جامعـة العــلــوم والتـقنيـة في الفــجيرة
UNIVERSITY OF SCIENCE & TECHNOLOGY OF FUJAIRAH

Quality Assurance Manual

جامعـة العــلـوم والتقنيـة في الفـجيرة
UNIVERSITY OF SCIENCE & TECHNOLOGY OF FUJAIRAH

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1. Introduction

The Institutional research and planning are an ongoing process integrating assessment, systematic data gathering, analyzing, and interpreting the data 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 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, 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 research 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 outcomes of these units and use the results to make necessary changes for continuous improvement in the academic and administrative units. The goal is to measure the level of achievement of the missions, objectives and outcomes of the academic programs, colleges and hence the University to establish plans for remedial actions as well as encouraging and adopting best practices in teaching and learning, research, and service.

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

University of Science and Technology of Fujairah's vision, mission, and strategic plan are approved by the Board of Trustees (BOT) and reviewed near mid-term in the context of continuous improvement based on regular assessment and evaluation. After the completion of four years of the existing strategic plan, a thorough review process is initiated in preparation of the next strategic plan.

For reviewing the mission, vision, and strategic plan, the Chancellor shall appoint an ad-hoc or standing committee of the University to assist in leading the review. The ad-hoc or standing committee shall receive and review the chancellor's guidelines and prepare a draft based on extensive meetings and focus groups with all stakeholders of the University including alumni, employers, partners, parents, faculty, staff, and students. Once the draft is finalized and approved by the Chancellor, it will be submitted to the BOT for its approval.

Current Strategic Plan 2018-2023 was approved by the BOT in its meeting on March 27, 2019. The next Review process has been initiated by the Chancellor on March 1, 2023. Guidelines, roles, and responsibilities to Implement the Periodic Review indicated in the Planning Policy attached in Appendix 6.

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 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 the Commission for Academic Accreditation (CAA) *Standards.*
5. Facilitate and promote submission of quality documents to the 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 university documents thoroughly 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 to enhance the understanding of new processes for continuous quality improvement and closing the loop.
8. Make evidence-based recommendations to the university higher management, deans, and line managers for continuous quality enhancement.

2.10 Mapping the Alignment of OIPE Goals to USTF Goals

Table 2.1. Mapping the Alignment of OIPE Goals to USTF Goals

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

The Role of OIPE in Strategic Planning:

The ultimate responsibility for 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.

The OIPE prepares an annual strategic plan monitoring report (USTF Annual Institutional Effectiveness Report). The report analyzes in detail the achievement of each strategic goal of the current Strategic Plan, corrective, and continuous Improvement plans.

2.11 OIPE in USTF Organization Chart
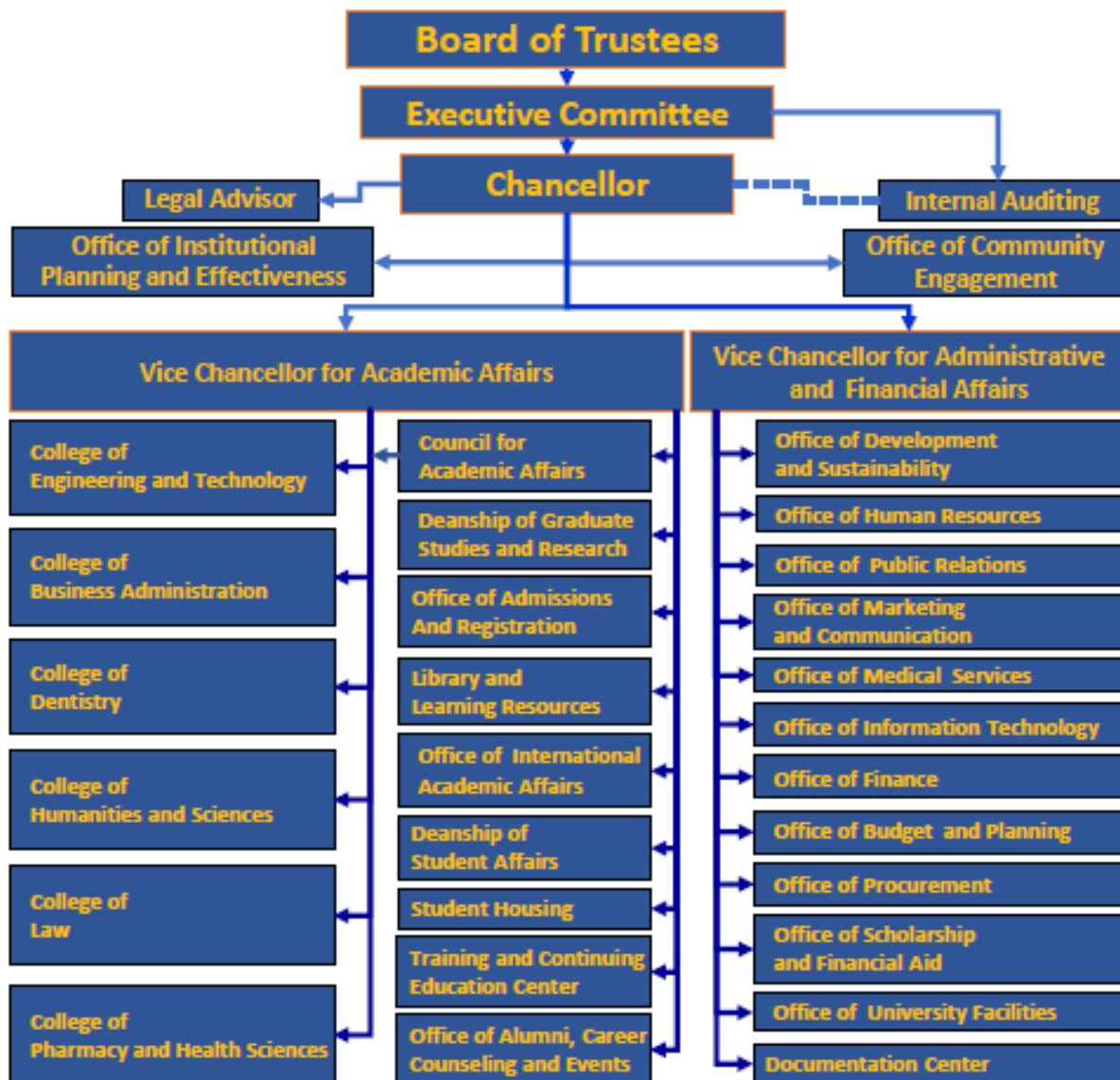
Fig. 2.1: University of Science and Technology of Fujairah Organization Chart.

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 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 activities; namely: Institutional Research, Institutional Planning and Effectiveness, Accreditation and University Ranking, and Quality Assurance.

2.13 Responsibilities of the OIPE

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

2.14 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 studies 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.

2.15 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. 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 Factbook, 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.

2.16 Institutional Planning and Effectiveness Model (IPEM)

For continuous improvement in academic programs and supporting services, for effective allocation of budget and resources, and revision and refinements of strategic goals and mission, the following Institutional Planning and Effectiveness Model (IE Model) developed by OIPE and adopted by the University.

Fig. 2.2: Institutional Planning and Effectiveness Model (IPEM).

2.17 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 the 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 would determine the level of success in achieving the specified objectives of OIPE- (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 also assessed annually to determine if it has achieved the targets of its specified KPIs.

OIPE is working with clear objectives, specified tasks and outcomes. The annual time action plan is subject to the approval of the 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 an 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 the closing assessment loop.

b) External Assessment:

OIPE is responsible for 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.

Quality assurance of applications for external review

OIPE ensures that the University is well represented to external agencies by providing timely and accurate responses to reporting obligations from Ministry of Education, accreditation bodies, and strategic partners. The approach for the preparation and submission of effective applications for external review is as following:

- The Institutional Effectiveness Committee (IEC) with the approval of Higher Management develop a Steering Committee involving all relevant stakeholders.

- The main responsibility of the Steering Committee, in accordance with the OIPE, is to develop a plan for preparation of the application, including:
  - Timeline, outline.
  - procedural manual driven template.
  - list of data requirements.
  - assignment of responsible persons.
  - progress reporting.
  - review.
- OIPE shall provide orientation for all relevant stakeholders before starting the self-study including the ERT comments from the previous ERT review.
- The standard responsible person shall revise the past review report, compile all the periodic improvement and assessment, strength and weakness, and evidence-based narratives, and action plans to address any weakness identified. He shall also ensure provision of evidence related to the implementation of the past Requirement and Suggestions.
- OIPE shall facilitate review by relevant internal committees/admins, and then steering committee.
- The steering committee shall complete internal approvals to finally submit it to the review agency.

Framework for responding to external audit:

The feedback received from the External Review Teams of the CAA and international accreditation bodies concerning the institutional requirements provides valuable assessment of the OIPE in terms of quality. OIPE utilizes this feedback for further improving the quality of its activities and output through following stages:

- Stage 1: Investigation of quality concerns: Once any process or area has been identified as a quality concerns by the External Review Team, OIPE launches an investigation of the issue with the involvement of the concerned department or committee to develop a thorough understanding of it, identify its causes and determinants, and recommend remedial actions to fulfill the requirements or suggestions.
- Stage 2: Implementation of action plan: Upon approval of suggested action plan. OIPE ensures the evidence-based implementation to fulfill the requirement or suggestion.
- Stage 3: Reporting and Monitoring: OIPE ensures on time evidence-based reply to address the requirements or suggestions through the defend channels or platforms by the External Review Team. OIPE, in collaboration with IEC, will continue monitoring and reporting to the concerned parties the key indicators about the relevant process or area until any concern is resolved.
- Stage 4: Sustaining the improvement: The OIPE shall provide evidence of sustained performance in the following application or self-study.

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.

Framework for evaluating and improving quality assurance framework through the results of independent external quality assurance assessments:

the following steps sets a framework that compares differences in judgments between both routine internal and external quality assurance reviews, and proposes adjustments to internal quality assurance framework based on a third-party assessment:

1. Establish a Framework Committee: Create a committee composed of representatives from different departments within the university, including academic, administrative, and quality assurance units. This committee will be responsible for overseeing the framework development and implementation. The Institutional Effectiveness Committee (IEC) is appointed with this task.

2. Define Assessment Criteria: the IEC shall develop a comprehensive set of assessment criteria that covers various aspects of university operations. Ensure that the criteria are measurable, clear, and aligned with external quality standards.

