



**جامعة العين**  
**AL AIN UNIVERSITY**

# **Quality Assurance Manual**

## **2024**

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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

**QAA:** Quality Assurance Agency for Higher Education

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

**QAC-Admin-Univ.:** Quality Assurance Committee for Administrative 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

**SDG:** Sustainable Development Goals

**UAE:** United Arab Emirates

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## **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 the process of getting the initial accreditation from the CAA for new programs.

In terms of international accreditation:

- Al Ain University (AAU): Accredited by QAA (UK) for the whole institution, valid until May 2029.
- College of Engineering (CoE): Accredited by ABET (USA) for the three programs; “Bachelor of Science in Networks & Communication Engineering”, “Bachelor of Science in Software Engineering” and “Bachelor of Science in Computer Engineering”, valid until September 2028.
- College of Pharmacy (CoP): Accredited by ACPE (USA) for the program “Bachelor of Science in Pharmacy”, valid until June 2027.
- College of Law (CoL): Accredited by HCERES (France) for the program “Bachelor of Law”, valid until July 2026.
- College of Education Humanities and Social Sciences (CoEHSS): Accredited by CAEP (USA) for the two programs “Bachelor of Education in Special Education” and “Postgraduate Professional Diploma in Teaching”, valid until December 2029.
- College of Business (CoB): Accredited by AACSB (USA) for all seven programs “BBA in Accounting”, “BBA in Finance and Banking”, “BBA in Human Resource Management”, “BBA in Management”, “BBA in Management Information Systems”, “BBA in Marketing” and “MBA”, valid until February 2027.
- College of Communication and Media (CoCM): Accredited by AQAS (Germany) for a program “Bachelor of Mass Communication and Media”, valid until September 2025.

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 ensure the 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 regular assessment for the effectiveness of the programs. The assessment aspects include academic programs, courses, and 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 also led to new programs and services, as well as to the use of 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 which 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.	<i>the organization of the institution’s Quality Assurance unit and its place on the organization chart;</i>	27
b.	<i>the roles of the Quality Assurance unit in strategic planning, operational planning and preparing annual reports;</i>	26-35
c.	<i>the role of the unit in ensuring that the institution, and individual program and operational units, conduct Self-Studies;</i>	12
d.	<i>the timetable for the periodic review and update of the mission, vision and strategic plans for the institution;</i>	35
e.	<i>KPIs to evaluate the performance of all units and services;</i>	32,39-41
f.	<i>the processes and established timetables used to evaluate all programs, courses, processes and services;</i>	42-48
g.	<i>the instruments to be used and the type of evidence to be collected and analysed;</i>	42-48
h.	<i>the entities responsible for each aspect of evaluation and quality assurance;</i>	12
i.	<i>the process for reviewing the results of evaluation in the development of approved action plans that include projections of required budgets and resources;</i>	33-34
j.	<i>the process for disseminating the results of evaluation, including what will be disseminated and to whom;</i>	47,48,53,54
k.	<i>the process for monitoring the implementation of improvement plans;</i>	47, 53
l.	<i>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;</i>	37,38
m.	<i>the process of benchmarking its quality and performance against best local and international practices.”</i>	18-22

## 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

	<i>(2021-2025) Strategic Goals</i>	<i>Objectives / Initiatives</i>
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	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



	prepared and academically able students who wish to enter a sustainable environment that facilitates the development of competent, and creative professionals (*SDG 4, 5, & 10).	schools, and other educational institutions. 3.3. Review and coordinate all enrollment-related works, programs, services, and activities. 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. 4.2. Fostering outreach to the community and region and maintaining an online directory of faculty to assist them in their research. 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. 5.2. Strengthening the maintenance and upgrading of the University's information technology infrastructure, facilities, and hardware. 5.3. Strengthening the information technology services and the instructional technology services and support systems that are offered at the University. 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. 6.2. Participating in elementary and secondary education delivery systems to improve teaching and learning at all levels. 6.3. Promoting internal and external activities that help outreach AAU. 6.4. Seeking membership in local, regional, and international associations. 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 Vice President- Accreditation and Quality Assurance, is composed of a representative from each college.

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 ensuring the Colleges respond appropriately.
5. Helping the colleges in the national/international accreditation of academic programs.

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

The committee, chaired by the Vice President- Accreditation and Quality Assurance 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 the 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 ensuring 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 assessment 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**

To foster a culture of evidence based on continuous quality improvement and ensure institutional effectiveness toward the achievement of international quality standards in Teaching, Scientific Research, and Community Engagement.

#### **Mission**

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 the 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, and 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 process and accompanying templates, handbooks, and guides.
6. Evaluate the effectiveness of its quality assurance system.
7. Refine & proofread the institutional/programs/self-study documents based on the MoE/CAA/ADEK standards and other external organizations.

#### **3.1 QA Policies**

There are two QA polices elaborating on the Quality Assurance and Institutional Effectiveness and benchmarking strategies namely;

1. Quality Assurance/Institutional Effectiveness Policy
2. Benchmarking policy

## Quality Assurance/Institutional Effectiveness Policy

<b>Subject</b>	Quality Assurance	<b>Effective From</b>	Sep - 2011
<b>Policy #</b>	2.a.1	<b>Latest Revision</b>	Dec - 2023
<b>Title of The Policy</b>	Quality Assurance/ Institutional Effectiveness	<b>Next Review</b>	Dec - 2024
<b>Responsible Entity</b>	QAIRC	<b>Policy Pages</b>	5
<b>Definitions</b>	<p><b>AAU:</b> Al Ain University  <b>CHEDS:</b> Center of Higher Education Data and Statistics  <b>PPM:</b> Policies and Procedures Manual  <b>SSR:</b> Self-Study Report  <b>QA:</b> Quality Assurance  <b>QAIRC:</b> Quality Assurance and Institutional Research Center</p>		
<b>Purpose</b>	<p>This policy is delineating the formal Quality Assurance and Institutional Effectiveness system at AAU and underpins the institution’s principles for quality assurance, the governance and management to the University and its implementation.</p>		
<b>Scope</b>	<p>This policy is applicable to all academic staff, administrative staff and students in AAU.</p> <p>The policy intends to provide:</p> <ul style="list-style-type: none"> <li>• A well-designed system of institutional research that enables, to determine the attainment of the University objectives and the learning outcomes of the academic/applied programs and courses,</li> <li>• Timely dissemination of the reports to the relevant stakeholders,</li> <li>• The use of the results of institutional research to guide planning, budgeting, and resource allocation,</li> <li>• Effectiveness and continuous improvement of all programs as well as academic and administrative support services,</li> <li>• A culture of quality and continuous improvement among members of the university.</li> </ul>		
<b>Statement</b>	<p>The policy aims to:</p> <ul style="list-style-type: none"> <li>• Create a culture of evidence-based assessment, evaluation, and continuous improvement across all University Units/ Centers/ Colleges,</li> <li>• Initiate / renew processes and procedures to improve the quality,</li> <li>• Consider the internal (staff (academic and admin) and students) and external stakeholders in the quality assurance process,</li> <li>• Promote the awareness of the QA aspects as per the QA system to achieve continuous quality enhancements by: <ul style="list-style-type: none"> <li>✓ Publicizing the evidence-based methodology to the top management, Deans/</li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>✓ Deputy Deans, Program Directors/ Head of Departments, to maintain continuous</li> <li>✓ quality enhancement.</li> <li>✓ Establishing effective data analysis reports and provide recommendations to help</li> <li>✓ achieve set targets using good governance practices.</li> <li>✓ Improving processes and procedures of collecting, analyzing, organizing, and disseminating institutional research data, via internal and external tools.</li> </ul>
<p style="text-align: center;"><b>Procedures</b></p>	<p><b>QA Manual</b> (<a href="https://aau.ac.ae/en/centers/qa&amp;irc/quality-assurance-manual">https://aau.ac.ae/en/centers/qa&amp;irc/quality-assurance-manual</a>)  QA Manual sets out all the aspects of QA, managed and maintained in AAU providing guidance for the AAU community on the different processes of planning and assessment with reference to Program/ Assessment Units review. The manual seeks to help constituents, understand assessment in the context of QA that results in continuous improvement for the learning process.</p> <p><b>Internal Quality Assurance System</b>  The QAIRC manages 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 Internal Quality assurance system and its effectiveness are detailed in the QA Manual maintained by the QAIRC.</p> <p><b>QA Calendar</b> (<a href="https://aau.ac.ae/en/centers/qa&amp;irc/qa-calendar">https://aau.ac.ae/en/centers/qa&amp;irc/qa-calendar</a>)  QA calendar is framed including, all QA functions and duties along with its stipulated period of occurrence to follow a systematic consonance in promoting Agile methodology.</p> <p><b>QAIRC Functions</b></p> <ul style="list-style-type: none"> <li>• <b>Institutional Research</b> <ul style="list-style-type: none"> <li>✓ Design and administer various evaluations and surveys.</li> <li>✓ Collecting and analyzing data to assess the quality level by identifying the areas of improvement, using various methods such as surveys (internal and external platforms eg., survey monkey).</li> <li>✓ Provides regular analytical reports (University Fact Book, Annual Reports, PPM, Academic and Admin Assessment Reports etc..) to the AAU management, to support their strategic planning and operational decision making.</li> <li>✓ Acts as a data custodian to ensure high-level accuracy and consistency in reports across university-wide operations.</li> <li>✓ Manage and disseminate the annual University KPIs, to the top management.</li> </ul> </li> </ul>

- ✓ Provide the data to external entities (MOE, CAA, ADEK, Ranking agencies) by formulating the inputs from internal units/center.

• **Compliance and Accreditation**

- ✓ Establishing clear quality standards by regular monitoring, reviewing, assessing, and evaluating the effectiveness of the academic programs, and its supporting services.
- ✓ The ADEK/ CAA standards are fundamentals for all AAU compliance documents.
- ✓ Formulate, and review SSRs developed for initial/renewal of program accreditation and prepare SSRs for renewal of institutional re-licensure and re-authorization.
- ✓ Manage the institutional data of AAU with the utmost quality and credibility as per national and international standards.

• **Effectiveness & Efficiency**

- ✓ QAIRC acts as a single point of contact for all external authorities/stakeholders.
- ✓ Monitor the use of survey results in enhancing institutional effectiveness.
- ✓ To provide workshop/training to faculty and staff to enhance academic and administrative efficiency and effectiveness.
- ✓ The outcomes/recommendations of the institutional researches are presented in the University Council for implementation.
- ✓ The collective (center/unit/colleges) recommendations from QA findings will be included in the AAU strategic and operational plan

**QA Tools**

To ease the QA processes, reduce human error, create accountability and reliability, the QA relies on some of the digital tools:

- ✓ Survey Monkey- For Surveys.
- ✓ In house portal- For syllabus review, PPM maintenance, accreditation maintenance, faculty and admin evaluation system, (and)
- ✓ E-Course file system (affiliated to AAU e-course file policy).

**QA Working Structure**

QAIRC annexes with the top management, academic and admin units, by its working structure, to achieve the university's set goals, vision and mission.

There are two standing committees:

- "Quality Assurance for Academic Affairs"- 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:
  - ✓ Developing, overseeing, and keeping under reviewing the development and implementation of the University academic quality management strategy.

- ✓ Providing recommendations to the senior management in relation to monitoring quality, and enhancement activities.
  - ✓ Exchanging and sharing best practices among all Colleges.
  - ✓ Monitoring the external quality assurance and standards environment, and ensure the Colleges respond appropriately.
  - ✓ Helping the colleges in the national/international accreditation of the academic programs.
- “Quality Assurance for Admin Affairs” - 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:
- ✓ Developing, overseeing, and keeping under review the development and implementation of the non- academic quality management strategy.
  - ✓ Providing recommendations to the senior management in relation to the monitoring of quality and enhancement activities.
  - ✓ Exchanging and sharing best practices among all units and centers.
  - ✓ Contributing to the promotion and enhancement of high-quality services and training in the non-academic units through the dissemination of innovative practice.
  - ✓ Reviewing periodically the university quality framework and proposing any changes that might be desirable to strengthen performance of administrative, financial and technical services.
- Further for any changes in the program/institutional structure or any new implementation (wherever applicable) will be forwarded to the Deans Council/University Council for discussion and approval.

**Institutional Effectiveness**

Institutional effectiveness in AAU is an ongoing process that involves collaboration among various stakeholders, including administrative and academic, faculty/staff/students or any external partners. It is a commitment to continuous improvement and the pursuit of excellence in all aspects of the institution’s operations.

**Following steps are involved in the institutional effectiveness:**

• **Strategic Planning**

Strategic planning is a process used to assess the performance and plan. It involves setting goals, defining objectives, and establishing strategies to improve the overall effectiveness of the AAU in achieving its mission and goals. The AAU is conducting periodic reviews of its plan based on the institutional effectiveness results. The academic and the administrative entities, in collaboration with the QAIRC, undertake institutional effectiveness studies, annual program evaluation and assessment by drawing data and information from the annual planning process. It serves as a roadmap for achieving excellence and fulfilling the institution's mission and vision.



