# Quality Assurance Manual
# 2023

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## *List of Abbreviations (alphabetically ordered)*

**AAU:** Al Ain University

**AACSB:** Association to Advance Collegiate Schools of Business

**ABET:** Accreditation Board for Engineering and Technology

**ACPE:** Accreditation Council for Pharmacy Education

**ADEK:** Department of Education and Knowledge

**APPR:** Academic Periodic Program Review

**AQAS:** Agency for Quality Assurance through Accreditation of Study Programs

**BBA:** Bachelor of Business Administration

**CAA:** Commission for Academic Accreditation

**CAEP:** Council for the Accreditation of Educator Preparation.

**CLOs:** Course Learning Outcomes

**CoB:** College of Business

**CoCM:** College of Communication and Media

**CoE:** College of Engineering

**CoEHSS:** College of Education, Humanities and Social Sciences

**CoL:** College of Law

**CoP:** College of Pharmacy

**GUE:** General University Education

**HCERES:** Supreme Council for Evaluation, Research and Higher Education

**HRM:** Human Resource Management

**ITC:** Information Technology Center

**KPIs:** Key Performance Indicators

**MOE:** Ministry of Education

**PLOs:** Program Learning Outcomes

**PPM:** Policies and Procedures Manual

**QAC-Academic-Univ.:** Quality Assurance Committee for Academic Affairs – University

**QAC-Admin-Univ.:** Quality Assurance Committee for Adminitrative Affairs – University

**QAC-College:** Quality Assurance Committee – College

**QAC-Program:** Quality Assurance Committee – Program

**QAIRC:** Quality Assurance and Institutional Research Center

**QFE:** Qualifications Framework Emirates

**UAE:** United Arab Emirates

# List of Tables and Figures

# 1 Introduction

Al Ain University (AAU) is licensed by the Ministry of Education (MOE) in the United Arab Emirates (UAE). AAU is a rapidly growing institution of higher education, which has two campuses; one is located in Abu Dhabi, the capital city of the UAE, and another in Al Ain, also known as the Garden City.

The University offers 31 accredited programs (22 undergraduate, 8 graduate and 1 Professional Diploma) through six colleges (Engineering, Pharmacy, Law, Education Humanities and Social Sciences, Business, and Communication and Media). The University is currently in process to get the initial accreditation from the CAA for new programs.

In terms of international accreditation:

- November 2022: The CoEHSS has been granted the CAEP Accreditation to two academic programs: "Postgraduate Professional Diploma in Teaching" and "Bachelor of Education in Special Education".
- February 2022: The CoB obtained the AACSB accreditation for all its programs (until 2027).
- May 2020: The CoCM has received the AQAS accreditation for the "Bachelor of Mass Communication and Media" program (until 2025)
- August 2016: The CoE has received the ABET accreditation for the, "Bachelor of Science in Networks & Communication" program and the "Bachelor of Science in Software Engineering" program (After being renewed, the accreditation has been extended until 2028), in August 2022 the program "Bachelor of Science in Computer Engineering" was also accredited (until 2028).
- June 2015: The CoL has received the HCERES accreditation for the "Bachelor in Law" program (After being renewed, the accreditation has been extended until 2026).
- February 2015: The CoP has received the ACPE certification for the "Bachelor of Science in Pharmacy" program. (After being renewed, the accreditation has been extended until 2027).

The University has been committed to quality and excellence since its inception; there have been quite a significant number of processes, which were established to assure quality of AAU's activities. AAU colleges have already gone through accreditation processes and have established well-structured and documented continuous quality improvement processes.

AAU is committed to quality assurance and continuous improvement in all aspects of its academic programs through the regular assessment for the effectiveness of the programs. The assessment aspects include academic programs, courses, student and administrative services, based on evidences and by setting benchmarks for performance compared to the best practices in other local and international universities. The university uses the results of assessment in planning, budgeting, setting priorities, and improving its academic programs and services. This evidence-based planning has led to improvements in the programs and services offered by the university, and also led to new programs and services, as well as to use resources more effectively.

The purpose of this manual is to provide guidance for AAU community on the different processes of planning and assessment with reference to Program/Administrative unit review. This manual seeks to help constituents understand assessment in the context of QA that results in continuous improvement

for the learning process. The QA Manual is a critically important component of the "2019 CAA Standards for Licensure and Accreditation", as stated in stipulation 2.1.1 and Annex 8:

**2.1.1**    *"The institution has quality assurance manual that clearly sets out all quality assurance policies, procedures and activities and shows how they are integrated into a single system to continually appraise and improve the institution as a whole and its programs, services, and operations, including any joint programs. Normal contents of such a manual are set out in Annex 8: Quality Assurance Manual;*

**Annex 8: Quality Assurance Manual**
*The institution develops and maintains a Quality Assurance Manual which includes the following:*

| # | *Annex 8 particulars* | *Refer page #* |
|---|---|---|
| *a.* | *the organization of the institution's Quality Assurance unit and its place on the organization chart;* | *17* |
| *b.* | *the roles of the Quality Assurance unit in strategic planning, operational planning and preparing annual reports;* | *16-25* |
| *c.* | *the role of the unit in ensuring that the institution, and individual program and operational units, conduct Self-Studies;* | *12* |
| *d.* | *the timetable for the periodic review and update of the mission, vision and strategic plans for the institution;* | *25* |
| *e.* | *KPIs to evaluate the performance of all units and services;* | *22,29-32* |
| *f.* | *the processes and established timetables used to evaluate all programs, courses, processes and services;* | *32-38* |
| *g.* | *the instruments to be used and the type of evidence to be collected and analysed;* | *32-38* |
| *h.* | *the entities responsible for each aspect of evaluation and quality assurance;* | *12* |
| *i.* | *the process for reviewing the results of evaluation in the development of approved action plans that include projections of required budgets and resources;* | *23-24* |
| *j.* | *the process for disseminating the results of evaluation, including what will be disseminated and to whom;* | *38* |
| *k.* | *the process for monitoring the implementation of improvement plans;* | *20* |
| *l.* | *provisions to ensure that the quality assurance mechanisms apply to branch campuses, joint degree programs and other collaborative arrangements, so that they are in compliance with policies and procedures of the UAE institution, the SIL and the SPA;* | *27,28* |
| *m.* | *the process of benchmarking its quality and performance against best local and international practices."* | *22* |

## *2   AAU Organization & Management Structure*

**Vision**

AAU aspires to be amongst the leading learning institutions in the region, by achieving international quality standards in teaching, research, and Community Engagement.

**Mission**

AAU strives to be a learning institution of excellence that responds to market needs and prepares graduates who possess the scientific and technological competencies that are needed for their careers. AAU plays an active role in the creation of knowledge through quality teaching and research. It values Community Engagement and nurtures partnerships with institutions and organizations through a commitment to the educational, technological, and economic development of the country and the region.

**Goals**

| | *(2021-2025) Strategic Goals* | *Objectives / Initiatives* |
|---|---|---|
| 1. Academic Programs | Strengthen AAU's commitment to deliver quality undergraduate and graduate programs that are characterized by rigorous disciplinary depth and breadth, with a high level of direct interaction between faculty and students (*SDG 4 & 9). | 1.1. Promote curricular reform and innovation in all areas of the academic programs. 1.2. Offer a variety of well-supported quality programs that are consistent with the University's educational mission. 1.3. Secure needed laboratories, classrooms, and workspaces that are needed for faculty, staff, and students. 1.4. Support all library functions. 1.5. Promote and support the efficient and effective use of technology in the academic and administrative process to enhance curricular needs. |
| 2. Faculty Staff | Continue to recruit and retain a dedicated and culturally diverse faculty whose teaching is informed by research and embodies learning experiences that enable students to improve academically and personally (*SDG 4, 5, 8, 10, & 16). | 2.1. Support and enhance the professional stature of the faculty body. 2.2. Implement and strengthen existing policies for improved communication between faculty and administration, thus involving faculty input into the decision-making process, and an enhanced sense of shared responsibility for the University management. 2.3. Recruit AAU Graduates, graduated with distinction. |
| 3. Students | Improve the recruitment, retention, and graduation rates within the student body, while increasing the number of well prepared and academically able | 3.1. Develop an effective enrollment management program that is linked to the academic programs' needs. 3.2. Improve the AAU reputation in local high schools, and other educational institutions. |

| | | 3.3. Review and coordinate all enrollment-related works, programs, services, and activities.<br>3.4. Enhance the current academic advising process. |
|---|---|---|
| 4. Scientific Research | Foster research and support faculty members to secure the time, financial support, and collaborations to maximize their success in research, scholarship, and other sustainable activities (*SDG 4). | 4.1. Articulating at the unit level different research activities and plans to achieve research goals.<br>4.2. Fostering outreach to the community and region and maintaining an online directory of faculty to assist them in their research.<br>4.3. Recognizing and rewarding the faculty and staff's efforts in research to enhance productivity. |
| 5. Learning Resources | Secure and strengthen the University's information technology and media services to support both the academic and administrative functions of the University and the deployment of new and innovative teaching and research technologies as they become available (*SDG 4 & 9). | 5.1. Providing an adequate and predictable mechanism for funding informational and institutional technologies, so that AAU can satisfy the technology needs of its students, staff, and faculty, now and in the future.<br>5.2. Strengthening the maintenance and upgrading of the University's information technology infrastructure, facilities, and hardware.<br>5.3. Strengthening the information technology services and the instructional technology services and support systems that are offered at the University.<br>5.4. Promoting and supporting the efficient and effective use of academic and administrative technologies that satisfy the faculty and curricular needs. |
| 6. Community Engagement | Contribute for a sustainable society and the local community, by addressing their educational, cultural, social, and economic interests (*SDG 4, 16, & 17). | 6.1. Supporting collaborative partnerships with schools, businesses, corporations, government agencies, community organizations, community development organizations, religious institutions, and civic organizations to provide, develop, and implement community-building efforts.<br>6.2. Participating in elementary and secondary education delivery systems to improve teaching and learning at all levels.<br>6.3. Promoting internal and external activities that help outreach AAU.<br>6.4. Seeking membership in local, regional, and international associations.<br>6.5. Collaborating with other academic institutions in the areas of teaching, research, consultancy, and training programs. |

### 2.1    University Quality Committees

#### 2.1.1.    Quality Assurance Committee for Academic Affairs - University

The committee, chaired by the QAIRC director, is composed of the QAIRC deputy director, and two representatives from each college (one per campus).

The committee shall be responsible for advising the University senior management on all matters relating to the quality of undergraduate and graduate education undertaken by the University through:

1. Developing, overseeing, and keeping under reviewing the development and implementation of the University academic quality management strategy.
2. Providing recommendations to the senior management in relation to monitoring quality, and enhancement activities.
3. Exchanging and sharing best practices among all Colleges.
4. Monitoring the external quality assurance and standards environment, and ensure the Colleges respond appropriately.
5. Helping the colleges in the national/international accreditation of the academic programs.

#### 2.1.2.    Quality Assurance Committee for Administrative Affairs - University

The committee, chaired by the QAIRC, is composed of the QAIRC deputy director and representatives from the administrative and academic supporting centers and units (IT Center, Financial, HR, Admission and Registration, Admin, Library) in both campuses.

The committee is responsible for advising the University senior management on all matters relating to the quality of the administrative and academic supporting services undertaken by the University through:

1. Developing, overseeing, and keeping under review the development and implementation of the non- academic quality management strategy.
2. Providing recommendations to the senior management in relation to the monitoring of quality and enhancement activities.
3. Exchanging and sharing best practices among all units and centers.
4. Contributing to the promotion and enhancement of high-quality services and training in the non-academic units through the dissemination of innovative practice.
5. Reviewing periodically the university quality framework and proposing any changes that might be desirable to strengthen performance of administrative, financial and technical services.

#### 2.1.3.    Quality Assurance Committee - College

The committee is chaired by a senior faculty member who should also represent the College in the Quality Assurance Committee for Academic Affairs and includes representatives from all departments in the College from both campuses. The committee is responsible for advising the College Administration on all matters related to the quality of education undertaken by the College through:

1. Developing, overseeing, and keeping under review the development and implementation of the College academic quality management strategy.

2. Providing recommendations to the Dean and the College Council in relation to the monitoring of quality and enhancement activities.
3. Exchanging and sharing best practices among all Departments.
4. Monitoring the external quality assurance and standards environment and ensure the Colleges respond appropriately.

### 2.1.4. Quality Assurance Committee - Program

The committee, formed at the program level, has the following responsibilities:

1. Supervision of the quality practices at the departmental level.
2. Preparation and update of the Continuous Quality Improvement Process for the Department.
3. Preparation and update of all the assessments tools.
4. Coordination with all departmental staff and committees in implementing the assessment tools.
5. Analysis of assessment results and reporting them to the Department Council.

# 3 Quality Assurance & Institutional Research Center (QAIRC)

**Vision**

The vision of the QAIRC is to foster a culture of evidence-based on continuous quality improvement and ensures institutional effectiveness toward the achievement of international quality standards in Teaching, Scientific Research, and Community Engagement.

**Mission**

The mission of the QAIRC is to implement an effective quality assurance system, support local and international accreditation endeavors, conduct high-quality institutional research, and provide accurate, relevant, and timely institutional data to university administration and external constituencies.

**Goals and Objectives**

1. Promote a culture of quality and continuous improvement among members of the university.
2. Provide needed support to achieve the objectives of the university related to quality, academic accreditation and to improve its national and international ranking among the top universities.
3. Generate and disseminate the reports to the relevant stakeholders on a timely basis.

**Responsibilities**

1. Organize seminars and workshops, for the academic and admin staff, on quality assurance, assessment, and accreditation.
2. Assist the colleges (self-studies) in national and international accreditation processes and in benchmarking against local and international practices.
3. Prepare & compile the data for the (Worldwide and Regional) universities ranking and formulate the recommendations for continuous improvement.
4. Formulate & conduct relevant institutional research.
5. Develop & maintain a university-wide outcome assessment processes and accompanying templates, handbooks, and guides.
6. Evaluate the effectiveness of its quality assurance system.
7. Refine & proofread the institutional/programs/ self-studies documents based on the MoE/CAA/ADEK standards and other external organizations.

## 3.1 Evaluation Framework for the QAIRC

Based on the important and critical role played by the QAIRC, there will be an evaluation of the performance of this center. AAU has implemented a framework to evaluate the QAIRC. This framework is as follows:

| Evaluation Framework for the QAIRC | |
|---|---|
| **Evaluated by:** | Committee appointed by the AAU President |
| **Frequency of Evaluation:** | Biennial (every 2 years) |
| **Evaluation Criteria** | The evaluation is based on the responsibilities which are expected to be performed by the QAIRC: |

| | |
|---|---|
| | 1. Organize seminars and workshops, for the academic and admin staff, on quality assurance, assessment, and accreditation.<br>2. Assist the colleges in national and international accreditation processes and in benchmarking against local and international practices.<br>3. Prepare & compile the data for the (Worldwide and Regional) universities ranking and formulate the recommendations for continuous improvement.<br>4. Formulate & conduct relevant institutional research.<br>5. Develop & maintain a university-wide outcome assessment processes and accompanying templates, handbooks, and guides.<br>6. Evaluate the effectiveness of its quality assurance system.<br>7. Refine & proofread the institutional manuals based on MoE/CAA/ADEK standards and other external organizations. |
| **Documents (evidence) to be provided by the QAIRC** | The following documents will be submitted to the evaluation committee:<br>• QA Manual<br>• Annual Report<br>• Factbook<br>• Accreditations Status<br>• QA Academic Report<br>• QA Administrative Report<br>• Surveys Reports<br>• Rankings Fact File |
| **Evaluation Process** | • December<br>  ✓ The evaluation committee asks the QAIRC to submit the evidence items and supporting documents.<br>• January<br>  ✓ The evaluation committee will meet (if needed) the QAIRC director for further discussion on the QAIRC activities and the committee inquiries.<br>  ✓ The evaluation committee will run a survey to be filled by the stakeholders, involved in the QAIRC activities. Moreover, the committee may also interview the stakeholders.<br>  ✓ The evaluation committee must submit the evaluation report (Strengths, Areas of Improvement, recommendations, suggested KPIs, and other tools to be considered in the next evaluation) to the University President. |
| **Post Evaluation** | • February<br>  ✓ The University President and the QAIRC Director will mutually agree upon the action plan for the upcoming year(s). |

### 3.2 QAIRC Manpower

- **Vice President, Accreditation and Quality Assurance**

  Report to the University President, and Member of the University Council and Deans Council, with the following responsibilities:

  - ✓ Develop and implement policies and procedures, related to academic quality, accreditation, and compliance, to maintain and enhance the quality of education and academic programs.

  - ✓ Contribute to the university's strategic planning process, ensuring that accreditation and QA goals align with the overall mission and objectives of the institution.

  - ✓ Oversee the preparation and submission of required reports and documentation to accrediting agencies: National (CAA, ADEK) and International (QAA, ABET, ACPE, HCERES, CAEP, AACSB, and AQAS).

  - ✓ Maintain accurate records related to accreditation and QA activities.

  - ✓ Serve as a liaison between the university and accrediting bodies, communicating effectively to address any concerns or requests for information.

  - ✓ Collaborate with academic departments, administrators, and other stakeholders to ensure a comprehensive approach to QA and accreditation.

  - ✓ Lead efforts for continuous improvement in academic programs and support services based on feedback from accreditation reviews and internal assessments.

  - ✓ Monitor the university rankings and devise strategies to improve the institution's standing in relevant global and regional rankings.

  - ✓ Collaborate with academic departments, research centers, and administrative units to gather data and information that positively impact rankings.

  - ✓ Manage the collection and submission of accurate and relevant data required for rankings evaluations.

- **Data Analyst**

  - ✓ Assist in designing new questionnaires and provide recommendations with respect to survey protocols.

  - ✓ Collect and analyze AAU stakeholders (students, academic staff, admin staff, and employers) surveys data.

  - ✓ Collaborate with various administrative units and centers to develop institutional data definitions and data collection mechanisms for standard reports.

  - ✓ Provide the required statistics for all colleges and administrative units and for external institutions.

- **Institutional Effectiveness Officer**

  - ✓ Maintain the QAIRC administrative functions as required.

- ✓ Assist in collecting, reviewing, and proofreading the documents.
- ✓ Formulate institutional responses to internal and/or external queries and requests for institutional data and statistics on a wide range of issues.
- ✓ Prepare analysis /reports in supporting of institutional effectiveness.


- **Secretary**

  - ✓ Prepare correspondence for distribution or approval and signature, checking the documents for completeness and accuracy.
  - ✓ Attend meetings and taking minutes of meetings.
  - ✓ Prepare reports, documents and presentations
  - ✓ Deal with all enquires about the university in a professional and courteous manner in person or on the phone.
  - ✓ All other duties assigned by immediate supervisor.

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┌─────────────────────────────────────────────────────┐
│   Vice President, Accreditation and Quality Assurance │
└─────────────────────────────────────────────────────┘
       │                    │                    │
┌──────────────┐   ┌──────────────────┐   ┌──────────────┐
│ Data Analyst │   │  Institutional    │   │  Secretary   │
│              │   │ Effectiveness     │   │              │
│              │   │ Officer           │   │              │
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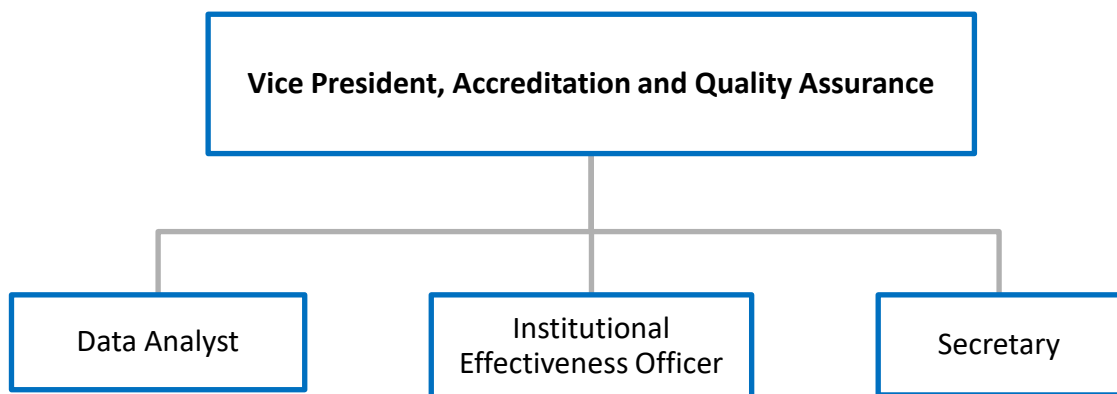
**Figure 3-1: Hierarchical Structure of the QAIRC**

# 4    Internal Quality Assurance System

The Quality Assurance & Institutional Research Centre (QAIRC) handles most of the institutional data in-terms of manuals, surveys, reports etc. QAIRC acts as a bridge between all AAU colleges, units, centers, and external bodies.  The QAIRC supports AAU to be equipped with enough information by collecting, analyzing and effectively using this information to build a sustainable environment with the involvement of all AAU stakeholders.

The below flowchart explains the various components of the internal quality assurance system and how one component is interlinked to another is also explained in detail under each briefed from A (PPM) to L (Annual Report).



**Figure 4-1: Internal Quality Assurance System**

## A. Policies and Procedures Manual

The policies and procedures related to the Students, Academic Staff, and Administrative Staff are stated in detail in the "AAU Student Handbook", "AAU Faculty Handbook", and "AAU Staff Handbook", respectively. The AAU PPM along with all other AAU Handbooks and Catalog will prove to be a complete and comprehensive guide to the policies, and procedures of the AAU. The PPM is revised periodically once in every year during the month December and also individual policies which requires update would be revised before the fixed periodic review

The AAU PPM does not represent a contract between AAU and any employee, student, or another person. However, the AAU PPM, along with the University Catalog and Handbooks, constitutes a

good-faith effort to outline policies including rules, regulations, and procedures currently in force at the AAU.

## B. Organizational Chart

AAU organizational chart is the pictorial representation of the hierarchal structure in practice at AAU, which is subject for an annual review (December- January). The QAIRC's place on the university organizational chart is highlighted in Figure 4-2.
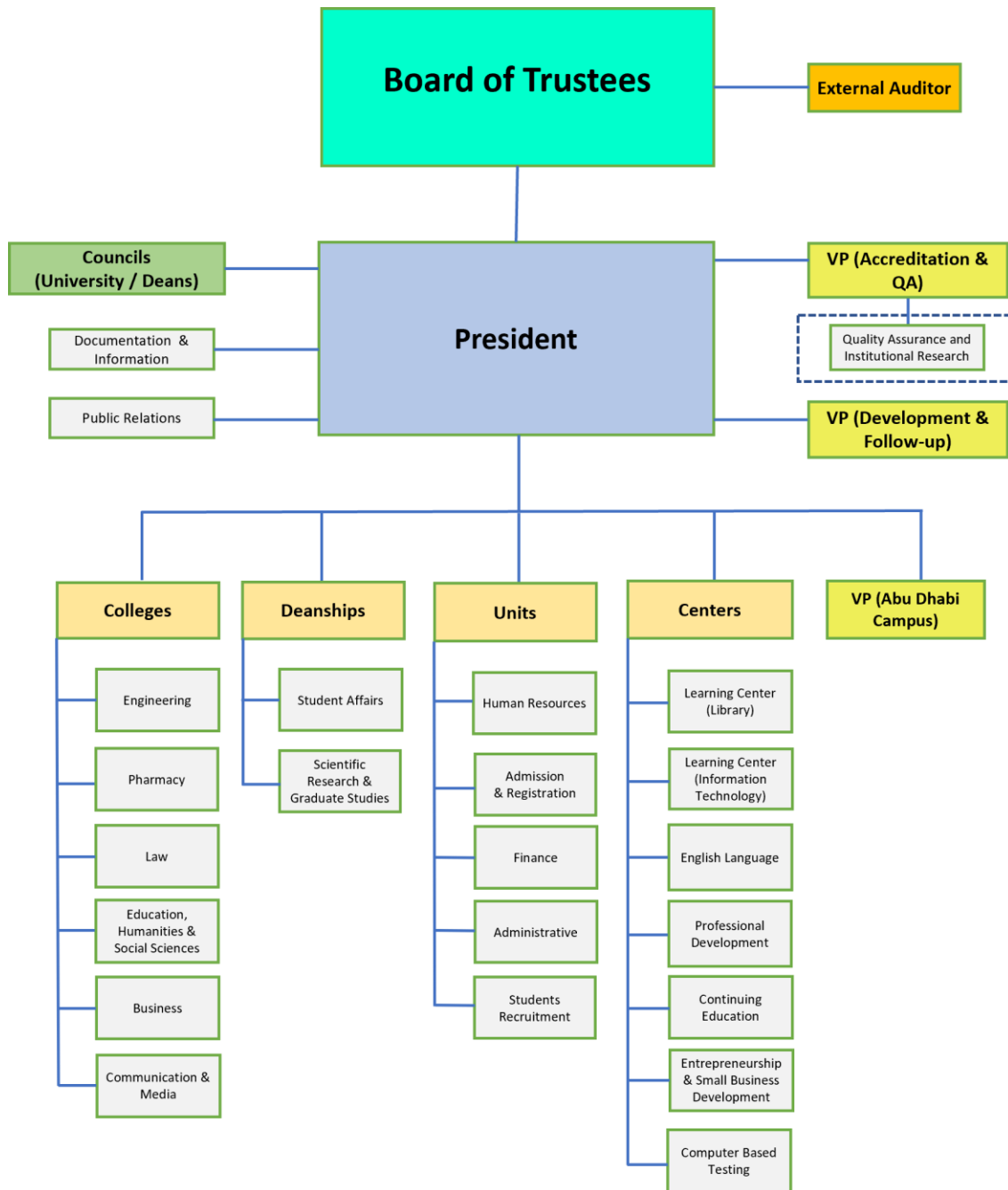


**Figure 4-2: AAU Organization Chart**

## C. QA Manual

The University has been committed to quality and excellence since its inception; there have been quite a significant number of processes, which were established to assure quality of AAU's activities. AAU Colleges have already gone through accreditation processes and have established well-structured and documented continuous quality improvement processes.