3. Conduct Internal Quality Assurance Reviews: the OIPE along with IEC shall implement the routine internal quality assurance review process through assessing different areas of university operations based on the established criteria. These internal reviews should be conducted periodically and cover all relevant departments and units.

4. Collect Assessment Results: the OIPE shall submit the results of both routine internal and external quality assurance reviews to a third-party External Quality Assurance Agency\Audit.

5. Analyze Differences in Judgments: The External QA Agency\Audit shall analyze the differences in judgments between both routine internal and external quality assurance reviews. Identify areas where the assessments diverge significantly and assess the implications of these differences for the soundness of the internal quality assurance process.

6. Identify Root Causes: The External QA Agency\Audit in coordination with the OIPE shall investigate the underlying causes of the differences in judgments by reviewing the processes, methodologies, expertise, and perspectives employed in the internal and external assessments. Identify factors that may contribute to discrepancies, such as bias, lack of expertise, or misalignment with the standards.

7. Propose Adjustments: The External QA Agency\Audit based on the analysis of differences and root causes, propose adjustments to the internal quality assurance process. These adjustments may involve refining assessment criteria, enhancing training and professional development for internal reviewers, improving documentation processes, or revising policies and procedures.

8. Implement Adjustments: Upon the Approval of IEC, the OIPE shall implement the proposed adjustments within the internal quality assurance process. Communicate the changes to relevant stakeholders.

9. Monitor and Evaluate: OIPE along with IEC shall monitor and evaluate the effectiveness of the adjustments made to the internal quality assurance process. Regularly review and assess the impact of the changes on the alignment of internal assessments with external quality standards.

10. Continuous Improvement: OIPE shall foster a culture of continuous improvement by regularly reviewing the framework, gathering feedback from stakeholders, and making iterative improvements as needed. Encourage ongoing collaboration with external quality assurance agencies to benefit from their expertise and insights.

2.18 Catalog Revision and Publication

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

2.19 Institutional Effectiveness Committee

The Institutional Effectiveness Committee (IEC) is headed by the Chancellor and membership of OIPE Director, and it has two co-chairs; the vice chancellor for academic affairs who is responsible for academic units and the vice chancellor for admirative and financial affairs who is responsible for non-academic units. The OIPE is the central player member in this committee. 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 IE coordinator for each college is the head of the College Effectiveness Committee (CEC) and shall provide support and guidance to all Assessment and Continuous Improvement Committees (ACICs) operating at the department levels.

From the IEC members, the high-level Assessment Planning Committee (APC) comprises of the chancellor, the two co-chairs of Institutional Effectiveness Committee (IEC) and the OIPE Director. The Assessment Planning Committee (APC) is the main committee responsible for planning, directing, and monitoring the assessment, continuous improvement, and evidence-based planning and budgeting across all academic and non-academic units in the University. In addition, The APC is mandated to monitor the achievement of USTF's Strategic Goals and making recommendations to various committees based on institutional research for future planning.

The organization structure showing an integrated system of assessment, evaluation, and continuous improvement involving APC, IEC, CECs, and ACICs is shown in Figure 2.3.
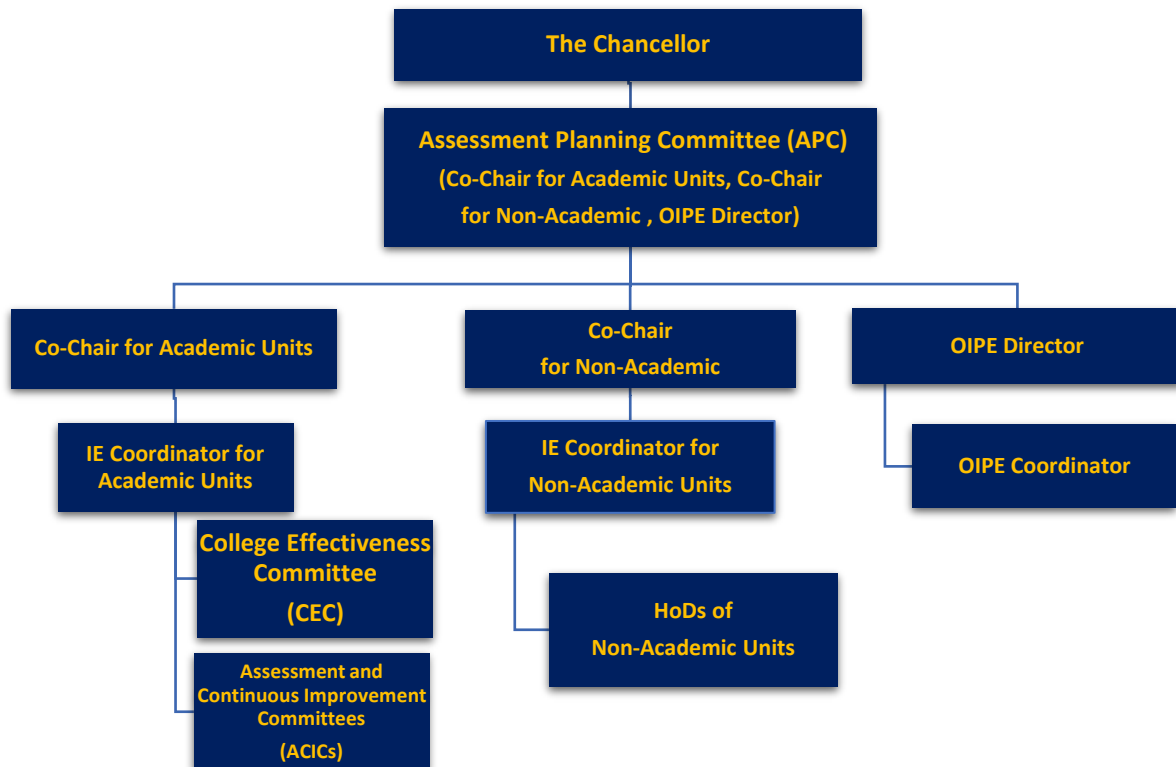
Figure 2.3: Organizational structure for Assessment and Continuous Improvement

The roles and responsibilities of the two co-chairs of IEC, Institutional Effectiveness Coordinators and the OIPE 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 QFEmirates 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 regarding 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.

Office of Institutional Planning and Effectiveness (OIPE)

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 overall action plan based on recommendations from colleges, administrative and support units.
- Communicates assessment results to Chancellor's Office.
- Communicates actions taken based on the assessment to all stakeholders (CAA and USTF students).
- Monitors the implementation of recommendations and remedial actions.
- Ensures "closing the loop" for all academic and non-academic units.
- Prepares Annual strategic plan monitoring report (USTF Annual Institutional Effectiveness Report). The report analyzes in detail the achievement of each strategic goal of the current Strategic Plan.

3. Effectiveness of Academic Programs and Non-Academic Units

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.
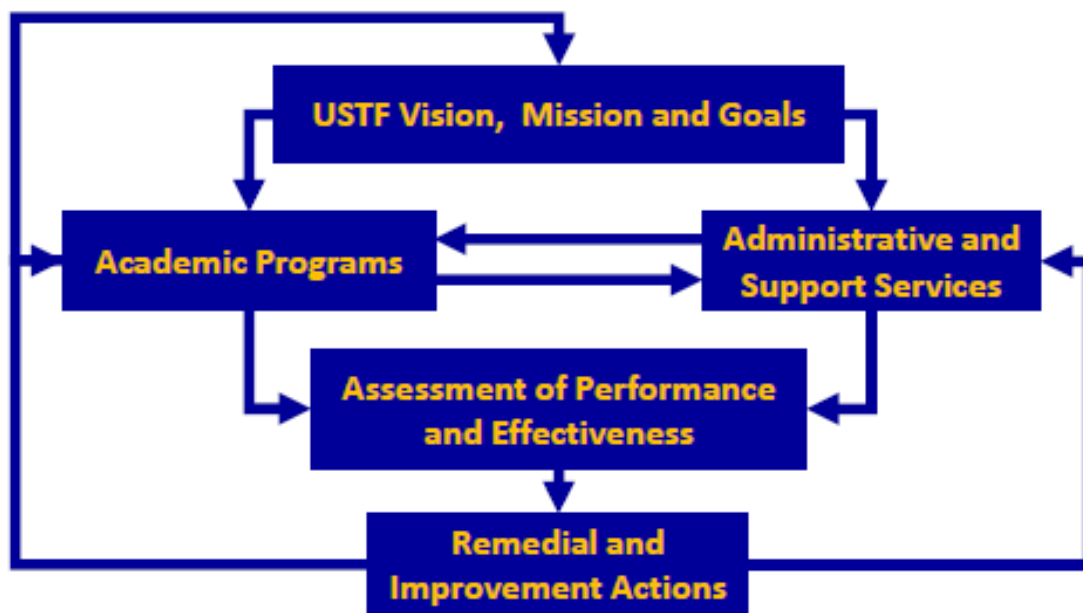
Fig. 3.1. USTF Institutional Effectiveness Flowchart

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 OIPE is responsible for:

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

4. 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:

Fig. 4.1. Flowchart for Developing Missions, Goals, Objectives, and Learning Outcomes
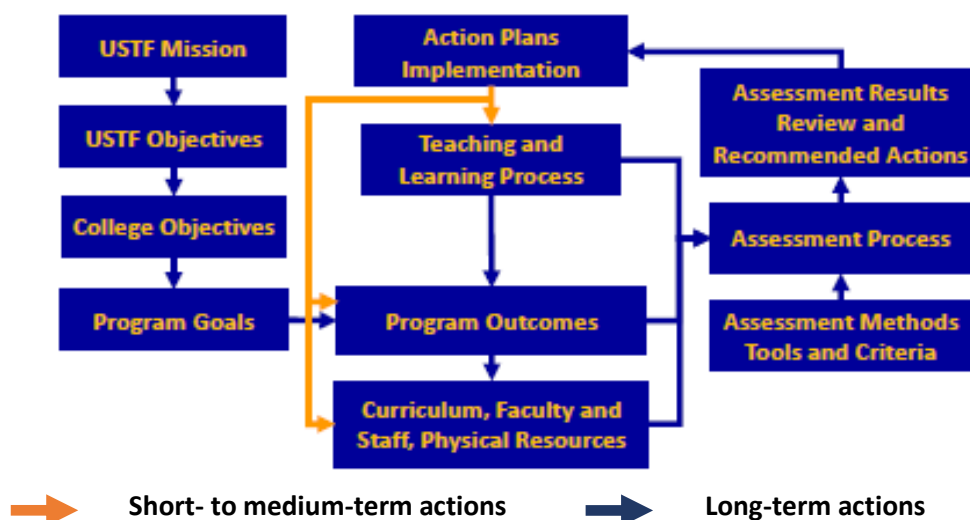
Fig. 4.2. Academic Programs Assessment Flowchart

5. 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 indicate 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.