	<ul style="list-style-type: none"> <li> <p><b>• Outcome Assessment</b></p> <p>Outcome assessment is a critical component of institutional effectiveness in AAU. It involves the systematic and ongoing process of evaluating the outcomes and results of an institution's programs, services, and operations to ensure that they are meeting their intended objectives and contributing to their mission and goals. The primary purpose of outcome assessment is to determine how well AAU is performing and to make data informed decisions for continuous improvement.</p> </li> <li> <p><b>• Budget Process</b></p> <p>The budgeting process plays a vital role in achieving institutional effectiveness in AAU. It involves the allocation of financial resources to support the institution's mission, goals, and strategic priorities. A well-structured and strategic budgeting process ensures that an institution's resources are used efficiently and effectively.</p> </li> <li> <p><b>• Coordination</b></p> <p>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.</p> </li> </ul> <p><b>QAIRC Evaluation</b></p> <p>Based on the important and critical role played by the QAIRC, the AAU has implemented a framework to evaluate the QAIRC. The evaluation is based on the QAIRC tasks and responsibilities.</p> <p>The center is evaluated by the Committee appointed by the AAU President (every 2 years). The evaluation committee will submit the final report, to the President. The University President and the QAIRC will mutually agree upon the action plan for the upcoming years.</p>
<p><b>Recent Changes</b></p>	

## Benchmarking policy

<b>Subject</b>	Quality Assurance	<b>Effective From</b>	Sep - 2011
<b>Policy #</b>	2.a.2	<b>Latest Revision</b>	Dec - 2023
<b>Title of The Policy</b>	Benchmarking policy	<b>Next Review</b>	Dec - 2024
<b>Responsible Entity</b>	QAIRC	<b>Policy Pages</b>	5
<b>Definitions</b>	<p><b>AAU:</b> Al Ain University  <b>QAIRC:</b> Quality Assurance and Institutional Research Centre  <b>CAA:</b> Commission for Academic Accreditation  <b>ADEK:</b> Abu Dhabi Department of Education and Knowledge  <b>SSR:</b> Self-Study Report</p>		
<b>Purpose</b>	<p>This policy defines the benchmarking strategies considered for an AAU Institutional/program. The main purpose of this policy is to align the University's performance with national and international standards in the UAE. This policy encourages benchmarking and external referencing with similar institutions to ensure the maintenance of quality standards and the promotion of continuous improvement across all academic entities.</p>		
<b>Scope</b>	<p>To achieve the objectives of the university related to quality, and academic accreditation and to improve its national and international standards among fellow universities. The policy details on the,</p> <ul style="list-style-type: none"> <li>• National and international accreditation processes and benchmarking against local and international practices.</li> <li>• Preparation and compilation of data for the (Worldwide and Regional) universities ranking and formulating the recommendations for continuous improvement.</li> </ul>		
<b>Statement</b>	<p>AAU uses a range of formal and informal benchmarking activities to monitor its performance in educational programs and institutional planning.</p> <p><b><u>Components involved in AAU Benchmarking:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Benchmarking with study plans (peer universities)</b>  The benchmarking of educational programs is done on a program basis where each college identifies peer colleges (national, regional, and international) and compares its study plans and course descriptions.</li> <li>• <b>National Accreditation (Institution / Program)</b>  All AAU programs are licensed and accredited by the UAE, MoE. This accreditation helps to set a benchmark in terms of Quality Structure as the accreditation is based on the CAA Standards. AAU systematically follows the standards and looks in for any references as it is well defined.</li> </ul>		

- **International Accreditation (Program)**

International accreditations are a major recognition of AAU programs. Six AAU colleges have received international accreditation (Engineering-ABET, Pharmacy-AACPE, Law-HCERES, Education-CAEP, Business-AACSB and Communication-AQAS).

- **Academic Periodic Program Review, APPR (Program)**

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 the academic programs are reviewed once every 3-4 years, except the programs granted with international accreditation.

- **Center for Higher Education Data and Statistics (CHEDS) (Institution / Program)**

Another level of benchmarking used by AAU is the data requested by the “MoE – Center for Higher Education Data and Statistics (CHEDS)” and by ADEK, from all UAE-based educational institutions and Abu Dhabi institutions, respectively. This CHEDS data is used by the MoE for the “UAE University Classification” which provides a good baseline for benchmarking against peer local universities.

AAU also engages in benchmarking by providing data as requested by the "MoE – Center for Higher Education Data and Statistics (CHEDS)" from all educational institutions within the UAE, including those in Abu Dhabi.

- **AAU Fact Book (Institution / Program)**

The AAU Fact Book is published annually by the QAIRC and represents a convenient source of statistics and information both at the institutional level and college level as well.

- **International Ranking**

AAU employs international ranking as a benchmarking tool to assess its performance and competitiveness in the global higher education landscape. AAU aligns its mission with global educational standards and best practices. This commitment to benchmarking against world-class institutions promotes transparency, accountability, and continuous improvement, ensuring that AAU remains at the forefront of higher education, both locally and on the global stage.

(Ranking associations include, QS world ranking, QS Arab region ranking, THE Impact Ranking (Worldwide), THE Arab University Ranking, UI GreenMetric World University Rankings).

- **College advisory boards**

In accordance with AAU's established standards, every College operates with an "Industrial Advisory Board." This board plays a pivotal role in offering recommendations, expert insights, and support to actively contribute to the

	<p>strategic advancement of the Colleges and Deanships, particularly in the context of their professional and technical programs.</p>
<p><b>Procedures</b></p>	<p>The benchmarking strategies followed and utilized at AAU are detailed.</p> <ul style="list-style-type: none"> <li>• <b>National and International Accreditation</b></li> </ul> <p>The process of accreditation is established by the UAE MoE, aiming to ensure high quality, relevant, and innovative educational programs. Following each ERT visit, the institution receives a report outlining requirements and suggestions to be addressed.</p> <p>These requirements/suggestions are formulated by the CAA ERT in a spirit of constructive engagement, with the aim of ensuring that the CAA Standards are met, and to help the AAU in its desired objective to establish renewal of licensure (institutional level) and accreditation (programs level).</p> <p>The steps involved in the process of national and international accreditation are as below:</p> <ul style="list-style-type: none"> <li>✓ <b>Compliance</b></li> </ul> <p><b><u>National Accreditation</u></b></p> <ul style="list-style-type: none"> <li>○ For any initial and renewal of the institutional licensure /re-authorization must be through the submission of the SSR in alignment with the criteria, guidelines, and procedures established by the ADEK and CAA. Since AAU is located in the Emirate of Abu Dhabi, the first approval authority is ADEK (authorization), then the process proceeds to the CAA (licensure), ensuring full compliance with their procedural manuals.</li> <li>○ For the initiation of the new academic programs, the SSR adheres to the criteria, guidelines, and procedures established by ADEK and CAA at the program level.</li> <li>○ For the renewal of existing academic programs, the SSR follows the CAA program licensure renewal procedural manual (only without ADEK).</li> <li>○ Any program and institutional structural (substantive) changes will adhere to ADEK &amp; CAA substantive change procedures.</li> </ul> <p><b>International Accreditation</b></p> <ul style="list-style-type: none"> <li>• The SSR is carefully aligned with the accreditation guidelines/methodologies specified by the relevant international accreditation agencies.</li> </ul> <ul style="list-style-type: none"> <li>✓ <b>Accountability</b></li> </ul> <ul style="list-style-type: none"> <li>○ The QAIRC creates an SSR template based on the external accreditation standards.</li> <li>○ The QAIRC shares this template with various departments, such as Deanships, Colleges, Centers, Units, and QAIRC itself, assigning each a specific deadline for providing the required information and evidence.</li> <li>○ The QAIRC reviews and audits the information which is received from the different authorities to verify adherence to the standards, reflecting our commitment to accountability throughout the institution.</li> </ul> <ul style="list-style-type: none"> <li>✓ <b>Audit and Submission</b></li> </ul>

- The QAIRC collects, consolidates, and reviews all the information received from various departments to ensure compliance with the set standards.
- Comprehensive report is submitted to the External Review Team (ERT).

✓ **Continuous Improvement**

- External Review Team (ERT) Visit: Reviewing pertinent documents to gather information and insights.
- ERT Report: ERT delivers requirements and suggestions.
- QAIRC Initial Response: QAIRC distributes requirements, gathers evidence, and reviews to enhance compliance.
- Further communication between the two parties could occur if the ERT requirements are not completely met.

✓ **Acquire Licensure**

Upon successfully meeting all ERT requirements, the governing authorities/agencies issue an approval letter for Licensure or Accreditation. This accomplishment signifies that the institution/program has obtained accreditation, allowing it to continue operations and provide accredited services.

✓ **Enhancing Quality**

- Later to the approval letter from the CAA/ADEK for accreditation/ licensure, as the QAIRC believes and works as per the maker-checker policy within the internal departments, to ensure the quality outlining the areas of improvements.
- The QAIRC formulates and updates the Strategic and operational plan and follows up within the departments which will be reflected in areas such as institutional governance, quality assurance, recruitment of faculties, enhancing the existing program and development of new programs.

• **Academic Periodic Program Review, APPR (Program)**

The procedure to APPR will be followed as per the APPR policy and the weeding course policy.

• **Center for Higher Education Data and Statistics (CHEDS) (Institution / Program)**

✓ **Data Sources and Collection**

The data for the above-stated four pillars are gathered from various sources within AAU and are submitted to MoE through the CHEDS data collection system (portal). QAIRC actively collaborates with its academic and administrative units to ensure the accurate and timely submission of data based on the CHEDS dictionary (user guide) shared with them.

The information submitted to CHEDS includes a wide array of data, such as student enrollment, graduates, applicants, scholarships, employee information, financial data, AAU services, attrition rates, faculty workload, academic programs, publications, surveys, lab, and class sizes, etc.

	<p>✓ <b>Data Audit / Review</b></p> <p>The QAIRC conducts a thorough review and audit of the data collected from various units to ensure its alignment with the CHEDS dictionary. This process involves verifying that the data conforms to the field descriptions, data types, sample data, and acceptable values as specified in the CHEDS dictionary. This careful validation ensures the accuracy, completeness, and consistency of the data, in preparation for submission to the CHEDS portal.</p> <p>✓ <b>Data Utilization</b></p> <p>The data collected and submitted to CHEDS not only serve the purpose of complying with MoE's requirements but also contribute to the creation of various AAU documents, including the Factbook, Annual Reports, KPI (Key Performance Indicator) Reports, and other institutional documents. This data is pivotal in AAU's continuous improvement initiatives and our commitment to meet national and international education standards.</p> <ul style="list-style-type: none"> <li>• <b>AAU Fact Book (Institution / Program)</b></li> </ul> <p>✓ <b>Fact Book Preparation and Data Collection</b></p> <ul style="list-style-type: none"> <li>○ The QAIRC is responsible for the preparation of the Fact Book at both the institutional and college levels.</li> <li>○ Data for the Fact Book is collected, consolidated, and reviewed from various responsible units, centers, and colleges within AAU.</li> </ul> <p>✓ <b>Fact Book Utilization</b></p> <p>The AAU Fact Book is not only a reference document, but a vital tool for performance analysis, decision-making, and improving academic quality.</p> <ul style="list-style-type: none"> <li>• <b>International Ranking</b></li> </ul> <p>The QAIRC prepares and submits the data required for ranking as per the ranking methodology. The ranking fact files of the previous years are analyzed for self-benchmarking to perform better in the future and incorporate the areas for improvement as KPIs in the Strategic and Operational Plan.</p> <ul style="list-style-type: none"> <li>• <b>College advisory boards</b></li> </ul> <ul style="list-style-type: none"> <li>○ Every college operates with an industrial advisory board, to actively contribute to the strategic advancement of the Colleges and Deanships, particularly in the context of their professional and technical programs.</li> <li>○ The advisory Board meets every semester, and whenever needed.</li> <li>○ During the discussion in the meetings, the minutes are prepared, and previous meeting minutes are ratified.</li> <li>○ The pinpoints are taken into consideration and the same is implemented to accomplish the agenda of the meeting.</li> </ul>
<p><b>Recent Changes</b></p>	