AAU is committed to quality assurance and continuous improvement in all aspects of its academic programs through the regular assessment for the effectiveness of the programs. The assessment aspects include academic programs, courses, student and administrative services, based on evidence and by setting benchmarks for performance compared to the best practices in other local and international universities. The university uses the results of assessment in planning, budgeting, setting priorities, and improving its academic programs and services. This evidence-based planning has led to improvements in the programs and services offered by the university, and led to new programs and services, as well as to use resources more effectively.

The purpose of QA manual is to provide guidance for AAU community on the different processes of planning and assessment with reference to Program/Administrative unit review. This manual seeks to help constituents understand assessment in the context of QA that results in continuous improvement for the learning process.

## D. e-Course file system

Electronic course file system was initiated by the QAIRC in the year 2018 to create a system to monitor the course file of the AAU colleges and mainly to avoid mitigations and any unapproved changes in terms of course file items and to promote quality and consistency among all colleges. By doing so this system made the course file contents in more structured manner and very specific to the listed 12 items in Table 4-1. The brief about course file is explained in section 6.3.

AAU recognizes the need for electronic course files approach in order to overcome different issues (printing large documents, storing, security, archiving, management and tracking history of changes and improvements) and provide additional advantages of easier access for AAU Faculty, Management and external auditors.

Furthermore, AAU has developed a 'Course File' policy (#3.q Course File Policy), which is clearly defined and elaborated on the institutional PPM. The QAIRC also conducts random audits on course-files to ensure the adherence to the policy.

**Table 4-1 e-Course File Inclusiveness**

| # | Items |
|---|-------|
| 1 | Syllabus |
| 2 | All Instructor Teaching Materials |
| 3 | All Assessment Instruments |
| 4 | Instructor Worked Answers & Marking Schemes & Rubrics |
| 5 | Students' Samples |
| 6 | Student Attendance Data |
| 7 | Comprehensive Instructor Review Report |
| 8 | Quantitative Analysis - Student Performance |

| | |
|---|---|
| **9** | Summary - Student Feedback on the Evaluation of the Course |
| **10** | Instructor's Proposals for any Course Improvement |
| **11** | Summary -Actions Taken to improve the Course |
| **12** | CLO Assessment Report |

## E. College Reports

As we have a structured eCourse File System, generating the college reports becomes a swift process as most of the items used in the system could be used to provide the needed college reports. QAIRC maintains the college reports from all 6 AAU colleges in order to consistently maintain a similar set of college reports which would eventually be looked into for analysis and any formal substantive changes. Each college should submit 16 required reports, as shown in Table 4-2 below. In addition, all the colleges are requested to submit their Annual Report by definitely including the following two sections; analysis of the current year accomplishments & facts, and an action plan for the coming year.

**Table 4-2 College Report Inclusiveness**

| # | Required Reports | Semester/ Annual | Purpose of the report |
|---|---|---|---|
| 1 | Mapping Matrix | Semester | Ensure the learning outcomes are mapped and to maintain a consistent format across all colleges. |
| 2 | CLO Assessment Report | Semester | Collective learning methods and tools to measure the students' achievement of the "Course Learning Outcomes". |
| 3 | Course File Evaluation | Semester | To implement an effective mechanism to ensure that all course files are kept fully updated, and for constructive criticism |
| 4 | Exit Exam Report | Semester | Analyze satisfaction of students and areas to update regarding teaching and materials. |
| 5 | Program Specifications | Semester | Ensuring all details of the program are maintained abiding by the CAA standards. |
| 6 | Academic Integrity Report | Semester | Record the academic integrity cases (cheating, plagiarism, etc..), and provide the details the outcomes to assure, at a governance level, level that all cases have been dealt with appropriately and relevant lessons have been learnt. |
| 7 | Internship Report | Semester | Effectively record the student's learnings incorporating their theoretical knowledge into practice. |
| 8 | Operational Plan Achievement Report | Semester | An effective tool acts as a checklist to achieve the college strategic plan (achieved targets, justification for non-achieved targets, both used as inputs for the next year operational plan) |
| 9 | Scientific Research Report | Semester | Includes list of publications which has an impact on their area of specialization. |
| 10 | Community Engagement report | Semester | Emphasis on social responsibility. |
| 11 | PLO Assessment Report | Annual | Collective learning methods and tools to measure the students' achievement of the "Program Learning Outcomes". |
| 12 | Program Effectiveness Report | Annual | Provide an analysis about the strengths and the areas of improvements for an academic program |
| 13 | Internship Manual | Annual | Guidelines for students undergoing internship |
| 14 | Impact Report | Annual | Inclusion of all the above items and the impact it has on the program |
| 15 | Risk Management Report | Annual | Anticipation of any crisis during the academic year. |
| 16 | Annual Report | Annual | Reflect a summary of all previous reports, and the plan for the upcoming year. |

## F. Institutional Academic and Admin Assessment Reports

### Academic Assessment Report

This report contains an evaluation of the academic quality assurance at Al Ain University (AAU). Academic quality assurance generally refers to the processes used for assessing, maintaining and improving academic activities and academic environment at the educational institutions. The main objective of these processes is providing evidence to university, its stakeholders and community at large of the extent to which the university achieves its mission, as expressed through the strategic goals in its strategic plan.

The assessment report mainly focuses on three segments
➢ Program Assessment report (current year)
➢ Evidence about the implementation, in (current year), of the recommendations and actions issued from the (previous year) PLOs assessment report,
➢ Recommendations to be implemented in future (following year)

### Administrative Assessment Report

Administrative quality assurance generally refers to the processes used for assessing, maintaining, and improving administrative activities at educational institutions. The main objective of these processes is providing evidence to the university, its stakeholders, and the community at large of the extent to which the university achieves its mission, as expressed through the strategic goals in its strategic plan.

The assessment process for administrative units is completed annually and follows a scheme similar to that of the program learning outcomes assessment process. This process is implemented mainly to support the AAU's mission and to abide by the institutional commitment to institutional effectiveness and ultimately to promote an environment that fosters student learning. The process is managed by the QAIRC, in cooperation with the "Quality Assurance Committee for Administrative Affairs-University (QAC-Admin-Univ).".

Every year, individual units in cooperation with QAIRC review their mission, goals, and assessment strategies; collect and analyze data, and utilize this information to make changes/updates as appropriate. To guide this process, units develop annual assessment plans and reports. These documents are submitted to the "QAC-Admin-Univ." for review and feedback.

The administrative support services at AAU include Information Technology Services, Library, Administrative and Financial Services, Human Resources, and Registration. These areas ensure that facilities, finances, and personnel support the learning environment dedicated to serve the student body and the academic staff and focus on the improvement of the basic operations necessary to the University's infrastructure.

**G. Surveys**

The QAIRC conducts and maintains a set of institutional surveys concentrating on various AAU stakeholders to gather information and to use the results in a constructive manner and for institutional planning at times for preparing the institutional KPIs and considered during the strategic plan for the college and institutional levels. By undergoing the process, we are able to have a healthy and sustainable environment, moreover, we are able to satisfy our stakeholders. All surveys questionnaires are sent for review and feedback to the concerned entities before distribution and the summary of recommendations are analyzed and reflected. Appendix C contains Survey information which are conducted and maintained by the QAIRC. The QAIRC prepares the report for each survey, and submits it to the top-management for analysis and actions.

The QAIRC, in cooperation with the colleges and academic units, administers a series of surveys for the purposes of assessment. The administration schedule for the various surveys are provided in Appendix C.

In fall 2018, the QAIRC has bought the "Survey Monkey – Premier License", where all AAU surveys are managed through the Survey Monkey (development cloud-based software).

As follow-up (closing the loop), AAU adopts the following approach for all surveys ensuring that suitable actions are taken based on the analyzed results and that the feedbacks on these are communicated to the concerned units and the students (if the survey is linked to student body).

1. All surveys are managed and analyzed by the QAIRC.
2. The QAIRC sends the surveys reports to the concerned units (colleges, Registration, Students Affairs, Library, and Admin).
3. These entities have to discuss the surveys report, analyze the strengths and the areas of improvements, and produce an action plan about the needed recommendations.
4. This plan is sent to the institution University Council for discussion and approval.
5. The approved plan, shared with the QAIRC, the colleges, admin units, and the students, has to be implemented in the next academic year.

- **Appendix C: AAU Surveys Administration Schedule**

**H. AAU Fact Book**

The AAU Fact Book is a compilation of the institutional data covering the students, the academic staff, the admin staff, and the facilities. The main objective of the fact book is to provide a convenient and concise source of information to the University decision-makers, external and the accreditations committees. The fact book is a database which the QAIRC prepares annually with the help of Information technology center (ITC) focusing on the: new student enrolment, existing student details, transferred students, students graduated, student achievement, class sections offered, credit hours registered, academic staff detail (colleges, ranks, job status), admin staff details (gender, qualification), facilities (labs, classrooms, offices, parking, gadgets, library holdings, book shop, cafeteria, mosques, sports facility, and transportation), Financial information.

All these data are used to analyze the areas which needs improvement and are considered while preparing the AAU KPI plan.

**I. KPI Plan/Report**

Key Performance indicators (KPIs) are generally used to measure and benchmark AAU's long term performance and it has a vital role in the formation of the AAU's Strategic plan. The KPI are framed by the QAIRC with the active participation of all AAU college deans, administrative managers and senior managements including the finalized (by the senior management) areas for improvement and new implications derived from the various surveys and findings throughout the academic year (subject for annual review, December-January).

**J. AAU Strategic and Operational Plan**

The AAU Strategic Plan is a qualitative checklist that AAU prepares to attain for a period of 5 years and the yearly operational plan (reviewed every year December- January) will guide AAU to make necessary changes to accomplish its strategic plan. This is a collective responsibility of all AAU stakeholders as AAU always believes that qualitative production from each individual among the AAU stakeholders reflects the broader visionary. As stated above in the KPI plan/report section, the impact of the plan definitely influences the direction of the operational plan. The brief about strategic plan is elaborated in section 5.1.

**K. Ranking and Accreditation**

University rankings and accreditation from the international agencies are a great recognition and benchmarking aspect to showcase AAU among the fellow universities regionally and internationally.

As part of the QAIRC's responsibilities, we:
- Assist the colleges in national and international accreditation processes and in benchmarking against local and international practices.
- Prepare & compile the data for the (Worldwide and Regional) universities ranking and formulate the recommendations for continuous improvement.

**L. AAU Annual Report**

Annual report is the final output of the effectiveness of all components listed from A to K explained above. Annual report is a comprehensive document that provides information related to the operational and financial activities achieved (the annual report contents are subject for review every 2 years) in the respective academic year for the AAU stakeholders. The annual report is prepared at the QAIRC as the center manages the majority of the AAU information as stated in all above points. The annual report provides information of all main operational aspects happened throughout the year and also provides the future plan of the AAU for the upcoming year which makes the Quality Assurance system complete and to undergo the same cycle.

## 5    AAU Institutional Effectiveness Framework

The institutional effectiveness process is a central component of the ongoing institution-wide planning process. Furthermore, the process incorporates a systematic review of the University mission and strategic goals to aid in decision-making and improvement.

As per the "CAA Standards for Licensure and Accreditation 2019, Standard 2: Quality Assurance, page 18", the institution is responsible;

- *As driven by its vision and mission, the institution demonstrates its commitment to maintenance of academic standards, quality assurance and continuous enhancement by systematically and regularly monitoring, reviewing and evaluating the effectiveness of all aspects of its operations and educational programs. It makes scrupulous and effective use of independent academic and professional advice as it evaluates its programs and courses and its academic, student, and administrative services based on evidence. It benchmarks its performance against the best equivalent practices of other local and international institutions.*
- *The institution uses the results of evaluations in planning, budgeting, establishing its priorities, and improving educational programs and services. It demonstrates how evidence-based planning has led to improvements in programs and services, to new programs and services, and to more effective and sustainable use of resources.*

The institutional effectiveness plan of AAU is designed to comply with the CAA standards and to cover every academic and administrative unit in the University. The plan combines four critical integrating processes:

- **Strategic Planning** (at the institutional level)

- **Outcomes Assessment**

- **Budget Process**

- **Coordination**

The AAU has its overall long-range plan and each academic and administrative unit has its own plan as well. Given that the University plan depends on each unit's activities, the performance of these units collectively provides data on the performance of the University plan. To monitor the performance annually, every unit is required to develop an assessment annual plan to measure its performance during the academic year, and develop an annual action plan reflecting the performance of the past year and to adjust actions accordingly.

The results of the outcomes assessment from the university academic and administrative units provide data for colleges and administrative units to develop their own annual operational and long-range strategic plans. At the institutional level, this information in addition to the information from the institutional outcomes assessment is used to determine the university priorities and accordingly help in resource allocation and long-range planning. Assessment results provide empirical support for decisions regarding allocation of resources and operational and long-range planning at all levels of the university; program, college, and institution.

Figure 4-1 explains the detailed institutional effectiveness process and illustrates its cyclical nature, with the information provided by one assessment cycle used to refine and improve outcomes, assessment tools, and learning experiences in the next cycle towards the achievement of the university mission.

The AAU Institutional Effectiveness cycle works as follows:

A. All academic programs and administrative units develop outcomes assessment plans in line with the University mission. The plan includes mission, outcomes/objectives and assessment tools in September and should be submitted to the QAIRC.
B. Outcomes assessment plans are implemented and then outcomes/objectives are assessed throughout the academic year. The assessment is conducted by the programs/units in cooperation with the QAIRC.
C. All programs/units should report their findings and any action plan (s) to the QAIRC. The results of assessment will be compiled and annual reports will be prepared and discussed by the "QAC-Academic-Univ." and the "QAC-Admin-Univ.", in cooperation with QAIRC. The reports will be forwarded to the office of the President for further discussion and final approval.
D. The President will share these reports with his advisory council(s)/committee(s) and generate approved action plans with budget and resources are allocated to implement these plans.



**Figure 5-1: Institutional Effectiveness Process**

## 5.1  Strategic Planning

Strategic Planning focuses on the actions taken by the University to implement its mission through improving academic and non-academic processes implemented in the University with the available resources.

The long-range Strategic Planning takes place every 5 years. A review of the University mission, as well as a thorough evaluation of the University strengths and weaknesses constitutes the basis for the five-year cycle of planning, implementation, and evaluation. With reference to this strategic plan, the units develop their specialized plans for the five-year cycle.

The AAU strategic plan consists of a vision statement, mission statement, and six strategic goals designed to enable the University to achieve its vision as described in Chapter 3. This strategic plan establishes the overall direction for the University and serves as the foundation for planning at all levels of the University over the 5-year period. Each of these goals requires multiple University units for completion, and thus requires that cross-functional teams facilitate the continuous improvement process. The AAU is conducting periodic reviews of its plan based on the institutional effectiveness results.

Moreover, annual operational planning keeps the University on target toward its strategic goals. On an annual basis, each academic and administrative unit evaluates the previous year's activities and plans for the next year. The "QAC-Academic-Univ." and the "QAC-Admin-Univ.", in collaboration with the QAIRC, undertake institutional effectiveness studies, annual program evaluation and assessment by drawing data and information from the annual planning process. The annual reports and plans should be submitted to the QAIRC and later to the University President for further discussion and final approval.

## 5.2    Outcomes Assessment

The assessment is an on-going institution-wide process of systematic collection and analysis of information to determine how well the institutional mission is being fulfilled by measuring how well students are learning and administrative units are operating. The process is based on defining a program or unit's mission, identifying expected outcomes, continuously monitoring progress towards those outcomes, communicating results among all levels of the university, and using those results to enable improvement of the University programs, courses, services and processes (closing the loop)

### 5.2.1    Purpose of Assessment

The Institutional Effectiveness Plan is a roadmap that guides continuous improvement and constitutes a means for measuring how well the institution pursues its mission. Therefore, the purpose of assessment is to engage the university community (academic staff, students and management) effectively in developing this process. All university partners should benefit from such a process that is conducive to the achievement of the University mission and strategic goals. First, the assessment process can benefit *students* by:

A. Providing them with clear expectations that help them understand how their work will be evaluated.
B. Helping them to identify their strengths and weaknesses and set priorities for self-improvement.

Second, outcomes assessment can benefit *faculty* by:

A. Helping clarify the mission of a program/course and identify the knowledge, skills, values, and perspectives that are critical for students to be taught.
B. Ensuring that graduates of the program/course have acquired all of the essential skills and values and have achieved all key outcomes.
C. Improving communication, coordination, and cooperation among faculty members in a program or department and across the university.
D. Providing better information about what students understand and how they learn so that faculty can adjust their teaching methods, improve their skills as instructors, and build a knowledge base of scholarly research on learning within the discipline.

Thirdly, for *management*, assessment results can be used:

A. As evidence of quality of teaching for tenure, promotion and salary decisions, grants and other funding, as well as for accreditation from professional associations.
B. To ensure that the University's strategic plan is being integrated into student learning experiences.
C. To document the success of a program, unit, or institution for employers, government agencies, and accrediting bodies.
D. To help make informed decisions about budgeting, new programs, personnel decisions, faculty or staff hires, the need to improve or expand services, and more.
E. To ensure that resources are being allocated in the most effective way.

### 5.2.2 Assessment Operational Model

The AAU has developed a uniform process for planning, implementing and reporting assessment activities across all academic and administrative units. All units use a model for assessment plans/reports that includes: mission, expected outcomes, methods of assessment, success targets, results and findings, and use of results. This model is supported by the assessment plan/report templates described in the following chapters. The template includes all items that must be addressed by all units in the submission of plans/reports.

Figure 5-2 shows the operational chart of the outcomes assessment activities managed by QAIRC. The Director of the QAIRC should report to the University President once a year about the continuous quality improvement process and activities at AAU. The University Senior Management shall meet to discuss the annual reports of the QAIRC and endorse the recommendations for continuous improvement.

**Figure 5-2: Outcomes Assessment Operational Model**

### 5.3    Budgeting Process

The budgeting process is closely tied to the university goals and is conducted in collaboration with senior management, colleges and administrative units to prepare a detailed budget at the unit level. All heads of budgetary units must supply the finance division with any information requested for the university budget. It is the responsibility of each unit to review its strategic plan performance and integrate assessment findings with budgeting requests.

The University President, in collaboration with the Budget Committee, review each unit's budget and prepares the University budget based on strategic priorities set for the upcoming year for colleges and administrative units/centers. The University President presents the budget to the Board of Trustees for approval.

### 5.4    Coordination

The AAU management ensures that coordination between the two campuses is implemented at the highest degree in terms of both "level" and "scope". The scope of coordination is reflected through the administrative hierarchy at all levels: at the colleges' levels, coordination occurs between the Deans and Deputy-Deans in both campuses. There is also the coordination between the Heads of departments and academic staff acting as multi-section course coordinators. At the level of university centres, units and the library, the scope of coordination takes place between the Director / Manager at Al Ain campus and his/ her deputy in Abu Dhabi campus. The coordination process has been intensely implemented to the extent of unifying the content, the questions and the timing of the final examinations of both campuses.

The ultimate goal of this coordination is to ensure that the students in both campuses achieve the course/program learning outcomes based on unified assessment tools. Thus, despite the difference in location; students in both campuses will receive the equivalent level of educational services.

To clarify the mechanism of the coordination; the coordination handbook is composed as follows:

1- The domains of coordination have been grouped according to the "2019 Standards of the CAA.
2- The responsible entities, executing the coordination, have been grouped into the following four sectors:
   - University Management
   - Colleges
   - Deanships
   - Centers, Units, and Library

Furthermore, the coordination aspects are elaborated in the "Coordination Handbook" and in the "Multiple Campus Coordination" policy (#1.i Multiple Campus Coordination Policy), which is clearly defined and presented in the institutional PPM.

# 6 Academic Quality Assurance

## 6.1 Program Effectiveness

To ensure the continuous improvement of its programs quality and its effectiveness as an academic institution, AAU is committed to a comprehensive program effectiveness process. According to its mission, AAU strives to be a learning center of excellence that responds to market needs and prepares graduates who possess the scientific and technological competencies that are needed for their careers. To fulfill this mission, AAU identified six strategic goals (section 2.3), which enrich the delivered academic programs and strengthen the university role in the UAE. The AAU Strategic Plan emphasized on the importance of maintaining and promoting the quality and strength of the academic programs. More precisely, AAU stressed on providing quality education to UAE community as stated in its first strategic goal:

*Strengthen the university's commitment to delivering quality undergraduate and graduate programs that are characterized by rigorous disciplinary depth and breadth, with a high level of direct interaction between academic staff and students.*

Using the AAU mission and strategic plan as a guide, all colleges have identified their mission and strategic goals. As a requirement of CAA and international accreditation bodies, each academic program at AAU has identified its goals and derived the PLOs consistent with the college mission and strategic goals. To ensure the overall program effectiveness, a set of criteria (qualitative and quantitative) is analyzed and discussed consistently for each program. At the end of the academic year, each college measures the effectiveness of each academic program as per the framework shown in table 6-1.

