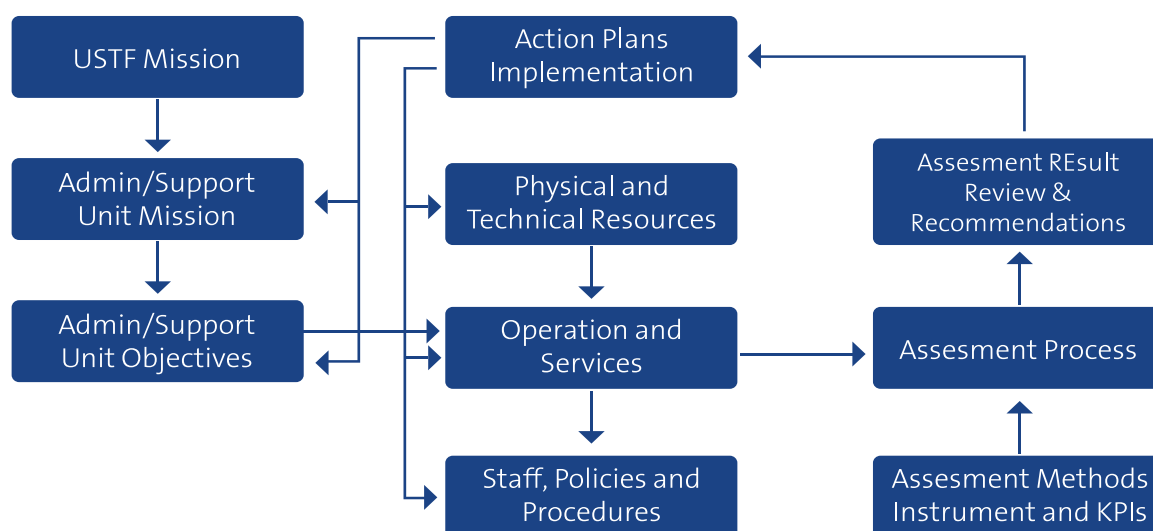
10.3 Administrative/ Support Unit's Mission

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

10.4 Administrative/ Support Unit's Objectives

The unit objectives should cover the following three aspects:

- Outcome statements.
- The level and efficiency of processes and activities.
- Satisfaction level expected from stakeholders.

10.5 Assessment Tools/Instruments and Criteria

Determine appropriate assessment measures and criteria. Common types of assessment are:

- Indirect: Measures level of satisfaction from those you serve (instruments used are feedback surveys).
- Direct: Measure of performance indicators and achievement of KPIs.
- External: Review and evaluation by top management and/or neutral party or auditors.

10.6 Criteria or Targets for Success

Always aim for a criterion level that stretches your unit's performance. For example: How well should we serve our clients? Examples:

- 95% of our users will be "very satisfied or satisfied" with our services/operations.
- At least 80 % of eligible employees will participate in training courses.
- 90% of the transcripts will be sent within three days.
- 98% of the forms will be processed without errors.

10.7 Assessment Process

A time plan should be set for conducting the various assessment activities. Some assessments may take place at the end of each semester, others annually. Determine the focus group of those you serve, survey people who have participated in your unit's activities, have an expert come through and review your processes.

10.8 Administrative and Support Unit's Assessment Plan

Month	Activity
Jun -Sep	∑ Revision/Development of the unit mission and objectives ∑ Mapping the unit objectives with University objectives
Oct-Nov	∑ Selecting the unit key performance indicators (KPIs) ∑ Selecting and designing instruments for performance measurement (direct and indirect) ∑ Setting detailed assessment cycle
Dec-Feb	∑ Data collection and analysis and compilation of assessment results
March - Apr	∑ Communication of assessment results
	∑ Reviewing assessment results and developing approved remedial and improvement actions
May	∑ Setting a plan for implementing improvement and remedial actions
Jun -Sep	∑ Monitoring the implementation of the actions

10.9 Administrative and Support Unit's Objectives Achievement Form

Unit Objective	Assessment Result	Criteria for Achievement	Achievement Status	Comments
Obj1				
Obj2				
Obj3				
Obj4				
Obj5				
Overall Achievement				

10.10 Administrative and Support Unit's Assessment Recommendations Form

Recommendation	Resources Required/Policies				
	Equipment	Staff	Facilities	Policies	Others

11 Assessment Process for Non-Academic Units

University of Science and Technology of Fujairah (USTF) engages all of its academic programs and non-academic units in the assessment process. In the previous chapter, the assessment and evaluation processes for academic programs were explained in detail. This chapter describes the assessment and evaluation processes carried out at USTF for all non-academic units that provide various types of support services to the academic programs and USTF students, faculty, and staff.

Assessment Cycle: Assessment shall be understood as a cycle. Assessment plans are developed at the start of the academic year with findings and analysis reported at the conclusion of the year. The assessment plan consists of steps 1 through step 4. 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 11.1 Non-Academic Units Assessment Cycle.

Step 1: Define the Mission Statement: All non-academic units shall have a unit-level mission statement that clearly defines the purpose of what the units does. The mission shall be a concise statement that aligns with USTF mission and known to the staff of the unit. A mission statement shall be rewritten when a unit determines a significant change in it based on continuous assessment and evaluation.

Step 2: Define the Goals: The unit formulates an adequate number of goals (3-5) to accomplish its mission statement. These goals shall align with USTF strategic goals.

Step 3: Define the Objectives: The unit develops a reasonable number of objectives per goal to realize and guide the attainment of each goal (2-3 objectives per goal is reasonable).

Step 4: Define Assessment Tools and Set Targets: A variety of assessment tools shall be used involving all stakeholders to determine whether the expected results have been achieved and provide evidence that the entity is accomplishing its objectives. The data obtained through these assessment tools shall yield quantitative results and determine the unit's performance with respect to the success criterion for the specified objectives.