### 3.2 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:

<b>Evaluation Framework for the QAIRC</b>	
<b>Evaluated by:</b>	Committee appointed by the AAU President
<b>Frequency of Evaluation:</b>	Biennial (every 2 years)
<b>Evaluation Criteria</b>	<p>The evaluation is based on the responsibilities which are expected to be performed by the QAIRC:</p> <ol style="list-style-type: none"> <li>1. Organize seminars and workshops, for the academic and admin staff, on quality assurance, assessment, and accreditation.</li> <li>2. Assist the colleges in national and international accreditation processes and in benchmarking against local and international practices.</li> <li>3. Prepare &amp; compile the data for the (Worldwide and Regional) universities ranking and formulate the recommendations for continuous improvement.</li> <li>4. Formulate &amp; conduct relevant institutional research.</li> <li>5. Develop &amp; maintain a university-wide outcome assessment processes and accompanying templates, handbooks, and guides.</li> <li>6. Evaluate the effectiveness of its quality assurance system.</li> <li>7. Refine &amp; proofread the institutional manuals based on MoE/CAA/ADEK standards and other external organizations.</li> </ol>
<b>Documents (evidence) to be provided by the QAIRC</b>	<p>The following documents will be submitted to the evaluation committee:</p> <ul style="list-style-type: none"> <li>• QA Manual</li> <li>• Annual Report</li> <li>• Factbook</li> <li>• Accreditations Status</li> <li>• QA Academic Report</li> <li>• QA Administrative Report</li> <li>• Surveys Reports</li> <li>• Rankings Fact File</li> </ul>
<b>Evaluation Process</b>	<ul style="list-style-type: none"> <li>• December <ul style="list-style-type: none"> <li>✓ The evaluation committee asks the QAIRC to submit the evidence items and supporting documents.</li> </ul> </li> <li>• January <ul style="list-style-type: none"> <li>✓ The evaluation committee will meet (if needed) the VP-Accreditation and Quality Assurance for further discussion on the QAIRC activities and the committee inquiries.</li> <li>✓ 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.</li> <li>✓ The evaluation committee must submit, to the University President, the evaluation report including the following items (but not limited to): <ul style="list-style-type: none"> <li>• Strengths</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• assesses the adequacy of current QAIRC staffing in relation to completing QA activities within the designated timeframe.</li> <li>• Areas for Improvement (AFI) / Recommendations / KPIs / Other aspects to be considered in the next evaluation.</li> </ul>
<b>Post Evaluation</b>	<ul style="list-style-type: none"> <li>• February <ul style="list-style-type: none"> <li>✓ The University President and the VP-Accreditation and Quality Assurance will mutually agree upon the action plan for the upcoming year(s).</li> </ul> </li> </ul>

### 3.3 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:

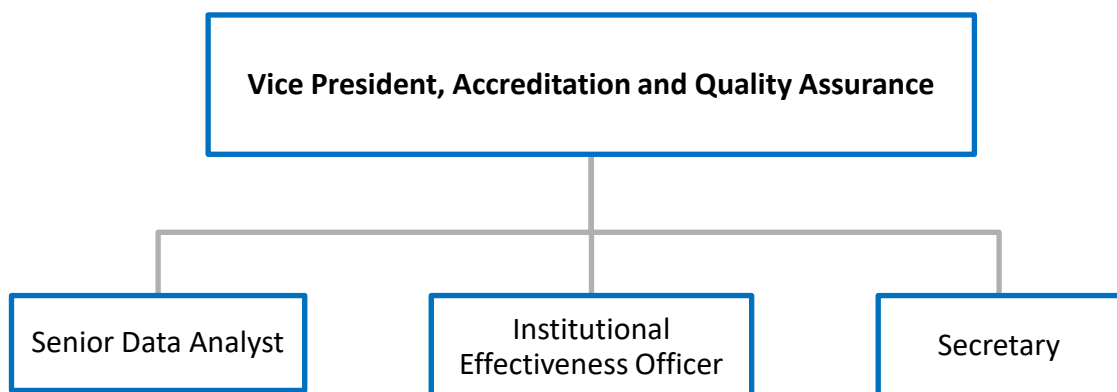
- ✓ Develop and implement policies and procedures, related to academic quality, accreditation, and compliance, to maintain and enhance the quality of education and academic programs.
- ✓ Contribute to the university's strategic planning process, ensuring that accreditation and QA goals align with the 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.

- **Senior 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) survey 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 support of institutional effectiveness.
- **Secretary**
  - ✓ Prepare correspondence for distribution or approval and signature, checking the documents for completeness and accuracy.
  - ✓ Attend meetings and take minutes of meetings.
  - ✓ Prepare reports, documents, and presentations
  - ✓ Deal with all inquiries about the university in a professional and courteous manner in person or on the phone.
  - ✓ All other duties assigned by immediate supervisor.



**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.

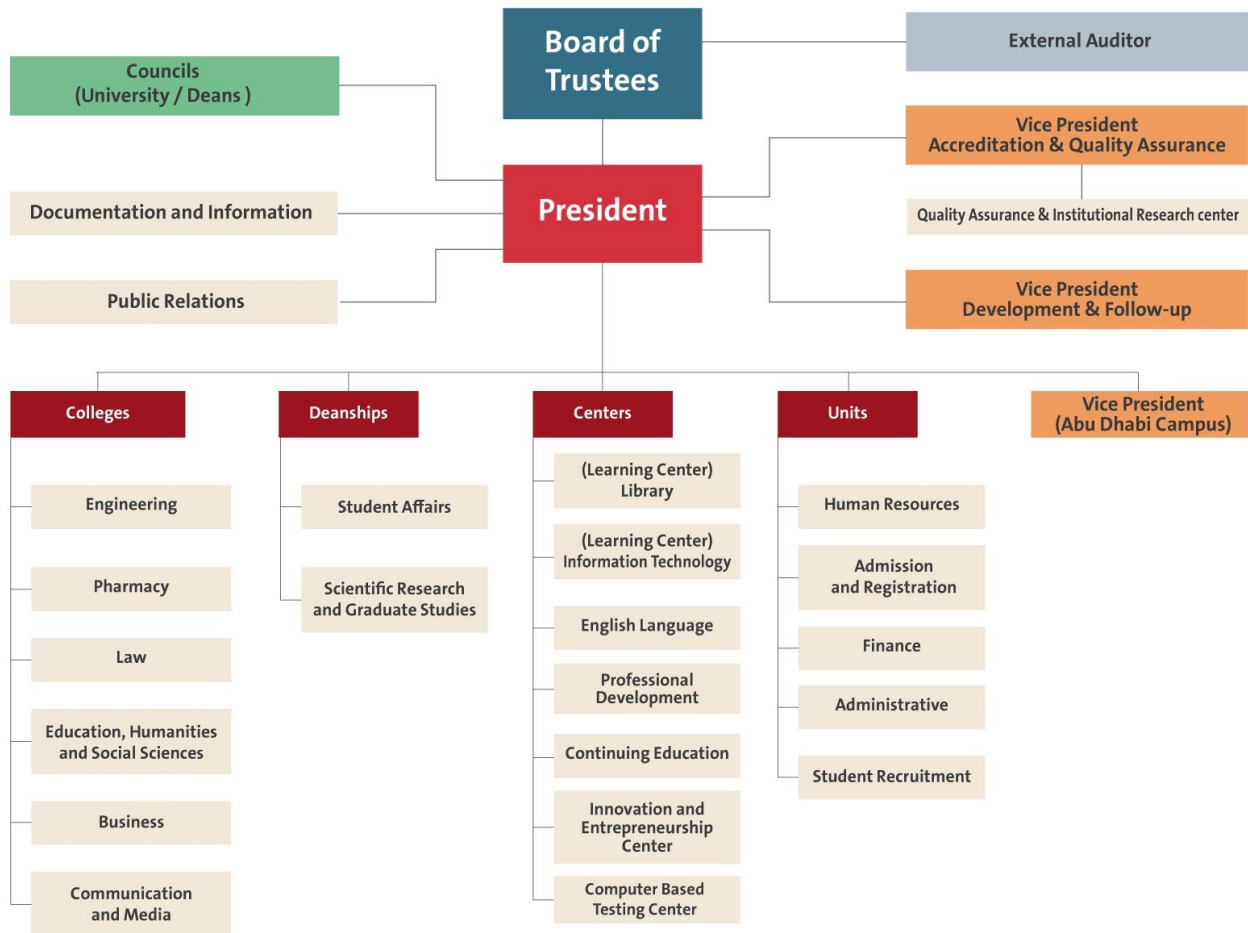


Figure 4-2: AAU Organization Chart

## 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 ensure the 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 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 which results in continuous improvement for the learning process. The QA Manual is subject for an annual review every year (December) and will be updated before the fixed periodic review based on accreditation needs/demands.

#### **D. e-Course file system**

The electronic course file system was initiated by the QAIRC in the year 2018 to create a system to monitor the course files 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 a more structured manner and very specific to the listed 12 items in Table 4-1. The brief about the 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 the 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 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's 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 to provide 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 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) PLO assessment report,
- Recommendations to be implemented in the 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 to provide 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 survey questionnaires are sent for review and feedback to the concerned entities before distribution and the summary of recommendations is analyzed and reflected. Appendix C contains Surveys 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 action.

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 is provided in Appendix C.

In Fall 2018, QAIRC acquired the "Survey Monkey – Premier License," enabling all AAU surveys to be managed through the SurveyMonkey cloud-based software.

As part of the follow-up process (closing the loop), AAU adopts the following approach for all surveys to ensure that appropriate actions are taken based on the analyzed results and that feedbacks are communicated to the relevant units and students (if the survey is linked to the student body).

1. All surveys are managed and analyzed by the QAIRC.
2. Survey reports undergo systematic comprehensive analysis, strategic recommendation formulation, and implementation in a biennial (every two years) cyclic process as part of continuous improvement.
3. Concerned entities discuss survey reports and analyze strengths and areas for improvement in the University Council.
4. The QAIRC requests each concerned entity to submit a detailed report on the implemented actions related to the "Areas for Improvements (AFIs)" identified in the surveys.
5. Action plans are submitted to the QAIRC for discussion and approval in the University Council.
6. Approved plans, shared with the QAIRC, are implemented in the following 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: 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 need 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 KPIs are framed by the QAIRC with the active participation of all AAU college deans, administrative managers, and senior management 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 vision. 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 the strategic plan is elaborated in section 5.1.

### **K. Ranking and Accreditation**

University rankings and accreditation from international agencies are a great recognition and benchmarking aspect to showcase AAU among 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**

An annual report is the final output assessing the effectiveness of all components listed from A to K. It serves as a comprehensive document providing information on the operational and financial activities achieved during the respective academic year for AAU stakeholders. Prepared by QAIRC, which centrally manages the majority of AAU's information as outlined above, the report covers all main operational aspects throughout the year.

Additionally, the annual report undergoes systematic comprehensive analysis, strategic recommendation formulation, and implementation in a biennial (every two years) cyclic process as part of continuous improvement. Concerned entities discuss the report, analyze strengths and areas for improvement in the university council, and develop action plans accordingly.



## 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's 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 the 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 toward 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's mission. The plan includes the 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 the 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 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's mission, as well as a thorough evaluation of the University's 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 ongoing institution-wide process of systematic collection and analysis of information to determine how well the institutional mission is being fulfilled. This is achieved by measuring how well students are learning and how administrative units are operating. The process involves defining a program or unit's mission, identifying expected outcomes, continuously monitoring progress toward those outcomes, communicating results across all levels of the university, and using those results to enable improvement of the University's 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's 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.

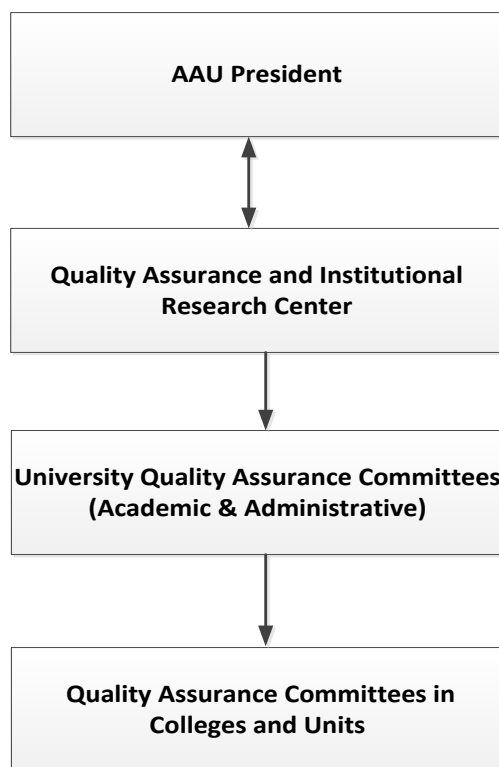
Thirdly, for *management*, assessment results can be used:

- 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 VP-Accreditation and Quality Assurance 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, reviews 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 on 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 centers, 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 on both campuses achieve the course/program learning outcomes based on unified assessment tools. Thus, despite the difference in location; students on 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
  - Centres, 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's 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 the 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 Framework**

#	CAA Standards	Criteria	KPIs	Assessment Methods
1	Mission, Organization and Governance	➤ Program Mission / Vision	➤ Alignment of "Program Delivery" with: <ul style="list-style-type: none"> <li>• College Mission and Vision</li> <li>• QFEmirates</li> </ul>	➤ Mapping Matrices
		➤ Department Council ➤ Program Standing Committees	➤ At least, 2 meetings per month (Department Council) ➤ At least, 1 monthly meeting (Program Committees)	➤ Meeting Minutes Analysis ➤ Post-Meeting Actions
		➤ Coordination for multi-sections courses	➤ At least, 1 monthly Coordination Meeting ➤ Same Syllabus / Course delivery	➤ Evaluation of the Coordination process ➤ 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 Outcomes Learning	➤ Average “achievement %” of program learning outcomes (PLO)	➤ Assessment (to what extent the program has met its goals, objectives, and outcomes?) ➤ Exit Exam
		➤ Courses Outcomes Learning	➤ Average “achievement %” of course learning outcomes (CLO)	➤ Assessment (to what extent the courses have met its outcomes?) ➤ Exit Exam
		➤ Periodic (External) programs international accreditation Review – for without	➤ 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 ➤ Internship Adequacy and effectiveness	➤ Internship Manual ➤ Evaluation of all Internship forms. ➤ Number of Internships per year ➤ % 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 Evaluation Annual	➤ Average score of the Evaluations	➤ College Evaluation for Instructors ➤ Students Evaluation for Instructors
		➤ Admin Evaluation Annual	➤ 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 ➤ Academic Rank Distribution	
➤ Professional Development Activities	➤ Professional Development Plan ➤ Number of activities	➤ Evaluation of the “Professional Development” activities and plan.		
5	Students	➤ Admission Policy	➤ Academic Policy vs. Accreditation Standards ➤ Changes on the Academic Policy	➤ Admission Policy ➤ Students Handbook
		➤ Academic Advising Process	➤ Academic Advising Policy ➤ % 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 ➤ Subscription to Journals and electronic libraries ➤ Students Satisfaction about the Library	➤ List of available books / Journals / electronic libraries. ➤ Students Survey about the Library
		➤ Labs	➤ Number of labs ➤ Number of labs supervisor	➤ Evaluation of the labs contents, manual, and the impact on the academic program.
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 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, contains 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 ongoing 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's 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's strategic goals.