Table 5.1. Common learning outcome action verbs based on the Blooms taxonomy of the level of cognition.

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 to improve 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 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 coupled with exit interviews, it is possible to obtain students' feedback covering a broad range of issues related to the program of study, especially the strengths and weaknesses of the curriculum, teaching methodologies, lab facilities and 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.

Table 5.2 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

Table 5.3 Timetable for Program Evaluation.

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

6. 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 including:

- 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 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.

6.5 Institutional Effectiveness Committee (IEC)

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

6.6 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 overall action plan based on recommendations from colleges, administrative and support units.
- Communicates assessment results to Chancellor's Office.
- Monitors the implementation of recommendations and remedial actions.
- Communicates actions taken based on the assessment to all stakeholders (CAA and USTF students).
- Ensures "closing the loop" for all academic and non-academic units.
- Prepares Annual strategic plan monitoring report (USTF Annual Institutional Effectiveness Report).

6.7 Assessment and Continuous Improvement Committee (ACIC)

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

6.8 College Effectiveness Committee (CEC)

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.

6.9 Assessment Planning Committee (APC)

The Assessment Planning Committee (APC) is the main committee responsible for planning, directing, and monitoring the assessment, continuous improvement, and evidence-based planning and budgeting across all academic and nonacademic units in the University. It is chaired by the chancellor and comprised of the Director of OIPE and two co-chairs of Institutional Effectiveness Committee (IEC). In addition, The APC is mandated to monitor the achievement of USTF's Strategic Goals and making recommendations to various committees based on institutional research for future planning. The progress of USTF's Strategic Goals is determined by analyzing the achievement scores of strategic KPIs that are mapped to corresponding SGs. The committee's scope of work covers all Units.

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

Table 7.1 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, feedback, 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 (ICAR)	Course Instructor	• Prepare a detailed report on the level of achievement of course outcomes.	• ICAR template
4	Course level recommendations and remedial actions.	Course Instructor, ACIC, and Head of Department (HOD)	• ACIC meets with the course Instructor and discusses 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	ACIC and Head of Department (HOD)	• The ACIC prepares the recommendations and action plan for continuous improvement.	• Recommendations and remedial actions report to be submitted to CEC.

	remedial actions report		• The HOD reviews and approves the report.	
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.	Program Coordinator, ACIC, OIPE	• The Program Coordinator, ACIC, and OIPE monitors the implementation of the approved recommendations and actions.	

8. Academic Programs Assessment Templates and Forms

8.1 Alignment and Mapping

8.1.1 Mapping Program Outcomes with QF-Emirates Framework Strands

Table 8.1. Mapping of the program outcomes with the QF Emirates Learning Standards Based on the degree level (Bachelor or Master)

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

8.1.2 Mapping of Program Outcomes with Program Goals/Objectives

Table 8.2. 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

Table 8.3. The contribution of each course to the program outcomes

COURSE CODE	RELATED COURSES	Program Learning Outcomes							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
ELE305	Electronic Devices and Circuits II	X	X				X		X
ELE302	Principles of Communications	X	X				X		X
ELE303	Electromagnetic Fields and Wave Propagation	X							
ELE202	Logic Design	X	X			X	X		X
ELE206	Engineering Analysis	X	X						X
ELE492	Power Switching Devices	X							X
ELE203	Circuit Analysis I	X					X		X
ELE312	Power Systems and Electrical Machines	X			X				x
ELE102	Introduction to Engineering				X			X	X
ELE463	Renewable Energy Systems	X	X					X	X
ELE464	Power System Analysis	X							X
MTH121	Engineering Mathematics I	X	X						
PHY121	Engineering Physics I	X					X		
MTH221	Engineering Mathematics III	X	X	X	x	x	x	x	X
ELE304	Probability and Random Variables	X							X

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:

Table 8.4. Course Outcomes Assessment

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:

Table 8.5. Program Outcomes Assessment

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 feedback on a particular program outcome classified as 'achieved' based on faculty feedback.

AR4 = percentage of feedback on a particular program outcome classified as 'achieved' based on senior students' feedback.

AR5 = percentage of feedback on a particular program outcome classified as 'achieved' based on employers' feedback.

AR6 = percentage of feedback on a 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 for Achievement	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				All the three criteria for the three Instruments should be satisfied. Else, the program goals are considered as "not achieved".	
PG-2					
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-					

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

4-College Goals Related Recommendations					
4.1					

5- Other Recommendations					
5.1					
----					

9. 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 Performance Indicators (PIs), then assess the achievement of all PIs in accordance with well-defined rubrics and accordingly determine the attainment of PLOs. This approach will be referred to as the rubrics-based assessment. Both approaches have their own advantages as discussed below.

The course learning outcomes (CLOs) describe the abilities of students to be attained by the completion of a course. Accordingly, the course syllabus is developed, and teaching and assessment methodologies are defined to ensure that the specified CLOs could be achieved by students at the completion of the course. It is the responsibility of the instructors to focus on the task of achieving the specified CLOs. Thus, even if the content of a course taught by different instructors may differ to a certain extent from one another, the goal of achieving all CLOs remains the same. Also, in CLOs-based assessment, marks for performance not related to student learning (such as attendance) do not affect the assessment as the marks used are not the overall course marks but they are based on marks obtained by students for specific course learning outcomes. Similarly, the question of difference in grades due to use of a curve or a fixed standard by different faculty teaching the same course does not arise since CLOs-based assessment is not dependent on overall grades of students in a course. There is still, however, a concern that different faculty may grade differently the

students' response related to the same CLOs. But that concern is also applicable, to a certain extent, to rubrics-based assessment. And that's why inter-rater reliability is an important issue in rubrics-based assessment. Just like in rubrics-based assessment it is important to carry out rubric calibration and inter-rater reliability processes, effective CLOs-based assessment requires well-defined CLOs and a common policy on grading guidelines. Nevertheless, the rubrics-based assessment, that directly 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 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 to achieve a 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 all USTF academic programs 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 course. These CLOs have been designed 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 are 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.

Table 9.1. 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 the College Effectiveness Committee (CEC). 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																

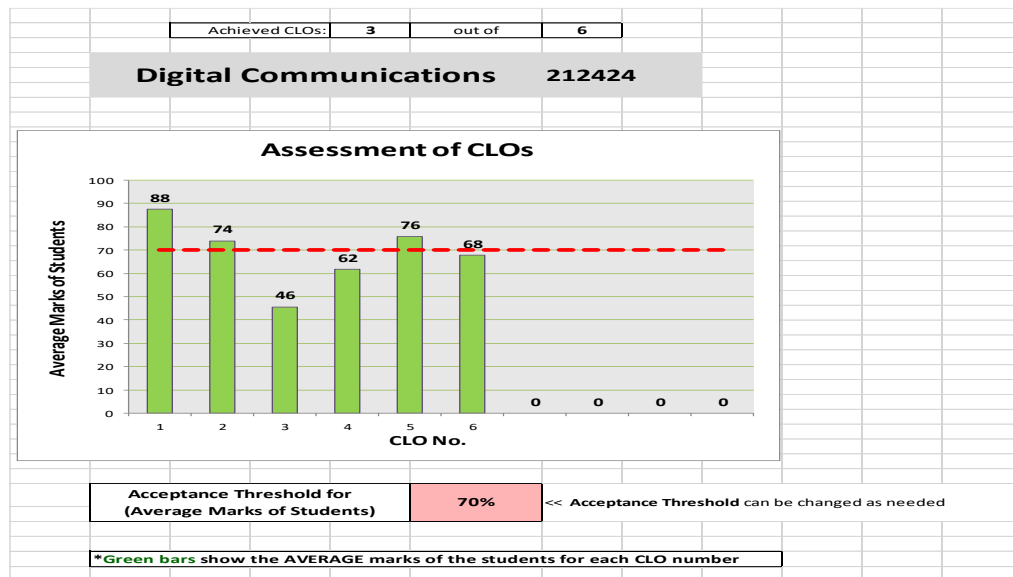**Fig. 9.1. CAP data entry for a course**

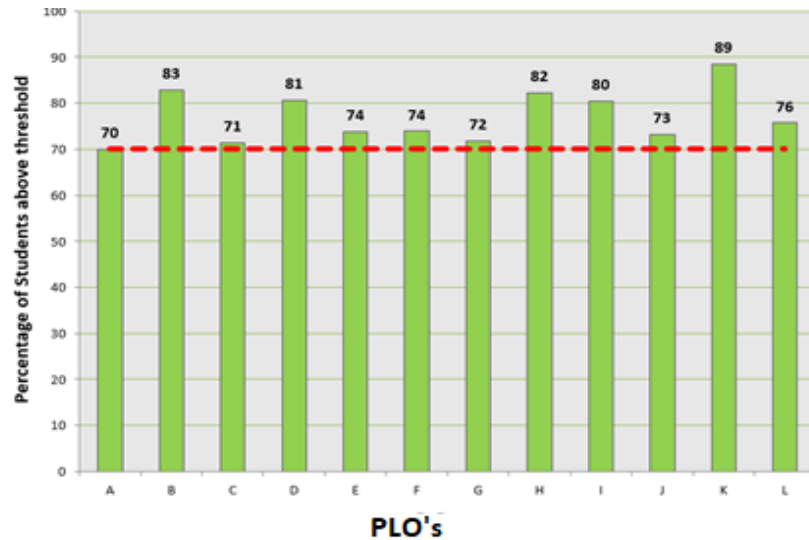**Fig. 9.2. CAP results for attainment of CLOs of a course**

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

9.3 Indirect Assessment

For indirect assessment, a variety of instruments are used to determine the attainment of PLOs of an academic program. These include feedback obtained from alumni, employers, 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.
- Determining the unit key performance indicators (KPIs).
- Adopting the KPIs targets as approved by the higher management.
- Selecting and designing instruments for performance measurement (direct and indirect).
- 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