### Table 6-1 Effectiveness Frame work

| # | CAA Standards | Criteria | KPIs | Assessment Methods |
|---|---|---|---|---|
| 1 | Mission, Organization and Governance | ➢Program Mission / Vision | ➢Alignment of "Program Delivery" with: <br>• College Mission and Vision <br>• QFEmirates | ➢Mapping Matrices |
| | | ➢Department Council <br>➢Program Standing Committees | ➢At least, 2 meetings per month (Department Council) <br>➢At least, 1 monthly meeting (Program Committees) | ➢Meeting Minutes Analysis <br>➢Post-Meeting Actions |
| | | ➢Coordination for multi-sections courses | ➢At least, 1 monthly Coordination Meeting <br>➢Same Syllabus / Course delivery | ➢Evaluation of the Coordination process <br>➢Review of the Syllabuses, the assessment tools, and the outcomes covered. |
| | | ➢Strategic Plan | ➢Strategic Plan Document | ➢Yearly review of the strategic plan, by highlighting what has been – and not- achieved. |
| 2 | Quality Assurance | ➢International/National Accreditation | ➢Program status vs. Accreditation | ➢The fulfillment level of the Accreditation Standards |

| | | | | |
|---|---|---|---|---|
| 3 | The Educational Program | ➢Program Learning Outcomes | ➢Average "achievement %" of program learning outcomes (PLO) | ➢Assessment (to what extent the program has met its goals, objectives, and outcomes? <br> ➢Exit Exam |
| | | ➢Courses Learning Outcomes | ➢Average "achievement %" of course learning outcomes (CLO) | ➢Assessment (to what extent the courses have met its outcomes? <br> ➢Exit Exam |
| | | ➢Periodic Review (External) – for programs without international accreditation | ➢Program status vs. Periodic Review Policy | ➢Report produced by the committee |
| | | ➢Course File | ➢Course File Status vs. Course File Policy | ➢Course File Contents (Availability, Readiness, Access) |
| | | ➢Internship | ➢Internship Outcomes and Procedures <br> ➢Internship Adequacy and effectiveness | ➢Internship Manual <br> ➢Evaluation of all Internship forms. <br> ➢Number of Internships per year <br> ➢% of students who got recruited after their internship |
| | | ➢Uniqueness | ➢Number of private and public institutions offering similar programs | ➢Benchmark analysis with other institutions |
| 4 | Faculty and Professional Staff | ➢Faculty Annual Evaluation | ➢Average score of the Evaluations | ➢College Evaluation for Instructors <br> ➢Students Evaluation for Instructors |
| | | ➢Admin Annual Evaluation | ➢Average score of the Evaluations | ➢College Evaluation for Admin |
| | | ➢Student-Faculty Ratio | ➢Student-Faculty Ratio | ➢Statistical Analysis and follow-up actions for the continuous improvement |
| | | ➢Student-Admin Ratio | ➢Student-Admin Ratio | |
| | | ➢Faculty-Admin Ratio | ➢Faculty-Admin Ratio | |
| | | ➢Faculty | ➢% of PhD holders <br> ➢Academic Rank Distribution | |
| | | ➢Professional Development Activities | ➢Professional Development Plan <br> ➢Number of activities | ➢Evaluation of the "Professional Development" activities and plan. |
| 5 | Students | ➢Admission Policy | ➢Academic Policy vs. Accreditation Standards <br> ➢Changes on the Academic Policy | ➢Admission Policy <br> ➢Students Handbook |
| | | ➢Academic Advising Process | ➢Academic Advising Policy <br> ➢% of Academic Warnings | ➢Evaluation of the Academic Advising Policy and Procedure and its impact on the students having academic warnings. |
| | | ➢Placement Data | ➢Percentage of students who got recruited within 12 months after graduation | ➢Analysis the Graduates data from different sources (Students Affairs Deanship, ADEK, etc.) |

| | | | Employer Satisfaction Percentage | Employer survey |
|---|---|---|---|---|
| | | Students Satisfaction | Students Survey Average "satisfaction %" of students | Students Survey |
| | | | GDS Survey Average "satisfaction %" of alumni | GDS Survey |
| | | | Graduating Survey Average "satisfaction %" of graduates | Graduating Survey |
| | | Cohort Analysis | Transfer Students | Statistical Analysis and follow-up actions for the continuous improvement |
| | | | Retention Rate | |
| | | | Progression Rate | |
| | | | Graduation Rate | |
| 6 | Learning Resources | Library | Student - Available (related) books Ratio | List of available books / Journals / electronic libraries. |
| | | | Subscription to Journals and electronic libraries | Students Survey about the Library |
| | | | Students Satisfaction about the Library | |
| | | Labs | Number of labs | Evaluation of the labs contents, manual, and the impact on the academic program. |
| | | | Number of labs supervisor | |
| 7 | Physical Resources | Students Support and Activities | Available and planned students activities | Statistical Analysis and follow-up actions for the continuous improvement |
| 8 | Fiscal Resources | Fiscal Measures | Number of students who were granted "Financial Aids" | Statistical Analysis and follow-up actions for the continuous improvement |
| 9 | Public Disclosure and Integrity | Program Website | Availability of the information published online about the program | Evaluation of the available information provided on the website about the program. |
| 10 | Research and Scholarly Activities | Scientific Research | Number of papers per FTE (Full Time Equivalent) faculty | Statistical Analysis and follow-up actions for the continuous improvement |
| | | | Number of citations per paper | |
| | | | Number of students involved in Research papers | |
| | | | Impact of "Scientific Research" on Program, Students, and local community | |
| | | | Number of patents | |
| | | | Number of grants from external agencies | |
| 11 | Community Engagement | Community Engagement Activities | Number of "Community Engagement" activities per faculty | Statistical Analysis and follow-up actions for the continuous improvement |
| | | | Impact of "Community Engagement" activities on Program, Students, and local community. | |
| | | Advisory Board | Number of meetings and feedbacks | |

### 6.2    Academic Program Periodic Review

The "Academic Periodic Program Review, APPR" is a process that allows the University to assess the well-being of an academic program, the academic development of the program, and strategic issues affecting the program. The review includes how well the program aligns with the missions and goals of the AAU, the College and the Department respectively. All academic programs are reviewed once every 3-4 years, except the programs granted with an international accreditation.

The APPR is faculty-led, evidence-based, student-focused and based on peer-review. It generates a plan of action to develop the academic program, which is linked to the College and AAU plans. Progress against the action plan is monitored periodically at College and University levels. Program reviews include a comprehensive check on the academic programs' alignment with the requirements of the QFE (Qualifications Framework Emirates) and CAA Standards.

Furthermore, AAU has developed an "Academic Program Periodic Review" policy (#3.u Academic Program Periodic Review), which is clearly defined and elaborated in the institutional PPM.

### 6.3    Course File

AAU faculty maintain updated files for each course offered. This course file, in-line with the CAA standards, contain sufficient information on each course so that the instructor or other reviewers who assess program effectiveness can determine whether the course is meeting its learning outcomes, and whether changes to the course are appropriate.
The course files must include the following information (CAA 2019 Standards, Annex 16):

*a. syllabi for the current and most recent previous offerings of the course, including any summer session offerings;*
*b. copies of all instructor teaching materials;*
*c. copies of all assessment instruments;*
*d. instructor worked answers and marking schemes for all assessment instruments;*
*e. examples from across the range of student performance of graded responses to all assessment instruments;*
*f. student attendance data;*
*g. a comprehensive instructor review of the presentation of the course, covering:*
    *• appropriateness of the course learning outcomes;*
    *• extent to which the syllabus was covered;*
    *• extent to which learning outcomes were met (with evidence);*
    *• appropriateness of textbooks and other learning resources;*
    *• appropriateness of assessment instruments in relation to learning outcomes;*
    *• appropriateness of the balance of assessment;*
    *• appropriateness of prerequisites;*
    *• general comments on any problems encountered with the course;*
*h. quantitative analysis of student performance including individual student grades, both cumulative and for each assessment, and grade distribution;*
*i. summary of student feedback on the evaluation of the course;*
*j. instructor's proposals for any course improvements;*
*k. summary of actions taken to improve the course.*

### 6.4 Program & Course Learning Outcomes Assessment

#### 6.4.1 Academic Programs

The assessment of the Program/Course Learning Outcomes is an on-going process of systematic collection and analysis of information to prompt the institution to ascertain how successful it is in accomplishing its mission and goals. Each college identifies its goals and objectives consistent with the university mission and strategic goals. The PLOs are developed from the college goals and objectives and the Course Learning Outcomes (CLOs) are derived from program outcomes. All goals and outcomes are designed to achieve the university strategic goals.

The courses provide students with the opportunity to achieve program outcomes towards the college goals and finally to achieve the university goals. Figure 6-2 illustrates the interconnected nature of outcomes development and achievement.



**Figure 6-2: The Outcomes Assessment Pyramid**

The outcomes assessment process at the program & course levels is a cyclic sub-process in the University Institutional Effectiveness Process. The scheme of the process is presented in Figure 6-3 and works as follows:

1. Defining program goals in line with college mission and goals.
2. Deriving the PLOs and the CLOs.
3. Identifying and designing appropriate assessment tools that measure the PLOs and the CLOs.
4. Establishing an achievement target for each assessment measure.
5. Collecting and analyzing the assessment data to determine major findings.
6. Developing and implementing an action plan based on assessment results to improve attainment of student learning outcomes.
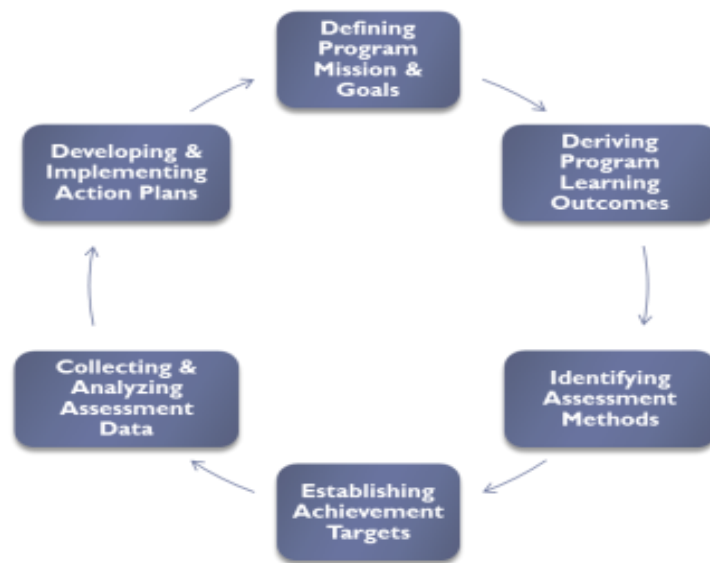
**Figure 6-3: The Outcomes Assessment Scheme**

Academic programs are expected to support the College mission and goals and ultimately the University mission and goals. Therefore, the program mission statement should reflect the College mission statement and demonstrate how it supports or complements the College goals. It should be a concise and focused statement of the purpose of the program and the general values and principles, which guide the curriculum. Consequently, it serves as the foundation for assessment planning.

The program goals are broad statements reflecting the long-range program targets. They should focus on activities in which academic staff engage and describe what the program intends to deliver in the areas of teaching, research, and university and community services. The main function of program goals is to provide a channel or mapping between the program learning outcomes and the program mission statement.

After defining the mission and the goals of the program, specific program learning outcomes should be derived to reflect the goals of the program mission. Unlike program goals, program student learning outcomes are specific, clear and measurable. They should include expectations about the knowledge that students acquire, skills they demonstrate and attitudes they develop upon successfully completing a specific program. As per the requirements of some international accreditations, the number of PLOs can be from 4 to 11.

At the course level, each course as part of its design and approval includes a set of clearly written, focused learning outcomes, which describe what students should be able to do at the completion of the course. The number of CLOs is usually from 4 to 7, because having less than 4 CLOs for the course may result in giving the impression that the accomplishment of the course is not enough, and having more than 7 may indicate that the CLOs are not focusing on the main learning target in a course. Technically, an exaggeration of CLOs can make the mapping process of CLOs to the PLOs ineffective and too difficult to attain.

To view how the individual program courses are related to the PLOs, the CLOs must be mapped to the PLOs using mapping matrices. Such mappings visualize how the program courses cover different learning outcomes and help identify redundancies or gaps in the program.

Finally, it is important to share the PLOs and the CLOs with faculty and students. This helps the students to recognize the importance of the course/program in their future careers, understand how individual courses fit with the goals of the program, and effectively participate in the assessment process. The PLOs and the CLOs are listed on the program's website and the course syllabi, respectively.

- **Appendix A: Academic Programs / GUE Outcomes**
- **Appendix B: Template- Mapping between CLOs and PLOs**

### *6.4.2     GUE Courses*

The GUE courses belong to five colleges (Engineering, Pharmacy, Law, Education, and Business). These courses are mapped to a specific set of PLO (Appendix A), different than the PLOs of the existing programs in the 5 concerned colleges. Every academic year, the GUE CLOs and PLOs are evaluated in the same way of the other PLO/CLO explained above. However, the assessment of the GUE CLOs/PLOs is managed by a GUE Director, appointed by the university President at the beginning of the academic year.

## *6.5   Assessment Methods*

Upon developing learning outcomes, assessment methods (measures/tools) should be carefully prepared to measure students' achievement of the program learning outcomes and provide data that will lead to program improvements. An assessment method is the means for measuring the degree of success that a program has achieved in meeting a learning outcome.

Assessment is not an evaluation of individual students, faculty or courses. The course grades, although a source of information about student achievement, are generally insufficient measures of program learning outcomes. However, the assessment plan should provide information on student achievement of learning outcomes and identify strengths and weaknesses for the entire program.

There are two basic ways to assess student learning; direct and indirect methods. Ideally, more than one assessment method should be used to measure the same outcome and effective assessment plans must include a mix of direct and indirect methods of assessment.

1. **Direct Measures:**

Direct measures are methods for assessing the products of student work to provide evidence of student performance relative to the student learning outcomes. They may include:
   (a) Homework, assignments, exams and quizzes, term papers and case studies
   (b) Presentations
   (c) Capstone courses
   (d) Exit Exams/interviews
   (e) Portfolios and e-portfolios

(f) Evaluations of student performance in internships, research projects, field work, or service learning.

(g) Standardized tests

**2. Indirect Measures:**

Indirect measures are methods for assessing secondary information on student learning that do not rely on actual samples of student work. They may include:

(a) Exit survey

(b) GDS survey

(c) Employers' survey

(d) Graduate follow-up survey

(e) Course assessment by the instructor

(f) Course portfolio review

(g) Peer review report

(h) Retention and graduation statistics

## 6.6   Achievement Targets

Once the assessment method is determined, the criteria for success or achievement targets for each learning outcome should be established. An achievement target specifies quantitatively the acceptable level of student work for the learning outcome. This achievement target may be a passing score on an exam, a rubric rating of "meets program standards" on a student paper, or another indicator of the quality of student work. Therefore, setting achievement targets allows the program faculty to determine exactly what the expectations for students should be and thus determine what constitutes student success.

The following are examples of achievement targets:

(a) At least 80% of students completing this program / course will achieve a score of 60% or above on the Exit Exam.

(b) In the Exit survey, 80% of the students agree or strongly agree that they can design a civil engineering system component.

(c) 65% or more of alumni indicate that they are confident of their ability to define, analyze and evaluate ethical issues and the need for socially responsible organizations.

(d) 75% to achieve a result of C or above in course assignments related to this outcome.

(e) 4.0 or better on 5-point survey scales on items relating to learning outcome.

Steps 1 through 4 (figure 6-3) constitute the program / course assessment plan. The program assessment coordinators or the "QAC-Program" should develop their plans. Then, the assessment plans should be submitted to the QAIRC via the "QAC-College", in **September**. The committee will review and discuss all Assessment Plans for all academic programs. It is noteworthy to emphasize that not all program outcomes need to be assessed, and not all program outcomes must be assessed each year. Programs can schedule assessment of outcomes over an assessment cycle (1-3 years), if needed. However, each CLO should be assessed whenever the course is offered in a semester.

- **Appendix D: Sample – Assessment Plan (Program Level)**

### 6.7 Assessment Implementation

Once the plan is developed and submitted, the assessment process needs to be implemented. Steps 1 through 4 are components of the Assessment Plan while components of the assessment report should be developed in steps 5 and 6 (figure 6-3).

The assessment coordinator, or chair of the program assessment committee, will manage the program's assessment process and will prepare a detailed timeline for the assessment cycle. The timeline might include dates for when work will be collected, when results are tabulated and analyzed across the program, and when academic staff will meet to discuss the findings and propose changes and remedies. It is important to identify, in advance, which courses and learning experiences (e.g., papers, exams, presentations, case studies, etc.) are best suited for assessment, and to decide whether all students should be assessed or only a sample. When using course-embedded measures for assessment, it is necessary to coordinate with the faculty member teaching the course to ensure the student work is collected and prepared for assessment. If administered by another office other than the program/department, the results of Exit Exams should be forwarded to the program assessment coordinator to use in the assessment process. When indirect measures are used, the results of the research (survey, focus group, or other measures) should be forwarded to the program assessment coordinator as supporting evidence in the assessment process. It is noteworthy to mention that using rubrics is one of the most effective ways to evaluate student work products in learning outcomes assessment. A rubric is simply a scoring guide used in assessment to provide an explicit description of the learning or performance being measured.

After collecting and scoring the students work, the results should be summarized and presented in useful ways to faculty, who can consider changes to teaching methods, curriculum, course contents and other factors. The assessment will not be useful without an informative summary of the findings. The analysis should be simple and meaningful; descriptive statistics such as graphs, frequencies/percentages and means may be sufficient. It may also be possible to go beyond that by analyzing the assessment data to predict or implement statistical tests. Most importantly, the findings should be reported in a manner that indicates if the achievement target was met and aligns with the actions proposed to improve student learning and the program.

The assessment process is performed in both campuses in the same way to ensure full coordination. Such coordination will ensure coherent assessment process that supports the program credibility. Although both campuses will probably have the same assessment plan, it is critical that the data should be reported at college level separately to provide a valid assessment of the learning process.

### 6.8 Closing the Loop: Results Dissemination and Follow-Up

This last step in the assessment process is often referred to as "closing the loop." The end product of assessment process is the improvement of educational programs based upon the use of assessment results. Closing the assessment loop implies that the planning and evaluation process of the University, College, and individual programs have completed a full cycle from establishing a mission, goals, outcomes, priorities, critical success factors, budget request, and results of assessment to using assessment results for continuous improvement as reflected in the next planning and assessment

cycle. Without effective use of assessment results, all previous activities fall short of their intended purpose, including closing the loop.

Faculty members should complete an assessment report (resulting from the PLOs and the CLOs assessment), similar in format to the assessment plan, stating each course's learning outcomes, assessment measures used, results of the assessment, and how the results were used to make changes to help students and improve learning. In **May/June**, the program's assessment coordinator should share the program's overall report with the "QAC-College" and send a copy to the QAIRC, who will provide timely feedback and comments.

- **Appendix E: Sample – Assessment Report (Program Level)**
- **Appendix F: Sample – Assessment Report (Course Level)**

Assessment results should be disseminated widely, evaluated thoroughly, and used to improve the program. It is well to remember that the assessment is not about one faculty member, or one student, but rather about a program, a course and its learning outcomes. Program faculty should be aware of the assessment process by involving them in the initial steps of developing a mission statement, learning goals, and measurable learning outcomes. The results should be communicated along with the assessment plan to program faculty, deans and university management. For planning purposes, it is vital to share the successes and the shortcomings as well in order to generate effective action plans supporting the program strengths and proposing remedial measures for the areas in which improvement is needed. The action plan should include suggestions for increasing the likelihood of meeting outcomes/objectives during the next assessment cycle. An action plan should include an estimated cost, if applicable, and should be listed by order of priority.

Obviously, closing the assessment loop may require the use of additional resources. Discovering the need for additional course sections or courses may require resources beyond current budgets. The assessment loop is only closed if actions are taken to make modifications where necessary. The implementation of the proposed action plans is a shared responsibility. Once assessment reports are submitted, the QAIRC should compile all reports in the annual report and forward it to the President. The President and the Deans' Council will review and discuss the annual report and the proposed action plans and produce *Approved Action Plans*. The approved action plan should include a detailed timeline and the responsible party for the implementation. The Colleges have to update the QAIRC about the implementation of the approved action plans.

# 7 Administrative Quality Assurance

## 7.1 Overview of Administrative Assessment

The core of institutional effectiveness in academic programs is naturally on student learning outcomes. However, those programs are completely associated with the activities and services of administrative and educational support units/center. Integrated assessment should provide the means of evaluating and improving activities and services in these units on a regular basis.

The assessment process for administrative units is completed annually and follows a scheme similar to that of the program learning outcomes assessment process. This process is implemented mainly to support the AAU's mission and to abide by the institutional commitment on institutional effectiveness and ultimately to promote an environment that fosters student learning. The process is managed by the QAIRC, in cooperation with the "QAC-Admin-Univ.".

Every year, individual units in cooperation with QAIRC review their mission, goals and assessment strategies; collect and analyze data, and utilize this information to make changes/updates as appropriate. To guide this process, units develop annual assessment plans and reports. These documents are submitted to the "QAC-Admin-Univ." for review and feedback.

The administrative support services at AAU include, Information Technology Services, Library, Administrative and Financial Services, Human Resources, and Registration. These areas ensure that facilities, finances, and personnel support the learning environment dedicated to serving the student body and the academic staff and focus on the improvement of the basic operations necessary to the University's infrastructure.

## 7.2 Administrative Outcomes Assessment Process

The administrative outcomes assessment process is a cyclic sub-process in the University Institutional Effectiveness Process. The process works as follows:

1. Defining unit goals in line with university mission and goals.
2. Driving the unit outcomes.
3. Identifying and designing appropriate assessment tools that measure the unit outcomes.
4. Establishing an achievement target for each assessment measure.
5. Collecting and analyzing the assessment data to determine major findings.
6. Developing and implementing an action plan based on assessment results to improve attainment of expected outcomes.

In the following sub-sections, we will address each of these steps by providing a basic overview of the purpose of the step, listing the specific activities for units associated with the step, and offering guidelines and suggestions for effectively completing the step.

### 7.2.1 Unit Mission and Goals

The mission is a broad statement of the administrative unit's direction and values. It should reflect how the unit contributes to the education, development, and experiences of students and other stakeholders at the institution. The mission statement should also describe the services provided by the unit. Moreover, the administrative unit mission should support and endorse the University mission and collectively with other units' and programs' missions constitute the University Strategic Plan.

The goals of an administrative unit should be aligned with the goals of the institution and provide the basis for assessment and, therefore, should be defined adequately and clearly. Similar to the unit mission, the best starting point to establish the goals is the University Strategic Plan. The AAU plan provides goal statements that help administrative units to set their goals. For example, the Human Resources Unit should use the three objectives related to Goal 3 (*Continue to recruit and retain a dedicated and culturally diverse faculty whose teaching is informed by research, and embodies learning experiences that enable students to improve academically and personally*) as the basis for setting its goals and deriving the corresponding indicators in the annual assessment activity.

The following are examples of unit goals:

1. Provide high-quality academic programs and a learning environment that promotes student success.

2. Provide computer lab resources and instructional support services which meet the needs of the University faculty and students.

3. Enhance the availability and use of print and electronic resources.

4. Support the intellectual, emotional and physical growth of students.

5. Attract and retain highly qualified professional faculty and staff.

6. Expedite access to scholarly resources at the point and place of need.

7. To provide the technological and other tools necessary to support and enhance library programs and services.

8. Providing the best services for students, faculty members, staff, and the wider community.

9. Improve the effectiveness and efficiency of the registration office's services and operations.

10. The Registrar's Office will provide accurate class enrollment data.

Finally, unit goals/objectives should be shared with admin staff and with the university community. Admin staff performs more effectively when they are given clear goals to help them focus on what's most important and understand how individual responsibilities or tasks fit with the goals of the unit.

- **Appendix G: Administrative Unit Objectives**

### 7.2.2 Administrative Unit Outcomes

While goals represent the major priorities of the unit, outcomes are more specific statements that reflect the expected results of unit that support the broader goals. Accordingly, every goal statement has several outcomes that support and promote it, outcomes that are drawn from the activities and services. It is necessary for the unit to have outcomes related to every goal noting that a given outcome may fall under several goals. Similar to academic assessment, linking the outcomes to the goals facilitates the outcomes assessment process and synthesizes the assessment results into a comprehensive analysis of progress toward meeting the goals. The outcomes of an administrative unit, because of being more of students and faculty support entity, usually focus more on processes and faculty and student development than on learning. Therefore, outcomes will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

### 7.3    Assessment Methods

In the assessment of administrative units, multiple outcomes assessment measures are employed. Assessment measures can be classified as direct or indirect based on how they relate to outcomes. While some outcomes may only require one measure to evaluate the unit's effectiveness, in general, it is better to develop and use multiple measures for each outcome. Varying the types of measures applied to an outcome provides a full and a more reliable picture of overall effectiveness.

1.  **Direct Measures:**

Direct measures examine actual results about the unit accomplishments or measures of knowledge or ability the customer will receive upon being provided with the unit services. These measures may include counts, percentages or averages on unit services. Examples of such measures are:

(a)  Use of a Service (e.g. hits on a website, use of computer technology)
(b)  Graduation and retention rates
(c)  Recruiting results
(d)  Tracking complaints and how they are resolved
(e)  Count of program participants
(f)  Average waiting/service/processing time
(g)  Number of applications (Students, faculty or staff)
(h)  Number of staff/faculty trained
(i)  Attendance at events

2.  **Indirect Measures:**

Indirect measures examine clients' attitudes and perceptions relative to the outcome. These measures are typically based on surveys and focus groups. Examples include:

(a)  Student Satisfaction Survey
(b)  Graduating Student Survey

(c)  Faculty Satisfaction Survey

(d)  Admin Satisfaction Survey

(e)  GDS Survey

When using direct measures for assessment, unit staff should be aware of the indicators of interest to ensure the relevant processes are tracked and recorded for assessment process. When indirect measures are used, the administrative unit should coordinate with QAIRC regarding the questions to be embedded in the conducted surveys to ensure that such surveys provide relevant and evidential data on the outcomes under assessment. Generally, the QAIRC in cooperation with Academic and administrative Units administers a series of academic staff, admin staff, students and GDS surveys for purposes of assessment. The administration schedule for the various surveys is provided in Appendix C. This schedule is subject to change based on the needs of the university.

### *7.4     Achievement Targets*

Once the assessment method is determined, the achievement targets for each administrative unit outcome should be established. An achievement target identifies standards expected from services provided by the administrative unit. Therefore, setting achievement targets allows the administrators to determine exactly what the expectations for stakeholders should be. It is important to prepare quantitative targets so that it is clear that the outcome was or was not achieved. Moreover, the achievement target on a given assessment measure should be determined before data on that measure is collected.

The following are examples of achievement targets:

(a)  Feedback from the annual survey will indicate that 60% of the users using the newly implemented technology services will be very satisfied or extremely satisfied with the newly implemented services.

(b)  Graduation rates of student-workers will equal or exceed the graduation rates of the general student population.

(c)  90% of students attending a library orientation session will receive a favorable performance assessment by library staff.

(d)  Al least 80% of faculty members attends the workshop on using the new learning management system.

(e)  75% of respondents to the Web Satisfaction Survey will rate the new website as good or excellent.

(f)  At most one error in every 10000 generated student transcripts.

(g)  The average waiting time in bookstore is less than 10 minutes.