For each objective, at least 1- 2 assessment instruments must be identified to gather the needed information, ideally one direct and one indirect.

Direct vs. Indirect Measures
There are two types of measures, direct and indirect.

Direct measures are more powerful because they provide data that correlate exactly with the objective. Direct measure explains what specific activity will be undertaken to show the extent to which an objective has been accomplished, and to provide information that may be used to make decisions for improvements in following years.

Each objective must have at least one direct measure associated with it, but multiple direct measures are often used to validate evidence.

Indirect measures are valid if paired with a direct measure, but they are weak in terms of evidence. Indirect measures ask for opinion or perception about an objective that is otherwise measurable. Student surveys, alumni surveys, and staff surveys are examples of indirect measures.

Measures may not tell why objectives are or are not being met. However, they shall be specific enough to answer whether or not the objective is being met. When the expected levels of achievement are not met, the measures shall help lead the entity to identify problem areas and decide on actions to improve the results.

Creating a Target or Defining a Success Criterion
Targets or success criteria have a single purpose, which is to define the level of accomplishment for the particular measure. Targets must always indicate what is expected to be achieved in an academic year.

Step 5: Conduct Assessments and Document Findings: At the end of the academic year, each unit must write an assessment report which consists of the findings, analysis, and action plan. The first step is to collect the findings (or results) associated with each measure. Findings are merely the quantifiable data, without any analysis, that result when the measures listed in the assessment plan are completed.

Results are reported in ways to draw conclusions about the degree to which the unit met desired expectations. This can be done by aggregating and summarizing assessment results in tables, charts, and narratives. For all assessments, include the sample size, date the data was collected, and the desired performance level. Only present summary data.

As with the targets, specific numbers are essential for findings. The actual percentage or numbers that resulted from the measures are the focus of findings.

Step 6: Analyze findings and Identify Action Plans for the Next Academic Year: After presenting the summary results for all assessments measuring a single goal, the unit describes analysis of the presented results. Analyze the data to determine if the objectives have been achieved and what actions need to be taken for continuous improvement.

Action Plan
An action plan is the follow-up to the assessment just conducted. Actions must be identified for each objective, even if that action is to replace the objective with another one. Actions should also be as specific as possible, and should show that the team has thought through the results. Action plans also require identifying the team or person who will be responsible for execution of the plan and budgeting resources. In identifying your next actions, the entity is essentially designing the next assessment plan and thus closing the loop.

Step 7: Generate Assessment Report: The Assessment Report is the documentation of all the previous steps where the unit presents assessment results, goal by goal. The unit begins with a statement of the goal, the first objective, and then each measure, corresponding target, and result for each objective as described above. This is followed by an analysis of the goal. This process is repeated for each goal. Finally, decisions and action plan are formulated for the following year. A template for generating an assessment report is given in Appendix B.

12 University Objectives Assessment

12.1 Mapping of College objectives with University objectives

No.	College	University Objectives							
		Uni. Obj 1	Uni. Obj 2	Uni. Obj 3	Uni. Obj 4	Uni. Obj 5	Uni. Obj 6	Uni. Obj 7	Uni. Obj 8
1	Business Administration								
2	Dentistry								
3	Humanities and Sciences								
4	Engineering and Information Technology								
5	Architecture, Art, and Design								
6	Law								
7	Mass Communication								
8	Pharmacy and Health Sciences								

12.2 Mapping of administrative and support units objectives with University objectives

No.	Admin/Supp. Unit	University Objectives							
		Uni Obj 1	Uni Obj 2	Uni Obj 3	Uni Obj 4	Uni Obj 5	Uni Obj 6	Uni Obj 7	Uni Obj 8
1	Office of Admission and Registration								
2	Deanship of Students Affairs								
3	University Relations								
4	Office of IT								
5	Office of University Facilities								
6	Office of Human Resources								
7	Office of Procurement								
8	OIPE								
9	Office of Financial								
10	Office of Communication and Marketing								
11	Training Center								
12	Office of Alumni								
13	Library and Learning Resources								

12.3 Assessment of the achievement of University objectives and instruments

Instrument	Achievement Criteria	Percentage
Results of the achievement of academic programs goals/objectives	80%	40%
Results of the achievement of the administrative and support units objectives	80%	25%
Feedback from University graduates	80% graduates survey questions should be ≥ 3	10%
Feedback from employers	80% of employers responses should be ≥ 3	10%
Feedback from external accreditation bodies	80% of the responses should be ≥ 3	5%
Feedback from external advisors and experts	80% of the responses should be ≥3	5%
Feedback from faculty and staff	80% of the responses should be ≥ 3	5%

12.4 University Objectives Assessment Recommendations Form

Recommendation	Resources /Policies				
	Equipment	Faculty/Staff	Facilities	Policies	Others

13 Regular Review of USTF Policies and Procedures

Policies	Frequency	Office in Charge	Mechanism	Monitoring	Coordination	Compliance with Standards	Approval
1.Mission Organization and Governance Policies		Chancellor's Office	• Review procedures • Assessment of Academic and non-academic activities • Benchmarking • Peer Review • Compliance to accreditation requirements • Consultation	Chancellor	Chancellor's Office	Standards for Licensure and Accreditation 2011 and the Associated Stipulations	BOT
2. Quality Assurance Policies		OIPE		Chancellor	OIPE		
3. Educational Programs Policies		Council of Academic Affairs		VCAA			
4. Faculty and Professional Staff Policies		Council of Academic Affairs and Office of Human Resources		VCAA and VCAFA			
5. Student Policies	Annual	Deanship of Student Affairs		VCAA			
6. Learning Resources Policies		Office of IT and Library		VCAA			
7. Physical and Technology Resource Policies		Office of University Facilities and Office of IT		VCAFA and VCAA			
8. Fiscal Resources Policies		Office of Finance		VCAFA			
9. Public Disclosure and Integrity Policies		Chancellor's Office		BOT			
10. Research and Scholarly Activities Policies		Deanship of Graduate Studies and Research		Council for Academic Affairs			
11. Community Engagement Policies		Office of Community Engagement		Council for Academic Affairs			

Appendix **1**

Appendix 1

Non Academic Unit Assessment Plan and Assessment Report Templates

Assessment Plan

Non-Academic Unit Name:

Academic Year:

Date:

1. Introduction
Describe the history of the unit in enough detail to provide a background that helps to clarify the unit's mission, especially as it relates to the unit's contributions to the university and student success. Include a description of major unit responsibilities, programs, and services.