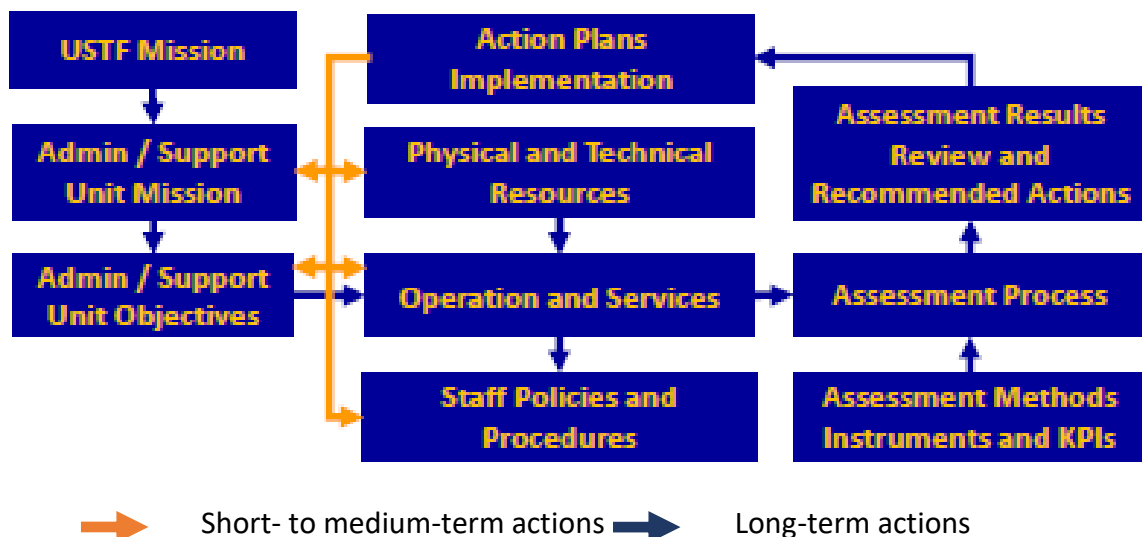The Administrative and Support Units Assessment process is shown in the following:

Fig. 10.1. Administrative and Support Units Assessment Flowchart

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 and KPIs

The unit objectives should cover the following three aspects:

- Outcome statements.
- The level and efficiency of processes and activities.
- Satisfaction level expected from stakeholders.
- Objectives should be SMART which means that they are: Specific, Measurable, Achievable, Realistic, Time-bound.

For each goal, Key Performance Indicators (KPI) are identified, in agreement with the APC. The KPIs are mapped against strategic goals of AU. After the approval of KPIs, baselines are defined for KPIs based on data available for the recently completed year and appropriate targets for KPIs are set for the following year.

10.5 Assessment Tools/Instruments and Criteria

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

- Indirect: Measures level of satisfaction from involved stakeholders (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
Sep	• Revision/Development of the unit mission and objectives • Mapping the unit objectives with university objectives
Sep	• Selecting the unit key performance indicators (KPIs) • Selecting and designing instruments for performance measurement (direct and indirect) • Setting detailed assessment cycle
March - Apr	• Data collection and analysis and compilation of assessment results
Apr	• Communication of assessment results
Aug	• Reviewing assessment results and developing approved remedial and improvement actions
Sep	• Setting a plan for implementing improvement and remedial actions
Sep-Aug	• 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 is provided in Appendices.
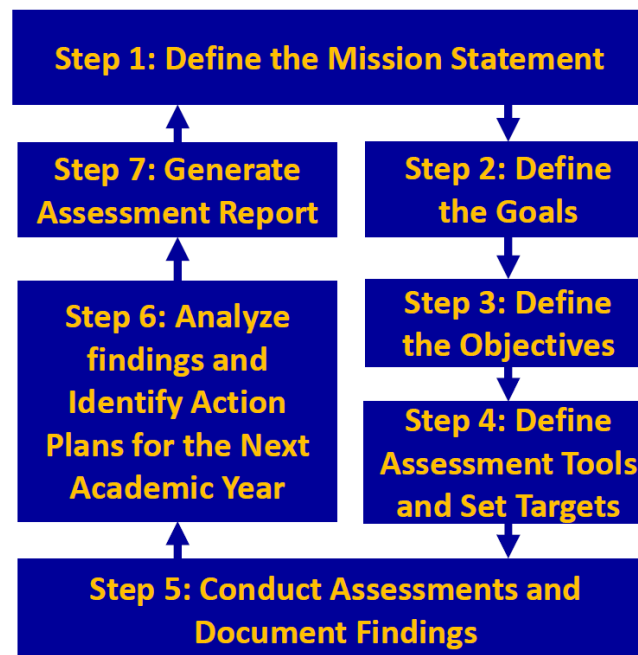
Step 1: Define the Mission Statement

Step 7: Generate Assessment Report

Step 2: Define the Goals

Step 6: Analyze findings and Identify Action Plans for the Next Academic Year

Step 3: Define the Objectives

Step 4: Define Assessment Tools and Set Targets

Step 5: Conduct Assessments and Document Findings

Fig. 11.1 Non-Academic Units Assessment Cycle.

Step 1: Define or Review 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 correlates 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 the objective is being met or not. 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 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 2.

12. Overall 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 Technology								
5	Law								
6	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	Office of Public Relations								
4	Office of Information Technology								
5	Office of University Facilities								
6	Office of Human Resources								
7	Office of Procurement								
8	Office of Institutional Planning and Effectiveness OIPE								
9	Office of Finance								
10	Office of Marketing and Communication								
11	Training and Continuing Education Center								
12	Office of Alumni, Career Counseling and Events								
13	Library and Learning Resources								
14	Office of Medical Services								
15	Office of Budget and Planning								
16	Office of Scholarship and Financial Aid								
17	Student Housing								
18	Office of International Academic Affairs								
19	Office of Development and Sustainability								
20	Deanship of Graduate Studies and Research								

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	Annual	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		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		Chancellor			

14. Assessment Surveys

University stakeholders such as students, faculty, staff, alumni, and employers are participating in surveys to gather data for administrative, planning, and reporting purposes. Collecting stakeholders' feedback is a result of the continuous effort to understand student, faculty, staff, and other stakeholders' experiences with the University to measure outcomes, and to implement quality improvement. USTF ensures that surveys are well designed and administered in an efficient manner, timed to avoid survey fatigue by overburdening a target population. The OIPE serves as the main office responsible for coordinating surveys to ensure meaningful and reliable results. All surveys are conducted online using different tools, mainly the LMS (Moodle).

The concerned units design the survey in consultation with IE Co-Chair and approval of Assessment and Planning Committee (APC), as an example, colleges are responsible for designing the program specific surveys such as students' perception on CLOs, exit surveys, employer surveys, alumni surveys. Upon receival of survey results, units are responsible for generating the reports and their dissemination to the appropriate channels.

KPI and performance evaluation surveys, designed to measure the unit's performance in a certain indicator or to evaluate a stakeholder performance like college deans and vice chancellors' performance evaluation survey. For KPI surveys, the concerned unit's head designed the survey in consultation with IE Co-Chair and approval of (APC). Mainly the OIPE is responsible for conducting and the dissemination of results to the concerned units.

All satisfaction surveys shall use the 5-point Likert scale. A corrective action plan will be required if the achieved satisfaction score for an indicator is below the predefined threshold. In addition, for continuous quality enhancement, each unit shall provide an improvement action plan for the following year.

Analyzing and Interpreting Results from a 5-Point Likert Scale Data

- Step 1: Create a survey form and establish a dataset.

- Step 2: Assign numbers to the scale from 1-5, assign 1 to 'Strongly disagree' and assign 5 to 'Strongly agree' depending on what the scale measures.

- Step 3: For each question, count the total number of responses for each sentiment level (frequency).

- Step 4: for each question, calculate Satisfaction feedback percentage based on the frequency.

- Step 5: Display the distribution of the satisfaction feedback percentage in a chart.

The following example demonstrate these 5 steps:

Statement		Dissatisfied	Neutral	Satisfied
Q01	Freq.	12	15	22
	Percentage	24%	31%	45%
Q02	Freq.	15	9	25
	Percentage	31%	18%	51%
Q03	Freq.	3	7	39
	Percentage	6%	14%	80%
Q04	Freq.	28	6	15
	Percentage	57%	12%	31%
Q05-	Freq.	6	10	33
	Percentage	12%	20%	67%
Overall Staff Satisfaction	Freq.	64	47	**134**
	Percentage	26%	19%	**55%**
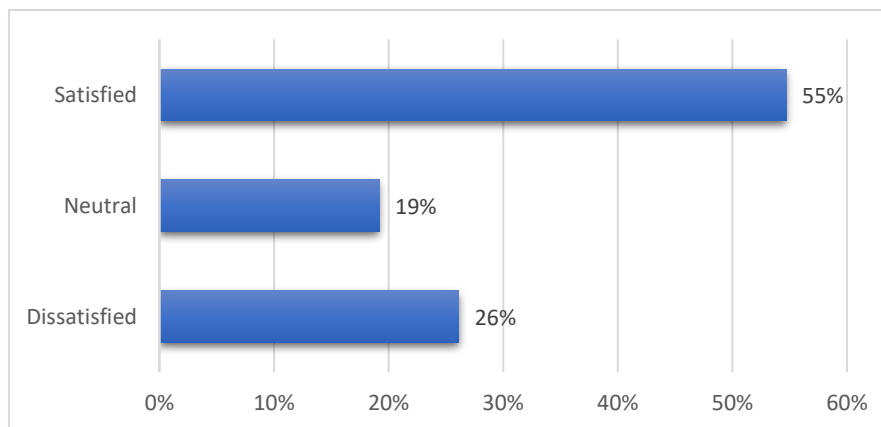
15. Board of Trustees Effectiveness

Board of Trustees (BoT) By-Laws introduced effectiveness criteria to evaluate their performance through a self-evaluation process conducted by the board members. The following assessment cycle outline the role and responsibilities of OIPE in relation to BoT effectiveness through the following steps:

- **Revision of the effectiveness criteria:** Any suggested modifications or changes to effectiveness criteria must be approved by the BoT and will be promptly incorporated in the assessment instruments.
- **Implementation and Follow-Up:** The OIPE shall ensure the implementation of BoT's self-evaluation within the designated time frame.
- **Documentation of Evaluation Report:** Upon completion of the assessment, the OIPE will maintain an approved copy of the BoT's Self-Evaluation Report received from the University Chancellor. This report will document the findings and recommendations resulting from the evaluation process.