Once steps 1 to 4 have been accomplished, the assessment plan must be completed. See Appendix H for a template for an assessment plan for administrative units. Unit assessment coordinators (directors, managers) should use this template to develop their plans and reports. When completed, the plan should be shared with the "QA-Admin-Univ." and the QAIRC in *September*.

It is necessary to emphasize that not all outcomes need to be assessed; only those that are the most important. In addition, not all outcomes must be assessed each year. Administrative units can schedule assessment of outcomes over several years, if needed.

- **Appendix H: Sample - Administrative Assessment Plan**

## 7.5    Assessment Implementation

At the end of the year, each unit must complete the assessment report which consists of the findings, analysis, and action plan(s). The first step is to collect the relevant data associated with each measure as described in the assessment plan. Once the assessment plan is approved, mapping roles and responsibilities provides an easy tracking system and help ensure that high quality data are collected. One of the biggest challenges that units face when preparing reports is realizing that measures were not implemented appropriately and hence irrelevant or inaccurate data that may only loosely tie to the outcome have been collected.

The unit assessment coordinator will manage the assessment process and will prepare a detailed timeline for the assessment cycle. The timeline might include dates for when work will be collected, when results will be tabulated and analyzed, and when unit staff will meet to discuss the findings and propose changes and remedies. When using direct measures for assessment, it is necessary to coordinate with the unit staff to ensure the relevant indicators are collected and prepared for assessment. When indirect measures are used, the results of the survey research should be forwarded to the unit assessment coordinator as supporting evidence in assessment process.

Once the data have been collected, the next phase of the assessment process is analyzing the results. Analysis of the collected data is primarily the responsibility of the unit with help from the QAIRC. This approach ensures that analysis and interpretation of the results have been conducted by someone familiar with the unit work and services. The analysis should clearly state if the achievement target was met, partially met, or not met to determine the unit achievements and shortcomings. Therefore, this self-assessment provides the units with quantitative evidence to decide what might be done differently to make improvements and help preparing appropriate action plan as part of the improvement plan for the next year.

Some units such as administrative affairs and library have a presence on both campuses. University and campus level data for the outcome should be described. Although each campus will probably use the same assessment plan, it is important that the results be reported separately to provide valid and reliable assessment of the services.

## 7.6    Closing the Loop: Results Dissemination and Follow-Up

The purpose of assessment is to help determine whether the unit is being effective, and to allow documenting and demonstrating continuous improvement based upon the use of assessment results. Therefore, "closing the loop" implies that the planning and evaluation process of the University and the individual administrative units have completed a full cycle from establishing a mission to using assessment results in the next planning and assessment cycle.

Assessment results should be disseminated widely, evaluated thoroughly, and used to improve the services and processes at the university. The results should be communicated along with the assessment plan to unit staff and university management, because the implementation of the next step would involve the collaborative efforts of all parties. For planning purposes, it is vital to share the successes and the shortcomings as well in order to generate effective action plans supporting the program strengths and proposing remedial measures for the areas in which improvement is needed. The action plan should include specific suggestions for increasing the likelihood of success during the next assessment cycle. Moreover, an action plan might involve inter-unit cooperation and collaboration, should include an estimated cost, if applicable, and should be listed by order of priority. At administrative unit level, unmet goals may indicate a need for changes in services, policies, procedures. Examples of these changes might include:

- Improvement in technology & facilities
- Adoption of new forms and procedures
- Inter-unit cooperation through staff cross-training
- Resources reallocation
- Reorganization of staff duties
- Follow-up surveys & focus group discussions on special issues

It is noteworthy that closing the assessment loop may require the use of additional resources beyond current budgets. The assessment loop is only closed if actions are taken to make modifications where necessary. The implementation of the proposed action plans is a shared responsibility. Each unit should complete an assessment report, similar in format to the assessment plan, stating expected outcomes, assessment measures used, a brief discussion of the results, and how the results were used to make changes to improve services and processes. In *May/June*, the unit's assessment coordinator should submit the assessment report to the "QA-Admin-Univ." and the QAIRC, which will provide timely feedback and comments. Upon approval, the QAIRC should compile all reports in the administrative annual report and forward it to the University President. The President and the Deans Council will review and discuss the annual report and the proposed action plans and produce *Approved Action Plans*. The approved action plan should include a detailed timeline and the responsible party for the implementation. The approved action plans should be forwarded to the Budget Committee to use as an input in the budgeting planning. The "QA-Admin-Univ." and the QAIRC should monitor the implementation and review any remedial action plans.

- **Appendix I: Sample - Administrative Assessment Report**

**Graduate Destination Survey**

استبانة تتبع الخريجين

استخلصت جامعة العين هذه الاستبانة من مسح تتبع الخريجين الذي تجريه وزارة التربية والتعليم لجمع رأي خريجي جامعة العين حول تجربتهم في الجامعة.

مركز ضمان الجودة والدراسات المؤسسية

Al Ain University (AAU) has extracted this survey from the Graduate Destination Survey conducted by the Ministry of Education to gather the opinion of AAU Alumni about their experience at AAU.

Quality Assurance and Institutional Research Center

**I.** **Demographics**     الخصائص الديموغرافية

1. **Campus** المقر

   ☐ Al Ain العين          ☐ Abu Dhabi أبوظبي

2. **From which College did you earn your degree from Al Ain University?**

   من أي كلية حصلت على معدلك الجامعي في جامعة العين ؟

   ☐ Engineering الهندسة
   ☐ Pharmacy الصيدلة
   ☐ Law القانون
   ☐ Education التربيـة
   ☐ Business الإدارة
   ☐ Media and Communication الإتصال والإعلام

3. **What was the level of your study?**

   ماذا كان مستوى دراستك ؟

   ☐ Bachelors بكالوريوس
   ☐ Higher Diploma دبلوم عالي
   ☐ Masters ماجستير

4. **What was your Specialization?**

   ماذا كان تخصصك ؟

5. **Gender** الجنس

   ☐ Male ذكر          ☐ Female أنثى

6. **Nationality** الجنسية

   ☐ الإمارات العربية المتحدة UAE          ☐ دول مجلس التعاون الخليجي GCC
   ☐ Other Arab الدول العربية          ☐ Other أخرى

**II.** **Employment** التوظيف

7. **Are you currently employed?**

   هل تعمل حالياً؟

   ☐ Yes نعم
   ☐ No لا

8. **If you are employed, in which sector?**

   إذا كنت تعمل، في أي قطاع تعمل ؟

   ☐ Federal government          الاتحادية الحكومة
   ☐ Local government          الحكومة المحلية
   ☐ Semi government          شبه حكومية
   ☐ Private sector          قطاع خاص
   ☐ Self-employed          أعمل لحسابي الخاص
   ☐ NOT SURE          غير متأكد

9. **Please provide the following information about your current job:**

<div dir="rtl">

يرجى تزويدنا بالمعلومات التالية عن وظيفتك الحالية؟

</div>

| | |
|---|---|
| Current job title<br>المسمى الوظيفي الحالي | |
| Employer name<br>اسم رُب العمل | |
| Company Location (Emirate)<br>موقع جهة العمل (في أي إمارة) | |

10. **How satisfied are you with your current job?**

<div dir="rtl">

ما مدى رضاك عن وظيفتك الحالية؟

</div>

- ☐ Satisfied راض
- ☐ Dissatisfied غير راض
- ☐ Not Sure غير متاكد

11. **How long after completing your study at AAU did you get your first job?**

<div dir="rtl">

كم هي الفترة التي استغرقت لتحصل على أول وظيفة بعد الانتهاء من دراستك في جامعة العين؟

</div>

- ☐ While studying at AAU      خلال دراستي في جامعة العين
- ☐ 0- 6 months after my graduation from AAU    من 0-6 أشهر بعد تخرجي من جامعة العين
- ☐ 6-9 months after my graduation from AAU    من 6-9 شهر بعد تخرجي من جامعة العين
- ☐ 12 months after my graduation from AAU    بعد 12 شهر من التخرج من جامعة العين
- ☐ Not Applicable    لا ينطبق

12. **Is your current employment related to your AAU degree?**

<div dir="rtl">

هل وظيفتك الحالية مرتبطة بتخصصك الذي حصلت عليه من جامعة العين ؟

</div>

- ☐ Yes نعم
- ☐ No لا
- ☐ Not Sure غير متأكد

III.    **AAU Experience**     <span dir="rtl">**التجربة الأكاديمية في جامعة العين**</span>

13. **How satisfied are you with your experience at AAU?**

<div dir="rtl">

مامدى رضاك عن تجربتك في جامعة العين ؟

</div>

- ☐ Satisfied راض
- ☐ Dissatisfied غير راض
- ☐ Not Sure غير متاكد

14. **If the answer is dissatisfied, why were you dissatisfied?**

<div dir="rtl">

إذا كانت الإجابة "غير راضٍ" ، ماهي أسباب عدم الرضا ؟

</div>

15. **How satisfied are you with the teaching at AAU?**

<div dir="rtl">

مامدى رضاك عن التدريس في جامعة العين ؟

</div>

- ☐ Satisfied راض
- ☐ Dissatisfied غير راض
- ☐ Not Sure غير متاكد

**16. How much did your experience at AAU help you develop the following skills?**

الى أي مدى ساعدتك تجربتك في جامعة العين على تطوير المهارات التالية؟

| Skills<br>المهارات | Very Much<br>كثيراً | Somewhat<br>الى حدٍ ما | Not at all<br>ليس على<br>الإطلاق | Not Sure<br>غير متأكد |
|---|---|---|---|---|
| Problem solving<br>حل المشكلات | | | | |
| Critical and analytical thinking<br>مهارات التفكير الناقد والتحليل | | | | |
| Digital Literacy<br>محو المية الرقمية/الإلمام بالتقنيات<br>الرقمية | | | | |
| Numeracy Skills<br>الحساب/ المهارات الحسابية | | | | |
| Writing Skills<br>مهارات الكتابة | | | | |
| Presenting Skills<br>مهارات التقديم | | | | |
| Communication Skills<br>مهارات التواصل | | | | |
| Collaboration and Teamwork<br>التعاون والعمل الجماعي | | | | |
| Time Management<br>إدارة الوقت | | | | |

**IV.  Education   التعليم**

**17. Are you currently studying?**

هل تدرس حالياً ؟

☐ Yes   نعم

☐ No   لا

**18. What is the level of your current study?**

ماهو مستوى دراستك الحالية ؟

☐ Bachelors   بكالوريوس

☐ Higher Diploma   دبلوم عالي

☐ Masters   ماجستير

**19. Which institution are you attending?**

ماهي المؤسسة التي تدرس بها؟

**20. Please provide the following information about your employer contact details:**

يرجى تزويدنا بالمعلومات التالية عن جهة العمل التي تعمل بها ؟

| | |
|---|---|
| Name of your line manager<br><br>اسم مديرك المباشر | |
| Job title of your line manager<br><br>المسمى الوظيفي لمديرك المباشر | |
| Contact number of your line manager<br><br>رقم هاتف مديرك المباشر | |
| Email Address of your line manager<br><br>البريد الإلكتروني لمديرك المباشر | |

**Thank you for your participation in completing this survey**

نشكرك على مشاركتك في إكمال هذا الاستبيان

# Employers Survey
## استبانة أرباب العمل

**السادة والسيدات الأعزاء**

تسعى جامعة العين لطرح برامج تعليمية عالية الجودة وإعداد خريجين معدَّين إعداداً جيداً للدخول إلى سوق العمل. وكجزء من التقييم الذاتي المستمر نهتم بالتغذية الراجعة من أرباب العمل لتحديد مكامن القوة والضعف لدى خريجينا وتحديد إلى أي مدى حقق هؤلاء الخريجون أهداف البرامج التعليمية التي التحقوا بها. أنَ الغاية من هذه الاستبانة هي تقييم أداء خريجي جامعة العين الذي يعملون في مؤسستكم. ونحن نؤكد لكم بأنه سوف يتم التعامل مع جميع المعلومات الواردة في الاستبانة بسرية تامة وأنها سوف تستخدم فقط للتخطيط المستقبلي من أجل تطوير برامجنا التعليمية.

**نشكركم على حسن تعاونكم**

**مركز ضمان الجودة والدراسات المؤسسية**

Dear Sir / Madam

Al Ain University (AAU) seeks to provide the highest quality of undergraduate education and to produce graduates that are well-prepared to enter the workforce. As part of our continual self-evaluation, we are interested in feedback from employers to determine the strength and weaknesses of our students and to determine how well our students fulfill the Programs objectives. This questionnaire intends to evaluate the performance of AAU graduates who work in your institution. We assure you that all the information included in this survey will be strictly confidential and will be used only for future planning and for developing our educational programs.

Thank you for your cooperation.

**Quality Assurance and Institutional Research Center**

| I. **Primary Information** | بيانات أساسية |
|---|---|

1. Please describe your type of firm or agency, specify area of work, and kind of employees you hire.

**الرجاء تبيان نوع المؤسسة التي تديرونها وتحديد مجال عملكم ونوعية الموظفين لديكم.**

| Employment sector<br>قطاع العمل | Area<br>مجال العمل | Employment Type<br>نوع التوظيف |
|---|---|---|
| ☐Government    حكومية<br>☐Semi- Government  شبه حكومية<br>☐Private sector  قطاع خاص | ☐  Construction    انشاءات<br>☐  Real Estate    عقارات<br>☐  Finance and insurance    تمويل وتأمين<br>☐  Utilities    خدمات<br>☐  Manufacturing    صناعة<br>☐  Mining, oil and gas    التنقيب ، بترول وغاز<br>☐  Information & communication    معلومات واتصالات<br>☐  Transportation & warehousing    نقل وتخزين<br>☐  Wholesale trade    تجارة جملة<br>　　☐  Healthcare & social assistance    خدمات صحية<br>　　　　　اجتماعية    ومعونة<br>☐  Educational services    خدمات تربوية<br>☐  Accommodation & food services    الإقامة والخدمات الغذائية<br>☐  Media organization (newspaper, radio, television)    مؤسسة إعلامية(صحيفة، إذاعة، تلفزيون)<br>☐  Advertising agency    مؤسسة إعلانية<br>☐  Other ,Specify ………………..............    أخرى، حدد | ☐ Full timeدوام كامل<br>☐ Part time دوام جزئي<br>☐Internتدريب<br>☐Other, Specify<br>أخرى، حدد ………. |

1. **Number of employees in your institution:**

عدد الموظفين العاملين في مؤسسكم

☐  less than 5  أقل من
☐  5 to 20
☐  more than 20  أكثر من

2. **Number of AAU graduates currently working in your institution:**

عدد خريجي جامعة العين الذين يعملون حالياً في مؤسستكم

☐  0
☐  1-2
☐  3-5
☐  6-10
☐  More than 10أكثر من

3. **In which disciplines are the AAU graduates currently working at your institution? (You may select more than one option if you have more than one of AAU graduates currently working in your institution)**

ماهي مجالات خريجي جامعة العين الذين يعملون حالياً في مؤسستكم ؟( يمكنك إختيار أكثر من مجال في حال وجود أكثر من خريج  يعمل حالياً في مؤسستكم)

☐  Engineering الهندسة
☐  Pharmacy الصيدلة
☐  Law القانون
☐  Education التربية
☐  Business الأعمال
☐  Communication and Media الاتصال والاعلام

| | **II.    Graduates skills/ abilities Satisfaction**    الرضا عن مهارات وقدرات الخريجين |

Please evaluate your satisfaction with each of the following skills/abilities of Al Ain University graduates employed by your Institution. Kindly select one to indicate the appropriate response (If the item is not in the field of your organization, select not applicable)

نرجو أن تقيّم مدى رضاك عن المهارات و القدرات التالية لكفاءة عمل خريج جامعة العين من خلال إختيار دائرة واحدة تعبر عن الإجابة المناسبة (إذا لم تكن العبارة في مجال عمل مؤسستكم ، اختر لا ينطبق)

| # | Statement | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| (1) | **The performance of AAU Graduates in your organization** | | | | | | |
| | أداء خريجي جامعة العين في مؤسستكم | | | | | | |
| 1 | Ability to learn new skills القدرة على تعلم مهارات جديدة | ① | ② | ③ | ④ | ⑤ | ⊗ |
| 2 | Appropriate skills in the specialized area امتلاك  مهارات في مجال التخصص | ① | ② | ③ | ④ | ⑤ | ⊗ |
| 3 | Using modern technologies in the specialized area استخدام التقنيات الحديثة  في مجال التخصص | ① | ② | ③ | ④ | ⑤ | ⊗ |
| 4 | Has computer knowledge to facilitate the practice of work امتلاك معرفة حاسوبية تسهل ممارسة العمل | ① | ② | ③ | ④ | ⑤ | ⊗ |
| 5 | Ability to function effectively as a team member القدرة على العمل بفاعلية ضمن فريق | ① | ② | ③ | ④ | ⑤ | ⊗ |
| 6 | Has the ability to research and analyze data related to work امتلاك القدرة على جمع وتحليل البيانات ذات العلاقة بالعمل | ① | ② | ③ | ④ | ⑤ | ⊗ |
| 7 | Has the skills to communicate and deal with others امتلاك مهارات التّواصل والتّعامل مع الآخرين | ① | ② | ③ | ④ | ⑤ | ⊗ |
| 8 | Ability to manage the time القدرة على إدارة الوقت | ① | ② | ③ | ④ | ⑤ | ⊗ |
| 9 | Achieve required requirements in appropriate time القدرة على انجاز المهمات المطلوبة في الوقت المناسب | ① | ② | ③ | ④ | ⑤ | ⊗ |
| 10 | Ability to work independently القدرة على العمل بإستقلالية | ① | ② | ③ | ④ | ⑤ | ⊗ |
| 11 | Ability to take on new responsibilities القدرة على تحمل مسؤليات جديدة | ① | ② | ③ | ④ | ⑤ | ⊗ |
| 12 | Positive attitudes towards work لدى الخريج اتجاه ايجابي نحو العمل | ① | ② | ③ | ④ | ⑤ | ⊗ |
| 13 | Taking into account ethical considerations when making decision مراعاة الإعتبارات الأخلاقية عند اتخاذ القرارت | ① | ② | ③ | ④ | ⑤ | ⊗ |
| 14 | presents and discusses issues effectively يعرض ويناقش المواضيع بفعالية | ① | ② | ③ | ④ | ⑤ | ⊗ |
| 15 | Think and act independently التفكير والتصرف باستقلالية | ① | ② | ③ | ④ | ⑤ | ⊗ |
| 16 | Has creative ideas to develop work لديه أفكار إبداعية لتطوير العمل | ① | ② | ③ | ④ | ⑤ | ⊗ |
| 17 | Shows interest in cultural developments يظهر اهتماماً بالمستجدات الثّقافية | ① | ② | ③ | ④ | ⑤ | ⊗ |
| 18 | Overall job performance أداء العمل بشكل عام | ① | ② | ③ | ④ | ⑤ | ⊗ |
| (2) | **The skills level of AAU Graduates upon entering the workforce** | | | | | | |
| | مستوى مهارات خريجي جامعة العين عند دخولهم سوق العمل | | | | | | |
| 1 | Oral communication skills مهارات الاتصال  الشفوي | ① | ② | ③ | ④ | ⑤ | ⊗ |
| 2 | Written communication skills مهارات الاتصال الكتابية | ① | ② | ③ | ④ | ⑤ | ⊗ |
| 3 | Leadership skills مهارات القيادة | ① | ② | ③ | ④ | ⑤ | ⊗ |

| 4 | Technology & computer skills مهارات التكنولوجيا و الحاسوب | ① | ② | ③ | ④ | ⑤ | ⊗ |
|---|---|---|---|---|---|---|---|
| 5 | Analysis skills مهارات التحليل | ① | ② | ③ | ④ | ⑤ | ⊗ |

---

## III.    Future Demand for the Graduates      الطلب المستقبلي للخريجين

**4.  Give your impression of the preparation of our graduates, how likely would you recommend that your organization accept other employees from AAU?**

بناءً على انطباعاتكم عن إعداد خريجينا، ما احتمالات التوصية من طرفكم لتوظيف خريجين آخرين من جامعة العين في مؤسستكم؟

☐  Always    دائماً
☐  Frequently    غالباً
☐  Rarely    نادراً

**5.  Number of AAU graduates you expect to hire in your institution for next year:**

عدد خريجي جامعة العين الذين تتوقع أن تقوم بتعيينهم في مؤسستكم خلال العام القادم

☐  0
☐  1-2
☐  3-5
☐  6-10
☐  More than 10 أكثر من

**6.   In which disciplines do you need the AAU graduates? (You may select more than one)**

في أي المجالات تحتاج إلى خريجين من جامعة العين ؟(يمكنك اختيار أكثر من مجال)

☐  Engineering  الهندسة
☐  Pharmacy  الصيدلة
☐  Law  القانون
☐  Education  التربية
☐  Business  الأعمال
☐  Communication and Media الاتصال والاعلام

**7.  Which level of AAU degree graduates you wish to hire?**

ماهو مستوى الدرجة العلمية التي تحتاجها عند تعيين خريجي جامعة العين؟

☐  Bachelor بكالوريوس

☐  Master ماجستير

☐  Ph.D.دكتوراه

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## IV.    General Questions      أسئلة عامة

**1.  How satisfied are you with the quality of AAU Graduates?**

ما هو مدى رضاكم عن نوعية خريجي جامعة العين؟

☐   Excellent ممتاز
☐  Pretty good جيد جداً
☐  Average متوسط
☐  Poor ضعيف

2. **When the AAU graduate start working, he/she needs:**

عندما بدأ خريج جامعة العين العمل لديكم ، كان بحاجة إلى :

- ☐ Very Intensive Training تدريب مكثف جداً
- ☐ Intensive Training تدريب مكثف
- ☐ Average Training تدريب عادي
- ☐ Little Training تدريب قليل
- ☐ No Training لم يكن بحاجة الى تدريب

3. **AAU has a good reputation within the community**

جامعة العين تحظى بسمعة طيبة في المجتمع

- ☐ Strongly agree موافق بشدة
- ☐ Agree موافق
- ☐ Neutral محايد
- ☐ Disagree غير موافق
- ☐ Strongly Disagree غير موافق بشدة

4. **What are the strengths of AAU graduates?**

ما هي نقاط القوة لدى خريجي جامعة العين ؟

......................................................................................................................
......................................................................................................................
......................................................................................................................

5. **What are the aspects that you expected or wished to find in AAU graduate, but you miss in them?**

ما هي الجوانب التي كنت تتوقعها أو تتمناها في خريجي جامعة العين ولم تجدها لديهم؟

......................................................................................................................
......................................................................................................................
......................................................................................................................

6. **If you have any suggestion for the inclusion of specialized courses in the AAU Study plan, please specify.**

إذا كان لديك أي اقتراح لإدراج مساقات تخصصية في الخطة الدراسية بجامعة العين ، يرجى التحديد

......................................................................................................................
......................................................................................................................
......................................................................................................................

7. **What are the required specifications and skills to be acquired by AAU?**

ما هي المواصفات والمهارات المطلوب أن يتقنها خريج جامعة العين؟

......................................................................................................................
......................................................................................................................
......................................................................................................................

8. **What are your suggestions for us to graduate students who will be very satisfactory to you?**

ما هي مقترحاتكم لنا للمساهمة في تخريج طلبة يحوزون على رضاكم ؟

......................................................................................................................
......................................................................................................................
......................................................................................................................

9. **Please add comments, if any.**

**يرجى اضافة تعليقات, ان وجدت.**

.......................................................................................................................................................................