2. Mission
Insert Mission Statement

3. Goals, Objectives, Actions, Assessment Methods, and Targets

Goal #1. Insert unit goal #1
Objective #1.1 Insert objective #1 of Goal #1
Actions: Insert actions here
Assessment Method #1: describe assessment method#1 of Objective #1.1
Target:
Assessment Method #2: describe assessment method#1 of Objective #1.
Target:
Repeat for other Assessment Methods of Objective #1.1
Repeat for other Objectives of Goal #1
Repeat for other Goals

Template for Assessment Report

Non-Academic Unit Name:

Academic Year:

Date:

1. Introduction
Describe the history of the unit in enough detail to provide a background that helps to clarify the unit's mission, especially as it relates to the unit's contributions to the university and student success. Include a description of major unit responsibilities, programs, and services.

2. Mission
Insert Mission Statement

3. Reporting Results and Analysis

Goal #1. Insert unit goal #1
Objective #1.1 Insert objective #1 of Goal #1
Measurement #1: describe assessment method and measurement
Target:
Results:
Measurement #2: describe assessment method and measurement
Target:
Result:
Repeat for other measurements of Objective #1.1
Repeat for other Objectives of Goal #1
Analysis of Goal #1:
Repeat for other Goals

Appendix **2**

Evaluation Forms

2.1 Course Evaluation Form on Moodle

Course Assessment Form
Students' Perception

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

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

Course Name:					
Course Number:					
(5) Highly Satisfied راضٍ جداً	(4) Satisfied راضٍ	(3) Marginally Satisfied راضٍ إلى حد ما	(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	Responses					
		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 help-ful 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

(5) Highly Satisfied راضٍ جداً	(4) Satisfied راضٍ	(3) Marginally Satisfied راضٍ إلى حد ما	(2) Dissatisfied غير راضٍ	(1) Highly Dissatisfied غير راضٍ تماماً	(N/A) Not Applicable لا ينطبق

#	Course Instructor Related Issues الجوانب المتصلة بمدرس المساق	Responses					
		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

(5) Highly Satisfied راضٍ جداً	(4) Satisfied راضٍ	(3) Marginally Satisfied راضٍ إلى حد ما	(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	Responses					
	If the course does not include Lab/Studio/Clinic, please skip this section. إذا كان المساق لا يضم مختبر/عيادة/أستوديو، يرجى تخطي هذا القسم.						
		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:						

2.2 Academic Advisor Feedback

Academic Advisor Feedback 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.

| **Course Name:** |
| **Academic Advisor's Name:** |

(5) Highly Satisfied راضٍ جداً	(4) Satisfied راضٍ	(3) Marginally Satisfied راضٍ إلى حد ما	(2) Dissatisfied غير راضٍ	(1) Highly Dissatisfied غير راضٍ تماماً	(N/A) Not Applicable لا ينطبق

#	**Statements**	**(Your Score (out of 5**					
		5	**4**	**3**	**2**	**1**	**N/A**
1	I fully understand my study plan and graduation requirements. أنا على علم تام بخطتي الدراسية ومتطلبات التخرج.						
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 whenever I need his/her advice. مرشدي الأكاديمي يساعدني في اختيار المساقات كلما كنت بحاجة إلى نصيحته / نصيحتها.						
4	My advisor directs me to other sources of help when necessary. يوجهني مرشدي الأكاديمي إلى مصادر أخرى للمساعدة عند الضرورة.						
5	My advisor is very helpful in providing guidance about academic and non-academic matters that I discuss with him/her. مرشدي الأكاديمي يوفر لي المساعدة في الأمور الأكاديمية و الغير الأكاديمية عند الحاجة.						

2.3. Survey on Internal Assessment of OIPE (Deans, Head of Department, and IE Coordinators)

Please provide your assessment using a scale of 1 to 5, with (5) being the highest and (1) the lowest score.

يرجى استعمال مقياس (1-5) للتقييم، الرقم 5 يشير إلى الحد الأعلى للرضا والرقم 1 يعبر عن الحد الأدنى منه.

Assessment Scale (مقياس التقييم)	1	2	3	4	5	N/A لا ينطبق
How satisfied are you with the OIPE capability to provide and maintain timely nd accurate institutional data for:						
Initial Accreditation of Academic Programs	☐	☐	☐	☐	☐	☐
Reaccreditation of Academic Programs	☐	☐	☐	☐	☐	☐
How satisfied are you with the help provided by the OIPE staff in answering your inquiries?						
How satisfied are you with the assessment workshops conducted by the OIPE?	☐	☐	☐	☐	☐	☐
How satisfied are you with the development and updating of the University documents?	☐	☐	☐	☐	☐	☐
How satisfied are you with the OIPE support and technical inputs on:						
Development of Program Learning Outcomes (PLOs)	☐	☐	☐	☐	☐	☐
Development of Course Learning Outcomes (CLOs)	☐	☐	☐	☐	☐	☐
Interpretation of assessment results.	☐	☐	☐	☐	☐	☐
Development of remedial action.	☐	☐	☐	☐	☐	☐
How satisfied are you with the OIPE effort on processing frequently requested information regularly on:						
Student enrollment	☐	☐	☐	☐	☐	☐
Faculty - Student Ratio	☐	☐	☐	☐	☐	☐
How satisfied are you with surveys conducted by the OIPE? (Course Evaluation, library satisfaction survey,...)	☐	☐	☐	☐	☐	☐
How satisfied are you with the assessment quality and assessment model developed and maintained by the OIPE?	☐	☐	☐	☐	☐	☐
How satisfied are you with the OIPE services in general?	☐	☐	☐	☐	☐	☐

2.4. Survey on Internal Assessment of OIPE (Top Management)

Name of the Office (اسم الإدارة) ....