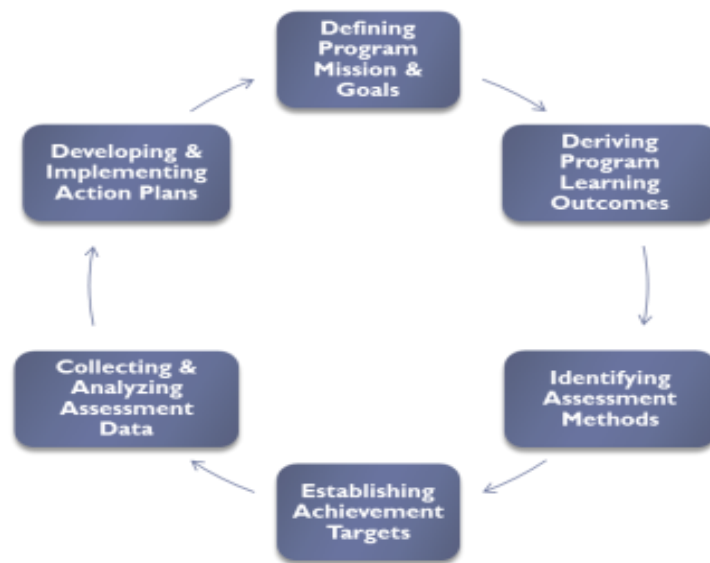
The courses provide students with the opportunity to achieve program outcomes towards the college goals and finally to achieve the university goals. Figure 6-2 illustrates the interconnected nature of outcomes development and achievement.



**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 the attainment of student learning outcomes.



**Figure 6-3: The Outcomes Assessment Scheme**

Academic programs are expected to support the College's mission and goals and ultimately the University's mission and goals. Therefore, the program mission statement should reflect the College's mission statement and demonstrate how it supports or complements the College's 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 PLOs (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.

### **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, fieldwork, 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 in 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 outcomes.

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 an 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's 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 student's 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 on both campuses in the same way to ensure full coordination. Such coordination will ensure a coherent assessment process that supports the program's credibility. Although both campuses will probably have the same assessment plan, it is critical that the data should be reported at the 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 the assessment process is the improvement of educational programs based on 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's 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 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/centers. 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 the attainment of expected outcomes.

In the following subsections, 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 that 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 a 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 student 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 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 the 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) At least 80% of faculty members attend 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 a 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 assessments 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 helps 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 the 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's 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 prepare appropriate action plans 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 a 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's 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 the 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 University 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 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**

# APPENDICES



**جامعة العين**  
**AL AIN UNIVERSITY**

## **Alumni Survey** **استبانة الخريجين**

عزيزي الخريج/ الخريجة

تقوم جامعة العين بعمل استطلاع للحصول على رأيك في تجربتك بجامعة العين . مشاركتك مهمة بالنسبة لنا وسوف تساعد الجامعة في تحسين جودة التعليم.

نشكركم مقدماً على حسن تعاونكم

مركز ضمان الجودة والدراسات المؤسسية

Dear AAU Alumni,

Al Ain University (AAU) is conducting this survey to obtain your opinion about your experience at AAU. Your participation is important for us and your inputs will help AAU to improve the quality of its education.

Thank you so much in advance for your co-operation.

**Quality Assurance and Institutional Research Center**



## I. Demographics الخصائص الديموغرافية

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

من أي كلية حصلت على درجتك العلمية في جامعة العين؟

- Engineering الهندسة
- Pharmacy الصيدلة
- Law القانون
- Education التربية
- Business الإدارة
- Media and Communication الإتصال والإعلام

2. Which degree did you accomplish in AAU?

ماهي الدرجة التي أكملتھا في جامعة العين؟

- Undergraduate Studies بكالوريوس
- Postgraduate Studies (High Diploma / Master) دراسات عليا (دبلوم / ماجستير)

3. When did you graduate from Al Ain University?

متى تخرجت من جامعة العين؟

- 2012
- 2013
- 2014
- 2015
- 2016
- 2017
- 2018

4. Gender الجنس

- Male ذكر
- Female أنثى

5. Nationality الجنسية

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

## II. التوظيف Employment

6. Are you currently employed?

هل تعمل حالياً؟

- Yes, working full time نعم، أعمل بدوام كامل
- Yes, working part time نعم، أعمل بدوام جزئي
- Yes, self-employed نعم، أعمل لحسابي الخاص
- Yes, working and pursuing post graduate studies نعم، أعمل وأكمل دراستي العليا
- No, but I am seeking employment لا، ولكن أبحث عن عمل
- No, I am pursuing with postgraduate studies لا، وأكمل دراستي العليا
- No, and I am not seeking employment for personal reasons. لا، ولا أبحث عن عمل لأسباب شخصية.

7. If you are employed, in which sector?

إذا كنت تعمل، في أي قطاع تعمل؟

- Government حكومي  Semi- Government شبه حكومي  Private خاص

8. Please provide the following information about your current job:

يرجى تزويدنا بالمعلومات التالية عن وظيفتك الحالية؟

Current job title المسمى الوظيفي الحالي للخريج	
Employer name اسم رُب العمل	
Employer Contact details معلومات التواصل مع رُب العمل	Mobile Number : رقم الموبايل
	Email : البريد الإلكتروني
Company Location (Emirate) موقع جهة العمل (في أي إمارة)	

9. How satisfied are you with your current job?

ما مدى رضاك عن وظيفتك الحالية؟

- Very satisfied راض جداً
- Satisfied راض
- Neutral محايد
- Dissatisfied غير راض
- Very dissatisfied غير راض جداً
- Not Applicable لا ينطبق

10. When did you secure your first job following receipt of your AAU degree?

متى حصلت على وظيفتك الأولى بعد حصولك على درجتك العملية من جامعة العين ؟

- 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
- 6-12months after my graduation from AAU من 6-12 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

11. How closely related is your current job to your AAU degree?

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

- Yes, it's in the same field نعم ، في نفس المجال
- Yes, it's in a related field نعم ، في مجال مرتبط
- No, it's in a different field, by my choice لا ، في مجال مختلف ، بإختياري
- No, it's in a different field, NOT by my choice لا ، في مجال مختلف ، ليس بإختياري

12. In general, to what extent did your AAU degree program prepare you for your present job?

بشكل عام ، إلى أي مدى ساعدك تخصصك الذي قمت بدراسته في جامعة العين في وظيفتك الحالية ؟

- To a Great Extent إلى حد كبير
- Somewhat إلى حد ما
- Very Little قليل جداً
- Not at all لا على الإطلاق
- Not Applicable لا ينطبق

13. How would you compare your academic preparation with your colleagues who graduated from other universities?

كيف يمكنك مقارنة إعدادك الأكاديمي مع زملائك في العمل الذين تخرجوا من جامعات أخرى ؟

- Well prepared إعداد جيد جداً
- Moderately prepared إعداد جيد
- Somewhat prepared إعداد مقبول
- Poorly prepared إعدادا ضعيف
- Not Applicable لا ينطبق

### III. التجربة الأكاديمية في جامعة العين

14. How satisfied are you with your academic experience at AAU?

مامدى رضاك عن تجربتك الأكاديمية في جامعة العين ؟

- Very satisfied راض جداً
- Satisfied راض
- Neutral محايد
- Dissatisfied غير راض
- Very dissatisfied غير راض جداً

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

في حال إعادتك لدراسة تخصصك مرة أخرى ، فهل ستختار جامعة العين لمرة أخرى ؟

- Definitely Yes بالتأكيد نعم
- Probably Yes ربما نعم
- Not sure غير متأكد
- Probably Not ربما لا
- Definitely Not بالتأكيد لا

16. Have you been enrolled in a graduate or professional degree program since graduating from AAU?

هل التحقت ببرنامج دراسات عليا أو برنامج مهني منذ تخرجك من جامعة العين ؟

- Yes, نعم
- No لا

If yes, is this graduate or professional degree program in the AAU?

إذا كانت الإجابة نعم ، فهل برنامج الدراسات العليا أو البرنامج المهني في جامعة العين ؟

- Yes نعم
- No, please explain why لا، يرجى شرح سبب عدم اختيار جامعة العين

.....

17. If yes, when have you been enrolled in this graduate or professional degree program?

إذا كانت الإجابة ب نعم، متى قمت بالتسجيل لبرنامج الدراسات العليا أو البرنامج المهني ؟

- Less than 12 months after my graduation from AAU أقل من 12 شهر بعد التخرج من جامعة العين
- 12 months after my graduation from AAU بعد 12 شهر من التخرج من جامعة العين
- Not applicable لا ينطبق

18. If yes, how well did AAU prepare you for these graduate or professional studies?

إذا كانت الإجابة ب نعم ، كيف أعدتكم جامعة العين لبرنامج الدراسات العليا أو البرنامج المهني ؟

- Very well جيد جداً
- More than adequately أكثر من كافٍ
- Adequately على نحو كافٍ
- Less than adequately أقل من كافٍ
- Very poorly ضعيف
- Not applicable لا ينطبق

19. If not, and you would like to attend a graduate program, would you choose AAU again?

إذا كانت الإجابة ب لا ، وقررت الالتحاق ببرنامج الدراسات العليا ، فهل تختار جامعة العين ؟

- Definitely Yes بالتأكيد نعم
- Probably Yes ربما نعم
- Not sure غير متأكد
- Probably Not ربما لا
- Definitely Not بالتأكيد لا

20. Would you recommend AAU to a friend or relative?

هل توصي بجامعة العين لصديق أو قريب؟

- Definitely Yes بالتأكيد نعم  
 Probably Yes ربما نعم  
 Not sure غير متأكد  
 Probably Not ربما لا  
 Definitely Not بالتأكيد لا

#### IV. Education التعليم

21. Have you taken any professional Exam after graduation?

هل تم حصولك على أي شهادة مهنية بعد التخرج؟

- Yes نعم  
 No لا  
 If yes, please specify حدد الاجابة بنعم ، .....

22. If yes, how satisfied are you with your score in this professional exam?

إذا كانت الإجابة ب نعم، مامدى رضاك عن درجتك في هذه الشهادة المهنية؟

- Very satisfied راض جداً  
 Satisfied راض  
 Neutral محايد  
 Dissatisfied غير راض  
 Very dissatisfied غير راض جداً  
 Not Applicable لا ينطبق

23. Please provide us 3 strengths related to your AAU program degree.

يرجى تزويدنا ب(3) نقاط قوة تتعلق بتخصصك في جامعة العين.

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24. Please provide us 3 areas of improvement related to your AAU program degree.

يرجى تزويدنا ب(3) مجالات للتحسين تتعلق بتخصصك في جامعة العين .

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25. Has Al Ain University kept in contact with you?