.......................................................................................................................................................................

| | |
|---|---|
| **V.    Contact information** | **معلومات التواصل** |

**Contact information of the Employer**

**معلومات التواصل مع رب العمل**

Name ...................................................................................... **الإسم.**

Company Name ................................................................ **اسم الشركة.**

Address .................................................................. **عنوان  الشركة.**

City/Town ........................................................................... **المدينة.**

Email Address .............................................................. **البريد الإلكتروني.**

Phone Number............................................................... **رقم الهاتف**

**Thank you for your time and cooperation!**
**نشكر لكم حسن تعاونكم**

✍EMAIL: quality@aau.ac.ae
✆Tel:  03-7024817
🖳Fax: 03-7024777

# Graduating Senior Exit Survey

(**Note:** This is an example for a particular program, as the PLOs and the skill set various for each program)

Dear student,

Congratulations on your upcoming graduation from Al Ain University (AAU)! Your satisfaction and evaluation of your educational experiences at AAU are important to us and will provide information that will enable AAU to improve the quality of its undergraduate education.

| | |
|---|---|
| **College:** | **Business** |
| **Program:** | **Bachelors** |
| **Academic Year** | |
| **Gender** | ☐ **Male**   ☐ **Female** |

## A.  The Program Outcomes

Please assess your level of achievement of the following Program Learning Outcomes **using a scale of 1 to 5, where 1=lowest and 5=highest**.

| | Program Outcomes | | | | | |
|---|---|---|---|---|---|---|
| 1 | Demonstrate basic knowledge of the principles, concepts and skills in the field of study. | | | | | |
| 2 | Apply quantitative, analytical and information technology skills to solve practical business problems. | | | | | |
| 3 | Demonstrate critical thinking skills to identify and evaluate practical approaches and strategies to solving problems in local and global business environment. | | | | | |
| 4 | Evaluate and implement research tools and strategies to analyze business problems and opportunities. | | | | | |
| 5 | Demonstrate autonomy and responsibility in self-directed work and personal development. | | | | | |
| 6 | Collaborate effectively and professionally in diverse teams as both members and leaders to reflect on personal and professional practice and development. | | | | | |
| 7 | Communicate effectively in a business context, orally and in writing, in a clear, concise, coherent and professional manner using appropriate presentation technology. | | | | | |
| 8 | Consistently act in a professional, respectful, honest, fair and reasonable manner and to apply ethical principles and logical reasoning to make and justify business decisions. | | | | | |

**Overall Satisfaction**

How satisfied are you with the quality of your AAU experience in the following areas **using a scale of 1 to 5, where 1=least satisfied and 5=most satisfied**.

|  |  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1 | The program of study | | | | | |
| 2 | The overall course instructions (methods, textbooks, etc.) | | | | | |
| 3 | The academic advising by faculty | | | | | |
| 4 | The laboratories and facilities (if applicable) | | | | | |
| 5 | The classroom facilities | | | | | |
| 6 | The library resources | | | | | |
| 7 | The University Bookstore | | | | | |
| 8 | The IT resources (Computer labs, internet, etc.) | | | | | |
| 9 | The registration process | | | | | |
| 10 | Financial Services | | | | | |
| 11 | The extra curriculum activities (e.g. sports, social and cultural) | | | | | |
| 12 | Overall academic experience at AAU | | | | | |

**B. Career and Future**

1. What are your employment plans immediately following graduation?
   (a) Already have a job
   (b) Looking for a job
   (c) Do not plan to work

2. What are your plans for further education following graduation?
   (a) Do not plan to obtain further education
   (b) Have been accepted into a graduate program
   (c) Have applied to graduate school, but have not been accepted
   (d) Plan to go to graduate school at some point, but not right now

3. If you had to do the program again, would you choose to attend AAU?

   ☐ Definitely Yes   ☐ Probably Yes   ☐ Not sure   ☐ Probably No   ☐ Definitely No

4. Would you recommend AAU to a friend or relative who is choosing a college?
   ☐ Definitely Yes   ☐ Probably Yes   ☐ Not sure   ☐ Probably No   ☐ Definitely No

**C. Program Strengths /Weaknesses**

1. Based on your undergraduate experience, what were the major strengths of your program?
   _____
   _____

   Based on your undergraduate experience, what were the major weaknesses of your program?
   _____
   _____

**Thank you for taking the time to fill out this survey. We wish you the best of luck in your future endeavors!**

# Faculty Satisfaction Survey

## استبانة رضا أعضاء هيئة التدريس

**الزملاء الكرام،**

يدعو"مركز ضمان الجودة والدراسات المؤسسية" في "جامعة العين" جميع أعضاء هيئة التدريس بتعبئة "استبانة رضا أعضاء هيئة التدريس".
الغاية من هذه الاستبانة هو تطوير الأداء العام للجامعة وضمان بيئة وظيفية سليمة وآمنة للجميع.

نرجو منكم التعاون في إنجاح هذه الاستبانة وذلك بتسخير الوقت الكافي لقراءتها والإجابة عن كل الأسئلة بدقة وأمانة وسوف يتم التعامل مع
جميع المعلومات والآراء بمنتهى السرية.


نشكركم على حسن تعاونكم

مركز ضمان الجودة والدراسات المؤسسية


**Dear Colleagues,**

The "Quality Assurance and Institutional Research Center (QAIRC)" at "Al Ain University (AAU)" is kindly inviting all faculty members to fill the "Faculty Satisfaction Survey". The aim of this survey is to ameliorate the overall performance and promote a healthier workplace environment at AAU.

The QAIRC requests your cooperation by accurately answering the questionnaire. All data will be kept confidential.


Thank you for your cooperation.

Quality Assurance and Institutional Research Center

1. **Gender الجنس**

   ☐ Male ذكر

   ☐ Female أنثى

2. **Academic Rank الرتبة العلمية**

   ☐ Professor أستاذ

   ☐ Associate professor أستاذ مشارك

   ☐ Assistant professor أستاذ مساعد

   ☐ Instructor مدرس

3. **College الكلية**

   ☐ Engineering الهندسة
   ☐ Pharmacy الصيدلة
   ☐ Law القانون
   ☐ Education, Humanities and Social Sciences التربيــة والعلوم الإنسانية والاجتماعية
   ☐ Business الأعمال
   ☐ Communication and Media الاتصال والإعلام

4. **Campus المقر**

   ☐ Al Ain العين
   ☐ Abu Dhabi أبو ظبي

## II. Job Satisfaction الرضا الوظيفي

Please indicate the level of your satisfaction or dissatisfaction with each of the following:

مامدى رضاك / عدم رضاك عن الجوانب التالية من عملك ؟

| # | Statement العبارة | Very dissatisfied | Dissatisfied غير راضٍ | Neutral محايد | Satisfied راضٍ | Very satisfied راضٍ جداً | N/A لا ينطبق |
|---|---|---|---|---|---|---|---|
|   |   | ① | ② | ③ | ④ | ⑤ | ⑥ |
| **(1) Management (الإدارة)** | | | | | | | |

| # | | ① | ② | ③ | ④ | ⑤ | ⑥ |
|---|---|---|---|---|---|---|---|
| 1 | Professional relationship between faculty members and AAU management<br>العلاقة بين أعضاء هيئة التدريس وإدارة الجامعة | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 2 | Professional relationship between faculty members and College management<br>الكلية وإدارة علاقة العمل بين أعضاء هيئة التدريس | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 3 | Professional relationship between faculty members and Department/Program management<br>علاقة العمل بين أعضاء هيئة التدريس وإدارة القسم/البرنامج | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 4 | Quality of the AAU leadership<br>جودة أداء إدارة الجامعة | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 5 | Quality of the College Leadership<br>جودة أداء إدارة الكلية | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 6 | Quality of the Department/Program leadership<br>جودة أداء إدارة القسم/ البرنامج | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 7 | Campus Coordination process<br>آلية التنسيق بين مقري الجامعة | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 8 | Academic promotion policy<br>سياسة الترقية الأكاديمية | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 9 | AAU Policies and Procedures<br>السياسات والإجراءات في الجامعة | ① | ⑥ | ③ | ④ | ⑤ | ⑥ |
| (2)  Teaching (التدريس) | | | | | | | |
| 10 | Relevance of the assigned courses to your area of specialization<br>ارتباط المساقات التي تدرسها مع مجال تخصصك | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 11 | Lectures Timings<br>أوقات المحاضرات | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 12 | Teaching load<br>العبء التدريسي | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 13 | Number of students in each section (class size)<br>عدد الطلبة في الشعبة | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 14 | Support for professional development in teaching<br>الدعم المتوفر لتطوير عملية التدريس والممارسات التعليمية | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 15 | Availability of learning resources in the library<br>توفر مصادر التعلم في المكتبة | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 16 | Availability of teaching tools/equipment<br>توفر الأجهزة والمعدات التي تتطلبها عملية التدريس | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 17 | Academic advising process in the college<br>عملية الإرشاد الأكاديمي في الكلية | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 18 | Times allotted for teaching, research and community engagement activities<br>الأوقات المخصصة لفعاليات التدريس والبحث العلمي وخدمة المجتمع | ① | ② | ③ | ④ | ⑤ | ⑥ |
| (3)  Research (البحث العلمي) | | | | | | | |
| 19 | Funds for research grants<br>الدعم المالي للبحوث | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 20 | Funds for conferences<br>الدعم المالي لحضور المؤتمرات | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 21 | AAU support in obtaining external funds for research<br>مساندة الجامعة للحصول على دعم مالي خارجي للبحث العلمي | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 22 | Deanship of Scientific Research & Graduate Studies roles | ① | ② | ③ | ④ | ⑤ | ⑥ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | دور عمادة البحث العلمي والدراسات العليا | | | | | | |
| 23 | Library printed resources (Journals, books)<br>توفر المصادر المطبوعة (كتب ، مجلات) في المكتبة | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 24 | Library electronic resources<br>توفر المصادر الإلكترونية في المكتبة | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 25 | Overall research facilities in AAU<br>التسهيلات التي تقدمها الجامعة للبحوث بشكل عام | ① | ② | ③ | ④ | ⑤ | ⑥ |
| **(4)  Facilities (المرافق)** | | | | | | | |
| 26 | Teaching facilities (Classrooms, labs, projectors, etc.)<br>مرافق التدريس (قاعات، مختبرات، الخ) | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 27 | Office maintenance<br>صيانة المكاتب | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 28 | Classrooms and labs maintenance<br>صيانة القاعات التدريسية والمختبرات | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 29 | Overall maintenance of buildings and gardens<br>صيانة المباني والحدائق بشكل عام | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 30 | Cleanliness of the campus facilities<br>نظافة مرافق الجامعة | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 31 | Gym club facilities<br>مرافق النادي الصحي | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 32 | Parking spaces<br>مواقف السيارات | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 33 | Cafeteria<br>الكافتيريا | ① | ② | ③ | ④ | ⑤ | ⑥ |
| **(5)  Support Services (الخدمات المساندة)** | | | | | | | |
| 34 | HR Unit Services<br>الخدمات المقدمة من وحدة الموارد البشرية | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 35 | IT Center Services<br>الخدمات المقدمة من مركز تقنية المعلومات | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 36 | Finance Unit Services<br>الخدمات المقدمة من وحدة المالية | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 37 | Admission and Registration Unit Services<br>الخدمات المقدمة من وحدة القبول والتسجيل | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 38 | Co-curricular activities on-campus<br>الأنشطة داخل مقر الجامعة | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 39 | Safety and security on campus<br>الأمن والسلامة داخل مقر الجامعة | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 40 | University clinic<br>عيادة الجامعة | ① | ② | ③ | ④ | ⑤ | ⑥ |
| **(6)  Financial Aspects (الجوانب المالية)** | | | | | | | |
| 41 | Salary<br>الراتب | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 42 | Health insurance coverage<br>تغطية التأمين الصحي | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 43 | Education allowance<br>بدل تعليم الأبناء | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 44 | Housing allowance | ① | ② | ③ | ④ | ⑤ | ⑥ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | بدل السكن | | | | | | |
| 45 | Annual travel allowance<br>بدل التذاكر السنوية | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 46 | Timely transfer of salary & allowances<br>وقت استلام الرواتب والبدلات | ① | ② | ③ | ④ | ⑤ | ⑥ |
| **(7) Overall Satisfaction (مستوى الرضا العام)** | | | | | | | |
| 47 | AAU development and progress<br>تطور وتقدم الجامعة | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 48 | Level of trust and openness at AAU<br>مستوى الثقة والانفتاح في الجامعة | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 49 | Job security<br>الأمان الوظيفي في الجامعة | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 50 | Overall job satisfaction<br>مستوى الرضا الوظيفي في جامعة العين بشكل عام | ① | ② | ③ | ④ | ⑤ | ⑥ |

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**III. General Questions أسئلة عامة**

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**1.** Your "Years of Service" at AAU are:     كم عدد السنوات التي قضيتها في جامعة العين؟

- ☐ Less than 1 year  أقل من سنة
- ☐ 1 year to less than 3 years من سنة الى اقل من 3 سنوات
- ☐ 3 years to less than 5 years سنوات الى أقل من 5 سنوا ت 3
- ☐ 5 years to less than 7 years سنوات الى أقل من 7 سنوات 5
- ☐ More than 7 years  أكثر من سبع سنوات

**2.** How long do you plan to stay in AAU ?    ماهي المدة التي تنوى بقائها في جامعة العين؟

- ☐ Less than 5 years  أقل من 5 سنوات
- ☐ 5-10-years سنوات 10-5
- ☐ More than 10 years  أكثر من 10 سنوات
- ☐ Until retirement  حتى سن التقاعد
- ☐ As long as I can أطول فترة ممكنة

**3.** How important would the following factors influence your decision to leave AAU?
[1= Not important at all, 2 = Not Important, 3= Neutral, 4= Important, 5= Very Important]

ما أهمية العوامل التالية في أخذ  قرار ترك الجامعة [ 5= مهم جداً ، 4 = مهم ، 3 = محايد ، 2 = غير مهم  ، 1 = غير مهم على الإطلاق]

| | | | | | | |
|---|---|---|---|---|---|---|
| A | Return to home country<br>العودة إلى الوطن | ① | ② | ③ | ④ | ⑤ |
| B | Family Priorities<br>أولويات عائلية | ① | ② | ③ | ④ | ⑤ |
| C | Better salary<br>راتب أفضل | ① | ② | ③ | ④ | ⑤ |

| | | | | | | |
|---|---|---|---|---|---|---|
| D | Better Allowances مزايا إضافية | ① | ② | ③ | ④ | ⑤ |
| E | Research opportunities فرص بحثية | ① | ② | ③ | ④ | ⑤ |
| F | Professional Development التطوير الوظيفي | ① | ② | ③ | ④ | ⑤ |

4. Would you encourage a friend or a relative to apply at AAU?

هل تشجع صديق أو قريب لتقديم طلب توظيف في جامعة العين؟

- ☐ Definitely yes   بالتأكيد نعم
- ☐ Probably yes   على الأرجح نعم
- ☐ Not sure   غير متأكد
- ☐ Probably not   على الأرجح لا
- ☐ Definitely not   بالتأكيد لا

5. Please suggest the most important areas/improvements, which AAU needs to consider:

يرجى اقتراح أهم (المجالات / التحسينات) التي ينبغي على الجامعة أخذها بعين الاعتبار:

..............................................................................................................................................................

..............................................................................................................................................................

..............................................................................................................................................................

..............................................................................................................................................................

..............................................................................................................................................................

Thank you                                                                                  مع خالص الشكر والتقدير

*Quality Assurance and Institutional Research Center*                مركز ضمان الجودة والدراسات المؤسسية

# New Hire Faculty Survey

استبانة أعضاء هيئة التدريس الجدد

Dear colleagues,

During your first year at "Al Ain University (AAU)", the "Quality Assurance and Institutional Research Center, QAIRC" is kindly inviting you to fill the "New Hire Faculty Survey". AAU is looking to get your valuable feedback to help us understand (what AAU is doing well) and (what AAU needs to improve) in the recruitment process, allowances, arrival procedure to UAE, orientation/training by the College, and your general thoughts about the new job.

Note that all your responses will be kept strictly confidential.

Your participation is very important and greatly appreciated!

الزملاء الأعزاء...

يدعوكم "مركز ضمان الجودة والدراسات المؤسسية" خلال عامكم الأكاديمي الأول في "جامعة العين " لتعبئة "استبانة أعضاء هيئة التدريس الجدد", حيث تأمل الجامعة بالحصول على ملاحظاتكم القيمة للمساعدة على فهم (ماتقوم به الجامعة بشكل جيد) و (ما تحتاجه الجامعة للتحسين) في عملية التوظيف ،البدلات، إجراءات الوصول إلى دولة الإمارات العربية المتحدة ،التوجيه/التدريب من الكلية و تعليقاتكم العامة حول الوظيفة الجديدة.

يرجى العلم بأنه سوف يتم التعامل مع جميع المعلومات والآراء بمنتهى السرية.

مشاركتك مهمة جدا وتحظى بتقدير كبير!

**A. Hiring Process**

أ. عملية التوظيف

1. Campus

المقر

   □    Al Ain

   □    Abu Dhabi

   □    العين

   □    أبوظبي

2. How did you know about the position?

كيف علمت بالوظيفة ؟

  □  Newspaper           □  Website

  □  Periodical           □  Friends

  □  Other, please specify..............................................

   □  الموقع           □  الصحف

   □  الأصدقاء           □  مجلة

   □  أخرى ، يرجى تحديدها ..............................................

3. What was the time duration between your application and the hiring?

كم استغرقت المدة ما بين تقديمك للوظيفة وما بين تعيينك؟

  □  Less than 1 month           □  4-6 months

  □  1-3 months           □  Over 6 months

   □  من 4 أشهر – 6 أشهر           □  أقل من 1 شهر

   □  أكثر من 6 أشهر           □  من 1 شهر – 3 أشهر

4. Type of interview:

نوع المقابلة :

  □  Face-to-face           □  Telephone

  □  Video Conferencing           □  No Interview was conducted

   □  الهاتف           □  وجهاً لوجه

   □  لم يتم إجراء مقابلة           □  مكالمة فيديو

5. How would you rate the overall interview process?

بشكل عام، كيف تقيم عملية المقابلة ؟

  □  Excellent     □  Very Good     □  Good

  □  Fair     □  Poor     □  Not applicable

   □  جيدة     □  جيدة جداً     □  ممتازة

   □  لاينطبق     □  ضعيفة     □  مقبولة

6. How would you rate the overall hiring process?

بشكل عام ، كيف تقييم عملية التوظيف ؟

☐ Excellent        ☐ Very Good       ☐ Good

☐ Fair        ☐ Poor       ☐ Not applicable

جيدة ☐        جيدة جداً ☐       ممتازة ☐

لاينطبق☐        ضعيفة☐       مقبولة ☐

7. How satisfied are you with the offered allowances?

ما مدى رضاك عن البدلات المقدمة ؟

| | | Very dissatisfied غير راض جدا | Dissatisfied غير راض | Neutral محايد | Satisfied راض | Very satisfied راض جدا | Not applicable لاينطبق |
|---|---|---|---|---|---|---|---|
| a. | Furniture allowance بدل أثاث | | | | | | |
| b. | Housing allowance بدل سكن | | | | | | |
| c. | Education allowance بدل تعليم | | | | | | |
| d. | Air Tickets Allowance بدل تذاكر سفر | | | | | | |

**B. Arrival**        ب.الوصول

8. How satisfied were you with the following aspects upon your arrival at UAE?

مامدى رضاك عن الجوانب الآتية بعد وصولك للامارات العربية المتحدة؟

| | | Very dissatisfied غير راض جدا | Dissatisfied غير راض | Neutral محايد | Satisfied راض | Very satisfied راض جدا | Not applicable لاينطبق |
|---|---|---|---|---|---|---|---|
| a. | Instructions regarding pick-up point at the airport التعليمات المتعلقة بشأن الاستقبال في المطار | | | | | | |
| b. | HR staff and AAU representative greetings at AAU ترحيب موظفي الموارد البشرية وممثلي جامعة العين | | | | | | |

| | | Very dissatisfied غير راض جدا | Dissatisfied غير راض | Neutral محايد | Satisfied راض | Very satisfied راض جدا | Not applicable لاينطبق |
|---|---|---|---|---|---|---|---|
| c. | Quality of hotel accommodation جودة الإقامة في الفندق | | | | | | |
| d. | Information provided about living in UAE المعلومات المقدمة عن المعيشة في الإمارات | | | | | | |
| e. | The HR Orientation program برنامج الموارد البشرية التعريفي | | | | | | |
| f. | The college Orientation program برنامج الكلية التعريفي | | | | | | |

8. How satisfied were you with the following aspects of the Human Resources staff?

مامدى رضاك عن الجوانب التالية المتعلقة بموظفي الموارد البشرية؟

| | | Very dissatisfied غير راض جدا | Dissatisfied غير راض | Neutral محايد | Satisfied راض | Very satisfied راض جدا | Not applicable لاينطبق |
|---|---|---|---|---|---|---|---|
| a. | Professionalism الإحترافية | | | | | | |
| b. | Helpfulness الإستعداد للمساعدة | | | | | | |
| c. | Availability to solve problems التوفر لحل المشاكل | | | | | | |
| d. | Timeliness in solving problems التوقيت في حل المشاكل | | | | | | |

C.  **College**                                                                        ج. الكلية

9. How effective was your department/college with the following areas?

ما مدى فعالية قسمك / كليتك  في الجوانب التالية؟

| | | Not effective at all ليست فعّالة على الإطلاق | Not effective ليست فعّالة | Somewhat effective فعّالة الى حدٍ ما | Very effective فعّالة جداً | Not applicable لاينطبق |
|---|---|---|---|---|---|---|
| | | | | | | |

| a. | Introducing you to the current colleagues<br>لزملائك الحاليين | | | | | |
|---|---|---|---|---|---|---|
| b. | Giving you a clear understanding of your job responsibilities<br>اعطاءك صورة واضحة عن مسؤوليات وظيفتك | | | | | |
| c. | Provide early feedback on your performance<br>تزويدك بنتائج أدائك مبكراً | | | | | |
| d. | Provide the necessary tools to your job, such as hardware, software, or equipment<br>توفير الأدوات اللازمة لعملك، مثل الأجهزة والبرامج والمعدات | | | | | |

**D.  General Questions and Comments**          أسئلة عامة وتعليقات

1.  Do you feel you made the right choice in joining AAU?

١.هل تشعر بأنك اتأخذت القرار الصحيح بالإنضمام لجامعة العين ؟

| □  Definitely Yes | □  Not sure | □  Definitely No |
|---|---|---|
| □  Probably Yes | □  Probably No | |

□  بالتأكيد                    □  غير متأكد                    □  بالتأكيد نعم
                                                                      لا
                                          □  من المحتمل  لا        □ من المحتمل نعم

2.  Would you advise your friends for employment at AAU?

٢.هل تنصح بالتوظيف في جامعة العين ؟

□  Definitely Yes
□  Probably Yes
□  Not sure
□  Probably No
□  Definitely No

| □ بالتأكيد | □ غير متأكد | □ بالتأكيد نعم |
| | | لا |
| | □ من المحتمل لا | □ من المحتمل نعم |

3. Would you like to add any additional comments?

<div dir="rtl">هل ترغب في إضافة أي تعليقات ؟</div>

_____

_____

_____

_____

_____

Thank you for taking the time to fill out this survey.     <span dir="rtl">شكراً على اعطاءنا من وقتكم لتعبئة الاستبيان</span>

*Quality Assurance and Institutional Research Center*     <span dir="rtl">مركز ضمان الجودة والدراسات المؤسسية</span>

*Email: quality@aau.ac.ae*
*Phone : 03-7024817*

# Admin Satisfaction Survey

## استبانة رضا الموظفين الإداريين

**الزملاء الكرام ،**

يدعو"مركز ضمان الجودة والدراسات المؤسسية" في "جامعة العين جميع الموظفين الإداريين بتعبئة "استبانة رضا الموظفين الإداريين". الغاية من هذه الاستبانة هو تطوير الأداء العام للجامعة و ضمان بيئة وظيفية سليمة وآمنة للجميع.

نرجو منكم التعاون في إنجاح هذه الاستبانة وذلك بتسخير الوقت الكافي لقراءتها والإجابة عن كل الأسئلة بدقة و أمانة وسوف يتم التعامل مع جميع المعلومات والآراء بمنتهى السرية.

نشكركم على حسن تعاونكم

مركز ضمان الجودة والدراسات المؤسسية

**Dear Colleagues,**

The "Quality Assurance and Institutional Research Center (QAIRC)" at "Al Ain University (AAU)" is kindly inviting all admin staff members to fill the "Admin Satisfaction Survey". The aim of this survey is to ameliorate the overall performance and promote a healthier workplace environment at AAU.

The QAIRC requests your cooperation by accurately answering the questionnaire. All collected data and opinions will be treated as confidential.

Thank you for your cooperation.