Please provide your assessment using a scale of 1 to 5, with (5) being the highest and (1) the lowest.

يرجى استعمال مقياس (1-5) للتقييم، الرقم 5 يشير إلى الحد الأعلى للرضا والرقم 1 يعبر عن الحد الأدنى منه.

Assessment Scale (مقياس التقييم)	1	2	3	4	5	N/A لا ينطبق
How satisfied are you with the OIPE capability to provide, and maintain timely and accurate institutional data for:						
Initial Accreditation of Academic Programs	☐	☐	☐	☐	☐	☐
Reaccreditation of Academic Programs	☐	☐	☐	☐	☐	☐
USTF License and Relicense	☐	☐	☐	☐	☐	☐
Continuing CAA requests on data	☐	☐	☐	☐	☐	☐
How satisfied are you with the capability of the OIPE in processing timely information for internal decision making process?	☐	☐	☐	☐	☐	☐
How satisfied are you with OIPE records and accreditation process?	☐	☐	☐	☐	☐	☐
How satisfied are you with the help provided by the staff in answering your inquiries?						
How satisfied are you with the development and updating of the University documents?	☐	☐	☐	☐	☐	☐
How satisfied are you with the University Fact Book?	☐	☐	☐	☐	☐	☐
To what extend the planning approach of OIPE helps your unit in developing achievable operational plan.	☐	☐	☐	☐	☐	☐
How satisfied are you with the OIPE records on:						
Assessment of Academic programs.	☐	☐	☐	☐	☐	☐
Assessment of organizational effectiveness	☐	☐	☐	☐	☐	☐
Assessment of non- academic offices.	☐	☐	☐	☐	☐	☐
How satisfied are you with the quality of analyzable data provided by the office?	☐	☐	☐	☐	☐	☐
How satisfied are you with the OIPE effort on processing frequently requested information regularly on:						
Student enrollment	☐	☐	☐	☐	☐	☐
Faculty - Student Ratio	☐	☐	☐	☐	☐	☐
Ranking and Rating	☐	☐	☐	☐	☐	☐
How satisfied are you with surveys conducted by the OIPE? (Course Evaluation, library satisfaction survey,...)	☐	☐	☐	☐	☐	☐
How satisfied are you with the Assessment cycle and quality and assessment model developed and maintained by the OIPE?	☐	☐	☐	☐	☐	☐
How satisfied are you with the OIPE services in general?	☐	☐	☐	☐	☐	☐

2.5 Student Satisfaction Survey of University Services (استبيان رضا الطلبة عن الخدمات الجامعية)

Office of Institutional Planning and Effectiveness (OIPE)
Student Satisfaction Survey of University Services
(استبيان رضا الطلبة عن الخدمات الجامعية)

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:					
(5) Highly Satisfied راضٍ جداً	(4) Satisfied راضٍ	(3) Marginally Satisfied راضٍ إلى حد م	(2) Dissatisfied غير راضٍ	(1) Highly Dissatisfied غير راضٍ تماماً	(N/A) Not Applicable لا ينطبق
			Assessment Scale (مقياس التقييم)		
Questions Related to Office of Information Technology **الأسئلة الخاصة بمكتب تكنولوجيا المعلومات**	5	4	3	2	1	N/A لا ينطبق
1. How satisfied are you with the reliability and quality of Wi-Fi services? ما هو رأيك بشأن درجة موثوقية وجودة خدمات شبكة ال وايفاي المستخدمة في تقنية المعلومات						
2. How satisfied are you with the reliability and quality of E-Learning (Moodle)? ماهي درجة شعورك بالرضا حيال خدمات التعلم الإلكتروني (مودل)؟						
Questions Related to University Services and Facilities **الأسئلة الخاصة بالمرافق والخدمات الجامعية**	**5**	**4**	**3**	**2**	**1**	**N/A لا ينطبق**
1. How satisfied are you with the food court services? ماهي درجة شعورك بالرضا عن مستوى ردهة الطعام والخدمات المصاحبة لها؟						
2. How satisfied are you with the availability of parking spaces? ماهي درجة شعورك بالرضا عن وفرة مواقف السيارات؟						
3. How satisfied are you with the cleaning services? ماهي درجة شعورك بالرضا عن خدمات النظافة؟						
4. How satisfied are you with the rest zones provided for students? ماهي درجة شعورك بالرضا عن مستوى قاعات الاستراحة المخصصة للطلبة؟						
Questions Related to Office of Admission and Registration **الأسئلة الخاصة بمكتب القبول والتسجيل**	**5**	**4**	**3**	**2**	**1**	**N/A لا ينطبق**
1. How satisfied are you with online registration? ماهي درجة شعورك بالرضا عن التسجيل عبر الإنترنيت؟						
2. How satisfied are you with services provided by the staff of the Office of Admission and Registration? ماهي درجة شعورك بالرضا عن الخدمات المقدمة من قبل موظفي مكتب القبول والتسجيل ؟						