هل ما زالت جامعة العين على إتصال بك؟

- Yes نعم  
 No لا

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

نشكرك على مشاركتك في هذا الاستبيان



**جامعة العين**  
**AL AIN UNIVERSITY**

## **Employers Survey** **استبانة أرباب العمل**

السادة والسيدات الأعزاء

تسعى جامعة العين لطرح برامج تعليمية عالية الجودة وإعداد خريجين معدين إعداداً جيداً للدخول إلى سوق العمل. وكجزء من التقييم الذاتي المستمر نهتم بالتغذية الراجعة من أرباب العمل لتحديد مكان القوة والضعف لدى خريجينا وتحديد إلى أي مدى حقق هؤلاء الخريجون أهداف البرامج التعليمية التي التحقوا بها. أن الغاية من هذه الاستبانة هي تقييم أداء خريجي جامعة العين الذي يعملون في مؤسساتكم. 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 قطاع العمل	Area مجال العمل	Employment Type نوع التوظيف
<input type="checkbox"/> Government حكومية <input type="checkbox"/> Semi- Government شبه حكومية <input type="checkbox"/> Private sector قطاع خاص	<input type="checkbox"/> Construction انشاءات <input type="checkbox"/> Real Estate عقارات <input type="checkbox"/> Finance and insurance تمويل وتأمين <input type="checkbox"/> Utilities خدمات <input type="checkbox"/> Manufacturing صناعة <input type="checkbox"/> Mining, oil and gas التنقيب، بترول وغاز <input type="checkbox"/> Information & communication مات واتصالات معلو <input type="checkbox"/> Transportation & warehousing نقل وتخزين <input type="checkbox"/> Wholesale trade تجارة جملة <input type="checkbox"/> Healthcare & social assistance خدمات صحية اجتماعية ومعونة <input type="checkbox"/> Educational services خدمات تربوية <input type="checkbox"/> Accommodation & food services الإقامة والخدمات الغذائية <input type="checkbox"/> Media organization (newspaper, radio, television) مؤسسة إعلامية (صحيفة، إذاعة، تلفزيون) <input type="checkbox"/> Advertising agency مؤسسة إعلانية <input type="checkbox"/> Other ,Specify ..... أخرى، حدد	<input type="checkbox"/> Full time دوام كامل <input type="checkbox"/> Part time دوام جزئي <input type="checkbox"/> Intern تدريب <input type="checkbox"/> Other, Specify أخرى، حدد .....

2. Number of employees in your institution:

عدد الموظفين العاملين في مؤسستكم

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

3. 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 10 أكثر من 10

4. 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
<b>(1) The performance of AAU Graduates in your organization</b>							
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 مسؤوليات 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 القرارات	①	②	③	④	⑤	⊗
14	presents and discusses issues effectively يعرض ويناقش المواضيع بفاعلية	①	②	③	④	⑤	⊗
15	Think and act independently التفكير والتصرف بإستقلالية	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 الثقافيّة	①	②	③	④	⑤	⊗
18	Overall job performance أداء العمل بشكل عام	①	②	③	④	⑤	⊗
<b>(2) The skills level of AAU Graduates upon entering the workforce</b>							
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

1. 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

2. 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  
 أكثر من 10

3. 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

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

ما هو مستوى الدرجة العلمية التي تحتاجها عند تعيين خريجي جامعة العين؟

- Bachelor بكالوريوس  
 Master ماجستير  
 Ph.D. دكتوراه

### 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](mailto: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 varies 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:

Program:

Academic Year

### 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						
2						
3						
4						
5						
6						
7						
8						

---

## 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**

- What are your employment plans immediately following graduation?
  - Already have a job
  - Looking for a job
  - Do not plan to work
- What are your plans for further education following graduation?
  - Do not plan to obtain further education
  - Have been accepted into a graduate program
  - Have applied to graduate school, but have not been accepted
  - Plan to go to graduate school at some point, but not right now
- If you had to do the program again, would you choose to attend AAU?
 

Definitely Yes   
  Probably Yes   
  Not sure   
  Probably No   
  Definitely No
- 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**

- 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!**



جامعة العين  
AL AIN UNIVERSITY

## 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 وأمنة للجميع.

نرجو منكم التعاون في إنجاح هذه الاستبانة وذلك بتسخير الوقت الكافي لقراءتها والإجابة عن كل الأسئلة بدقة وأمانة.

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 out 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.

Thank you for your cooperation.

Quality Assurance and Institutional Research Center

## I. Demographics بيانات شخصية

### 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 التربية والعلوم الإنسانية والاجتماعية
- Business الأعمال
- Communication and Media الاتصال والإعلام

### 4. 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 العبارة	Very dissatisfied	Dissatisfied غير راضٍ	Neutral محايد	Satisfied راضٍ	Very satisfied راضٍ جداً	N/A لا ينطبق
		①	②	③	④	⑤	⑥
<b>(1) Management (الإدارة)</b>							
1	Professional relationship between faculty members and AAU management علاقة العمل بين أعضاء هيئة التدريس وإدارة الجامعة	①	②	③	④	⑤	⑥
2	Professional relationship between faculty members and College management علاقة العمل بين أعضاء هيئة التدريس وإدارة الكلية	①	②	③	④	⑤	⑥
3	Professional relationship between faculty members and Department/Program management علاقة العمل بين أعضاء هيئة التدريس وإدارة القسم/البرنامج	①	②	③	④	⑤	⑥
4	Quality of the AAU leadership جودة أداء إدارة الجامعة	①	②	③	④	⑤	⑥
5	Quality of the College Leadership جودة أداء إدارة الكلية	①	②	③	④	⑤	⑥
6	Quality of the Department/Program leadership جودة أداء إدارة القسم / البرنامج	①	②	③	④	⑤	⑥
7	Participation in decision-making through committees and councils المشاركة في اتخاذ القرار من خلال اللجان والمجالس	①	②	③	④	⑤	⑥
8	Campus Coordination process آلية التنسيق بين مقري الجامعة	①	②	③	④	⑤	⑥
9	Academic promotion policy سياسة الترقية الأكاديمية	①	②	③	④	⑤	⑥
10	AAU Policies and Procedures السياسات والإجراءات في الجامعة	①	⑥	③	④	⑤	⑥
<b>(2) Teaching (التدريس)</b>							
11	Relevance of the assigned courses to your area of specialization ارتباط المساقات التي تدرسها بمجال تخصصك	①	②	③	④	⑤	⑥
12	Lectures Timings أوقات المحاضرات	①	②	③	④	⑤	⑥
13	Teaching load العبء التدريسي	①	②	③	④	⑤	⑥
14	Number of students in each section (class size) عدد الطلبة في الشعبة	①	②	③	④	⑤	⑥
15	Support for professional development in teaching الدعم المتوفر لتطوير عملية التدريس والممارسات التعليمية	①	②	③	④	⑤	⑥



16	Availability of learning resources in the library توفر مصادر التعلم في المكتبة	①	②	③	④	⑤	⑥
17	Availability of teaching tools/equipment توفر الأجهزة والمعدات التي تتطلبها عملية التدريس	①	②	③	④	⑤	⑥
18	Academic advising process in the college عملية الإرشاد الأكاديمي في الكلية	①	②	③	④	⑤	⑥
19	Allocated time for teaching, research, and community engagement activities الأوقات المخصصة لفعاليات التدريس والبحث العلمي وخدمة المجتمع	①	②	③	④	⑤	⑥
20	Support provided by the QA College Committee الدعم المقدم من لجنة ضمان الجودة في الكلية	①	②	③	④	⑤	⑥
21	Academic program periodic review Process إجراءات المراجعة الدورية للبرنامج الأكاديمي	①	②	③	④	⑤	⑥
<b>(3) Research (البحث العلمي)</b>							
22	Funds for research grants الدعم المالي للبحوث	①	②	③	④	⑤	⑥
23	Funds for conferences الدعم المالي لحضور المؤتمرات	①	②	③	④	⑤	⑥
24	Research incentives حوافز البحث العلمي	①	②	③	④	⑤	⑥
25	AAU support in obtaining external funds for research مساعدة الجامعة للحصول على دعم مالي خارجي للبحث العلمي	①	②	③	④	⑤	⑥
26	Deanship of Scientific Research & Graduate Studies assistance مساعدة عمادة البحث العلمي والدراسات العليا	①	②	③	④	⑤	⑥
27	Availability of Library printed resources (Journals, books) توفر المصادر المطبوعة (كتب ، مجلات) في المكتبة	①	②	③	④	⑤	⑥
28	Availability of Library electronic resources توفر المصادر الإلكترونية في المكتبة	①	②	③	④	⑤	⑥
29	Overall research facilities in AAU التسهيلات التي تقدمها الجامعة للبحوث بشكل عام	①	②	③	④	⑤	⑥
<b>(4) Facilities (المرافق)</b>							
30	Teaching facilities (Classrooms, labs, projectors, etc.) مرافق التدريس (قاعات، مختبرات، الخ)	①	②	③	④	⑤	⑥
31	Office maintenance صيانة المكاتب	①	②	③	④	⑤	⑥
32	Classrooms and labs maintenance صيانة القاعات التدريسية والمختبرات	①	②	③	④	⑤	⑥
33	Overall maintenance of buildings and gardens صيانة المباني والحدائق بشكل عام	①	②	③	④	⑤	⑥
34	Cleanliness of the campus facilities نظافة مرافق الجامعة	①	②	③	④	⑤	⑥
35	Gym club facilities مرافق النادي الصحي	①	②	③	④	⑤	⑥
36	Parking spaces مواقف السيارات	①	②	③	④	⑤	⑥
37	Cafeteria الكافتيريا	①	②	③	④	⑤	⑥

<b>(5) Support Services (الخدمات المساندة)</b>							
38	HR Unit Services الخدمات المقدمة من وحدة الموارد البشرية	①	②	③	④	⑤	⑥
39	IT Center Services الخدمات المقدمة من مركز تقنية المعلومات	①	②	③	④	⑤	⑥
40	Admin Unit Services الخدمات المقدمة من الوحدة الإدارية	①	②	③	④	⑤	⑥
41	Finance Unit Services الخدمات المقدمة من وحدة المالية	①	②	③	④	⑤	⑥
42	Admission and Registration Unit Services الخدمات المقدمة من وحدة القبول والتسجيل	①	②	③	④	⑤	⑥
43	Extra-Curricular activities on-campus الأنشطة داخل مقر الجامعة	①	②	③	④	⑤	⑥
44	Safety and security on campus الأمن والسلامة داخل مقر الجامعة	①	②	③	④	⑤	⑥
45	University clinic عيادة الجامعة	①	②	③	④	⑤	⑥
<b>(6) Financial Aspects (الجوانب المالية)</b>							
46	Financial Well-Being التعويضات المالية	①	②	③	④	⑤	⑥
47	Health insurance التأمين الصحي	①	②	③	④	⑤	⑥
48	Education allowance بدل تعليم الأبناء	①	②	③	④	⑤	⑥
49	Housing allowance بدل السكن	①	②	③	④	⑤	⑥
50	Annual travel allowance بدل التذاكر السنوية	①	②	③	④	⑤	⑥
51	Timely transfer of salary & allowances وقت استلام الرواتب والبدلات	①	②	③	④	⑤	⑥
<b>(7) Overall Satisfaction (مستوى الرضا العام)</b>							
52	AAU development and progress تطور وتقدم الجامعة	①	②	③	④	⑤	⑥
53	Level of trust and openness at AAU مستوى الثقة والانفتاح في الجامعة	①	②	③	④	⑤	⑥
54	Job security الأمان الوظيفي في الجامعة	①	②	③	④	⑤	⑥
55	Overall job satisfaction مستوى الرضا الوظيفي في جامعة العين بشكل عام	①	②	③	④	⑤	⑥

### III. General Questions أسئلة عامة

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 3 سنوات الى أقل من 5 سنوات
- 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 10-5 سنوات
- 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 إلى 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
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



## جامعة العين AL AIN UNIVERSITY

### 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 (ما تقوم 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.

مشاركته مهمة جدا وتحظى بتقدير كبير!

## أ. عملية التوظيف

### A. Hiring Process

#### 1. Campus

1. المقر

- Al Ain
- Abu Dhabi

- العين
- أبوظبي

#### 2. How did you know about the position?

2. كيف علمت بالوظيفة؟

- Newspaper
- Periodical
- Other, please specify.....
- Website
- Friends

- الموقع
- الأصدقاء
- الصحف
- مجلة
- أخرى ، يرجى تحديدها .....

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

3. كم استغرقت المدة ما بين تقديمك للوظيفة وما بين تعيينك؟

- Less than 1 month
- 1-3 months
- 4-6 months
- Over 6 months
- أقل من 1 شهر
- من 1 شهر - 3 أشهر
- من 4 أشهر - 6 أشهر
- أكثر من 6 أشهر

#### 4. Type of interview:

4. نوع المقابلة :

- Face-to-face
- Video Conferencing
- Telephone
- No Interview was conducted

- الهاتف
- لم يتم إجراء مقابلة
- وجهاً لوجه
- مكالمة فيديو

#### 5. How would you rate the overall interview process?

5. بشكل عام، كيف تقيم عملية المقابلة؟

- Excellent
- Fair
- Very Good
- Poor
- Good
- Not applicable

- ممتازة
- مقبولة
- جيدة جداً
- ضعيفة
- جيدة
- لاينطبق

6. How would you rate the overall hiring process?

6. بشكل عام ، كيف تقييم عملية التوظيف ؟

- Excellent  
 Fair

- Very Good  
 Poor

- Good  
 Not applicable

- جيدة  
 لاينطبق

- جيدة جداً  
 ضعيفة

- ممتازة  
 مقبولة

7. How satisfied are you with the offered allowances?

7. ما مدى رضاك عن البدلات المقدمة ؟

		Very dissatisfied غير راضٍ جداً	Dissatisfied غير راضٍ	Neutral محايد	Satisfied راضٍ	Very satisfied راضٍ جداً	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?