Quality Assurance and Institutional Research Center

| | |
|---|---|
| **I. Demographics بيانات شخصية** | |

1. **Gender الجنس**
   - ☐ Male ذكر
   - ☐ Female أنثى

2. **Campus المقر**
   - ☐ Al Ain العين
   - ☐ Abu Dhabi أبوظبي

# II. Job Satisfaction الرضا الوظيفي

Please indicate the level of your satisfaction or dissatisfaction with each of the following:

مامدى رضاك /عدم رضاك عن الجوانب التالية من عملك ؟

| # | Statement<br>العبارة | Very dissatisfied | Dissatisfied غير راضٍ | Neutral محايد | Satisfied راضٍ | Very satisfied راضٍ جداً | N/A لا ينطبق |
|---|---|---|---|---|---|---|---|
| | | ① | ② | ③ | ④ | ⑤ | ⑥ |
| **(1) Workplace Environment (البيئة الوظيفية)** | | | | | | | |
| 1 | Quality of AAU administrative leadership<br>جودة أداء إدارة الجامعة | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 2 | Quality of administrative leadership at your (College /Center / Unit)<br>جودة أداء إدارة (الكلية/ المركز/ الوحدة) | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 3 | Quality of the (College /Center / Unit) strategic plan<br>جودة الخطة الاستراتيجية (الكلية/ المركز / الوحدة) | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 4 | Relationship between managers and employees<br>العلاقة بين المدراء والموظفين | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 5 | Fair treatment<br>العدل في التعامل | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 6 | Appreciation/valued for work done<br>التقدير والإحترام للعمل المنجز | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 7 | AAU Policies and procedures<br>سياسات وإجراءات الجامعة | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 8 | Promotion policies and procedures<br>سياسات وإجراءات الترقية | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 9 | Performance appraisal system<br>إجراءات تقييم الأداء الحالية | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 10 | Mentoring of new employee<br>توجيه الموظفين الجدد | ① | ② | ③ | ④ | ⑤ | ⑥ |
| **(2) Training Needs (الإحتياجات التدريبية)** | | | | | | | |
| 11 | Training courses received during the past year<br>الدورات التدريبية التي تلقيتها خلال السنة الماضية | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 12 | Development of professional skills relevant to work<br>تنمية المهارات الوظيفية المرتبطة بمجال العمل | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 13 | Career development plan within AAU<br>التطوير الوظيفي من خلال التدريب بالجامعة | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 14 | Quality of training received<br>جودة التدريب | ① | ② | ③ | ④ | ⑤ | ⑥ |
| **(3) Financial Aspects (الجوانب المالية)** | | | | | | | |
| 15 | Salary<br>الراتب | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 16 | Health insurance coverage<br>تغطية التأمين الصحي | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 17 | Annual travel allowance<br>بدل التذاكر السنوية | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 18 | Timely transfer of salary | ① | ② | ③ | ④ | ⑤ | ⑥ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | وقت استلام الرواتب | | | | | | |
| 19 | Incentives (if any)<br>الحوافز (ان وجدت) | | | | | | |
| **(4) Support Services (الخدمات المساندة)** | | | | | | | |
| 20 | HR Unit Services<br>الخدمات المقدمة من وحدة الموارد البشرية | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 21 | IT Center Services<br>الخدمات المقدمة من مركز تقنية المعلومات | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 22 | Finance Unit Services<br>الخدمات المقدمة من وحدة المالية | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 23 | Admission and Registration Unit Services<br>الخدمات المقدمة من وحدة القبول والتسجيل | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 24 | On-campus social activities<br>الأنشطة الاجتماعية داخل مقر الجامعة | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 25 | Safety and security on campus<br>الأمن والسلامة داخل الجامعة | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 26 | University clinic<br>عيادة الجامعة | ① | ② | ③ | ④ | ⑤ | ⑥ |
| **(5) Facilities (المرافق)** | | | | | | | |
| 27 | Teaching facilities (Classrooms, labs, projectors, etc.)<br>مرافق التدريس (قاعات، مختبرات، الخ) | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 28 | Office maintenance<br>صيانة المكاتب | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 29 | Classrooms and labs maintenance<br>صيانة القاعات التدريسية والمختبرات | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 30 | Overall maintenance of buildings and gardens<br>صيانة المباني والحدائق بشكل عام | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 31 | Cleanliness on campus facilities<br>نظافة مرافق الجامعة | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 32 | Gym club facilities<br>مرافق النادي الصحي | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 33 | Parking Spaces<br>مواقف السيارات | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 34 | Cafeteria<br>الكافتيريا | ① | ② | ③ | ④ | ⑤ | ⑥ |
| **(6) Overall Satisfaction (مستوى الرضا العام)** | | | | | | | |
| 35 | AAU development and progress<br>تطور وتقدم الجامعة | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 36 | Level of trust and openness at AAU<br>مستوى الثقة والانفتاح في الجامعة | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 37 | Job security<br>الأمان الوظيفي في الجامعة | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 38 | Overall job satisfaction at AAU<br>مستوى الرضا الوظيفي في جامعة العين بشكل عام | ① | ② | ③ | ④ | ⑤ | ⑥ |

**1.** How many years in total have you been working at AAU?    كم عدد السنوات التي قضيتها في جامعة العين؟

- ☐  Less than 1 year  أقل من سنة
- ☐  1 year to less than 3 years  من سنة الى اقل من 3 سنوات
- ☐  3 years to less than 5 years  3 سنوات الى أقل من 5 سنوا ت
- ☐  5 years to less than 7 years  5 سنوات الى أقل من 7 سنوات
- ☐  More than 7 years  أكثر من سبع سنوات

2.  How long do you plan to stay in AAU?    ماهي المدة التي تنوى بقائها في جامعة العين؟

- ☐  less than 5 years  أقل من 5 سنوات
- ☐  5-10-years  سنوات 10−5
- ☐  more than 10 years  أكثر من 10 سنوات
- ☐  until retirement  حتى سن التقاعد
- ☐  as long as I can  أطول فترة ممكنة

3.  How important would the following factors influence your decision to leave AAU?
[1= Not important at all, 2 = Not Important, 3= Neutral, 4= Important, 5= Very Important]

ما أهمية العوامل التالية في أخذ  قرار ترك الجامعة[ 5= مهم جداً ، 4 = مهم ، 3 = محايد ، 2 = غير مهم ، 1 = غير مهم على الإطلاق  ]

| A | Return to home country العودة الى الوطن | ① | ② | ③ | ④ | ⑤ |
| B | Family Priorities أولويات عائلية | ① | ② | ③ | ④ | ⑤ |
| C | Better salary راتب أفضل | ① | ② | ③ | ④ | ⑤ |
| D | Better Allowances مزايا إضافية | ① | ② | ③ | ④ | ⑤ |
| F | Professional betterment التطوير الوظيفي | ① | ② | ③ | ④ | ⑤ |

4.  Would you encourage a friend or a relative to apply at AAU?

هل تشجع صديق أو قريب لتقديم طلب توظيف في جامعة العين؟

- ☐  Definitely yes  بالتأكيد نعم
- ☐  Probably yes  على الأرجح نعم
- ☐  Not sure  غير متأكد
- ☐  Probably not  على الأرجح لا
- ☐  Definitely not  بالتأكيد لا

5.  Select the skills for which you need more training:

أذكر المهارات التي تحتاج إلى المزيد من التدريب لتطويرها لديك:

- ☐  Computer skills  مهارات الحاسب الآلي
- ☐  Communications skills  مهارات التواصل/ الاتصال

| | |
|---|---|
| ☐ Managerial skills | مهارات الإدارة |
| ☐ Teamwork skills | مهارات العمل ضمن فريق |
| ☐ Other (Specify) | أخرى (أذكرها) |

6. Please suggest the most important areas/improvements, which AAU needs to consider

يرجى اقتراح أهم (المجالات / التحسينات) التي ينبغي على الجامعة أخذها بعين الاعتبار

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| | |
|---|---|
| Thank you | نشكر لكم حسن تعاونكم |
| *Quality Assurance and Institutional Research Center* | مركز ضمان الجودة والدراسات المؤسسية |

# Student Satisfaction Survey
# استبانة رضا الطلبة

عزيزي الطالب / عزيزتي الطالبة،،،

يقوم مركز ضمان الجودة والدراسات المؤسسية بجامعة العين بعمل استطلاع لمعرفة مدى رضا الطلبة عن الجوانب الأكاديمية، المصادر التعليمية وجودة الخدمات والمرافق في الجامعة. إن الغاية من هذا الاستطلاع هو تطوير الأداء العام للجامعة وضمان بيئة تعلمية سليمة.

لذا فإننا نرجو منكم التعاون في إنجاح هذا العمل المؤسسي وذلك بتسخير الوقت الكافي لقراءة الاستبانة والتفكير فيها والإجابة عن كل الاسئلة بكل دقة وأمانة (يستغرق هذا الاستطلاع حوالي 5 دقائق).

نشكركم على حسن تعاونكم
مركز ضمان الجودة والدراسات المؤسسية

Dear Student,

The Quality Assurance and Institutional Research Center (QAIRC) at Al Ain University (AAU) is conducting a Student Satisfaction Survey to assess your satisfaction with the academic prospects, Learning Resources, quality of services and facilities.

The intent of this institutional work is to ameliorate the overall public performance and to ensure a healthier academic environment at AAU.

We kindly request your cooperation in accurately answering the questionnaire (The survey should take around 5 minutes to complete).

Thank you for your cooperation

Quality Assurance and Institutional Research Center

| I. | Demographics | بيانات شخصية |
|---|---|---|

**1. Gender النوع**

☐ Male ذكر

☐ Female أنثى

**2. Campus المقر**

☐ Al Ain العين

☐ Abu Dhabi أبو ظبي

**4. College الكلية**

☐ Engineering الهندسة

☐ Pharmacy الصيدلة

☐ Education Humanities & Social Sciences
التربيــة والعلوم الانسانية والاجتماعية

☐ Law القانون

☐ Business الأعمال

☐ Communication and Media الإتصال والإعلام

**3. Study Level المستوى الدراسي**

☐ Bachelor بكالوريوس

☐ High Diploma دبلوم عالي

☐ Master ماجستير

**5. Age العمر**

☐ Below 20 أصغر من 20

☐ 18-25

☐ 26-30

☐ 31-35

☐ 36 and above 36 أو أكثر

**6. What is your employment status?**
ماهو وضعك الوظيفي الحالي

☐ I do not work لا اعمل

☐ Part-time أعمل بدوام جزئي

☐ Full-time أعمل بدوام كامل

**7. In your current degree at AAU, how many regular semesters have you attended?**
في تخصصك الحالي بجامعة العين، كم عدد الفصول النظامية التي التحقت بها؟

☐ This is my first semester هذا هو أول فصل لي في الجامعة

☐ 2 to 3 semesters فصلين إلى 3 فصول

☐ 4 to 5 semesters 4 إلى 5 فصول

☐ 6 to 7 semesters 6 إلى 7 فصول

☐ 8 to 9 semesters 8 إلى 9 فصول

☐ 10 or more semesters 10 فصول فأكثر

**Please indicate the level of satisfaction or dissatisfaction with each of the following:**

ما مدى رضاك / عدم رضاك عن الجوانب التالية؟

| # | Statements | Very Dissatisfied غير راضٍ إطلاقاً | Dissatisfied غير راضٍ | Neutral محايد | Satisfied راضٍ | Very Satisfied راضٍ جداً |
|---|---|---|---|---|---|---|
| | | ① | ② | ③ | ④ | ⑤ |
| **(1)  Academic Programs (البرامج الأكاديمية)** | | | | | | |
| 1 | Contents of the study plan<br>محتويات الخطة الدّراسية | ① | ② | ③ | ④ | ⑤ |
| 2 | Content of the specialized courses<br>محتوى مساقات التخصص | ① | ② | ③ | ④ | ⑤ |
| 3 | Course contents Vs. course syllabi<br>تطابق محتوى المساق مع توصيف المساق | ① | ② | ③ | ④ | ⑤ |
| 4 | Faculty member's attitude towards the students<br>معاملة أعضاء هيئة التدريس للطلبة | ① | ② | ③ | ④ | ⑤ |
| 5 | Teaching efficiency of the faculty members<br>كفاءة أعضاء هيئة التدريس | ① | ② | ③ | ④ | ⑤ |
| 6 | Availability of the faculty members during the office hours<br>تواجد أعضاء هيئة التدريس أثناء الساعات المكتبية | ① | ② | ③ | ④ | ⑤ |
| 7 | Academic advising provided by the college<br>الإرشاد الأكاديمي المقدم من الكلية | ① | ② | ③ | ④ | ⑤ |
| **(2)  Learning Resources (المصادر التعليمية)** | | | | | | |
| **2.1 Library ( المكتبة )** | | | | | | |
| 8 | Library Textbooks/References<br>الكتب الدراسية/ المراجع في المكتبة | ① | ② | ③ | ④ | ⑤ |
| 9 | Library resources (on Campus, online)<br>مصادر التعلم في المكتبة ( داخل الجامعة، عبر الانترنت) | ① | ② | ③ | ④ | ⑤ |
| 10 | Library services<br>خدمات المكتبة | ① | ② | ③ | ④ | ⑤ |
| 11 | Library has group study room<br>تحتوي المكتبة على غرف دراسة جماعية | ① | ② | ③ | ④ | ⑤ |
| 12 | Library has a silent space for individual study<br>تحتوي المكتبة على منطقة هادئة للدراسة الفردية | ① | ② | ③ | ④ | ⑤ |
| 13 | Library Working hours are convenient<br>مدى ملائمة ساعات عمل المكتبة | ① | ② | ③ | ④ | ⑤ |
| 14 | Library Staff Professionalism Level<br>مستوى مهنية موظفي المكتبة | ① | ② | ③ | ④ | ⑤ |

| | **2.2 Bookstore** (دكان الطالب) | | | | | |
|---|---|---|---|---|---|---|
| 15 | Textbooks availability in the bookstore<br>توفر الكتب الدراسية في دكان الطالب | ① | ② | ③ | ④ | ⑤ |
| 16 | Textbooks prices in the bookstore<br>أسعار الكتب الدراسية في دكان الطالب | ① | ② | ③ | ④ | ⑤ |
| 17 | Working hours of the bookstore are convenient<br>مدى ملائمة ساعات عمل دكان الطالب | ① | ② | ③ | ④ | ⑤ |
| 18 | Bookshop staff Professionalism Level<br>مستوى مهنية موظفي دكان الطالب | ① | ② | ③ | ④ | ⑤ |
| | **2.3 IT Center Services** (خدمات مركز تقنية المعلومات) | | | | | |
| 19 | Quality of IT services<br>جودة خدمات مركز تقنية المعلومات | ① | ② | ③ | ④ | ⑤ |
| 20 | IT Center Staff Bookshop Professionalism Level<br>مستوى مهنية موظفي مركز تقنية المعلومات | ① | ② | ③ | ④ | ⑤ |
| | **(3) Facilities** (المرافق) | | | | | |
| 21 | Classroom size<br>سعة القاعات الدراسية | ① | ② | ③ | ④ | ⑤ |
| 22 | Classroom furniture<br>أثاث القاعات الدراسية | ① | ② | ③ | ④ | ⑤ |
| 23 | Classroom technology<br>التكنولوجيا المتاحة في القاعات الدراسية | ① | ② | ③ | ④ | ⑤ |
| 24 | Laboratories and their equipment<br>المختبرات وتجهيزاتها | ① | ② | ③ | ④ | ⑤ |
| 25 | Social and sports facilities<br>المرافق الاجتماعية والرياضية | ① | ② | ③ | ④ | ⑤ |
| 26 | Cleanliness of campus facilities<br>نظافة مرافق الجامعة | ① | ② | ③ | ④ | ⑤ |
| 27 | Maintenance of buildings<br>صيانة المباني | ① | ② | ③ | ④ | ⑤ |
| 28 | Cafeteria Services<br>خدمات الكافتيريا | ① | ② | ③ | ④ | ⑤ |
| 29 | Parking Availability<br>توفر مواقف السيارات | ① | ② | ③ | ④ | ⑤ |
| 30 | Safety and security on campus<br>الأمن والسلامة داخل الجامعة | ① | ② | ③ | ④ | ⑤ |
| | **(4) Supporting Services** (الخدمات المساندة) | | | | | |
| 31 | Online registration process<br>عملية التسجيل الالكتروني | ① | ② | ③ | ④ | ⑤ |
| 32 | Admission and Registration Unit Services<br>الخدمات المقدمة من وحدة القبول والتسجيل | ① | ② | ③ | ④ | ⑤ |
| 33 | Admission and Registration Unit Staff Professionalism Level<br>مستوى مهنية موظفي وحدة القبول والتسجيل | ① | ② | ③ | ④ | ⑤ |
| 34 | Student Handbook Contents<br>محتوى دليل الطالب | ① | ② | ③ | ④ | ⑤ |
| 35 | Finance Unit Services<br>الخدمات المقدمة من وحدة المالية | ① | ② | ③ | ④ | ⑤ |

| # | Statement | ① | ② | ③ | ④ | ⑤ |
|---|-----------|---|---|---|---|---|
| 36 | Finance Unit Staff Professionalism Level<br>مستوى مهنية موظفي وحدة المالية | ① | ② | ③ | ④ | ⑤ |
| 37 | Scholarship availability<br>توفر المنح الدراسية | ① | ② | ③ | ④ | ⑤ |
| 38 | Extracurricular (Sports, Social, Cultural) Activities on campus<br>الأنشطة اللاصفية (الرياضية، الاجتماعية، الثقافية) التي تنظمها الجامعة | ① | ② | ③ | ④ | ⑤ |
| 39 | Career Guidance Unit Services<br>خدمات وحدة الإرشاد الوظيفي | ① | ② | ③ | ④ | ⑤ |
| 40 | University Website & Social Media<br>الموقع الالكتروني للجامعة مواقع التواصل الاجتماعي للجامعة | ① | ② | ③ | ④ | ⑤ |
| 41 | University Clinic<br>عيادة الجامعة | ① | ② | ③ | ④ | ⑤ |
| **(5) Overall Satisfaction (مستوى الرضا العام)** | | | | | | |
| 42 | Educational Experience in AAU<br>التجربة الأكاديمية في الجامعة | ① | ② | ③ | ④ | ⑤ |
| 43 | Learning Resources<br>المصادر التعليمية في الجامعة | ① | ② | ③ | ④ | ⑤ |
| 44 | AAU Facilities<br>مرافق الجامعة | | | | | |
| 45 | Supporting Services<br>الخدمات المساندة في الجامعة | ① | ② | ③ | ④ | ⑤ |

**III.    Distance Learning التعليم عن بعد**

Please indicate your experience with "Distance Learning" delivery mode, by the level of satisfaction or dissatisfaction with each of the following:

يرجى الإشارة إلى تجربتك حول "التعلم عن بعد" ، من خلال مستوى الرضا أو عدم الرضا عن كل مما يلي:

| # | Statements | Very Dissatisfied<br>غير راض جداً | Dissatisfied<br>غير راض | Neutral<br>محايد | Satisfied<br>راض | Very Satisfied<br>راض جداً |
|---|-----------|---|---|---|---|---|
| | | ① | ② | ③ | ④ | ⑤ |
| **(1) General (بشكل عام)** | | | | | | |
| 1 | Experience with Distance Learning<br>تجربة التعلم عن بعد | ① | ② | ③ | ④ | ⑤ |
| 2 | Faculty member's guidance and cooperation<br>توجيه وتعاون أعضاء هيئة التدريس | ① | ② | ③ | ④ | ⑤ |
| 3 | Interaction with Faculty members and fellow students<br>التفاعل مع أعضاء هيئة التدريس والطلبة | ① | ② | ③ | ④ | ⑤ |
| 4 | Utilization of class timing<br>الاستفادة من مدة الحصة الدراسية | ① | ② | ③ | ④ | ⑤ |

| 5 | Availability of time slots for classes<br>توافر فترات زمنية للحصص الدراسية | ① | ② | ③ | ④ | ⑤ |
|---|---|---|---|---|---|---|
| | **Courses (2) (المساقات)** | | | | | |
| 6 | Clarity of course content<br>وضوح محتوى المساق | ① | ② | ③ | ④ | ⑤ |
| 7 | Ability to understand course materials<br>القدرة على فهم عناصر المساق | ① | ② | ③ | ④ | ⑤ |
| 8 | Course was based on a variety of learning resources<br>اعتمد المساق على مجموعة متنوعة من مصادر التعلم | ① | ② | ③ | ④ | ⑤ |
| 9 | Grasping the new ideas and skills from the course<br>استيعاب الأفكار والمهارات الجديدة للمساق | ① | ② | ③ | ④ | ⑤ |
| 10 | Appropriateness of Assessment tools<br>ملاءمة أدوات التقييم | ① | ② | ③ | ④ | ⑤ |
| | **IT Services (3) (خدمات مركز تقنية المعلومات)** | | | | | |
| 11 | Technology and software used<br>التكنولوجيا والبرامج المستخدمة | ① | ② | ③ | ④ | ⑤ |
| 12 | Support from IT staff<br>دعم موظفي مركز تقنية المعلومات | ① | ② | ③ | ④ | ⑤ |
| 13 | Usage of IT services<br>استخدام خدمات مركز تقنية المعلومات | ① | ② | ③ | ④ | ⑤ |
| 14 | Overall, IT Services<br>بشكل عام، خدمات مركز تقنية المعلومات | ① | ② | ③ | ④ | ⑤ |

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**IV.    General Questions أسئلة عامة**

1. How important was each of the following in your decision to enroll at AAU? [1= Not important at all, 2 = Not Important, 3= Neutral, 4= Important, 5= Very Important]

ما أهمية العوامل التالية في قرارك للإلتحاق بجامعة العين[ 5= مهم جداً ، 4 = مهم ، 3 = محايد ، 2 = غير مهم ، 1 = غير مهم على الإطلاق ]

| A | Location<br>الموقع الجغرافي | ① | ② | ③ | ④ | ⑤ |
|---|---|---|---|---|---|---|
| B | Cost<br>التكلفة المالية | ① | ② | ③ | ④ | ⑤ |
| C | Friend's Recommendation<br>توصية صديق | ① | ② | ③ | ④ | ⑤ |
| D | AAU reputation<br>سمعة الجامعة | ① | ② | ③ | ④ | ⑤ |
| F | AAU academic programs and its Accreditations<br>البرامج الأكاديمية في الجامعة واعتماداتها | ① | ② | ③ | ④ | ⑤ |
| G | Family's Influence<br>تأثير العائلة | ① | ② | ③ | ④ | ⑤ |

2. Would you recommend AAU to friends or relatives?

هل توصي بجامعة العين لصديق أو قريب؟

☐ Definitely Yes    بالتأكيد نعم

☐ Probably Yes    على الأرجح نعم

☐ Not sure    غير متأكد

☐ Probably Not    على الأرجح لا

☐ Definitely No    بالتأكيد لا

3. What are the most three areas where AAU should improve? List your suggestions from the most significant to the least significant.

يرجى اقتراح أهم ثلاث مجالات ينبغي للجامعة أن تعمل على تحسينها ؟ (1) الأكثر أهمية ، (3) الأقل أهمية

(1) .................................................................................................................................

.................................................................................................................................

(2) .................................................................................................................................

.................................................................................................................................

(3) .................................................................................................................................

# استبانة تقييم الطالب للمدرس والمساق
# Student Evaluation Survey for Instructor and Course

عزيزي الطالب / الطالبة

تهدف هذه الاستبانة إلى الحصول على تغذية راجعة بشأن تقييم أداء المدرس وتقييم المساق من أجل تطوير العملية التعليمية في الجامعة.

إن مشاركتك مهمة وستزيد من مصداقية نتائج مخرجات الجامعة , لذا يُرجى تعبئة الاستبانة لتعكس رأيك بصدق في المدرس والمساق.

Dear Student,

The aim of this questionnaire is to get your feedback on the instructor's performance and course evaluation. This is significant for the growth of the educational process at the university. In addition, your participation would increase the credibility of the university's outcomes. Therefore, kindly fill in the questionnaire to reflect your impression of the instructor and the course as well.

رقم المساق ( Course Code ) : ............................. الشعبة (Section): ..................................

رقم المدرس (Instructor ID): ...............................