	5	4	3	2	1	N/A لا ينطبق
3. How satisfied are you with the professionalism of the Office of Admission and Registration? ما مدى رضاك عن الاحتراف المهني لمكتب القبول والتسجيل؟						
4. How satisfied are you with the effectiveness of the Office of Admission and Registration? ما مدى رضاك عن الفعالية لمكتب القبول والتسجيل؟						
Questions Related to Office of Marketing **الأسئلة الخاصة بمكتب التسويق**	**5**	**4**	**3**	**2**	**1**	**N/A لا ينطبق**
1. How satisfied are you with the university web Page ماهي درجة شعورك بالرضا عن تصميم موقع الجامعة على شبكة الإنترنيت؟ .						
2. How satisfied are you with the University Social media content on the Facebook, Twitter, YouTube, and Instagram? ماهي درجة شعورك بالرضا عن محتوى الوسائط الاجتماعية المخصصة للجامعة على الفيسبوك، يوتيوب، تويتر، والانستجرام؟						
3. How satisfied are you with the content of the Digital Signage at the University? ماهي درجة شعورك بالرضا عن محتوى الشاشات الرقمية في الجامعة؟						
4. How satisfied are you with the USTF Mobile Application? ماهي درجة شعورك بالرضا عن تطبيق الهاتف الخاص بالجامعة؟						
Questions Related to Office of Finance **الأسئلة الخاصة بمكتب الشؤون المالية**	**5**	**4**	**3**	**2**	**1**	**N/A لا ينطبق**
1. How satisfied are you with the services provided by the Staff of the Office of Finance? ماهي درجة شعورك بالرضا عن الخدمات المقدمة من قبل موظفي مكتب المالية؟						
2. How satisfied are you with the online-payment service? ماهي درجة شعورك بالرضا عن آلية الدفع الالكتروني؟						
3. How satisfied are you with the accessibility, and professionalism of the Office of Finance? ما مدى رضاك عن سهولة الوصول والاحتراف المهني لمكتب الشؤون المالية؟						
4. How satisfied are you with the effectiveness of the Office of Finance? ما مدى رضاك عن الفعالية لمكتب الشؤون المالية؟						
Questions Related to University Medical Clinic **الأسئلة الخاصة بعيادة الجامعة الطبية**	**5**	**4**	**3**	**2**	**1**	**N/A لا ينطبق**
1. How satisfied are you with the working hours of the medical clinic? ماهي درجة شعورك بالرضا عن ساعات العمل؟						
2. How satisfied are you with the services provided by the staff of the University Medical Clinic? ماهي درجة شعورك بالرضا عن الخدمات التي يقدمها الطاقم الطبي؟						
3. How satisfied are you with the treatment provided to you? ماهي درجة شعورك بالرضا عن العلاج المقدم في العيادة؟						

	5	4	3	2	1	N/A لا ينطبق
4. How satisfied are you with the overall care provided by the University medical clinic? ماهي درجة شعورك بالرضا حيال العناية المقدمة من قبل عيادة الجامعة الطبية بصورة عامة؟						
Questions Related to the Deanship of Student Affairs **الأسئلة الخاصة بعمادة شؤون الطلبة**	**5**	**4**	**3**	**2**	**1**	**N/A لا ينطبق**
1. How satisfied are you with the campus counseling and psychological support services? ما مدى رضاك عن خدمات الإرشاد والدعم النفس المقدمة في الجامعة؟						
2. How satisfied are you with the social activities and students' trips? ما مدى رضاك عن مستوى الأنشطة الاجتماعية والرحلات الطلابية؟						
3. How satisfied are you with the leadership program, development and career opportunities? ما مدى رضاك عن مستوى برامج القيادة والتطوير وفرص العمل؟						
4. How satisfied are you with the services provided by the staff of the Office of Career and Placement Services? ما مدى رضاك عن الخدمات المقدمة من قبل موظفي مركز التوظيف والتدريب؟						
5. How satisfied are you with the professionalism of the Career Counseling Center? ما مدى رضاك عن الاحتراف المهني لمركز التوظيف والتدريب ؟						
6. How satisfied are you with the effectiveness of the Career Counseling Center? ما مدى رضاك عن الفعالية لمركز التوظيف والتدريب ؟						
Questions Related to USTF Library **الأسئلة الخاصة بالمكتبة الجامعية**	**5**	**4**	**3**	**2**	**1**	**N/A لا ينطبق**
1. How satisfied are you with the Library book collection? ما مدى شعورك بالرضا عن مجموعة الكتب المتوفرة في المكتبة؟						
2. How satisfied are you with the Library online resources? ما مدى شعورك بالرضا عن مصادر التعلم الإلكترونية المتوفرة في المكتبة؟						
3. How satisfied are you with the Library working hours? ما مدى شعورك بالرضا عن ساعات العمل في المكتبة؟						
4. How satisfied are you with the services provided by the staff of the USTF Library? ما مدى شعورك بالرضا عن الخدمات التي يقدمها موظفي المكتبة؟						
5. How satisfied are you with the computerized literature search (Online Catalog)? ما مدى شعورك بالرضا عن الفهرس الآلي للمكتبة؟						
6. How satisfied are you with the location of USTF Library? ما مدى شعورك بالرضا عن مكان تواجد المكتبة؟						
7. How satisfied are you with the overall services provided by the USTF Library? ماهي درجة شعورك بالرضا حيال الخدمات المقدمة من قبل مكتبة الجامعة بصورة عامة؟						

2.6 Administrative Staff Satisfaction Survey

Office of Institutional Planning and Effectiveness (OIPE)

Administrative Staff Satisfaction Survey

(استبيان رضا الهيئة الإدارية)