Appendices

Appendix 1. Assessment Calendar

Office of Institutional Planning and Effectiveness (OIPE)
Calendar for Course Assessment for Fall 2023-2024

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

No	Task	Allocated Period	
		Start Date	**End Date**
1	Use the exam cover page, For all of the assessment tools (First test, Mid-term exam, Final Exam…etc.). The cover page includes a table that should map each exam question to one CLO.	Sept 04, 2023	Dec 25, 2023
2	Insert all grades obtained from various assessment tools in the CAP program in order to assess all CLOs <u>for each section</u>.	Sept 04, 2023	Dec 25, 2023
3	Collect students' perception on CLOs (**using students' feedback Activity on Moodle for each section**)	Dec 11, 2023	Dec 15, 2023
4	The Students' Course Assessment Survey results will be made available through email for all Instructors.	Dec 11, 2023	Dec 15, 2023
5	Integrate in the Instructor Course Assessment Report the results collected from task 2, task 3, and task 4.	Dec 16, 2023	Dec 25, 2023
6	Submit the Instructor Course Assessment Report plus the CAP program output for all offered courses through ECF* platform on Moodle.	Dec 25, 2023	Dec 27, 2023
7	Conduct meeting with ACIC and CEC members at the Department and College to define actions to be taken by filling the Course Assessment Report to make improvement in the courses.	Dec 25, 2023	Dec 27, 2023
8	Submit the Effectiveness Report of fall semester of the academic year 2023-2024	Jan 1, 2024	Jan 10, 2024

*Electronic Course File (ECF) is an interactive online platform that has been developed for colleges to analyze course assessment data to determine the degree of achievement of program outcomes. It promotes effective consistent documentation for ECF and maintains one database for all the courses offered at the university.

Office of Institutional Planning and Effectiveness (OIPE)
Calendar for Course Assessment for Spring 2023-2024

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

No	Task	Allocated Period	
		Start Date	**End Date**
1	Use the exam cover page, For all of the assessment tools (First test, Mid-term exam, Final Exam…etc.). The cover page includes a table that should map each exam question to one CLO.	Jan 15, 2024	May 20, 2024
2	Insert all grades obtained from various assessment tools in the CAP program to assess all CLOs <u>for each section</u>.	Jan 15, 2024	May 20, 2024
3	Collect students' perception on CLOs (**<u>using students' feedback Activity on Moodle for each section</u>**)	May 1, 2024	May 10, 2024
4	The Students' Course Assessment Survey results will be made available through email for all Instructors.	May 1, 2024	May 10, 2024
5	Integrate in the Instructor Course Assessment Report the results collected from task 2, task 3, and task 4.	May 11, 2024	May 20, 2024
6	Submit the Instructor Course Assessment Report plus the CAP program output for all offered courses through ECF platform on Moodle.	May 20, 2024	May 21, 2024
7	Conduct meeting with ACIC and CEC members at the Department and College to define actions to be taken by filling the Course Assessment Report to make improvement in the courses.	May 20, 2024	May 22, 2024
8	Submit the Effectiveness Report of the year 2023-2024	Sept 1, 2024	Sept 10, 2024

Office of Institutional Planning and Effectiveness (OIPE)
Calendar for Course Assessment for Summer 2023-2024

All instructors must complete the below tasks within the specified time for their course assessment:

No	Task	Allocated Period	
		Start Date	**End Date**
1	Use the exam cover page, For all the assessment tools (First test, Mid-term exam, Final Exam…etc.). The cover page includes a table that should map each exam question to one CLO.	June 03, 2024	July 14, 2024
2	Insert all grades obtained from various assessment tools in the CAP program to assess all CLOs <u>for each section</u>.	June 03, 2024	July 14, 2024
3	Collect students' perception on CLOs (**using students' feedback Activity on Moodle for each section**)	July 06, 2024	July 13, 2024
4	The Students' Course Assessment Survey results will be made available through email for all Instructors.	July 06, 2024	July 13, 2024
5	Integrate in the Instructor Course Assessment Report the results collected from task 2, task 3, and task 4.	July 13, 2024	July 14, 2024
6	Submit the Instructor Course Assessment Report plus the CAP program output for all offered courses through ECF platform on Moodle.	July 14, 2024	July 15, 2024
7	Conduct meeting with ACIC and CEC members at the Department and College to define actions to be taken by filling the Course Assessment Report to make improvement in the courses.	July 14, 2024	July 16, 2024
8	Submit the Effectiveness Report of the year 2023-2024	Sept 1, 2024	Sept 10, 2024

Office of Institutional Planning and Effectiveness (OIPE)
Assessment Calendar for Colleges, Administrative and Support Units
Academic Year 2023-2024

No.	Task	Deadline
1	OIPE shall send the Self-Study Template to HODs for the academic Year 2023-2024 for implementation.	Aug 25, 2023
2	HODs shall Review and update the goals, objectives, actions, KPIs and targets of their Offices for the Academic Year 2023-2024 considering the previous cycle feedback and assessment results. And Submit the Unit Annual Operational Plan (AOP) to IEC Co-Chair for Approval.	Sept 5, 2023
3	APC shall meet and discuss all the recommended KPIs and shall submit the first draft of AOP to the Chancellor for amendments/approval.	Sept 5, 2023
4	OIPE shall collect Corrective Action Plans for unachieved KPIs in academic Year 2022-2023 from HODs.	Sept 7, 2023
5	HODs shall receive their Approved AOP from OIPE for implementation.	Sept 10, 2023
6	IEC Review and update the Assessment Instruments (survey forms, direct assessment tools, etc.) based on the previous cycle feedback and analysis.	Nov 15, 2023
7	HODs shall assess the interim performance of their Offices with respect to specified goals and objectives and adjust if needed.	Feb 28, 2024
8	OIPE shall carry out all units' Services Satisfaction Surveys	March 1, 2024
9	OIPE analyze and disseminate survey results to HODs	April 3, 2024
10	IEC Co-Chair with OIPE shall meet with HODs and discuss survey results, corrective action plans, continuous improvements recommendation and performance against previous cycle recommendations.	April 10, 2024
11	OIPE shall prepare the Services Annual Evaluation Report for the Administrative & Support Units and Submit it to the Chancellor for Approval.	May 1, 2024
12	OIPE shall disseminate the approved recommendations of satisfaction survey results to HOD and update the Unit Annual Self-Study.	May 9, 2024
13	HODs shall carry out yearly self-assessment of their Offices and update the Unit self-study Reports with: • Actual performance against targets supported with evidence, • Set corrective\improvement action plans accordingly, • Closing previous cycle with actual performance and evidence. Submit Unit self-study Reports to (IEC Co-Chairs) for Approval for approval.	Aug 25, 2024
14	APC shall meet with HODs and discuss Units overall performance and improvement plans and recommendations.	Aug 28, 2024
15	IEC Co-Chairs approve the last version received of the Self- Study reports after updates and submit to the OIPE.	Sep 5,2024
16	OIPE Submit All USTF Units Annual Self-Study Reports 2023-2024 to the Chancellor for approval.	Sep 8,2024

Appendix 2. Administrative and Academic Support Units' 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

4. Decision, Actions, and Use of Results

This section of the report presents a discussion of how the unit used the reported assessment results for unit improvement purposes. In this section contains comments on:

Appendix 3. Evaluation Forms

3.1 Course Evaluation Form on Moodle

Course Assessment Form
Students' Perception

Dear Student

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 helpful to understand the subject.* كانت الأعمال الفصلية والمشاريع مفيدة لفهم هذا المساق.	☐	☐	☐	☐	☐	☐
3.	*I found the course useful.* كان المساق مفيداً لي.	☐	☐	☐	☐	☐	☐
4.	*Textbook and references assigned to this course were appropriate and useful.* كان الكتاب الدراسي والمراجع المخصصة للمساق مفيدة ومناسبة.	☐	☐	☐	☐	☐	☐
5.	*Your Comments and Suggestions:* تعليقاتك واقتراحاتك:						

b. Students' Feedback with respect to Course Instructor

رأي الطالب بشأن الجوانب المتصلة بمدرس المساق .ب

(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:						

3.2 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.

College 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.						

3.3. Survey on Internal Assessment of OIPE

Office of Institutional Planning and Effectiveness (OIPE)

To ensure continuous improvement, the Office of Institutional Planning and Effectiveness (OIPE) would use the following survey to determine the extent to which its objectives have been achieved. And planning for future improvements.

Your highly appreciated participation in filling this survey form will contribute in improving the quality of our services.

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

Please select the appropriate category:
☐ High Management (Chancellor, Vice Chancellor)
☐ College Dean
☐ IE Coordinators
☐ Office Manager

(5) Highly Satisfied	(4) Satisfied	(3) Marginally Satisfied	(2) Dissatisfied	(1) Highly Dissatisfied		(N/A) Not Applicable				
Assessment Scale					1	2	3	4	5	N/A
OIPE provides reliable and authentic institutional data.					☐	☐	☐	☐	☐	☐
Effectiveness reports prepared under the supervision of OIPE assist in achieving the goals of your Unit.					☐	☐	☐	☐	☐	☐
OIPE is establishing a culture of evidence-based assessment, evaluation, and continuous improvement at all USTF's units.					☐	☐	☐	☐	☐	☐
OIPE makes valuable contribution in improving the quality of institutional documents.					☐	☐	☐	☐	☐	☐
OIPE makes valuable contribution in the preparation for initial accreditation and re-accreditation, as well as response reports submitted to the CAA.					☐	☐	☐	☐	☐	☐
OIPE Contributes in granting and improving the QS ranking of USTF.					☐	☐	☐	☐	☐	☐
OIPE Organizes Assessment workshops that are helpful.					☐	☐	☐	☐	☐	☐
OIPE Makes evidence-based recommendations to the university higher management, deans, and line managers for continuous quality enhancement.					☐	☐	☐	☐	☐	☐

3.4 Satisfaction Survey of University Services (Sample)

Office of Institutional Planning and Effectiveness (OIPE)

Satisfaction Survey of University Services (Students, Faculty, Administrative Staff, Alumni)

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.