8. ما مدى رضاك عن الجوانب الآتية بعد وصولك للامارات العربية المتحدة؟

		Very dissatisfied غير راضٍ جداً	Dissatisfied غير راضٍ	Neutral محايد	Satisfied راضٍ	Very satisfied راضٍ جداً	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						
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						

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

9. مامدى رضاك عن الجوانب التالية المتعلقة بموظفي الموارد البشرية؟

		Very dissatisfied غير راضٍ جداً	Dissatisfied غير راضٍ	Neutral محايد	Satisfied راضٍ	Very satisfied راضٍ جداً	Not applicable لا ينطبق
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

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

10. ما مدى فعالية قسمك / كليتك في الجوانب التالية؟

		Not effective at all ليست فعالة على الإطلاق	Not effective ليست فعالة	Somewhat effective فعالة الى حد ما	Very effective فعالة جداً	Not applicable لا ينطبق
a.	Introducing you to the current colleagues تعريفك لزملائك الحاليين					
b.	Giving you a clear understanding of your job responsibilities اعطائك صورة واضحة عن مسؤوليات وظيفتك					
c.	Provide early feedback on your performance تزويدك بنتائج أدائك مبكراً					



d.	Provide the necessary tools to your job, such as hardware, software, or equipment توفير الأدوات اللازمة لعملك، مثل الأجهزة والبرامج والمعدات					
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### D. General Questions and Comments

### أسئلة عامة وتعليقات

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

1. هل تشعر بأنك اتخذت القرار الصحيح بالإنضمام لجامعة العين؟

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Definitely Yes | <input type="checkbox"/> Not sure      | <input type="checkbox"/> Definitely No  |
| <input type="checkbox"/> Probably Yes   | <input type="checkbox"/> Probably No   | <input type="checkbox"/> بالتأكيد نعم   |
| <input type="checkbox"/> بالتأكيد       | <input type="checkbox"/> غير متأكد     | <input type="checkbox"/> لا             |
|   | <input type="checkbox"/> من المحتمل لا | <input type="checkbox"/> من المحتمل نعم |

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

2. هل تنصح بالتوظيف في جامعة العين؟

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Definitely Yes | <input type="checkbox"/> Not sure      | <input type="checkbox"/> Definitely No  |
| <input type="checkbox"/> Probably Yes   | <input type="checkbox"/> Probably No   | <input type="checkbox"/> بالتأكيد نعم   |
| <input type="checkbox"/> بالتأكيد       | <input type="checkbox"/> غير متأكد     | <input type="checkbox"/> لا             |
|   | <input type="checkbox"/> من المحتمل لا | <input type="checkbox"/> من المحتمل نعم |

3. Would you like to add any additional comments?

3. هل ترغب في إضافة أي تعليقات؟

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Thank you for taking the time to fill out this survey.

شكراً على اعطاءنا من وقتكم لتعبئة الاستبيان

Quality Assurance and Institutional Research Center

مركز ضمان الجودة والدراسات المؤسسية

Email: [quality@aau.ac.ae](mailto:quality@aau.ac.ae)

Phone : 03-7024817



**جامعة العين**  
**AL AIN UNIVERSITY**

## **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". إن الغاية من هذه الاستبانة هو تطوير الأداء العام للجامعة وضمان بيئة وظيفية سليمة وأمنة للجميع.

نرجو منكم التعاون في إنجاح هذه الاستبانة، وذلك بتسخير الوقت الكافي لقراءتها والإجابة عن كل الأسئلة بدقة وأمانة.

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 improve overall performance and promote a healthier workplace environment at AAU.

The QAIRC requests your cooperation by accurately answering the questionnaire.

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:

ما مدى 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
<b>(1) Workplace Environment (البيئة الوظيفية)</b>							
1	Quality of AAU administrative leadership جودة أداء إدارة الجامعة	①	②	③	④	⑤	⑥
2	Quality of administrative leadership at your (College/Center / Unit) جودة أداء إدارة (الكلية/ المركز/ الوحدة)	①	②	③	④	⑤	⑥
3	Quality of the (College /Center / Unit) strategic plan جودة الخطة الاستراتيجية (الكلية/ المركز/ الوحدة)	①	②	③	④	⑤	⑥
4	Relationship with your manager العلاقة مع مديرك	①	②	③	④	⑤	⑥
5	Relationship between colleagues العلاقة بين الزملاء داخل القسم أو الإدارة	①	②	③	④	⑤	⑥
6	AAU Policies and procedures سياسات وإجراءات الجامعة	①	②	③	④	⑤	⑥
7	Unbiased and Fair treatment عدم التحيز و العدل في التعامل	①	②	③	④	⑤	⑥
8	Appreciation for Achieved Work تقدير العمل المنجز	①	②	③	④	⑤	⑥
9	Performance Appraisal System نظام تقييم الأداء	①	②	③	④	⑤	⑥
10	Promotion policies and procedures سياسات وإجراءات الترقية	①	②	③	④	⑤	⑥
11	Orientation of new employees توجيه الموظفين الجدد	①	②	③	④	⑤	⑥
12	Offices Workstations جاهزية المكاتب لإنجاز العمل	①	②	③	④	⑤	⑥
13	Accessibility of attendance device جهاز الحضور والانصراف (البصمة) يسهل الوصول اليه	①	②	③	④	⑤	⑥
<b>(2) Training Needs (الاحتياجات التدريبية)</b>							
14	Training courses received during the past year عدد الدورات التدريبية التي تلقيتها خلال السنة الماضية	①	②	③	④	⑤	⑥
15	Development of professional skills relevant to work تنمية المهارات الوظيفية المرتبطة بمجال العمل	①	②	③	④	⑤	⑥
16	Career Development at the university التطوير الوظيفي في الجامعة	①	②	③	④	⑤	⑥
<b>(3) Financial Aspects (الجوانب المالية)</b>							
17	Financial Well-Being التعويضات المالية	①	②	③	④	⑤	⑥
18	Health insurance التأمين الصحي	①	②	③	④	⑤	⑥
19	Annual travel allowance	①	②	③	④	⑤	⑥

	علاوة التذاكر السنوية						
20	Timely transfer of salary وقت استلام الرواتب	①	②	③	④	⑤	⑥
<b>(4) Support Services (الخدمات المساندة)</b>							
21	HR Unit Services الخدمات المقدمة من وحدة الموارد البشرية	①	②	③	④	⑤	⑥
22	IT Center Services الخدمات المقدمة من مركز تقنية المعلومات	①	②	③	④	⑤	⑥
23	Finance Unit Services الخدمات المقدمة من وحدة المالية	①	②	③	④	⑤	⑥
24	Admin Unit Services الخدمات المقدمة من الوحدة الإدارية	①	②	③	④	⑤	⑥
25	On-campus social activities الأنشطة الاجتماعية داخل مقر الجامعة	①	②	③	④	⑤	⑥
26	Safety and security on campus الأمن والسلامة داخل الجامعة	①	②	③	④	⑤	⑥
27	University clinic الخدمات المقدمة من عيادة الجامعة	①	②	③	④	⑤	⑥
<b>(5) Facilities (المرافق)</b>							
28	Office maintenance صيانة المكاتب	①	②	③	④	⑤	⑥
29	Overall maintenance of buildings and gardens صيانة المباني والحدائق بشكل عام	①	②	③	④	⑤	⑥
30	Campus Facilities Cleanliness نظافة مرافق الجامعة	①	②	③	④	⑤	⑥
31	Gym club facilities مرافق النادي الصحي	①	②	③	④	⑤	⑥
32	Parking Spaces مواقف السيارات	①	②	③	④	⑤	⑥
33	Cafeteria الكافتيريا	①	②	③	④	⑤	⑥
34	Outdoor sports fields الملاعب الرياضية الخارجية	①	②	③	④	⑤	⑥
<b>(6) Overall Satisfaction (مستوى الرضا العام)</b>							
35	AAU development and progress تطور وتقدم الجامعة	①	②	③	④	⑤	⑥
36	Level of trust and openness at AAU مستوى الثقة والانفتاح في الجامعة	①	②	③	④	⑤	⑥
37	Job security الأمان الوظيفي في الجامعة	①	②	③	④	⑤	⑥
38	Overall job satisfaction at AAU مستوى الرضا الوظيفي في جامعة العين بشكل عام	①	②	③	④	⑤	⑥

### III. أسئلة عامة General Questions

1. Your "Years of Service" at AAU are: 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 سنوات
- 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? ما المدة التي تنوى بقائها في جامعة العين؟

- less than 5 years أقل من 5 سنوات
- 5-10-years 10-5 سنوات
- 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 التي تؤثر على قرارك 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 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. Select the skills in which you need more training:

أختر المهارات التي تحتاج إلى المزيد من التدريب لتطويرها لديك:

- |  |                          |
|--|--------------------------|
| <input type="checkbox"/> Computer skills         | مهارات الحاسب الآلي      |
| <input type="checkbox"/> Communications skills   | مهارات التواصل / الاتصال |
| <input type="checkbox"/> Managerial skills       | مهارات الإدارة           |
| <input type="checkbox"/> Teamwork skills         | مهارات العمل ضمن فريق    |
| <input type="checkbox"/> Microsoft Office skills | مهارات مايكروسوفت اوفيس  |
| <input type="checkbox"/> 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 من أجل التطور

.....

.....

.....

.....

.....

Thank you

**Quality Assurance and Institutional Research Center**

نشكر لكم حسن تعاونكم

**مركز ضمان الجودة والدراسات المؤسسية**



جامعة العين  
AL AIN UNIVERSITY

## 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 تعليمية 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

### 3. College الكلية

- Engineering الهندسة  
 Pharmacy الصيدلة  
 Law القانون  
 Education Humanities & Social Sciences  
التربية والعلوم الانسانية والاجتماعية  
 Business الأعمال  
 Communication and Media الإتصال والإعلام

### 4. Study Level المستوى الدراسي

- Bachelor بكالوريوس  
 High Diploma دبلوم عالي  
 Master ماجستير

### 5. Age العمر

- Below 20 أقل من 20  
 18-25  
 26-30  
 31-35  
 36 and above 36 فما فوق

### 6. What is your employment status?

ما هو وضعك الوظيفي الحالي

- I do not work لا أعمل  
 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

## II. رضا الطلبة Student Satisfaction

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

ما مدى رضاك / عدم رضاك عن الجوانب التالية؟

#	Statements	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
		غير راض جداً	غير راض	محايد	راض	راض جداً
		①	②	③	④	⑤
<b>(1) Academic Programs (البرامج الأكاديمية)</b>						
1	Contents of the study plan محتويات الخطة الدراسية	①	②	③	④	⑤
2	Course contents are in line with course syllabi. تطابق محتوى المساق مع توصيف المساق	①	②	③	④	⑤
3	Faculty member's attitude towards the students معاملة أعضاء هيئة التدريس للطلبة	①	②	③	④	⑤
4	Teaching efficiency of the faculty members كفاءة أعضاء هيئة التدريس	①	②	③	④	⑤
5	Commitment of faculty members to office hours التزام أعضاء هيئة التدريس بالساعات المكتبية	①	②	③	④	⑤
6	Academic Advising provided by the college. الإرشاد الأكاديمي المقدم من قبل الكلية	①	②	③	④	⑤
7	Quality of learning environment جودة بيئة التعلم	①	②	③	④	⑤
8	Curriculum supports the acquisition of 21st-century skills (Critical and analytical thinking, Oral/Written Communication, Teamwork, Ethics, Leadership, Innovation, Social Responsibility, problem-solving) المنهج الدراسي يدعم اكتساب مهارات القرن الحادي والعشرين (التفكير النقدي والتحليلي، التواصل الشفوي/الكتابي، العمل الجماعي، الأخلاقيات، القيادة، الابتكار، المسؤولية الاجتماعية، وحل المشكلات).	①	②	③	④	⑤
<b>(2) Learning Resources (المصادر التعليمية)</b>						
<b>2.1 Library (المكتبة)</b>						
10	Library Textbooks/References الكتب الدراسية/ المراجع في المكتبة	①	②	③	④	⑤
11	Library resources (on Campus, electronic) مصادر المكتبة (داخل الجامعة، عبر الانترنت)	①	②	③	④	⑤
12	Library services خدمات المكتبة	①	②	③	④	⑤
13	Library provides rooms for group discussions. المكتبة توفر غرف للمناقشات الجماعية	①	②	③	④	⑤