College Name:					
(5) Highly Satisfied راضٍ جداً	(4) Satisfied راضٍ	(3) Marginally Satisfied راضٍ إلى حد م	(2) Dissatisfied غير راضٍ	(1) Highly Dissatisfied غير راضٍ تماماً	(N/A) Not Applicable لا ينطبق

	Assessment Scale (مقياس التقييم)					
	5	4	3	2	1	N/A لا ينطبق
3. How satisfied are you with the implementation of the Staff development policy? ماهي درجة شعورك بالرضا عن تطبيق لائحة تطوير الموظفين؟						
4. How satisfied are you with the policy for promotion? ماهي درجة شعورك بالرضا عن لائحة الترقيات ؟						
5. How satisfied are you with your line manager? ما هي درجة شعورك بالرضا عن مديرك المباشر؟						
6. How satisfied are you with the working environment? ماهي درجة شعورك بالرضا عن بيئة العمل؟						

2.7 Sample Survey Forms for Indirect Assessment

a. SAMPLE EXIT SURVEY

A. Program Learning 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 Agree   **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 USTF (for courses like Maths, 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 USTF contribute to thinking logically?
   □ A Lot □ V. Much □ Somewhat □ V. Little □ Not at all
12. How much did your education at USTF contribute to writing effectively?
   □ A Lot □ V. Much □ Somewhat □ V. Little □ Not at all
13. How much did your education at USTF contribute to speaking effectively?
   □ A Lot □ V. Muc h □ Somewhat □ V. Little □ Not at all
14. How much did your education at USTF 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 USTF?
   □ Excellent □ V. Good □ Good □ Fair □ Poor

C. What you Liked the Most?
Please tell us what courses/labs/projects or other activities you liked the most.

D. What you Considered the Worst?
Please tell us what courses/labs/projects or other activities you considered the worst.

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

F. Additional Comments

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

SAMPLE ALUMNI SURVEY

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

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

A. Personal Information

1. Specialization Area:

2. Year of Graduation: _____

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
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?

D. Suggestions

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

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

E. Overall Rating of Program

Please rate the overall quality of the program:

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

F. Additional Comments

Thank you for your contribution!

SAMPLE EMPLOYERS' SURVEY

Dear Employer of USTF EE Graduate(s),

The purpose of this survey is to obtain your feedback about the competence of Electrical Engineering (EE) graduates from University of Science and Technology of Fujairah. 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 USTF, 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
4. Ability to function on multidisciplinary teams:
   □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE
5. Ability to identify, formulate, and solve engineering problems:
   □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE
6. Understanding of professional responsibilities:
   □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE
7. Understanding of ethical responsibilities:
   □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE
8. Ability to communicate effectively (Oral):
   □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE
9. Ability to communicate effectively (Written):
   □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE
10. Ability to understand the impact of engineering solutions in a global, economic, environmental, and societal context:
    □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE
11. Recognition of the need for, and an ability to engage in life-long learning:
    □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE
12. Knowledge of contemporary issues:
    □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE
13. Ability to utilize techniques, skills, and modern engineering tools necessary for engineering practice:
    □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE
14. Basics of Electrical Engineering:
    □ Excellent   □ V. Good   □ Good   □ Fair   □ Poor   □ UTE
15. 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.