Note: Targeted category is in RED

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

Assessment of Library and learning resources Services			Assessment Scale (مقياس التقييم)					
تقييم خدمات المكتبة ومصادر التعلم								
Student	**Faculty**	**Staff**	5	4	3	2	1	N/A لا ينطبق
How satisfied are you with the library book collection? ما مدى شعورك بالرضا عن مجموعة الكتب المتوفرة في المكتبة؟								
How satisfied are you with the library online resources? ما مدى شعورك بالرضا عن مصادر التعلم الإلكترونية المتوفرة في المكتبة؟								
How satisfied are you with the library working hours? ما مدى شعورك بالرضا عن ساعات العمل في المكتبة؟								
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؟								
How satisfied are you with USTF library as a place for study? ما مدى شعورك بالرضا عن المكتبة ك مكان للمذاكرة؟								
How satisfied are you with the computerized literature search (Online Catalog)? ما مدى شعورك بالرضا عن الفهرس الآلي للمكتبة؟								
How satisfied are you with the location of USTF Library? ما مدى شعورك بالرضا عن مكان تواجد المكتبة؟								
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؟								
Assessment of Office of Medical Services			Assessment Scale (مقياس التقييم)					
تقييم مكتب الخدمات الطبية								
Student	**Faculty**	**Staff**	5	4	3	2	1	N/A لا ينطبق
How satisfied are you with the working hours of the medical clinic? ماهي درجة شعورك بالرضا عن ساعات العمل؟								
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؟								
How satisfied are you with the treatment provided to you? ماهي درجة شعورك بالرضا عن العلاج المقدم في العيادة؟								
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؟								

Overall Satisfaction Assessment of Student Satisfaction			Assessment Scale (مقياس التقييم)					
Student	**Faculty**	**Staff**	5	4	3	2	1	N/A لا ينطبق
How satisfied are you with the campus counseling and psychological support services? ما مدى رضاك عن خدمات الإرشاد والدعم النفسي في الحرم الجامعي؟								
How satisfied are you with the quality of food and beverages provided in campus? ما مدى رضاك عن جودة الأطعمة والمشروبات المقدمة في الحرم الجامعي؟								
How satisfied are you with the campus resources for students? ما مدى رضاك عن موارد الحرم الجامعي للطلاب؟								
How satisfied are you with the social activities and student trips? ما مدى رضاك عن الأنشطة الاجتماعية والرحلات الطلابية؟								
How satisfied are you with the leadership programs and personal development opportunities? ما مدى رضاك عن برامج القيادة وفرص التطوير الشخصي؟								
How satisfied are you with the quality of Hostel Services? ما مدى رضاك عن جودة خدمات السكن؟								
How satisfied are you with the quality of transportation services? ما مدى رضاك عن جودة خدمات النقل؟								
Overall Satisfaction Assessment of Administrative Staff			Assessment Scale (مقياس التقييم)					
Student	**Faculty**	**Staff**	5	4	3	2	1	N/A لا ينطبق
How satisfied are you with the implementation of the Staff development policy? ماهي درجة شعورك بالرضا عن تطبيق اللائحة تطوير الموظفين؟								
How satisfied are you with the policy for promotion? ماهي درجة شعورك بالرضا عن اللائحة الترقيات ؟								
How satisfied are you with your line manager? ما هي درجة شعورك بالرضا عن مديرك المباشر؟								
How satisfied are you with the working environment? ماهي درجة شعورك بالرضا عن بيئة العمل؟								
Overall Satisfaction Assessment of Faculty and Teaching Staff Satisfaction Survey			Assessment Scale (مقياس التقييم)					
Student	**Faculty**	**Staff**	5	4	3	2	1	N/A لا ينطبق
How satisfied are you with the implementation of the faculty development plan? ماهي درجة شعورك بالرضا عن تطبيق خطة تطوير أعضاء الهيئة التدريسية؟								
How satisfied are you with the policy for promotion? ماهي درجة شعورك بالرضا عن اللائحة الترقيات ؟								
How satisfied are you with your line manager? ما هي درجة شعورك بالرضا عن مديرك المباشر؟								
How satisfied are you with the working environment? ماهي درجة شعورك بالرضا عن بيئة العمل؟								

3.5 Sample Survey Forms for Indirect Assessment

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 Math, Physics, English, Chemistry)?

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

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

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

5. How useful did you find the tutorials?

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

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

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

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

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

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

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

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

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

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

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

11. How much did your education at 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. Much   ☐ 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?

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 4. Course Assessment

4.1. Exam Cover Page

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

Student Name:	
Student ID:	

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

* Assessment tool could be Test1, Test2, Midterm Exam, Final Exam, etc.

* Example of Assessment Tool: First Test, Midterm exam, Final Exam

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

اسم الطالب:	
الرقم الجامعي للطالب:	

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

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

4.2. Instructor Course Assessment Report

Instructor Course Assessment Report

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

Office of Institutional Planning and Effectiveness

Instructor Course Assessment Report (ICAR)

1. General Information

Instructor Name:	
Academic Year: 20...... - 20......	**Semester:**
Course Title:	**Course Code:**
Course Delivery Format (Theory, Lab, Tutorial): (2, 2, 3)	
Section Number:	**Number of Students:** ☐ Male ☐ Female ☐ Merged
Average Mark for this Section:	

2. Summary of student feedback on the evaluation of the course:

a. Students' Feedback with Respect to the Course

#	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 the 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 on Lab/Studio/Clinic (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 on Course Learning Outcomes (CLOs):

Course Learning Outcomes (CLOs)	Average Score (%)
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

3. Instructor's Course Assessment

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

   *a. Please provide the individual student grades, both cumulative and for each assessment, in **Appendix 1.***

   b. Quantitative analysis of student performance

III.   Grade Distribution
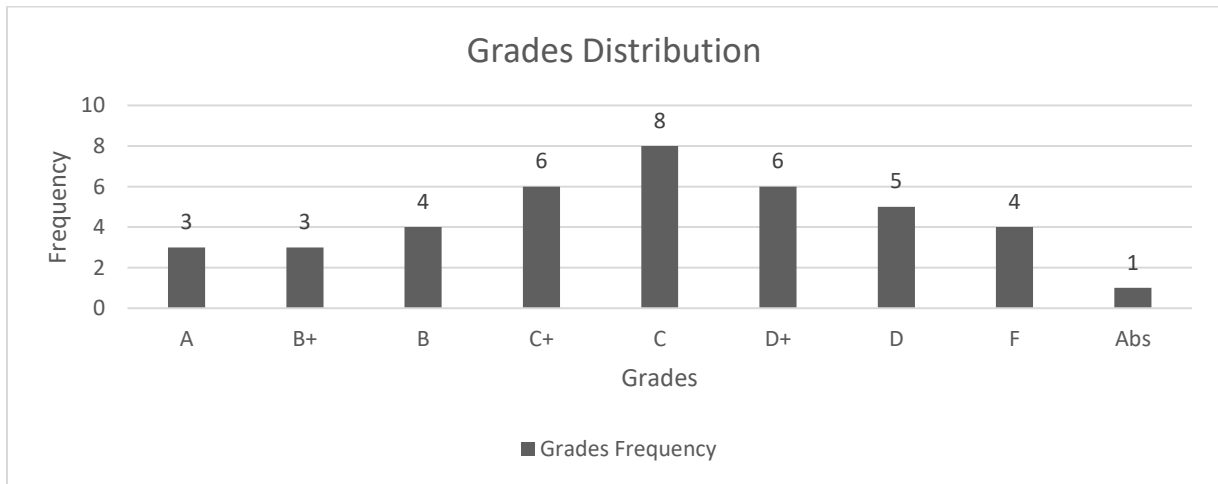
Comments on Grade Distribution:

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b. **Assessment of CLOs (Using the CAP Program)**

Course Learning Outcomes (CLOs)	Average Score (%)
1.	
2.	
3.	
4.	
5.	

6.

c. Graph Representation of Students' feedback and Instructor's Assessment of CLOs

Student feedback on CLOs vs Instructor's Assessment

Leaning Outcomes	Student	Instructor
a	85	70
b	80	90
c	75	85
d	65	75
e	70	70
f	90	80
g	75	90
h	80	80
i	75	65
j	65	80
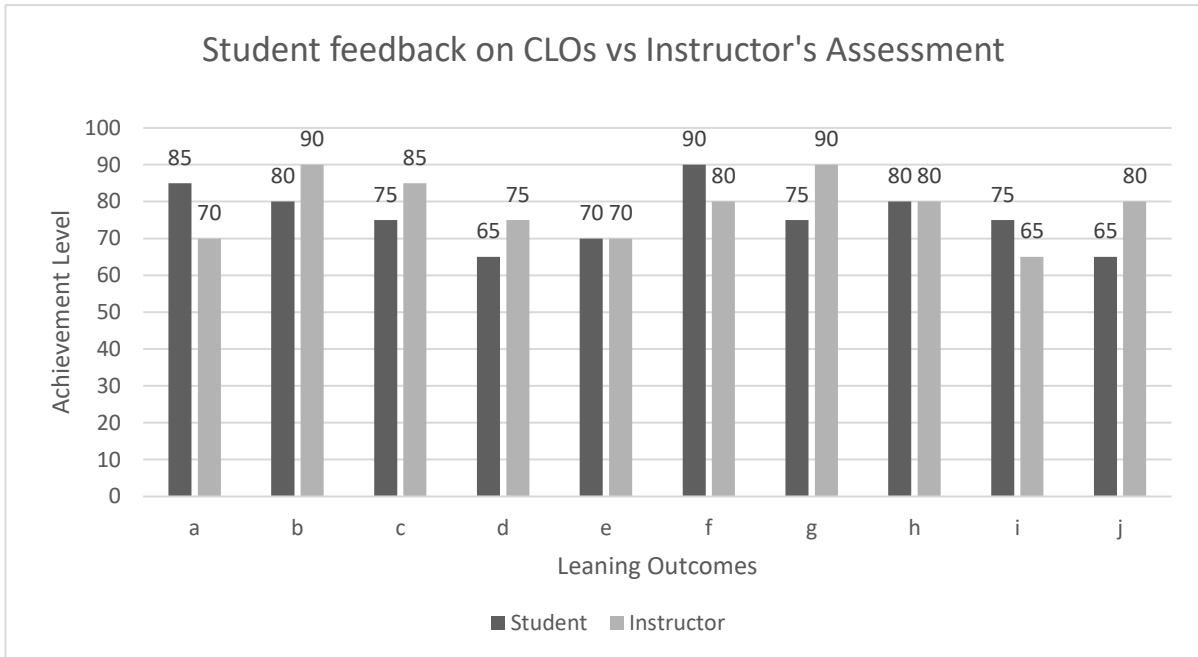
d. How does students' feedback about course learning outcomes (CLOs) differ from their assessment by the course instructor? Please provide an analysis of any discrepancy:

4. Continuous Quality Improvement

a. **Improvements relative to the previous offering of the course:**

		Last Offering of the Course Improvement Action Details			Current Offering Achievement Status	
Semester	CLO Number & Score	Suggested Corrective Actions for Improvement	Corrective Action Success Measurement Tool	Success Criteria	Was the Improvement Action Implemented this semester met its outcomes? If **not**, why, and what other improvement should be added?	Evidence Attached

b. **Summary of above-mentioned Improvement Actions and how they helped in improving the Course.**

c. **Recommended improvements for unachieved CLOs in the current offering:**

Unachieved CLOs in the Current Semester	Reason for Unachieved CLOs	Suggested Corrective Actions for Improvement	Corrective Action Success Measurement Tool	Success Criteria

d. Instructor's proposals for any course improvements (even if all CLOs were achieved):

Suggested Actions for Improvement	Corrective Action Success Measurement Tool	Success Criteria

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

1. Appropriateness of the course learning outcomes

مدى ملاءمة مخرجات المساق التعلمية

2. Extent to which the syllabus was covered

مدى نطاق تغطية عناصر المقرر

3. Extent to which learning outcomes were met (with evidence)

مدى تلبية نتائج تعلم مخرجات المساق (مع الأدلة)

4. Appropriateness of textbooks and other learning resources

مدى ملاءمة الكتاب الدراسي والموارد التعلمية الأخرى

5. Appropriateness of assessment instruments in relation to learning outcomes;

مدى ملاءمة أدوات التقييم فيما يتعلق بنتائج مخرجات المساق

6. Appropriateness of the balance of assessment

مدى ملاءمة ميزان التقييم

7. Appropriateness of prerequisites

مدى ملاءمة المتطلبات السابقة

8. General comments on any problems encountered with the course

معيقات التعلم والتعليقات العامة بشأن أية مشاكل موجودة في المساق

Instructor's Sign   **Date**

……………………………………..   ……………………………………..

Head of ACIC's Signature   **Date**

……………………………………..   …………………………………………

Head of Department's Signature   **Date**

……………………………………..   …………………………………………

4.3. Course Assessment Committee Report

Office of Institutional Planning and Effectiveness (OIPE)

College Effectiveness Committee (CEC1)

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 Department

……………………………..

Date: …………………….

Signature of Head of

…………………………………

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.

Appendix 5 Quality Assurance Policies

Quality Assurance Policy and Procedures

Policy Name	Quality Assurance Policy and Procedures		
Policy Owner	Supervisor of the OIPE	Reviewed	Annually
Approved By	Chancellor	Approval Date	

Policy

This policy explains the role of OIPE in achieving the university's mission and strategic goals.

Policy Statement

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. 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 and continuous improvement plans.

Purpose of Policy

The purpose of the Quality Assurance Policy is to ensure the effectiveness and continuous improvement of all offered programs, academic and administrative support services at USTF. The successful implementation of this objective will significantly contribute towards the attainment of University's strategic goals and its mission.

Policy Details

To maintain and further improve its level of commitment to academic standards, quality assurance, and continuous enhancement, the University shall strive to achieve the following objectives:

- Improve the process of collecting, organizing, and disseminating institutional data to become the sole provider of reliable and authentic institutional data.
- Prepare effectiveness reports based on the analysis of institutional data and suggest actions to help achieve the strategic goals.
- Establish a culture of evidence-based assessment, evaluation, and continuous improvement for all academic and non-academic units in the University.
  o Actively promoting a culture of evidence-based assessment, evaluation, and continuous improvement for all academic and non-academic units in the University.
  o Enhancing the understanding and implementation of new processes and procedures developed for continuous quality improvement and closing the loop.
  o Extensively involving faculty, staff, students and other internal as well as external stakeholders in the quality assurance process.

- o Increasing student representation and involvement in the decision-making process related to matters concerning their academic programs, relevant support services, and student life.

- Revise and update thoroughly university documents to make them consistent and compliant with CAA Standards.
- Improve substantially the quality of documents prepared for initial accreditation and re-accreditation, as well as response reports submitted to the CAA.
- Organize assessment workshops for both academic and non-academic units to enhance the understanding of new processes for continuous quality improvement and closing the loop.
- Assist in improving the QS ranking of USTF.
- Make evidence-based recommendations to the university higher management, deans, and line managers for continuous quality enhancement.

Procedures

This policy shall apply to all academic areas and key administrative and support units of the University operations. USTF shall develop and utilize the necessary processes, templates/forms to regularly monitor, review and assess the effectiveness of all aspects of its operations and educational programs. The evidence-based outcomes of the quality assurance processes shall be used to make recommendations to college deans, office managers, and USTF's higher management for continuous improvement in the academic and administrative areas:

Assessment of Academic Programs

- Selecting and designing instruments for performance measurement (for direct and indirect assessment).
- Assessing the achievement of course learning outcomes (CLOs) for all offered courses in each semester.
- Assessing the achievement of program learning outcomes (PLOs) of all academic programs.
- Evaluating students' overall satisfaction with their academic programs, teaching, and administrative and support services provided to them
- Assessing alumni's satisfaction with the education received at the University
- Assessing students' participation and satisfaction with their activities
- Using assessment results to improve the teaching and learning environment at USTF.

Assessment of Administrative and Academic Support Units

- Revision/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 and analyzing data and compiling assessment results.
- Communicating of assessment results
- Reviewing assessment results and developing approved remedial and improvement actions
- Setting a plan for implementing improvement and remedial actions
- Monitoring the implementation of the actions

Support to Higher Management

- To provide analytical and technical assistance to USTF's higher management to support strategic planning and operational decision-making.
- To submit Effectiveness Reports that support higher management in the preparation of self-studies and development initiatives.

Office of Institutional Planning and Effectiveness

For effective implementation of its quality assurance policy, the University has established the Office of Institutional Planning and Effectiveness (OIPE), which is headed by a unit supervisor who reports directly to the Chancellor. The role and responsibility of OIPE are summarized below.

Role of OIPE

The Office of Institutional Planning and Effectiveness (OIPE) is entrusted with establishing a culture of evidence-based assessment, evaluation, and continuous improvement for all academic and non-academic units of the University. It shall collect, analyze, and disseminate authentic institutional data, and monitor the assessment and continuous improvement processes of all units of the University, and evaluate their outcomes, with the aim of achieving the strategic goals and the mission of the University.

The OIPE shall be responsible for:

- Ensuring effective implementation of University's quality assurance policy across all units
- Monitoring, coordinating, and providing support for all assessment processes for academic and non-academic units.
- Overseeing the functioning of all assessment related committees.
- Evaluating students' overall satisfaction with academic and administrative services
- Evaluating satisfaction of faculty and staff concerning matters of their interest
- Overseeing the outcome of alumni's satisfaction with the education received at the University
- Analyzing assessment data and reviewing assessment reports
- Preparing the annual effectiveness report based on effectiveness reports received from all academic and non-academic units
- Preparing assessment-based recommendations for colleges, administrative and support units
- Monitoring the implementation of recommendations and remedial actions.

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:

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

Institutional Planning and Effectiveness (IPEM) Model

Institutional Effectiveness is an ongoing process integrating assessment planning, systematic data gathering, analyzing, and interpreting the data to improve the quality of academic programs as well as to enhance the performance of various units and operations supporting the academic programs. To implement best academic practices the OIPE shall adopt a well-designed Institutional Effectiveness Model (IPE Model) which shall provide the institution with the capability to determine whether the objectives of its academic, student, and administrative service units, and the learning outcomes of its academic programs and courses, are being met. The IE model, as shown in Figure 2 below, shall be implemented across all units (academic and non-academic), and details of the main components of the assessment process are described in detail in the quality assurance manual.

Main components of the assessment process are as follows:

- Development of College mission and goals aligned to university mission and goals.
- Development of Department/program mission and goals aligned to the College mission and goals.
- Development of program learning outcomes (PLOs).
- Ensuring that the programs learning outcomes (PLOs) are aligned to UAE's QF-Emirates and consistent with the CAA standards.
- Developing course learning outcomes and their mapping matrix to the program learning outcomes.
- Selecting and designing assessment instruments for program learning outcomes and course leaning outcomes which include:
  - o Direct assessment instruments
  - o Indirect assessment instruments
- Setting benchmarking criteria for the achievement of program goals, program learning outcomes and course learning outcomes.

- Detailed assessment cycle.
- Data analysis and assessment results.
- Distribution of assessment results.
- The process of reviewing assessment results and developing remedial and improvement actions as well as highlighting best practices to be sustained or adopted.
- Setting a detailed plan for implementing improvement and remedial actions.
- Monitoring the implementation of the actions and closing the loop.
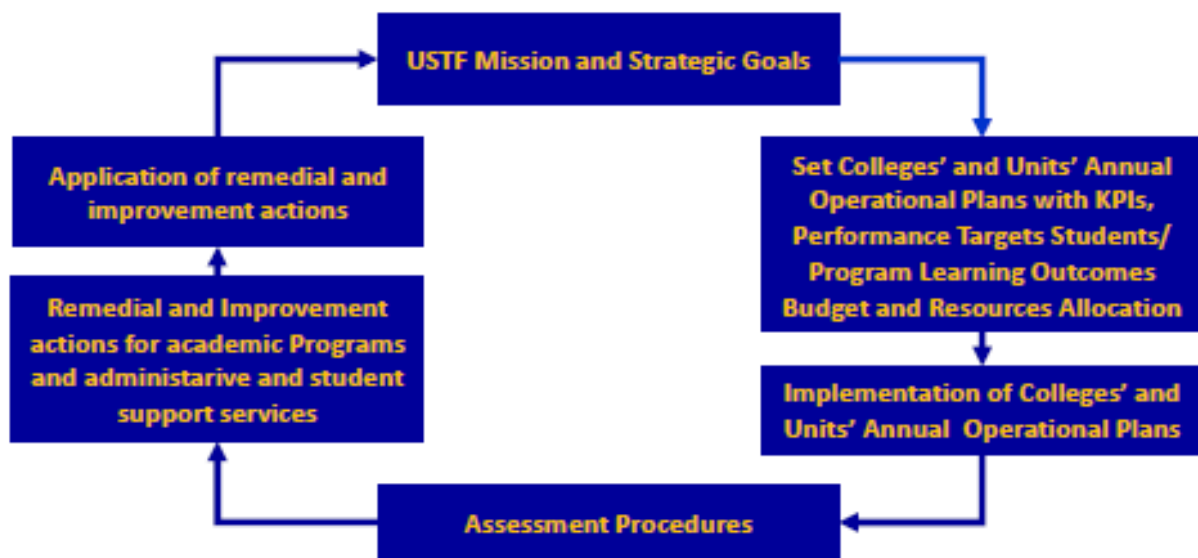
Institutional Planning and Effectiveness (IPE) Model.