14	Library provides space for individual study. المكتبة توفر مساحة للدراسة الفردية	①	②	③	④	⑤
15	Library working hours are convenient. مدى ملائمة ساعات عمل المكتبة	①	②	③	④	⑤
16	Library Staff's Professionalism الكفاءة المهنية لموظفي المكتبة	①	②	③	④	⑤
<b>2.2 Bookstore (دكان الطالب)</b>						
17	Textbooks availability in the bookstore توفر الكتب الدراسية في دكان الطالب	①	②	③	④	⑤
18	Textbooks prices in the bookstore أسعار الكتب الدراسية في دكان الطالب	①	②	③	④	⑤
19	Bookstore working hours are convenient. مدى ملائمة ساعات عمل دكان الطالب	①	②	③	④	⑤
20	Bookstore Staff's Professionalism الكفاءة المهنية لموظفي دكان الطالب	①	②	③	④	⑤
<b>2.3 IT Center Services (خدمات مركز تقنية المعلومات)</b>						
21	Quality of IT services جودة خدمات مركز تقنية المعلومات	①	②	③	④	⑤
22	IT Center Staff's Professionalism الكفاءة المهنية لموظفي مركز تقنية المعلومات	①	②	③	④	⑤
<b>(3) Deanship of Student Affairs Services (خدمات عمادة شؤون الطلبة)</b>						
23	Student Activities Office's (Extracurricular (Sports, Social, Cultural) Activities on campus مكتب الأنشطة الطلابية (الأنشطة اللاصفية (رياضية، اجتماعية، ثقافية) داخل الحرم الجامعي)	①	②	③	④	⑤
24	Health Care Office مكتب الرعاية الصحية	①	②	③	④	⑤
25	Psychological and Social Counselling Office مكتب الاستشارات النفسية والاجتماعية	①	②	③	④	⑤
26	Career Development Office مكتب التطوير الوظيفي	①	②	③	④	⑤
27	People of Determination Support Office مكتب دعم أصحاب الهمم	①	②	③	④	⑤
28	Community Engagement Office مكتب المشاركة المجتمعية	①	②	③	④	⑤
29	Sports Hall الصالة الرياضية	①	②	③	④	⑤
30	GYM النادي الرياضي	①	②	③	④	⑤
31	University Clinic عيادة الجامعة	①	②	③	④	⑤
32	Deanship of Student Affairs Staff's Professionalism الكفاءة المهنية لموظفي عمادة شؤون الطلبة	①	②	③	④	⑤
<b>(4) Facilities (المرافق)</b>						

33	Classroom size سعة القاعات الدراسية	①	②	③	④	⑤
34	Classroom furniture أثاث القاعات الدراسية	①	②	③	④	⑤
35	Classroom technology التكنولوجيا المتاحة في القاعات الدراسية	①	②	③	④	⑤
36	Laboratories and their equipment المختبرات وتجهيزاتها	①	②	③	④	⑤
37	Social and sports facilities المرافق الاجتماعية والرياضية	①	②	③	④	⑤
38	Cleanliness of campus facilities نظافة مرافق الجامعة	①	②	③	④	⑤
39	Maintenance of buildings صيانة المباني	①	②	③	④	⑤
40	Cafeteria Services خدمات الكافتيريا	①	②	③	④	⑤
41	Parking Availability توفر مواقف السيارات	①	②	③	④	⑤
42	Safety and security on campus الأمن والسلامة داخل الجامعة	①	②	③	④	⑤
<b>(5) Supporting Services (الخدمات المساندة)</b>						
43	Online registration process اجراءات التسجيل الالكتروني	①	②	③	④	⑤
44	Admission and Registration Unit Services الخدمات المقدمة من وحدة القبول والتسجيل	①	②	③	④	⑤
45	Admission and Registration Unit Staff's Professionalism الكفاءة المهنية لموظفي وحدة القبول والتسجيل	①	②	③	④	⑤
46	Student Handbook Contents محتوى دليل الطالب	①	②	③	④	⑤
47	Finance Unit Services الخدمات المقدمة من وحدة المالية	①	②	③	④	⑤
48	Finance Unit Staff Professionalism الكفاءة المهنية لموظفي وحدة المالية	①	②	③	④	⑤
49	AAU provision for grants and financial aid توفر المنح الدراسية والمساعدات المالية	①	②	③	④	⑤
50	University Website & Social Media الموقع الالكتروني للجامعة ومواقع التواصل الاجتماعي	①	②	③	④	⑤

### III. Overall Satisfaction (مستوى الرضا العام)

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

ما مدى رضاك / عدم رضاك (بشكل عام) عن الجوانب التالية؟

#	Statements	Very Dissatisfied غير راض جداً	Dissatisfied غير راض	Neutral محايد	Satisfied راض	Very Satisfied راض جداً
1	Educational Experience in AAU التجربة الأكاديمية في الجامعة	①	②	③	④	⑤
2	Learning Resources المصادر التعليمية في الجامعة	①	②	③	④	⑤
3	AAU Facilities مرافق الجامعة	①	②	③	④	⑤
4	Supporting Services الخدمات المساندة في الجامعة	①	②	③	④	⑤
5	Students' rights حقوق الطلبة	①	②	③	④	⑤
6	Student s' representation in colleges/deanships councils تمثيل الطلبة في مجالس الكليات والعمادات	①	②	③	④	⑤

### 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 الموقع الجغرافي	①	②	③	④	⑤
B	Cost التكلفة المالية	①	②	③	④	⑤
C	Friend's Recommendation توصية صديق	①	②	③	④	⑤
D	AAU reputation سمعة الجامعة	①	②	③	④	⑤
F	AAU academic programs and its Accreditations	①	②	③	④	⑤

	البرامج الأكاديمية في الجامعة واعتماداتها					
G	Family's Influence 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. Please suggest the most important areas/improvements, which AAU needs to consider

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

..... (1)

.....

..... (2)

.....

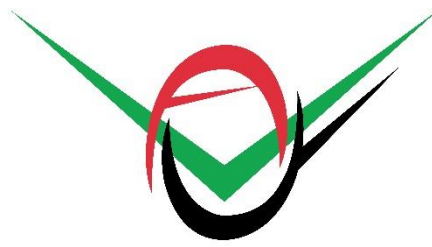
..... (3)

Thank you

مع خالص الشكر والتقدير

Quality Assurance and Institutional Research Center

مركز ضمان الجودة والدراسات المؤسسية



جامعة العين  
AL AIN UNIVERSITY

## 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 جداً Strongly Disagree
1	يناقش أهداف المساق وكيفية تحقيقها Discuss the objectives of the course and how to achieve them					
2	يتميز بعمق علمي ومهنية في عرض المساق Characterized by deep scientific and professional in the presentation of the course					
3	يعتمد أسلوب الحوار والمناقشة في تناول موضوعات المساق Depend on the method of dialogue and discussion on the subject of the course					
4	يحفز الطلبة و يثير اهتمامهم في المساق Motivate students and keeps them interested in the course					
5	يحث الطلبة على الإطلاع على المراجع ذات العلاقة بالمساق Encourage Students to consult the relevant references					
6	يستغل الوقت المخصص للمحاضرة بشكل منظم و فعال Manage lesson time effectively and efficiently					

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

(ملاحظات Comment)



## 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. College of Engineering

#### 1.1. Bachelor of Science in 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. Bachelor of Science in 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. Bachelor of Science in 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. Bachelor of Science in 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. Bachelor of Science in 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. Bachelor of Science in 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 of Science 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. Bachelor of Science in 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 of Science in Clinical Pharmacy**

1. Demonstrate high level of up-to-date knowledge in the area of pharmacotherapeutics and pharmacokinetics.
2. Design an individualized pharmaceutical care plan, taking into consideration patient's socioeconomic factors to improve patient's health outcomes
3. Communicate accurate and reliable information to patient and other health care providers.
4. Detect, predict, prevent and report adverse drug reactions
5. Critically evaluate the literature and undertake practice-based research to enhance problem-solving skills
6. Demonstrate the ability to utilize self-learning skills to enhance pharmacy professional practice.
7. Employ ethical and evidence-based medicine in decision making process.

### **2.4. Master of Science in 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. Defines the fundamental principles of law in its various branches.
2. Interprets UAE laws according to correct methods of interpretation.
3. Analyzes legislative texts and UAE judicial rulings.
4. Applies theoretical legal knowledge to practical cases.
5. Conducts scientific research according to legal research methodologies.
6. Drafts contracts, legal pleadings, memos, and judicial rulings in correct legal language.
7. Speaks confidently and fluently in front of an audience using correct legal language.
8. Uses information technology to accomplish assigned tasks.
9. Works effectively within a team to complete various tasks.
10. Completes assigned tasks in light of professional and ethical standards.

### **3.2 Master of 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 of 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)**

1. Examine business situations in the local and global environment based on comprehensive knowledge and recent developments in the field of work or discipline.
2. Demonstrate effective communication skills using state-of-the-art technology to present, explain, and critique complex business issues.
3. Synthesize critical thinking and problem-solving skills to develop feasible and innovative solutions to complex business problems.
4. Manage professional teams and build relationships reflecting on socio-cultural norms to achieve strategic goals.
5. Appraise practices of ethics, corporate social responsibility, and sustainability in business decision-making.
6. Apply integrated knowledge and advanced skills needed in General Management.
7. Develop research and analytical skills to address complex challenges in the business environment.
8. Develop skills to lead and manage organizational change initiatives in a dynamic local and global business environment.

## **6 College of Communication and Media**

### **6.1 Bachelor of Mass Communication and Media**

#### **○ Digital Journalism**

1. Know the concepts of communication and media sciences, Theories, Ethical considerations, and legal frameworks.
2. Explain the fundamental principles of scientific research in the fields of communication and media.
3. Analyze emerging phenomena as well as communication and media issues.
4. Uses new technology throughout all phases of media materials production.
5. Create specialized media content while adhering professional, ethical standards, and media laws.
6. Works within a team to accomplish assigned tasks.
7. Master writing, editing, directing, producing and publishing various traditional and digital journalistic arts.
8. Practice professional photojournalism and generate photographs adhering to the ethical and professional standards of journalism.

#### **○ Advertising**

1. Know the concepts of communication and media sciences, Theories, Ethical considerations, and legal frameworks.
2. Explain the fundamental principles of scientific research in the fields of communication and media.
3. Analyze emerging phenomena as well as communication and media issues.
4. Uses new technology throughout all phases of media materials production.
5. Create specialized media content while adhering professional, ethical standards, and media laws.
6. Works within a team to accomplish assigned tasks.
7. Create advertisements for diverse media platforms utilizing programs and new technologies.
8. Plan to implement advertising campaigns and evaluate.

#### **○ Public Relations**

1. Know the concepts of communication and media sciences, Theories, Ethical considerations, and legal frameworks.
2. Explain the fundamental principles of scientific research in the fields of communication and media.
3. Analyze emerging phenomena as well as communication and media issues.

4. Uses new technology throughout all phases of media materials production.
5. Create specialized media content while adhering professional, ethical standards, and media laws.
6. Works within a team to accomplish assigned tasks.
7. Explain the role of public relations in crisis and risk management facing institutions.
8. Practice the functions of public relations, activities, and strategies in various fields.