Appendix **3**
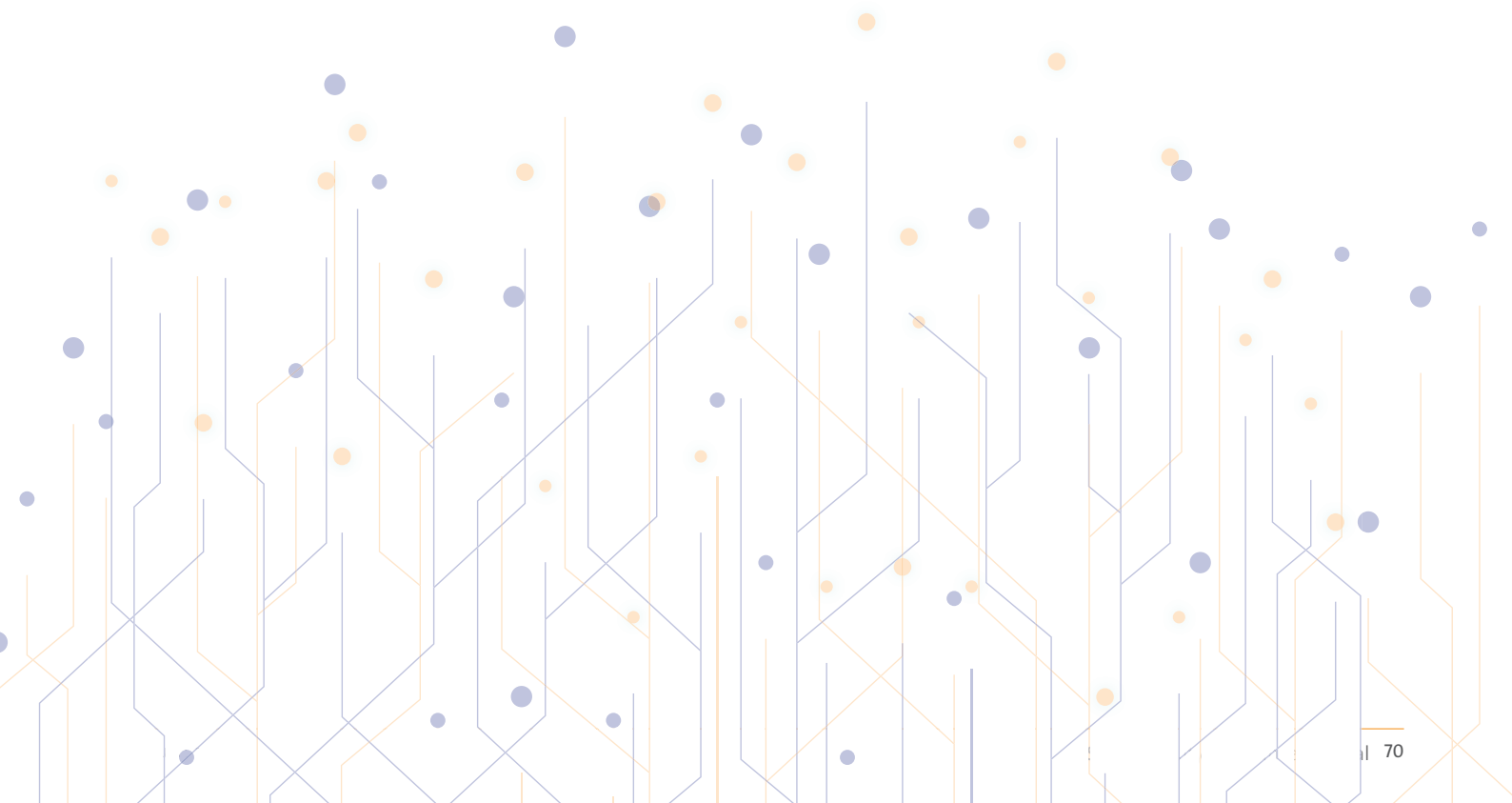
Course Assessment

3.1. Student Assessment of Course Learning Outcomes

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

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

اسم الطالب:---
الرقم الجامعي للطالب::---

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

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

3.2. Instructor Course Assessment Report

Office of Institutional Planning and Effectiveness
Instructor Course Assessment Report

1. General Information

Lecturer Name:	
Semester:	
Course Name and Number:	
Course Delivery Format (Theory, Lab, Tutorial): (2, 2, 2)	
Section Number and Gender:	Number of Students:
Average Mark for Section:	

2. Students' Perceptions

a. Students' Feedback with Respect to Course Related Issues

#	Question	Satisfaction Rate
Q1	I had an adequate background for this subject. كانت لدي خلفية مناسبة عن هذا المساق.	
Q2	Coursework assignments and projects were helpful to understand the subject. كانت الأعمال الفصلية والمشاريع مفيدة لفهم هذا المساق.	
Q3	I found the course useful. كان المساق مفيداً لي.	
Q4	Textbook and references assigned to this course were appropriate and useful. كان الكتاب الدراسي والمراجع المخصصة للمساق مفيدة ومناسبة.	

b. Students' Feedback with Respect to Course Instructor

#	Question	Satisfaction Rate
Q1	The instructor presented the material well and clearly. قدّم أستاذ المساق المادة الدراسية بشكل جيد وواضح.	
Q2	The instructor was well-prepared for the lectures. كان الأستاذ مستعداً بشكل جيد للمحاضرة.	
Q3	The instructor started and ended the lectures on time and was regular. التزم الأستاذ بمواعيد بدء المحاضرات وانتهائها وكان مواظبا عليها.	
Q4	The instructor was available and helpful during posted office hours. كان الأستاذ حاضرا خلال الساعات المكتبية المعلنة.	
Q5	The instructor was fair in the evaluation of students' course work. كان أستاذ المساق منصفاً في تقييم الامتحانات والأعمال الفصلية.	
Q6	The lectures were given in only one language (English or Arabic). كانت المحاضرات تقدم بلغة واحدة (العربية أو الإنجليزية).	
Q7	The instructor identified the course learning outcomes clearly. شرح الأستاذ مخرجات المساق بأسلوب واضح.	
Q8	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.	
Q9	The instructor evaluated the students' work in a timely manner. قيّم الأستاذ أعمال الطلبة في الوقت المناسب.	
Q10	Overall, the instructor's performance in this course was excellent. بصورة عامة، كان أداء الأستاذ في هذا المساق ممتازاً.	

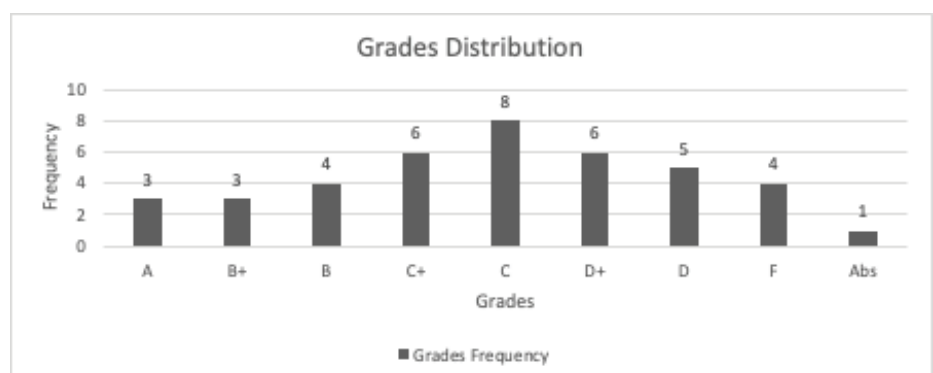**c. Students' Feedback with Respect to Lab Instructor (if available)**

	If the course does not include Lab/Studio/Clinic, please respond with N/A إذا لم يتضمن المساق على معمل/عيادة/استوديو برجاء اختيار N/A	
#	**Question**	**Satisfaction Rate**
Q1	The lab/studio/clinic instructor presented the practical material well and clearly. قدّم الأستاذ المادة العملية بشكل جيد وواضح.	
Q2	The instructor was well-prepared for the lab/studio/clinic sessions. كان الأستاذ مستعداً بشكل جيد للمختبر/العيادة/الأستوديو.	
Q3	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.	
Q4	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.	
Q5	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.	
Q6	The instructor evaluated the students' work in a timely manner. قيّم الأستاذ أعمال الطلبة في الوقت المناسب.	
Q7	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.	
Q8	Overall, the instructor's performance in the lab/studio/clinic was excellent. بصورة عامة، كان أداء الأستاذ في هذا المساق ممتازاً.	