Related USTF Policies

- Implementation and Monitoring of Improvement Plan Policy

Implementation and Monitoring of Improvement Plan Policy

Policy Name	Implementation and Monitoring of Improvement Plan Policy		
Policy Owner	Supervisor of the OIPE	Reviewed	Annually
Approved By	Chancellor	Approval Date	

Policy Statement

USTF consistently applied assessment and evaluation of all academic and non-academic units and with close monitoring to the implementation of their improvement action plans to close the loop, leading to continuous quality improvement of academic programs as well as of administrative and support services to reach the aim of achieving the strategic goals and the mission of the University.

Purpose of Policy

The purpose of the Implementation and Monitoring of Improvement Plan Policy is to ensure the effectiveness and continuous improvement of all offered programs, academic and administrative support services through closing the loop of the assessment cycle by applying close monitoring to the implementation of improvement action plans.

Procedure

For effective implementation of its quality assurance policy, IEP Model shall be consistently applied for assessment and evaluation of all academic and non-academic units leading to continuous quality improvement of academic programs as well as of administrative and support services through closing the loop with the aim of achieving the strategic goals and the mission of the University. The flowchart depicting this process is shown below.

Assessment Process

The OIPE shall continually assess all programs and support services in accordance with the process described in the Quality Assurance Manual that provides tools and guidance to academic, administrative/supporting departments for developing and implementing their assessment plan for continuous improvement. The process is a requirement for all units and its implementation is monitored by OIPE with the support of various standing committees such as the Institutional Effectiveness Committee (IEC), the Continuous Improvement Committees (ACICs), and the College Effectiveness Committees (CECs). To assist the faculty and staff in properly carrying out the assessment process, OIPE organizes assessment workshops.

Assessment Outcomes

- The assessment procedures shall evaluate the extent to which the KPIs of units and PLOs of academic programs have been achieved.
- Based on the evaluation results, remedial and improvement actions for academic programs as well as administrative and student support services shall be identified.
- The loop shall be closed by assessing the impact of these remedial and improvement actions.

- The evaluation results help in improving the academic programs as well as the support services, effective allocation of budget and resources, revision/refinement of strategic goals and mission, and above all continuous improvement of programs and services.
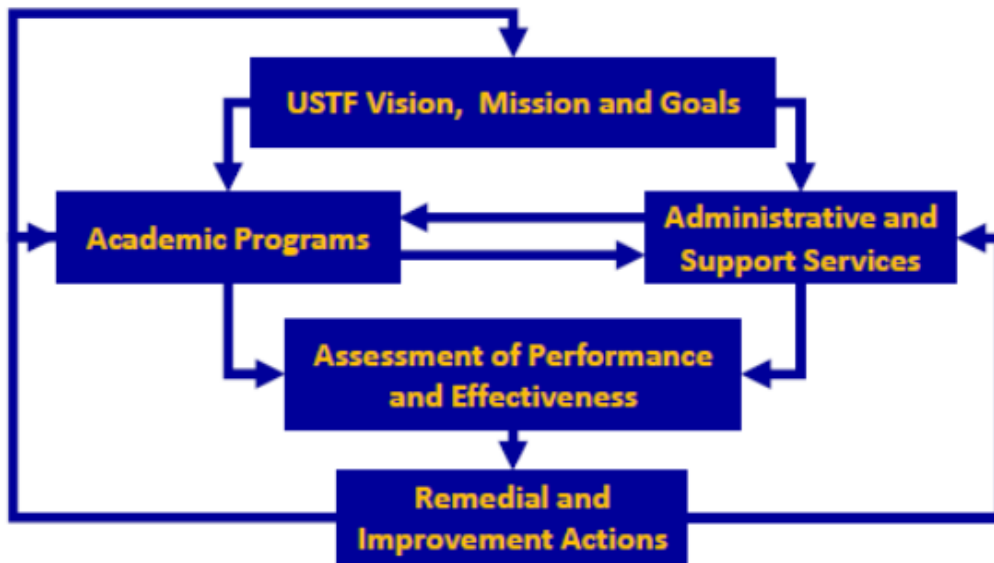
USTF Institutional Effectiveness Flowchart

Assessment of improvement action Plan

- At the end of the cycle, each of the units are assessed based on the KPIs achieved, in-progress and not achieved.
- Every Unit is required to submit an "Action Plan" for unachieved and/or in-progress KPIs within a defined timeline.
- OIPE monitoring the implementation of the actions and closing the loop.
- OIPE shall submit Annual Effectiveness Reports to higher management.

Related USTF Policies

- Quality assurance Policy and Procedures

Appendix 6

Planning Policy

Policy Name	Planning Policy		
Policy Owner	Chancellor	Reviewed	Annually
Approved By	Board of Trustees	Approval Date	

This policy describes the systems and responsibilities for establishing the strategic direction and planning processes at University of Science and Technology of Fujairah (USTF) that will support the accomplishment of institutional goals and achieving its mission.

Policy Statement

USTF's mission, vision and strategic plan are approved by the board of trustees (BOT). After the completion of four years of the existing strategic plan, a thorough review process is initiated for preparation of the next strategic plan. For reviewing the mission, vision, and strategic plan, the chancellor shall form an ad-hoc committee to assist in leading the review. The 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. To demonstrate alignment with the university's strategic plan, an annual operational plan (AOP) is prepared by each academic and non-academic unit.

Purpose of Policy

The purpose of planning is to help the university's academic and non-academic units focus on opportunities for growth and improvement, in alignment with university's strategic initiatives, and promoting its mission, vision, and values. The strategic priorities of the University are integrated within its long-term strategic plan and short-term operational plans.

Policy Content and Guidelines

The strategic plan will be developed, reviewed, shared, and updated according to the following processes:

- The planning process will usually commence at the beginning of the final six-month period covered by the current strategic plan 2018-2023. The process will be led by the chancellor and may be conducted as an internal process.
- It shall be an inclusive process involving all USTF stakeholders including alumni, employers, partners, parents, faculty, staff, and students.
- A five (5) years strategic plan, after approved by the chancellor, shall be submitted to the BOT to be formally approved. Once approved by the BOT, the strategic plan will be made available to all USTF stakeholders.
- The strategic plan will require each USTF academic and non-academic unit to develop an AOP to demonstrate alignment with university's strategic plan. The AOPs are updated and implemented each year.

- Soon after the completion of fourth year of the strategic plan, USTF initiates the preparation and development of the next iteration. The process begins with a systematic review of outcomes and culminates with a robust assessment process to close the loop.
- In the fifth and final year, the university undergoes a major review of the mission, vision, and goals. Upon completion of the assessment and reviews, the strategic planning cycle begins a new with future strategic goals, objectives, key performance indicators (KPIs) and targets.

Roles and Responsibilities

- The chancellor is ultimately responsible for the overall planning process of the University. The chancellor shall form an ad hoc committee to lead the process of development of the strategic plan. The committee shall engage the Office of Institutional Planning and Effectiveness (OIPE), as it is the central player in assessment and implementation of the USTF's strategic plan within the context of organizational effectiveness. The 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.
- The chancellor chairs the institutional effectiveness committee (IEC) and the OIPE is the central player in this committee.
- The IEC chaired by the chancellor and membership of OIPE, and represented by two co-chairs, one responsible for academic units and the other for non-academic units, has a mandate to ensure institutional effectiveness and continuous quality improvement in all (academic and non-academic) areas in accordance with local and international accreditation standards. The IEC academic members act as institutional effectiveness (IE) coordinators in their respective colleges. The IE coordinator for each college is the head of college effectiveness committee (CEC) and shall provide support and guidance to all assessment and continuous improvement committees (ACICs) operating at the department levels. The roles and responsibilities of two co-chairs of the IEC, for academic and non-academic units, as well as for IE coordinators are given in details in the quality assurance manual (QAM).

Budgeting and Resource Allocation

USTF has developed a systematic process for budgeting and resource allocation. About six months before the start of every academic year, which is also the start of the new financial year, heads of all academic and nonacademic units are required to submit their budgets, using specific budget templates, to the Office of Budget and Planning. The budget summarizes all manpower and budget requirements for the next academic year and provides information about new hiring plans, operational expenses, capital expenditure, major initiatives to be taken, and other development plans. The budgets are prepared in accordance with the strategic priorities set by the higher management. The Planning and Budgeting Committee (PBC) shall review each budget keeping in view the strategic priorities and university's strategic plan, to ensure that budget and resources are efficiently and effectively allocated across all units of the University. The PBC shall discuss these Plans with corresponding unit heads and make recommendations to the higher management concerning budgeting and

resource allocation. The budget, once approved by the chancellor, is presented to the board of trustees for its review and approval.

Evaluation and Effectiveness of Units

The Institutional Effectiveness Model developed by USTF will be followed consistently for assessment and evaluation of all academic and non-academic units leading to continuous quality improvement through closing the loop with the aim of achieving the strategic goals and the mission of the University. Each year the University shall carry regular assessment and evaluation of all units by using a variety of assessment tools. The effectiveness results shall assess the units' level of efficiency in meeting their objectives and shall contribute to defining remedial and improvement action to academic programs as well as administrative and support services. They also contribute to revising the mission, vision, and goals of USTF. The QAM illustrates the process of assessment and quality enhancement at USTF and provides guidance to academic, administrative, and supporting departments for developing and implementing their assessment plans for continuous improvement. At the end of the academic year, all units submit their assessment and effectiveness reports to OIPE. Then, the OIPE prepares the annual strategic plan monitoring report (USTF Institutional Effectiveness Report).

Related Documents

- USTF Strategic Plan 2018-2023
- Vision, Mission, and Core Values

Document History

Version	Date	Update Information	Owner	Reviewer	Approval
V 1.0	08/02/2022	A new Policy	Office of Institutional Planning and Effectiveness	Chancellor	BOT
V 2.0	04/10/2022	Policy Update	Office of Institutional Planning and Effectiveness	Chancellor	BOT
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Approvals

Approval Body	Date
Board of Trustees	4 October 2022
Board of Trustees	6 February 2023
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