**يرجى وضع علامة (✔) في المكان المناسب بحيث تعكس رأيك في المدرس والمساق.**

Please tick (✔) in the right place to reflect your opinion about the instructor and the course.

| | المدرس (Instructor ) | موافق بشدة Strongly Agree | موافق Agree | محايد Neutral | غير موافق Disagree | غير موافق بشدة Strongly Disagree |
|---|---|---|---|---|---|---|
| 1 | يناقش أهداف المساق وكيفية تحقيقها<br>Discuss the objectives of the course and how to achieve them | | | | | |
| 2 | يتميز بعمق علمي ومهنية في عرض المساق<br>Characterized by deep scientific and professional in the presentation of the course | | | | | |
| 3 | يعتمد أسلوب الحوار والمناقشة في تناول موضوعات المساق<br>Depend on the method of dialogue and discussion on the subject of the course | | | | | |
| 4 | يحفز الطلبة و يثير اهتمامهم في المساق<br>Motivate students and keeps them interested in the course | | | | | |

| # | | | | | | |
|---|---|---|---|---|---|---|
| 5 | يحث الطلبة على الإطلاع على المراجع ذات العلاقة بالمساق<br>Encourage Students to consult the relevant references | | | | | |
| 6 | يستغل الوقت المخصص للمحاضرة بشكل منظم و فعال<br>Manage lesson time effectively and efficiently | | | | | |
| 7 | يستخدم الوسائل التكنولوجية المختلفة في التدريس<br>Use various teaching methods & multimedia resources | | | | | |
| 8 | يستخدم الأمثلة والتوضيحات المختلفة في شرح الدرس<br>Use various examples and illustrations to explain the lesson | | | | | |
| 9 | يتواجد في ساعاته المكتبية لإرشاد ومساعدة الطلبة<br>Was available during office hours to respond to questions | | | | | |
| 10 | يعامل الطلبة بموضوعية<br>Treat students objectively | | | | | |
| 11 | ملماً بمحتوى المساق و أهدافه<br>Was knowledgeable of the course content and objectives | | | | | |
| 12 | سأسجل في مساقات أخرى يقوم بتدريسها هذا المدرس<br>I will enroll in other courses taught by this instructor | | | | | |
| 13 | أداء المدرس كان مميزاً بشكل عام<br>Generally speaking, the instructor's performance was distinguished | | | | | |
| | المساق (Course) | | | | | |
| 14 | تعلمت أفكاراً ومهارات جديدة من المساق<br>I learned new ideas and skills from the course | | | | | |
| 15 | كمية المادة المعروضة في المساق مناسبة<br>The Instructional materials offered in the course were appropriate | | | | | |
| 16 | إعتمدت مادة المساق على مصادر تعليمية متنوعة<br>The course was based on a variety of learning resources | | | | | |
| 17 | وسائل التقييم مناسبة و تغطي محتوى المساق و أهدافه<br>Assessment tools were appropriate, clear and covered the whole course content | | | | | |
| 18 | الواجبات مفيدة في استيعاب محتوى المساق<br>Assignments were useful to understand the course content | | | | | |
| 19 | المحتوى المطروح في المساق مفيد ويساهم في فهم التخصص<br>The course content was clear, useful, and contributed to the understanding the academic program | | | | | |
| 20 | بشكل عام يعتبر المساق مميزاً مقارنة مع مساقات أخرى<br>Generally speaking, the course can be considered distinguished compared to other courses | | | | | |

ملاحظات إضافية (Additional Comments)

| المحـاضر(Instructor ) | المسـاق(Course) |
|---|---|
| نقاط القوة(Strengths) | |
| | |
| | |
| | |
| | |
| نقاط الضعف (Weaknesses) | |
| | |
| | |
| | |
| | |
| التحسينات المقترحة (Proposals for Improvements) | |
| | |
| | |
| | |
| | |

# Appendix A. Academic Programs / GUE Outcomes

- **General University Education**
    1. Demonstrate a general knowledge of humanities, social studies, sciences, and technology.
    2. Communicate effectively in a variety of formats, including verbal and written communication.
    3. Recognize the ethical aspects and social responsibilities in personal and professional life.
    4. Present new ideas, methods, and ways of thinking to deliver creative and sustainable solutions.
    5. Demonstrate the ability to work effectively and collaboratively in a team.
    6. Identify the need for and be able to engage in life-long learning.
    7. Apply research methodology and critical analytical skills to solve problems and make decisions.

## 1. Engineering College

### 1.1. Computer Engineering

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
    1a. an ability to identify and formulate engineering problems by applying principles of engineering, science, and mathematics
    1b. an ability to solve engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
    2a. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare
    2b. an ability to apply engineering design to produce solutions that meet specified needs with consideration of global, cultural, social, environmental, and economic factors.
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
    6a. an ability to develop and conduct appropriate experimentation
    6b. an ability to analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.
    7a. an ability to acquire new knowledge as needed using appropriate learning strategies
    7b. an ability to apply acquired knowledge as needed

### 1.2. Networks and Communication Engineering

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
    1a. an ability to identify and formulate engineering problems by applying principles of engineering, science, and mathematics

1b. an ability to solve engineering problems by applying principles of engineering, science, and mathematics

2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
   2a. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare
   2b. an ability to apply engineering design to produce solutions that meet specified needs with consideration of global, cultural, social, environmental, and economic factors.
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
   6a. an ability to develop and conduct appropriate experimentation
   6b. an ability to analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.
   7a. an ability to acquire new knowledge as needed using appropriate learning strategies
   7b. an ability to apply acquired knowledge as needed

### 1.3. Computer Science
1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
   1a. Demonstrate an understanding of knowledge of computing and other relevant disciplines
   1b. Analyze a complex computing problem to identify solutions.
   1c. Apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
   2a. Design a computing-based solution to meet a given set of computing requirements
   2b. Implement a computing-based solution to meet a given set of computing requirements
   2c. Evaluate a computing-based solution to meet a given set of computing requirements
3. Communicate effectively in a variety of professional contexts
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline

### 1.4. Software Engineering
1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
   1a. an ability to identify and formulate engineering problems by applying principles of engineering, science, and mathematics
   1b. an ability to solve engineering problems by applying principles of engineering, science, and mathematics

2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors

   2a. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare

   2b. an ability to apply engineering design to produce solutions that meet specified needs with consideration of global, cultural, social, environmental, and economic factors.

3. an ability to communicate effectively with a range of audiences

4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts

5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives

6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions

   6a. an ability to develop and conduct appropriate experimentation

   6b. an ability to analyze and interpret data, and use engineering judgment to draw conclusions

7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

   7a. an ability to acquire new knowledge as needed using appropriate learning strategies

   7b. an ability to apply acquired knowledge as needed

## 1.5. Civil Engineering

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

3. an ability to communicate effectively with a range of audiences.

4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

## 1.6. Cyber Security

1. Analyse a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.

   1a. Demonstrate an understanding of knowledge of computing and other relevant disciplines

   1b. Analyse a complex computing problem to identify solutions.

   1c. Apply principles of computing and other relevant disciplines to identify solutions.

2. Design, implement, and evaluate a sustainable computing-based solution to meet a given set of computing requirements in the context of the cybersecurity's discipline

   2a. Design a computing-based solution to meet a given set of computing requirements

2b. Implement a computing-based solution to meet a given set of computing requirements

2c. Evaluate a computing-based solution to meet a given set of computing requirements

3. Communicate effectively in a variety of professional contexts
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles
5. Function effectively as a member or leader of a team engaged in activities appropriate to the cybersecurity's discipline
6. Apply security principles and practices to maintain operations in the presence of risks and threats

## 2. College of Pharmacy

### 2.1. Bachelor in Pharmacy

1. Demonstrate knowledge and ability to integrate and apply basic concepts and principles of biomedical science, pharmaceutical sciences, clinical sciences and social and behavioural sciences required for drug discovery, drug development, and pharmacy practice context, to promote population health and patient centred care.
2. Recognize and use pharmacy operational systems, appropriate medication dispensing, medication storage, and inventory control, appropriate distribution of prescription and non-prescription products and patient's education and counselling.
3. Provide patient-centred care by collecting, reviewing and utilizing relevant patient socioeconomic and medical data; to assess, develop, modify and implement a care plan in collaboration with the patient and other healthcare providers.
4. Locate and employ relevant medical literature, guidelines and evidence-based practice to enhance clinical decision making and to ensure the appropriateness, safety and effectiveness of medication.
5. Apply the relevant cognitive and technical skills to each stage of drug discovery, drug development, and pharmacy practice context.
6. Operate in a professional attitude and behaviour by being qualified, patient advocate, altruist, accountable, empathetic, responsible and respectful to the patient and the other healthcare providers.
7. Describe, conduct, interpret and appraise pharmaceutical and clinical research, ethics, principles and methodologies

### 2.2. Nutrition and Dietetics

1. Describe in depth the underlying principles and theoretical concepts related to Nutrition and Dietetics program including; physical and biological sciences, principles of food sciences and systems, techniques of quality and safe food preparation, and finally principles of human nutritional care.
2. Integrate theoretical knowledge learned in the program into practice and utilizes principles of scientific enquiry and research methodology to identify and solve nutrition-related problems.
3. Conduct a nutritional care process including; nutritional assessment, analysing and interpreting assessment data, identify nutrition-related problems and implement nutritional interventions based on evidence-based practice.
4. Assesses, develops, monitors and evaluates health nutrition programs for individuals or target population and apply nutritional quality and management principles to different food service systems.
5. Practice independently or in a team to manage effectively nutritional care activities in different settings and demonstrate leadership and innovation in delivering and managing professional services in community.

6. Practice nutritional care activities in various contexts in highly professional manners and collaborate with healthcare providers and community and industrial stakeholders to improve individuals' health outcomes and to promote health and wellbeing of society.
7. Observe legal and ethical standards when applying professional guidelines to food and nutritional services, and take responsibility for continuous self-development and learning.


### 2.3. Master in Clinical Pharmacy

1. Demonstrate high level of up-to-date knowledge in the area of pharmacotherapeutics
2. and pharmacokinetics
3. Design an individualized pharmaceutical care plan, taking into consideration patient's socioeconomic factors to improve patient's health outcomes
4. Communicate accurate and reliable information to patient and other health care providers.

5. Detect, predict, prevent and report adverse drug reactions
6. Critically evaluate the literature and undertake practice-based research to enhance problem-solving skills
7. Demonstrate the ability to utilize self-learning skills to enhance pharmacy professional practice.
8. Employ ethical and evidence-based medicine in decision making process.


### 2.4. Master in Clinical Pharmacy Pharmaceutical Sciences

1. Develop and integrate advanced pharmaceutical sciences knowledge into the specialised research area including drug design, pharmaceutical analysis, pharmacology, and drug delivery.
2. Identify, develop and use appropriate research theories, methodologies in basic and applied research in pharmaceutical sciences, and be able to apply innovative research concepts, techniques and procedures for carrying out particular research.
3. Demonstrate the ability to critically evaluate, synthesize, and integrate collected data from different sources into their research
4. Operate in a professional attitude, and work independently and as part of a team, to identify gaps, realistic targets related to specific research area, and develop suitable solutions and time-frame to achieve proposed targets.
5. Apply and effectively communicate ideas, challenges and scientific reasoning and data analysis in both oral and in written forums.
6. Display advanced management skills to manage time and resources to complete all aspects of the program under different environments
7. Develop new skills through self-learning and implementing highly ethical and responsible practices in pharmaceutical research


## 3. College of Law

### 3.1 Bachelor of Law

1. Know the fundamental principles of the various branches of law.
2. Interpret national laws by implementing the general principles.
3. Analyse legislative texts and judicial decisions to evaluate their effectiveness in handling communal problems and situations.
4. Effectively implement the theoretical legal knowledge in practical cases and social problems.
5. Prepare legal memoranda and research dealing with social situations.
6. Fully defines ethical standards in legal discipline, enabling it to comply with their application.

### 3.2 Master in Private Law

1. Analyze legal texts and practical cases in a scientific method
2. Assess various legislative, judicial and doctrinal orientations of the Emirati Legal system
3. Prepare an in-depth legal research in the various fields of Private Law using appropriate research methods
4. Accomplish assigned tasks in light of professional and ethical rules
5. Compare national legal texts in the various fields of Private Law with their counterparts in legal systems
6. Work within a team to solve problems in the field of Private law

### 3.3 Master in Public Law

1. Analyze legal texts and practical cases in a scientific method
2. Assess various legislative, judicial and doctrinal orientations of the Emirati Legal system
3. Prepare an in-depth legal research in the various fields of Public Law using appropriate research methods
4. Accomplish assigned tasks in light of professional and ethical rules
5. Compare national legal texts in the various fields of Public Law with their counterparts in legal systems
6. Work within a team to solve problems in the field of Public law

### 3.4 Master of Criminal Science

1. Analyse legal texts and practical cases in a scientific manner.
2. Assess various legislative, judicial and doctrinal orientations of the Emirati Legal system.
3. Accomplish in depth legal research in the various fields of Criminal Science using adequate research methods.
4. Prepare legal reports and memoranda using sound legal terminology and adequate scientific methods.
5. Compare domestic legal texts in the various fields of Criminal Science with their counterpart in regional and international legal system.
6. Suggest legal solutions leading to the development of legislative provisions to contribute to societal developments.

## 4. College of Education, Humanities and Social Sciences

### 4.1. Bachelor of Arts in English Language and Translation

1. Develop English language skills in listening, speaking, reading and writing by having learners engage in a wide range of communicative tasks and activities in academic and non-academic contexts
2. Apply translation theories, methodologies, and knowledge to address fundamental questions in translation.
3. Demonstrate accuracy and proficiency in translation from and into English and Arabic at all linguistic levels
4. Produce different styles of writing for different cultural, economic, legal, diplomatic, scientific, literary and technical genres
5. Demonstrate efficiency and skill in performing the various tasks of translation assigned to them during their practicum
6. Explain and articulate general issues concerning nature and function of language including the domains of phonetics, phonology, morphology, syntax, semantics, and pragmatics
7. Analyze the social functions of language and the roles they play in different types of discourse.

8. Compare and contrast languages in terms of systematic differences in phonetics, phonology, morphology, syntax, semantics, and pragmatics.

### 4.2. Bachelor of Education in Special Education
1. Determine the impact of the family's cultural, linguistic, social and economic diversity, growth factors and individual differences on the learning of people with special needs.
2. Cooperate with regular Provide support and advice to general education teachers in order to create safe, inclusive, and culturally and socially responsive learning environments.
3. Employing appropriate motivational teaching and behavioural interventions to teach people with special needs on how to adapt to different environments.
4. Employing the ethical and professional principles related to teaching and its fields, modifying behaviour, and designing individual educational programs for people with special needs.
5. Use the results of scientific research and formal and informal, objective and appropriate evaluation tests in order to make educational and behavioural decisions for people with special needs.
6. Adapting educational experiences for people with special needs to suit their abilities, interests, and educational learning environments.
7. The use of augmentative and alternative communication technology and systems in educational assessment, planning and teaching for people with special needs.
8. Using multiple educational and behavioural strategies to improve behaviour, communication skills and language development for people with special needs.
9. Preparing educational plans, various learning experiences, behaviour modification plans and transition plans in cooperation with families of people with special needs and other professionals.
10. Providing students with self-evaluation and professional development skills, which contribute to developing the ability to assume responsibility and make decisions independently.

### 4.3. Bachelor of Arts in Applied Psychology
1. Distinguish the basic principles and concepts in Applied Psychology and apply them in all fields in which it works.
2. Determine the basic psychological, social, and biological factors that help in the interpretation of psychological behavioural Phenomena.
3. Participate in situations that depend on critical thinking, and solve problems creatively, using methods of problem solving in their various psychological method
4. Design research in the fields and interpret its results honestly and in accordance with the ethical standards of scientific research.
5. Develop distinguished interactive relationships with others, and enhance their abilities in collective work.
6. Demonstrate sufficient knowledge and skills in writing, and present demonstrations in various psychological subjects depending on modern technology.
7. Apply the concepts and principles of applied psychology and its theories in the work environment as related to the specifications and description of tasks, analysis of work, choice of workers, and specifying the problems that encounter both employers and employees and solving them.
8. Participate in projects and tasks that specialists in applied psychology deal with, and demonstrate their effect on self-development.
9. Acquire skills necessary for the application of psychological tests and standards and interpret their results.
10. Carry out practical skills required for the specialization in employing laboratories and make use of practical training.

**4.4. Bachelor of Arts in Applied Sociology**
1. Learn the concepts, principles and significance of applied sociology and its historical development.
2. Use social theories to interpret topics related to applied sociology such as, social issues, social change and social structure.
3. Compare the theories of applied sociology and their use in understanding social issues and phenomena.
4. Design quantitative and qualitative social research, which contributes to building sociological knowledge, according to the ethics and methodology of scientific research and with utilization of modern technologies.
5. Develop professionally by building self-reliance skills and expanding the knowledge of concepts related to sociology and the societal problems by using the available scientific and technological resources.
6. Conduct social research to analyse social problems, interactions and processes, participate in designing social policies, and actively participate in developing the society and its values.
7. Interact positively with individuals, and society by developing a social sensitivity to different cultures, enabling him to work professionally and responsibly in various social work institutions.

**4.5. Bachelor in Arabic Language and Literature**
1. Demonstrates specialized knowledge and motivation for innovation, self-learning and cooperative learning in the study of the Arabic language and its literature and related concepts, principles, theories, skills, directions, rules and relevant standards.
2. Employ the Arabic grammar in morphology, grammar and rhetoric to enhance its effective communication skills: reading, writing and speaking, and improving his understanding of the various religious and traditional texts
3. Choose appropriate research, critical and technical means and methodologies to distinguish between the ages of Arabic Literature, ancient and modern, their multiple artistic trends, their literary and linguistic schools, and their theories and applications.
4. Employ reflective thinking, critical analysis and self-evaluation skills in developing knowledge, skills and values related to the Arabic language and literature.
5. develop the linguistic and literary skills acquired with its research, technical and leadership dimensions, which contribute to maintaining the Arabic language and its literature, and solving problems related to its use in daily life in the areas of social communication, scientific publishing and technical development in innovative ways.
6. Appreciate the role of scientific, research and technological developments in uncovering the theoretical and material historical cradle of the relationship of Arab culture with other human cultures, and enhancing its immediate and future role in advancing humanity.
7. shoulder his responsibilities towards spreading the Arabic language and its literature, establishing affiliation with it, wanting to learn and teach it, understanding the various religious and heritage texts and following its morals.

**4.6. Bachelor in Islamic Studies**
1. Demonstrates specialized knowledge and motivation for innovation, self- and co- learning in the fields of Islamic Studies and related principles, concepts, theories, skills, trends and rules.
2. Apply the rules and principles of the various fields of Islamic Studies--such as Quran studies, foundations of Quran interpretation, recitation and tajweed, foundations of Islamic jurisprudence; Hadith studies; and doctrine studies among others-- in order to improve their effective communication skills, teaching skills, preaching, iftaa as well as to achieve a better

understanding of religious and cultural texts stemming from Islamic values of moderation and tolerance.

3. Select appropriate research, critical and technical approaches to distinguish between various Islamic jurisprudence schools, interpretation schools, modern schools, and old and new schools of Islamic thought as well as to discern their varied research focuses, theories and applications in a style that combines the original and the contemporary.

4. Employs the skills of contemplative thinking, critical analysis and self-evaluation to improve the knowledge, skills and values which are related to Islamic Studies.

5. Improve the research, critical, and communication skills which are related to learned Islamic Studies and the relevant aspects of research, technology and leadership. This will contribute to preserving Islamic Studies, solve the problems of everyday life in the fields of social communication, research publication and technical improvement using innovative approaches.

6. Appreciate the role of scientific, research and technical innovations in revealing historical, theoretical and concrete materials which help establish the relationship between Islamic Studies to other heavenly religions and human cultures, and to stress its current and future function to improve the wellbeing of humanity.

7. Assume responsibility for spreading topics, moral and human values of Islamic Studies; promoting the desire to learn, teach and spread them; understanding Islamic texts; and applying the teachings of Islamic Studies at an individual and societal levels.


**4.7. Master of Education in Islamic Education Curricula and Instruction**
1. Demonstrate a knowledge of the concepts, principles and theories related to Islamic Education curricula and its teaching methodologies.
2. Employ the skills of scientific research and the use of technology in curriculum planning, designing, analysis and evaluation.
3. Design performance models showing candidate's proficiency in many skills such as planning, analysing and evaluating Islamic Education curricula.
4. Develop performance models showing proficiency in the skills of preparing and training Islamic Education teachers.
5. Demonstrate the ability to objectively and reasonably deal with social and ethical issues related to Islamic Education curricula and preparing teachers.
6. Employ self-learning strategies to follow up developments in the field of Islamic Education curricula and Teaching Education.
7. Write a thesis within the criteria and ethics of scientific research for the purpose of obtaining a master's degree in the field of Islamic Education curricula and methods of teaching.

**4.8. Master of Education in Arabic Language Curricula and Instruction**
1. Demonstrate a knowledge of the concepts, principles and theories related to Arabic language curricula and its teaching methodologies.
2. Employ the skills of scientific research and the use of technology in curriculum planning, designing, analysis and evaluation.
3. Design performance models showing candidate's proficiency in many skills such as planning, analysing and evaluating Arabic language curricula.
4. Develop performance models showing proficiency in the skills of preparing and training Arabic Teaching Education.
5. Demonstrate the ability to objectively and reasonably deal with social and ethical issues related to Arabic language curricula and the Teaching Education.
6. Employ self-learning strategies to follow up developments in the field of Arabic language curricula and Teaching Education.

7. Write a thesis within the criteria and ethics of scientific research for the purpose of obtaining a master's degree in the field of Arabic language curricula and methods of teaching.

### 4.9. Postgraduate Professional Diploma in Teaching

1. Demonstrate knowledge of concepts, theories and skills related to the learners' majors and teaching-learning process associated with curricula, teaching methods, techniques, theories of development, and classroom management.
2. Apply knowledge, skills and acquired values to improve their students' performance by using research, experimentation, analysis, critique, comparison and evaluation.
3. Employ evolving educational, scientific, cultural and technological knowledge in designing effective instructional plans and in securing safe and attractive instructional learning environments.
4. Utilize available scientific resources practical experiences to develop instructors' and their students' skills self-learning, cooperative learning, effective communication, problem solving, decision-making and responsibility undertaking.
5. Use academic ethical practices in learning and teaching situations to promote their professional performance and to reinforce the social values and culture of the Emirati society.

## 5. College of Business

### 5.1 Bachelor of Business Administration (BBA)-Accounting

1. Demonstrate basic knowledge of the principles, concepts and skills in the Accounting
2. Apply quantitative, analytical and information technology skills to solve practical business problems.
3. Demonstrate critical thinking skills to identify and evaluate practical approaches and strategies to solving problems in local and global business environment.
4. Evaluate and implement research tools and strategies to analyze business problems and opportunities.
5. Demonstrate autonomy and responsibility in self-directed work and personal development.
6. Collaborate effectively and professionally in diverse teams as both members and leaders to reflect on personal and professional practice and development.
7. Communicate effectively in a business context, orally and in writing, in a clear, concise, coherent and professional manner using appropriate presentation technology.
8. Consistently act in a professional, respectful, honest, fair and reasonable manner and to apply ethical principles and logical reasoning to make and justify business decisions.

### 5.2 Bachelor of Business Administration (BBA)-Finance & Banking

1. Demonstrate basic knowledge of the principles, concepts and skills in the Finance and Banking.
2. Apply quantitative, analytical and information technology skills to solve practical business problems
3. Demonstrate critical thinking skills to identify and evaluate practical approaches and strategies to solving problems in local and global business environment
4. Evaluate and implement research tools and strategies to analyze business problems and opportunities.
5. Demonstrate autonomy and responsibility in self-directed work and personal development.
6. Collaborate effectively and professionally in diverse teams as both members and leaders to reflect on personal and professional practice and development.
7. Communicate effectively in a business context, orally and in writing, in a clear, concise, coherent and professional manner using appropriate presentation technology.

8. Consistently act in a professional, respectful, honest, fair and reasonable manner and to apply ethical principles and logical reasoning to make and justify business decisions.

### 5.3 Bachelor of Business Administration (BBA)- Human Resource Management

1. Demonstrate basic knowledge of the principles, concepts and skills in the Human Resource Management
2. Apply quantitative, analytical and information technology skills to solve practical business problems
3. Demonstrate critical thinking skills to identify and evaluate practical approaches and strategies to solving problems in local and global business environment
4. Evaluate and implement research tools and strategies to analyze business problems and opportunities
5. Demonstrate autonomy and responsibility in self-directed work and personal development
6. Collaborate effectively and professionally in diverse teams as both members and leaders to reflect on personal and professional practice and development
7. Communicate effectively in a business context, orally and in writing, in a clear, concise, coherent and professional manner using appropriate presentation technology
8. Consistently act in a professional, respectful, honest, fair and reasonable manner and to apply ethical principles and logical reasoning to make and justify business decisions

### 5.4 Bachelor of Business Administration (BBA)- Management

1. Demonstrate basic knowledge of the principles, concepts and skills in the management.
2. Apply quantitative, analytical and information technology skills to solve practical business problems.
3. Demonstrate critical thinking skills to identify and evaluate practical approaches and strategies to solving problems in local and global business environment.
4. Evaluate and implement research tools and strategies to analyse business problems and opportunities.
5. Demonstrate autonomy and responsibility in self-directed work and personal development.
6. Collaborate effectively and professionally in diverse teams as both members and leaders to reflect on personal and professional practice and development.
7. Communicate effectively in a business context, orally and in writing, in a clear, concise, coherent and professional manner using appropriate presentation technology.
8. Consistently act in a professional, respectful, honest, fair and reasonable manner and to apply ethical principles and logical reasoning to make and justify business decisions.