d. Students' Feedback with Respect to Course Learning Outcomes (done by the instructor on Moodle)

| Course Learning outcomes (CLOs)	Number of Students				Average Score for Section OR Student % Scoring >= 70%
	Poor < 60	Moderate (60-69)	Good (70 – 84)	Excellent (85-100)	

3. Instructor's Course Assessment
a. Grade Distribution

b. Course Learning Outcomes Assessment (on the CAP Program)

Course Learning Outcomes	Percentage Average Score (or Percentage of Students Scoring above 70%) per Assessment Tool Used in the Course for each Outcome						Average Score for all Tools
	Tool #1 weight:	Too1 #2 weight:	Tool #3 weight:	Tool #4 weight:	Tool #5 weight:	Tool #6 weight:	
1							
2							
3							
4							
5							
6							
7							

c. Graph Representation of Student – Instructor Assessment of Course Learning Outcomes
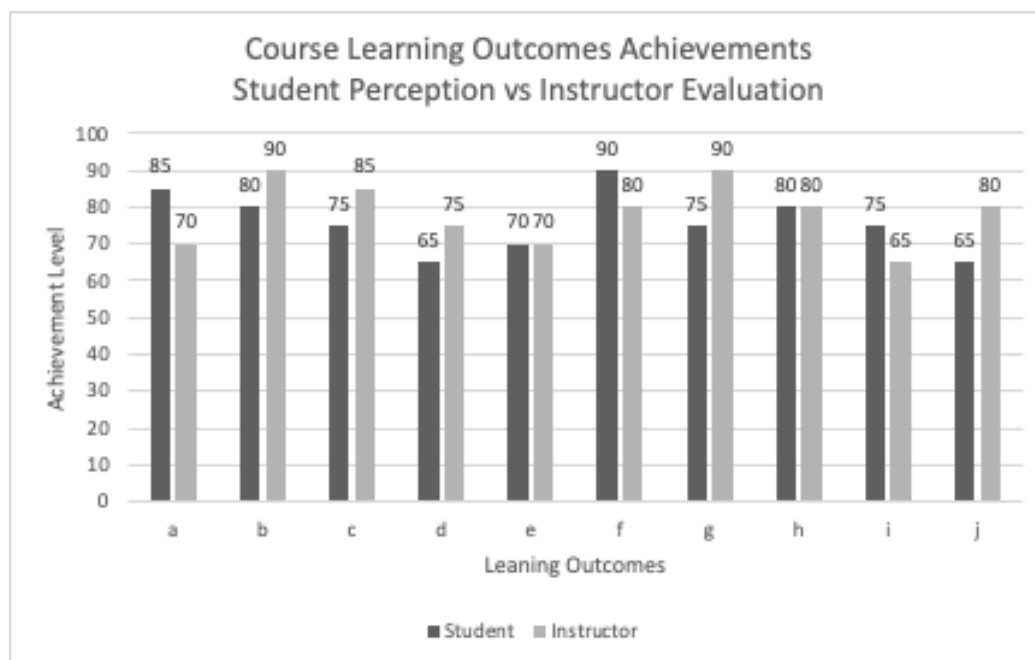
d. How do students' perceptions with regards to course learning outcomes differ from their assessment by the course instructor? Please comment and comment on any discrepancy:

4. Continuous Quality Improvement

a. Improvements relative to previous offering of the course:

Course Learning Outcomes NOT Attained in the Last Offering (Semester: XXXXXXXXXX) (Can be obtained from head of department or program coordinator)	Approved Actions for Improvements by College Assessment Committee	Feedback on Actions Implemented this Semester by Instructor and their Effectiveness

b. Recommended improvements for course learning outcomes not achieved in the current offering if any:

Course Learning Outcomes NOT Attained in the CURRENT Semester	Suggested Actions for Improvements by Course Instructor

c. General Course Review by Instructor for improving students learning experience:

Item	Instructor Comment
a. appropriateness of the course learning outcomes مدى ملاءمة مخرجات المساق التعلمية	
b. extent to which the syllabus was covered مدى نطاق تغطية عناصر المقرر	
c. appropriateness of textbooks and other learning resources مدى ملاءمة الكتب الدراسية والموارد التعلمية الأخرى	
d. appropriateness of prerequisites مدى ملاءمة المتطلبات المسبقة	

d. Learning barriers and general comments on issues encountered in the course if any:

Instructor Signature and Date

3.3. Course Assessment Committee Report

Office of Institutional Planning and Effectiveness (OIPE)
College Effectiveness Committee (CEC)
Course Assessment Report
Course Information

Course ID and Course Title:	
Semester:	Academic Year:

Course Learning Outcomes:

a. Assessment and Actions

Course Learning Outcomes	Not Achieved[2]	Not Covered	Score (%)	Actions Approved by ACIC[3]
a	☐	☐		
b	☐	☐		
c	☐	☐		
d	☐	☐		
Comments:				

Signature of Head of ACIC

Date:--------------------------

Signature of Head of Department

Date:------------------------------------

c. Remarks by Head of CEC

Signature of Head of CEC

Date:--------------------------

Signature of College Dean

Date:------------------------------------

1.College Effectiveness Committee (CEC) at College level.

2. The Achievement criteria for a CLO is 70% score or higher.

3. Assessment and Continues Improvement Committee (ACIC) at Department level.

جامعة العلوم والتقنية في الفجيرة
UNIVERSITY OF SCIENCE & TECHNOLOGY OF FUJAIRAH