## Appendix B. Sample – Mapping between CLOs and PLOs

**Learning Outcomes Matrix**

Aligned with L7 QFE Descriptors	#	GUE Learning Outcomes	#	Assessment Tools
1,3	<b>A</b>	Demonstrate a general knowledge of humanities, social studies, sciences, and technology.	1	<b>Quizzes</b>
			2	<b>Assignments</b>
3,8	<b>B</b>	Communicate effectively in a variety of formats, including verbal and written communication.	3	<b>Midterm</b>
			4	<b>Lab Assessment</b>
9,11	<b>C</b>	Recognize the ethical aspects and social responsibilities in personal and professional life.	5	<b>Project / Research</b>
			6	<b>Field Visit</b>
2,3,4,8	<b>D</b>	Present new ideas, methods, and ways of thinking to deliver creative and sustainable solutions.	7	<b>Case Studies</b>
			8	<b>Presentation</b>
6,9	<b>E</b>	Demonstrate the ability to work effectively and collaboratively in a team.	9	<b>Students Portfolio</b>
			10	<b>Final Exams</b>
9,10	<b>F</b>	Identify the need for and be able to engage in life-long learning.	11	<b>Exit Exam</b>
2,4,5,7	<b>G</b>	Apply research methodology and critical analytical skills to solve problems and make decisions.	12	<b>Group Assignments</b>

**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	11	12		
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).	✓										✓									✓	

#	Course Learning Outcomes	GUE LOs							Assessment Tools											
		A	B	C	D	E	F	G	1	2	3	4	5	6	7	8	9	10	11	12
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	
					Survey	Report
1	Graduate Destination Survey (GDS)	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	Every Year
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	Every Year	Every 2 Years
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)

Assessment Plan -- Program Level (Fall Semester 2023-24)						
College of Engineering						
Program: Civil Engineering				Date: 7/10/2023		
Assessment Coordinator: Prof. Mohammad Alhassan			Ext. 883	Email : mohammad.alhassan@aau.ac.ae		
Program Mission Statement: <i>The Civil Engineering program's mission is to produce quality graduates and innovative research through a diverse community of Instructors and students.</i>						
Student Outcomes/Program Learning Outcomes	Performance Indicators (PIs)	Learning Opportunities: <i>What courses or experiences provide students with the (primary) opportunity to achieve this outcome?</i>	Assessment Methods/Measures <i>: List the direct and indirect methods you will use to measure how well students are achieving this outcome.</i>	Target Levels/ Benchmarks	When Will Assessment Be Conducted and Reviewed?	How Will Results Be Used and Communicated?
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.	0111312 Structural Analysis	HWs, Mid, Final	70% of passing students achieve 70% or above	Fall 2023-24	Results will be discussed at the concerned committees, department, and college levels.
	1b. an ability to solve engineering problems by applying principles of engineering, science, and mathematics.	0111230 Surveying				
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,	2a. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare.	0111410 RC I	HWs, Mid, Final	70% of passing students achieve 70% or above	Fall 2023-24	Results will be discussed at the concerned committees, department, and college levels.
		0111413 Steel				
	2b. an ability to apply engineering design to produce solutions that	0111420 Foundations				

<b>cultural, social, environmental, and economic factors.</b>	meet specified needs with consideration of global, cultural, social, environmental, and economic factors.					
<b>3. an ability to communicate effectively with a range of audiences.</b>		0111420 Foundations 0111590 Capstone Project I 0111591 Capstone Project II	HWs, Project Report, Presentation, Discussion Report, Presentation, Discussion			
<b>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</b>		0111420 Foundations 0111590 Capstone Project I 0111591 Capstone Project II	HWs, Project Report, Presentation, Discussion Report, Presentation, Discussion			
<b>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</b>		0111341 Fluids Lab 0111590 Capstone Project I 0111591 Capstone Project II	Lab reports, Project Teamwork Teamwork			
<b>6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions</b>	6a. an ability to develop and conduct appropriate experimentation					
	6b. an ability to analyze and interpret data, and use engineering judgment to draw conclusions	0111341 Fluids Lab	Reports, Mid, Final			
<b>7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.</b>	7a. an ability to acquire new knowledge as needed using appropriate learning strategies	0111200 AutoCad	Project			
	7b. an ability to apply acquired knowledge as needed	0111550 Management	Project			

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

### Program Assessment Report (2023-2024)

<b>Program:</b> Computer Science		<b>Ext.</b> 884		<b>Date:</b> 27/05/2024				
<b>Assessment Coordinator:</b> Dr. Issam Al-Azzoni				<b>Email:</b> <a href="mailto:issam.alazzoni@aau.ac.ae">issam.alazzoni@aau.ac.ae</a>				
<b>Program Mission Statement:</b> <i>The program's mission is to produce quality computer science graduates and innovative research through a diverse community of instructors and students.</i>								
Student Outcomes/Program Learning Outcomes	Performance Indicators (PIs)	Learning Opportunities: <i>What courses or experiences provide students with the (primary) opportunity to achieve this outcome?</i>	Assessment Methods/Measures: <i>List the direct and indirect methods you will use to measure how well students are achieving this outcome.</i>	Target Levels/ Benchmarks	Results			Suggestions for Improvement
					Course Results	PI Results	SO Results	
SO(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.	Computer Organization 0102240	Quizzes, Assignments	70% of students achieve 70% or above	91.66%	83.33%	78.57%	The target level is achieved.
		Data Structures and Algorithms 0102270	Quizzes, Midterm		66.67%			
	(1b) Analyze a complex computing problem to identify solutions.	Data Structures and Algorithms 0102270	Midterm, Project		33.33%	71.43%		
		Formal Languages and Automata Theory 0102341	Assignment, Final exam		100.00%			

	<b>(1c) Apply principles of computing and other relevant disciplines to identify solutions.</b>	Data Structures and Algorithms 0102270	Project		66.67%	80.00%		
		Database Systems 0102330	Project		100.00%			
		Foundations of software engineering 0103220	Midterm, Final Exam		100.00%			
<b>SO(2): Design, implement, and evaluate a sustainable computing-based solution to meet a given set of computing requirements in the context of the program's discipline.</b>	<b>(2a) Design a computing-based solution to meet a given set of computing requirements.</b>	Database System 0102330	Project, Final Exam		37.5%	54.55%	80.77%	The target-level is achieved.
		Computer Organization 0102240	Assignments		100.00%			
	<b>(2b) Implement a computing-based solution to meet a given set of computing requirements.</b>	CS Capstone-II 0102492	Project, Presentation		100.00%	100.00%		
<b>SO(3): Communicate effectively in a variety of professional contexts.</b>	<b>(3):Communicate effectively in a variety of professional contexts.</b>	Introduction to Computer Graphics 0102460	Project, Presentation		80%	88%	88%	The target-level is achieved.
<b>SO(4):Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles</b>	<b>(4a): Recognize professional responsibilities and make informed judgments in computing practice based on</b>	Computer Ethics 0102453	Project, Presentation		85.71%	90.00%	90.00%	The target-level is achieved.
		CS Capstone-II 0102492	Project, Presentation		100.00%			

	legal and ethical principles.							
<b>SO(5): Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.</b>	<b>(5): Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.</b>	CS Internship 0102490	Report, Presentation		100%	100%	100%	The target-level is achieved.
<b>SO(6): Apply computer science theory and software development fundamentals to produce computing-based solutions.</b>	<b>(6a): Apply computer science theory and software development fundamentals to produce computing-based solutions.</b>	Object-Oriented Programming 0102221	Assignments, Lab Assessment		90.00%	92.31%	92.31%	The target-level is achieved.
		CS Capstone-II 0102492	Project, Presentation		100.00%			

## Appendix F. Sample Assessment Report (Course Level)

### 2023-2024 Courses Learning Outcomes (CLO) Assessment Report

Program: Computer Science Date: 13/05/2024

The Computer Science program's mission is to produce quality graduates and innovative research through a diverse community of Instructors and students.

Course Name: Computer Skills Course Code: 0102120 Enrolled Students #:42\* Campus: Abu Dhabi

Instructor Name: Eng. Afaf ahmed Email: [afaf.ahmed@aau.ac.ae](mailto:afaf.ahmed@aau.ac.ae)

Course Learning Outcome (CLO)	Mapped to PLO <i>For each CLO, write the related PLO (for which they are mapped), as per the course mapping matrix</i>	Assessment Methods/Measures <i>List the direct and indirect methods you will use to measure how well students are achieving this outcome.</i>	Target Levels / Benchmarks	Results / Findings	Achievement Level	Actions / Recommendations
1. Demonstrate the use of MS-Word basic skills; include Page Layout, font & paragraph formatting, Bullets & Numbering, tables, pictures & smart art.	A, B, E	Midterm (All) Project 1 (All)	70% of the passing students achieve 70% or above	41.7%	Not Achieved	More exercises to be given
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.	A, B, E	Project 1 (All) Final (All)	70% of the passing students achieve 70% or above	66.7%	Progression towards achievement	More exercises to be given
3. Demonstrate the use of MS-Excel basic skills; include cells and numbers formats, formulas & built-in functions, and basic Charts (Column, Bar, Line).	A	Assignment 1 (All) Final (All)	70% of the passing students achieve 70% or above	63.9%	Progression towards achievement	More exercises to be given
4. Recognize the fundamental hardware components that make up a computer's hardware and different types of software.	A	Quiz 1 (All) Midterm (All)	70% of the passing students achieve 70% or above	91.7%	Strongly Achieved	The target level is achieved
5. Identify the types of Networks, Network protocols, security and Topologies	A	Midterm (All)	70% of the passing	38.9%	Not Achieved	More exercises to be given

			students achieve 70% or above			
6. Define various E-trends (e.g. E-Commerce, E-Learning, E-Government, Teleworking, etc. ) and their pros and cons.	A, B, E	Quiz 2 (All) Project 1 (All) Final (All)	70% of the passing students achieve 70% or above	91.7%	<b>Strongly Achieved</b>	<b>The target level is achieved</b>
7. Recognize different types of data backups, categories of computer viruses, and software copyright.	A, B, E	Project 1 (All) Final (All)	70% of the passing students achieve 70% or above	66.7%	<i>progression towards achievement</i>	<b>More exercises to be given</b>

## **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

<b>Department/Unit:</b> Human Resources Unit		<b>Date:</b> 15-11-2023		
		<b>Email:</b> hr@aau.ac.ae		
<b>Mission Statement:</b> 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: <i>For each of these indicators, what is the minimum result, target, benchmark, or value that will represent success at achieving this outcome?</i>	When (which semester) Will Assessment Be Conducted and Reviewed?	How Will Results Be Used and Communicated?
Meet the Emiratization Recruitment target (with diverse roles) which is 2 % of the existing staff for the year 2023-24.	1. Number of national staff hired at both campuses.	100 % target is required to be achieved.	2023-24(2)	Results will be used to analyze the gaps, converting gaps to achievable outcomes for continuous improvements.
Implementing successful electronic performance appraisal system for Admin Staff.	1. All Staff members must have the performance objectives assigned electronically. 2. Work flows to be defined and followed for completing performance evaluation from all stakeholders	80% of the evaluations are planned and executed electronically.	2023-24(2)	
Continuous 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 for Education allowances. 2. Agreement on Implementation timelines	To be completed during academic year 2023-24	2023-24(2)	
Enhance reporting of recently implemented ERP System for HR Unit (Banner)	1. Collection of requirements translated into actionable reports. 2. Agreement on production & Implementation timelines	To be completed 75 % during academic year 2023-24.	2023-24(2)	
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.	75% of q/s resolved or requests met by HR Unit within 48 working hrs of its origin. 80% of staff is satisfied with the provided service.	2023-24(2)	
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.	<ul style="list-style-type: none"> <li>• 0-3complaints per year</li> <li>• Achievement of 98% scores in MOHRE inspection.</li> </ul>	2023-24(2)	

## Appendix I. Sample - Administrative Assessment Report

Department/Unit/Center: Library		Date: 25/09/2023	Email: <a href="mailto:library@aau.ac.ae">library@aau.ac.ae</a>	
Mission Statement: To provide knowledge and information resources, services and facilities that support learning, teaching, and research activities of AAU community.				
Expected Outcomes: <i>Something the department or unit wants to achieve this year; rather than actions. (3 to 5 outcomes)</i>	Assessment Methods: <i>What factors, variables, or elements will you measure to gauge your success at reaching your expected outcome?</i>	Targets/Benchmarks: <i>For each of these indicators, what is the minimum result, target, benchmark, or value that will represent success at achieving this outcome</i>	Results/Findings	Actions / Recommendations
1. <b>Collection development is based on patrons' information needs</b>	1. Recommendation stats 2. Acquisition stats	1. At least 85% of new books purchased must be recommended by faculty members.	100% of purchased books were recommended by the faculty members (Library reports, 2022-2023).	Results appeared to be higher than the target. We should have the same achievement for the academic year 2023-2024.
2. <b>Patrons have access to resources that meet their information needs</b>	1. Survey questionnaire to measure patrons' satisfaction and adequacy of resources 2. Collection usage stats circulation usage stats	1. Majority of patrons are satisfied with library resources 2. Majority of patrons perceive library resources adequate	87% of faculty members and 60% of students are satisfied with learning resources and services (QAIRC Survey Results, 2022-2023)	We achieved good results among faculty members and almost the target among students. We need to improve students satisfaction about library resources and services for the academic year 2023-2024.
3. <b>Patrons are well equipped with information literacy skills, and use ICT facilities and services to locate library resources</b>	1. Survey questionnaire to measure the level of information literacy skills among patrons, to measure the adequacy of ICT facilities and services in the library. 2. Survey questionnaire to measure patrons' satisfaction with ICT resources and services in the library	1. Majority of participants in the information literacy instruction programs develop or enhance information literacy skills 2. Majority of patrons are satisfied with library ICT services in the library.	79% of faculty members and 58% of students are satisfied with library online databases. These results suggest that the faculty members and students have necessary skills to use online databases (QAIRC Survey Results, 2022-2023).	Users appeared to be satisfied with information literacy services, instruction, and online databases. Nevertheless, we need to bring more awareness about library resources and services among faculty members and students.
4. <b>Patrons receive effective reference and consultation services</b>	1. Survey questionnaire to measure patrons' satisfaction with reference and consultation services	1. Majority of patrons are satisfied with reference and consultation services	60% of students are satisfied with library services (QAIRC Survey Results, 2022-2023).	The target percentage is achieved by need improvement during the academic year 2023-2024. .