### 5.5 Bachelor of Business Administration (BBA)- Management Information Systems

1. Demonstrate basic knowledge of the principles, concepts and skills in the Management Information Systems
2. Apply quantitative, analytical and information technology skills to solve practical business problems
3. Demonstrate critical thinking skills to identify and evaluate practical approaches and strategies to solving problems in local and global business environment
4. Evaluate and implement research tools and strategies to analyze business problems and opportunities
5. Demonstrate autonomy and responsibility in self-directed work and personal development

6. Collaborate effectively and professionally in diverse teams as both members and leaders to reflect on personal and professional practice and development
7. Communicate effectively in a business context, orally and in writing, in a clear, concise, coherent and professional manner using appropriate presentation technology
8. Consistently act in a professional, respectful, honest, fair and reasonable manner and to apply ethical principles and logical reasoning to make and justify business decisions

### 5.6 Bachelor of Business Administration (BBA)- Management Information Systems

1. Demonstrate basic knowledge of the principles, concepts and skills in the Digital Marketing
2. Apply quantitative, analytical and information technology skills to solve practical business problems
3. Demonstrate critical thinking skills to identify and evaluate practical approaches and strategies to solving problems in local and global business environment
4. Evaluate and implement research tools and strategies to analyze business problems and opportunities
5. Demonstrate autonomy and responsibility in self-directed work and personal development
6. Collaborate effectively and professionally in diverse teams as both members and leaders to reflect on personal and professional practice and development
7. Communicate effectively in a business context, orally and in writing, in a clear, concise, coherent and professional manner using appropriate presentation technology
8. Consistently act in a professional, respectful, honest, fair and reasonable manner and to apply ethical principles and logical reasoning to make and justify business decisions

### 5.7 Master of Business Administration (MBA)
9. Apply comprehensive business knowledge to situations in a local and global business environment.
10. Demonstrate an advanced and integrated knowledge and skills needed in the field of study (Management, Accounting, Finance and Banking, Human Resource Management, MIS, Marketing, Project Management, and Healthcare Management).
11. Communicate effectively through oral presentation, report writing and state-of-art technology to support organizational effectiveness.
12. Apply research and analytical skills to address highly complex challenges in business environment.
13. Demonstrate critical thinking ability and use of highly developed cognitive skills to find feasible and innovative solutions to complex business problems.
14. Demonstrate ability to lead and effectively participate in teams to implement and coordinate organizational activities.
15. Demonstrate autonomy, responsibility and continuous self-development in managing professional practices in highly complex environments.
16. Integrate relevant business ethics and corporate social responsibility concepts and practices in management decision-making.

## 5 College of Communication and Media
### 1.1 Bachelor of Mass Communication and Media
o **Digital Journalism**
1. Define the terms and concepts of communication and media sciences and its foundations, theories, rules, ethics and legislation.
2. Know the basics of scientific research in the fields of communication and media, and the steps of its construction and implementation.

3. Practice Critical thinking to analysis emerging phenomena and communication and media issues.
4. Use Modern technology at all stages of the media materials production, from collection information and data to publishing.
5. Produce specialized media materials that take into account professional and ethical standards and media legal code.
6. Perform tasks within a team and under work pressures, within the specific requirements and obligations.
7. Master writing, editing, directing, producing and publishing various traditional and digital journalistic materials.
8. Master the skills of professional photojournalism and produce photos in accordance with professional, ethical, and legal standards of journalism.

- o **Advertising**
1. Identifies and defines the elements, types, sources and stages released.
2. Advertises models designed using modern advertising techniques.
3. Researches and studies advertising and public opinion research using modern technology.
4. Plans advertising campaigns in various media.
5. Employs the latest technology in editing and writing advertisements.
6. Produces text ad for print, radio, TV and other electronics.

- o **Public Relations**
1. Identifies what are the public relations and organizational aspects of professional and ethical application.
2. Determines the role of public relations in crisis management and risks.
3. Analyses the problems of facing public relations and media relations along with their resolutions.
4. Manifests the roles of strategic planning in public relations.
5. Employs the skills of scientific research in developing plans for public relations and ways of developing them.
6. Employs modern technology to document public relations between different organizations.

# Appendix B. Sample – Mapping between CLOs and PLOs

**Learning Outcomes Matrix**

| Aligned with L7 QFE Descriptors | # | GUE Learning Outcomes | # | Assessment Tools |
|---|---|---|---|---|
| 1,3 | A | Demonstrate a general knowledge of humanities, social studies, sciences, and technology. | 1 | Quizzes |
| | | | 2 | Assignments |
| 3,8 | B | Communicate effectively in a variety of formats, including verbal and written communication. | 3 | Midterm |
| | | | 4 | Discussion |
| 9,11 | C | Recognize the ethical aspects and social responsibilities in personal and professional life. | 5 | Projects / Term Papers |
| | | | 6 | Field Visit |
| 2,3,4,8 | D | Present new ideas, methods, and ways of thinking to deliver creative and sustainable solutions. | 7 | Case Studies |
| 6,9 | E | Demonstrate the ability to work effectively and collaboratively in a team. | 8 | Presentation |
| 9,10 | F | Identify the need for and be able to engage in life-long learning. | 9 | Students Portfolio |
| 2,4,5,7 | G | Apply research methodology and critical analytical skills to solve problems and make decisions. | 10 | Final Exams |

**Mapping of the Course Learning Outcomes to the GUE Learning Outcomes and Assessment tools**

| # | Course Learning Outcomes | GUE LOs | | | | | | | Assessment Tools | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | Demonstrate the use of MS-Word basic skills; include Page Layout, font & paragraph formatting, Bullets & Numbering, tables, pictures & smart art. | | | | | | | | | | | | | | | | | |
| 2 | Demonstrate the use of MS-PowerPoint Presentations basic skills; include Slide format (layout, background, and design,), slide footer, transmission and animation techniques, and inserting pictures, shapes and SmartArt. | | | | | | | | | | | | | | | | | √ |
| 3 | Demonstrate the use of MS-Excel basic skills; include cells and numbers formats, formulas & built-in functions, and basic Charts (Column, Bar, Line). | | | | | | | | | | | | | | | | | √ |
| 4 | Recognize the fundamental hardware components that make up a computer's hardware and different types of software. | | | | | | | | | | | | | | | | | |
| 5 | Identify the types of Networks, Network protocols, security and Topologies | | | | | | | | | | | | | | | | | |
| 6 | Define various E-trends (e.g. E-Commerce, E-Learning, E-Government, Teleworking, etc. ) and their pros and cons. | | | | | | | | | | | | | | | | | √ |
| 7 | Recognize different types of data backups, categories of computer viruses, and software copyright. | | | | | | | | | | | | | | | | | √ |

# Appendix C. Surveys Information (Data, Description, Schedule)

| # | Survey Name | Purpose | Target Population | Responsible Unit | Frequency |
|---|---|---|---|---|---|
| 1 | Graduate Destination Survey | Collects information on current employment of alumni, the extent to which that employment is related to the education they received at AAU, their plans for further education, and their satisfaction with AAU. | Alumni | QAIRC | Every Semester |
| 2 | Employer | Collects information from employers of AAU alumni on how prepared AAU graduates were in a variety of areas. | Employers of AAU graduates | QAIRC and Colleges | Upon request of Colleges |
| 3 | Graduating Exit | Collects feedback from graduating students on their educational experiences and academic-related services at AAU. | Graduating Students | QAIRC and ITC | Every Semester |
| 4 | Faculty Satisfaction | The survey covers a variety of services, processes and policies on campus, including but not limited to Library, Information Technology, Human Resources, Research, Teaching and others. | AAU Faculty | QAIRC | 2 years |
| 5 | New Hire Faculty | Collects information from newly hired faculty on the recruitment and arrival processes. | AAU Faculty | QAIRC | 1 year |
| 6 | Admin Satisfaction | The survey covers a variety of services, processes and policies on campus. | AAU Staff | QAIRC | 2 years |
| 7 | Student Satisfaction | The survey covers a variety of areas and services on campus, including Student Affairs, Library, Technology, Academic Services and others. | Currently enrolled students | QAIRC | 2 years |
| 8 | Instructor and Course Evaluation | Collects feedback from students on courses and instructors | Currently enrolled students | QAIRC and ITC | Every Semester |

## *Appendix D.* Sample – Assessment Plan (Program Level)

| **Program Name:** Applied Sociology | | | | **Date:** 17/10/2021 | |
|---|---|---|---|---|---|
| **Assessment Coordinator:** Dr. Khawlah Altkhayneh | | **Ext.** 912 | | **Email:** Khawlah.altkhayneh@aau.ac.ae | |

**Program Mission Statement:** The Applied Sociology Program seeks to be a center of excellence that responds to the needs of the labor market, and prepares cadres able to study and treat contemporary social issues and problems in the light of its commitment to the highest quality standards in teaching, research, and interaction with the community; and as dictated by the best practice in the field.The program is keen to keep updated scientific developments in theory and practice, and to strengthen its relationship with the institutions and organizations of local private and public societies working in different social fields

| **Program Learning Outcomes (PLO)** | **Learning Opportunities:** *What courses or experiences provide students with the (primary) opportunity to achieve this outcome?* | **Assessment Methods/Measures:** *List the direct and indirect methods you will use to measure how well students are achieving this outcome.* | **Target Levels/ Benchmarks** | **When Will Assessment Be Conducted and Reviewed?** | **How Will Results Be Used and Communicated?** |
|---|---|---|---|---|---|
| **Learn the concepts, principles and significance of applied sociology and its historical development.** | • Introduction to Applied Sociology <br> • Applied Sociology Ethics | • Midterm and final exams <br> • Assignment <br> • Presentation <br> • Exit Exam | At least 70% of the students score "above the average" on the Discipline Knowledge Rubric | Fall 2021 | |
| **Use social theories to interpret topics related to applied sociology such as, social issues, social change and social structure.** | • Criminal sociology <br> • Urban Sociology <br> • Sociology of population | • Midterm and final exams <br> • Assignment <br> • Presentation <br> • Exit Exam | At least 70% of the students score "above the average" on the Discipline Knowledge Rubric | | |
| **Compare the theories of applied sociology and their use in understanding social issues and phenomena.** | • Education sociology | • Midterm and final exams <br> • Assignment <br> • Presentation <br> • Exit Exam | At least 70% of the students score "above the average" on the Discipline Knowledge Rubric | | |
| **Design quantitative and qualitative social research, which contributes to building sociological knowledge, according to the ethics and methodology** | • Graduation project | • Midterm and final exams <br> • Assignment <br> • Exit Exam | At least 70% of the students score "above the average" | | |

| | | | on the Discipline Knowledge Rubric | | |
|---|---|---|---|---|---|
| **Develop professionally by building self-reliance skills and expanding the knowledge of concepts related to sociology and the societal problems by using the available scientific and technological resources.** | • Graduation project<br>• Applied Social Statistics<br>• Social policy<br>• Environment sociology | • Midterm and final exams<br>• Assignment<br>• Presentation<br>• Case Study<br>• Exit Exam | At least 70% of the students score "above the average" on the Discipline Knowledge Rubric | | |

# Appendix E. Sample – Assessment Report (Program Level)

## Program Assessment Report (2021-2022)

**Program**: Civil Engineering | | **Date: 22/05/2022** |

**Assessment Coordinator: Mohamed Alhassan** | **Ext.** 883 | **Email:** civil.engineering@aau.ac.ae

**Program Mission Statement:** *To produce quality Civil engineering graduates and innovative research through a diverse community of instructors and students.*

| Student Outcomes/Program Learning Outcomes | Learning Opportunities: *What courses or experiences provide students with the (primary) opportunity to achieve this outcome?* | Assessment Methods/Measures: *List the direct and indirect methods you will use to measure how well students are achieving this outcome.* | Target Levels/ Benchmarks | Results, % Weighted Average | Results, % Total Wt. Ave. | Suggestions for Improvement |
|---|---|---|---|---|---|---|
| (1) an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics. | 0111211 Mechanics (AA&AD) | Quiz, HWs, Mid, Final | | 58.1 | | PLO1 is achieved; we need to improve the outcomes of Geotechnical & Mechanics |
| | 0111312 Structural Analysis (AA&AD) | HWs, Mid, Project, Final | | 71.6 | 57 | |
| | 0111320 Geotechnical (AA & AD) | Quiz, HWs, Mid, Final | | 46.5 | | |
| | **Exit Exam** | | | **77.3** | | |
| (2) an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors. | 0111410 RC I (AA&AD) | HWs, Project, Mid, Final | 70% of passing students achieve 70% or above | 91.5 | | None |
| | 0111330 Transportation (AA&AD) | Quiz, HWs, Project, Final | | 100 | 98 | |
| | 0111591 Capstone Project (AA&AD) | Report, Presentation, Discussion | | 100 | | |
| | **Exit Exam** | | | **60.9** | | |
| (3) an ability to communicate effectively with a range of audiences. | 0111330 Transportation (AA&AD) | Project | | 100 | | The exit exam questions Need to be reviewed. |
| | 0111440 Environmental (AA&AD) | Project (Term Paper) | | 87 | 95 | |
| | 0111591 Capstone Project (AA&AD) | Report, Presentation, Discussion | | 100 | | |
| | **Exit Exam** | | | **58.3** | | |

| Student Outcome | Course | Assessment | | Score | Average | Action |
|---|---|---|---|---|---|---|
| (4) an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts. | 0111330 Transportation (AA&AD) | Quiz, HWs, Project, Final | | 100 | | None |
| | 0111440 Environmental (AA&AD) | HWs, Project (Term Paper), Mid, Final | | 87 | 95 | |
| | 0111591 Capstone Project (AA&AD) | Report, Presentation, Discussion | | 100 | | |
| | **Exit Exam** | | | **82** | | |
| (5) an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives. | 0111311 Materials Lab (AA&AD) | Lab reports, Project | | 69.8 | | None |
| | 0111330 Transportation (AA&AD) | Project | | 100 | 87.3 | |
| | 0111591 Capstone Project (AA&AD) | Report, Presentation, Discussion | | 100 | | |
| | **Exit Exam** | | | **72** | | |
| (6) an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. | 0111311 Materials Lab (AA&AD) | Reports, Project, Mid, Final | | 69.8 | | None |
| | 0111321 Geotechnical Lab (AA&AD) | Reports, Mid, Final | | 92.9 | 79.9 | |
| | **Exit Exam** | | | **68.3** | | |
| (7) an ability to acquire and apply new knowledge as needed, using appropriate learning strategies. | 0111410 RC I (AA&AD) | Project | | 100 | 100 | None |
| | 0111541 Air Pollution (AD) | Quiz, HWs, Final | | 100 | | |
| | **Exit Exam** | | | **80.1** | | |

| Appendix F. Sample Assessment Report (Course Level) | | | | | |
|---|---|---|---|---|---|
| **Program Assessment Report (2021/2022)** | | | | | |
| **Program Name:** BSc. Pharmacy | | | | **Date: 22/05/2022** | |
| **Assessment Coordinator:** | Dr. Tareq Abu-Izneid | | **Ext. 878** | **Email: tareq.abuizneid@aau.ac.ae** | |
| **Program Mission Statement:** The mission of the Bachelor of Science in Pharmacy (B.Sc. Pharm) program is to graduate outstanding, highly competent and motivated pharmacists with advanced knowledge and understanding of pharmacy practice; problem solving and transferable skills; ability to think independently to meet higher level expectations in the health care needs of the society, improve delivery of essential pharmacy services, ensure human health through optimization of using effective, safe and economic drug therapy and enhance pharmaceutical activities through pharmaceutical care and pharmaceutical industry, especially in areas of continued-education, services and research. | | | | | |
| **Program Learning Outcomes (PLO)** | **Learning Opportunities:** *What courses or experiences provide students with the (primary) opportunity to achieve this outcome?* | **Assessment Methods/Measures:** *List the direct and indirect methods you will use to measure how well students are achieving this outcome.* | **Target Levels/ Benchmarks** | **Results/ Findings** | **Actions/ Recommendations** |
| **PLO 1:** Demonstrate knowledge and ability to integrate and apply basic concepts and principles of biomedical science, pharmaceutical sciences, clinical sciences and social and behavioral sciences required for drug discovery, drug development, and pharmacy practice context, to promote population health and patient cantered care. | - Introduction to Pharmacy and Pharmacy Law <br> - Biology <br> - Chemistry <br> - Pharmaceutical Medicinal Chemistry 1 <br> - Pharmaceutical Medicinal Chemistry 2 <br> - Biochemistry <br> - Pharmaceutical Analytical Chemistry <br> - Pharmaceutical Organic Chemistry 1 <br> - Pharmaceutical Organic Chemistry 2 <br> - Toxicology and Emergency Medicine <br> - Microbiology and Immunology <br> - Pharmaceutics 1 <br> - Pharmaceutics 2 <br> - Pharmaceutics 3 <br> - Pharmacoepidemiology & Biostatistics <br> - Biopharmaceutics and Pharmacokinetics | • Quizzes <br> • Exams <br> • Assignments <br> • Presentations <br> • Case Study <br> • Performance <br> • Evaluations <br> • Practical <br> • Assessment | At least 70% of the students score "above the average" on the Discipline Knowledge, Applications Skills Competencies, Communications and Problem Solving Rubric | 73.7% | None |

| | | | | | |
|---|---|---|---|---|---|
| | - Pharmaceutical Compounding and Calculations | | | | |
| | - Human Anatomy and Physiology | | | | |
| | - Human Anatomy & Histology | | | | |
| | - Physiology | | | | |
| | - Pathophysiology | | | | |
| | - Pharmacogenomics | | | | |
| | - Marketing and Pharmacoeconomics | | | | |
| | - Self-care Non-Prescription Drugs | | | | |
| | - Pharmacology 1 | | | | |
| | - Pharmacology 2 | | | | |
| | - Pharmacotherapy-1 | | | | |
| | - Pharmacotherapy 2 | | | | |
| | - Pharmacotherapy 3 | | | | |
| | - Pharmacotherapy 4 | | | | |
| | - Pharmacy Practice & Pharmaceutical Care | | | | |
| | - Medication Information and Literature Evaluation | | | | |
| | - Industrial Pharmacy – Training | | | | |
| | - Hospital Pharmacy Training | | | | |
| | - Clinical Pharmacy 1 Training | | | | |
| | - Clinical Pharmacy 2 Training | | | | |
| | - Pharmacognosy | | | | |
| | - Phytochemistry and Complementary Medicine | | | | |
| **PLO 2:** Recognize and use pharmacy operational systems, appropriate medication dispensing, medication storage, and inventory control, appropriate distribution of prescription and non-prescription products and patient's education and counselling. | - Chemistry<br>- Pharmaceutics 3<br>- Pharmacoepidemiology and Biostatistics<br>- Pharmacy Practice & Pharmaceutical Care<br>- Hospital Pharmacy Training<br>- Clinical Pharmacy 1 Training<br>- Clinical Pharmacy 2 Training<br>- Pharmaceutical Compounding and Calculation<br>- Self-care Non-Prescription Drugs<br>- Pharmaceutical Analytical Chemistry<br>- Marketing and Pharmacoeconomics<br>- Pharmacotherapy 4 | • Quizzes<br>• Exams<br>• Presentations<br>• Case Study<br>• Performance<br>• Evaluations | At least 70% of the students score "above the average" on the Discipline Knowledge, Skills-Competencies, Communications and Problem Solving Rubric | 74.25% | None |

# Appendix G. Administrative Unit Objectives

- **Library**

  1. To Provide quality information resources and services

  2. To improve the information literacy skills of faculty members and students

  3. To support learning, teaching, and scientific research activities

  4. To establish fruitful partnership and collaboration with other libraries and information center

- **Human Resources**

  1. To make AAU an "Employer of Choice" through continuous image improvement by providing best HR services.

  2. To cultivate the culture of trust and welfare; where employees are fully engaged as efficient individuals to AAU and social community.

  3. To motivate existing staff by inspiring long-term commitment, career development in order to achieve and sustain higher retention rate.

  4. To ensure the compliance of HR policies with (MOHRE) employment laws in order to make AAU a workplace that has all the necessary support for productive relationships.

- **Administrative**

  1. To provide comfort and fulfil the faculty, staff and students' demands. This unit provides a variety of services that assist in developing the campus, simplifying the workflow between different units, solving any difficulties faced by AAU stakeholders.

  2. Such services may include; transportation services, procurement services, events management, campus maintenance, facility management, health and safety management, food court services, recreational services.

- **Admission and Registration**

  1. Promoting a variety of academic programs that meet the applicant and work demand expectations.

  2. Facilitate the admission and registration procedures.

  3. Ensure that AAU students are fully academically guided and advised.

  4. Facilitate the process and procedure for AAU students as much as possible.

  5. Transparency in communication with students, staff, academic faculty and the outside community.

  6. Treat AAU student academic records with highest level of integrity and confidentiality.

7. Provide the highest quality services by continuance enhancements and using advanced technology.

- **Finance**

  1. Promote financial responsibility.

  2. Provide quality services.

  3. Support the teaching, research, and community service goals of AAU.

  4. Maintain safe, clean, and accessible facilities.

  5. Provide quality auxiliary services.

  6. Promote and maintain the fiscal health of AAU through rational budgets, financial reports, and purchasing policies.

  7. Maximize the satisfaction of faculty, staff, and students.

- **Information Technology**

  1. Enhance AAU Administrative computer's performance at both campuses in addition to enhancing Learning Experience inside classrooms and laboratories.

  2. Optimize Surveilling System services in both campuses.

  3. Enhance Wi-Fi Service including coverage and bandwidth in both campuses.

  4. Enhance virtualization environment in AAU for computing and storage resources.

# **Appendix H.** Sample - Administrative Assessment Plan

| | | |
|---|---|---|
| **Department/Unit:** Human Resources Unit | **Date:** 10-10-2021 | |
| | **Email:** hr@aau.ac.ae | |

**Mission Statement:** The mission of the Human Resources Unit is to develop, practice and facilitate the processes which create an environment where the entire staff can make a vital contribution to achieve the AAU's mission.

| Expected Outcomes: *Something the department or unit wants to achieve this year; rather than actions. (3 to 5 outcomes)* | Assessment Methods: *What factors, variables, or elements will you measure to gauge your success at reaching your expected outcome?* | Targets/Benchmarks: *For each of these indicators, what is the minimum result, target, benchmark, or value that will represent success at achieving this outcome?* | When (which semester) Will Assessment Be Conducted and Reviewed? | How Will Results Be Used and Communicated? |
|---|---|---|---|---|
| 1: Implementing successful succession for staff members for key positions at AAU. | 1: Arranging more than one staff with almost similar job responsibility (senior, junior) for key position. 2. Encourage Shadowing and rotation to train the staff . | 1: 80% of the key Jobs are planned and executed for succession. | 2021-22(2) | Results will be used to analyze the gaps, converting gaps to achievable outcomes for continuous improvements. |
| 2: Planning an execution of improved Electronic Systems for HR Unit that can cover majority of staff relation/benefits aspect. | 1: Collection of System Requirements translated into actionable electronic tasks 2: Agreement on Implementation timelines | 1: Planning part to be completed during academic year 2021-22 | 2021-22(2) | |
| 3: Provision of optimum, courteous and timely support services to all employees and departments through employee relations management. | 1: Time to provision of information/service 2: Feedback from Staff on timely provision of information and guidelines. | 1: 75% of q/s resolved or requests met by HR Unit within 48 working hrs of its origin. 2: 80% of staff is satisfied with the provided service. | 2021-22(2) | |
| 4: Uniform implementation of HR policies and practices that comply with AAU and MOHRE. | 1: Number of complaints launched against AAU in MOHRE. 2:Results of inspection committee from MOHRE. | 1: 0-3complaints per year 2: achievement of 98% scores in MOHRE inspection. | 2021-22(2) | |

| Appendix I. Sample - Administrative Assessment Report | | | | | |
|---|---|---|---|---|---|
| **Department/Unit/Center**: Admission and Registration | | | **Date**: | | **Campus**: |
| **Assessment Coordinator**: | | | **Ext.** | | **Email**: registration@aau.ac.ae |
| **Mission Statement**: *The Admission and Registration Unit seeks to organize the admission and registration processes for AAU students and follows up their educational affairs from the moment of their admission until their graduation. The Unit emphasizes compliance with the AAU applicable regulations and the confidentiality of the students' records* | | | | | |
| **Expected Outcomes:** *Something the department or unit wants to achieve this year; rather than actions. (3 to 5 outcomes)* | **Assessment Methods:** *What factors, variables, or elements will you measure to gauge your success at reaching your expected outcome?* | **Targets/Benchmarks:** *For each of these indicators, what is the minimum result, target, benchmark, or value that will represent success at achieving this outcome* | **Results/Findings** | **Actions / Recommendations** |  |
| 1. Transparency of AAU academic regulations and procedures. | • Printed manuals or guides <br> • Announcement academic regulations and procedures | • Percentage of handouts <br> • Percentage of communication with student | At the end of academic year 2021-2022 | Increase the awareness of student academic regulations |  |
| 2. Increase the quality of online registration service. – Banner | • Number of student using the online registration service <br> • Online registrations complains or issues | • Percentage of student using the online registration service <br> • Percentage of complains or issues | At the end of academic year 2022-2023 | Online registration service improvement |  |
| 3. Enhancement of admission and registration work efficiency | • Flawless work process. <br> • Time manner | • Percentage of digitized work <br> • Percentage of work time requested | At the end of academic year 2021-2022 | Increase the quality of work progression |  |
| 4. Increase the quality of online admission service. | • Number of applicant used online admission service <br> • Online application complains or issues | • Percentage of student using the online registration service <br> • Percentage of complains or issues | At the end of academic year 2021-2022 | online admission application service improvement |  |
| 5. formal digitalized request-Banner- | • Increase the number of electronic request services | • Percentage of digitalized request | At the end of academic year 2022-2023 | Enhancement of online services |  |