

Quality Assurance Manual

Version 3.7

May 2024

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Abbreviations

AACSB	Association to Advance Collegiate Schools of Business
AAHE	American Association for Higher Education
ABET	Accreditation Board for Engineering and Technology
CAA	Commission for Academic Accreditation
CG	College Goal
CLO	Course Learning Outcome
CLOAC	College Learning Outcomes Assessment Committee
CTO	Course Topical Outline
DLOAC	Department Learning Outcomes Assessment Committee
DVC	Deputy Vice Chancellor
EFQM	European Foundation for Quality Management
GenEd	General Education
ILO	Institutional Learning Outcome
KPIs	Key Performance Indicators
LOAMS	Learning Outcomes Assessment Management System
MoE	Ministry of Education
OIE	Office of Institutional Effectiveness
PG	Program Goal
PLO	Program Learning Outcome
PPR	Periodic Program Review
PRAMS	Program Review & Accreditation Management System
QA	Quality Assurance
QFE	Qualification Framework Emirates
RADAR	Results, Approaches, Deploy, Assess, Refine
RMO	Risk Management Office
SFD	Strategy and Future Department
SPC	Strategic Planning Committee
SWOT	Strength, Weakness, Opportunities, Threats
TLO	Track Learning Outcome
UAEU	United Arab Emirates University
ULOAC	University Learning Outcomes Assessment Committee
WASC	Western Association of School and Colleges
WSCUC	WASC Senior College and University Commission

Revision History

Reversion	Date	Description of Changes
Version 1	Jan 2018	Initial version of Academic Quality Assurance Manual
Version 2	March 2018	Adding the QA of non-academic unit and change the title of the manual to “Quality Assurance Manual”
Version 2.1	May 2018	<ul style="list-style-type: none"> - Revising the strategic planning section. - Adding the terms of reference for the program review coordinator. - Adding a new section for the approval of new programs. - Adding a new section for the quality assurance of existing academic programs. - Adding a new section for Administrative Unit Outcomes Assessment Process
Version 2.2	Sept. 2018	<ul style="list-style-type: none"> - Adding the abbreviations table at the beginning of the document. - Adding the UAEU vision, mission, and goals to the strategic planning section - Updating the terms of reference for the assessment committees - Updating the assessment timeline table
Version 2.3	May 2019	<ul style="list-style-type: none"> - Updating the structure of the Office of Institutional Effectiveness - Updating the Administrative Unit Outcomes Assessment Process - Adding the following Appendices: <ul style="list-style-type: none"> - K: Academic programs learning outcomes online pages - L: Outcomes of administrative units - M: Criteria for developing & monitoring Strategic Plans
Version 3	Feb 2020	<ul style="list-style-type: none"> - Updating the UAEU Mission, Vision, and Goals - Updating the UAEU Governance and Organizational Structure - Updating the Internal Risk-Based Program Review - Adding the following new sections: <ul style="list-style-type: none"> - Responsibilities for Identifying and Investigating Quality Issues - Review of Quality Assurance Units - Periodic Program Review and Accreditation by the CAA - International Professional Accreditation of Academic Programs - Quality Assurance of Academic Programs Offered in Off-Campus Teaching Sites - Quality Assurance of Courses with Multiple Sections - Course Files
Version 3.1	June 2020	<ul style="list-style-type: none"> - Adding a new section for Academic Quality Assurance Officer
Version 3.2	August 2020	<ul style="list-style-type: none"> - Adding a new section for the Quality Assurance Management Systems

		<ul style="list-style-type: none"> - Revising the internal periodic program review based on the new PRAMS system. - Revising the Quality Assurance of Academic Programs Offered Off-Campus Teaching
Version 3.3	October 2020	<ul style="list-style-type: none"> - Adding Appendix N: Checklist for Syllabus Creation/Revision
Version 3.4	April 2021	<ul style="list-style-type: none"> - Updating the list of performance indicators of internal program review process
Version 3.5	Sept. 2023	<ul style="list-style-type: none"> - Updating the UAEU Vision, Mission, and Goals. - Adding a new section for the UAEU Values
Version 3.6	March 2024	<ul style="list-style-type: none"> - Updating the CLO assessment process to include the analysis of the student evaluation of teaching in addition to the attainment of the learning outcomes. - Updating the PLO assessment process to emphasis the involvement of program constituencies in the analysis of <ul style="list-style-type: none"> - Appropriateness of the PLO Articulation - Appropriateness of the PLO Alignment - Effectiveness and accuracy of utilized assessment tools - The PLO overall attainment result and the attainment results for each utilized assessment tool - Updating the list of performance indicators of internal program review process. - Updating the internal program review process to emphasis on the creation and execution of the performance improvement plan
Version 3.7	May 2004	<ul style="list-style-type: none"> - Adding revision history section - Add terms of reference for the College's Academic Quality Assurance Committee - Update the terms of reference of the academic quality assurance officer

1 UAE University – Vision, Mission, Goals and Strategic Planning

Background

The United Arab Emirates University (UAEU) is the first and foremost comprehensive national university in the United Arab Emirates. Founded in 1976 by the late Sheikh Zayed Bin Sultan Al Nahyan, UAEU aspires to become a comprehensive, research-intensive university and currently enrolls approximately 14,000 Emirati and international students. As the UAE’s flagship university, UAEU offers a full range of accredited, high-quality graduate and undergraduate programs through nine Colleges: Business and Economics; Education; Engineering; Food and Agriculture; Humanities and Social Sciences; IT; Law; Medicine and Health Sciences; and Science. With a distinguished international faculty, state-of-the art new campus, and full range of student support services, UAEU offers a living-learning environment that is unmatched in the UAE.

UAEU’s academic programs have been developed in partnership with employers, so our graduates are in high demand. UAEU alumni hold key positions in industry, commerce, and government throughout the region. Our continuing investments in facilities, services, and staff ensure that UAEU will continue to serve as a model of innovation and excellence.

In its drive to achieve international research stature, UAEU works with its partners in industry to provide research solutions to challenges faced by the nation, the region, and the world. The University has established research centers of strategic importance to the country and the region, which are advancing knowledge in critical areas ranging from water resources to cancer treatments.

UAEU has been committed to the highest quality standards since its establishment. The University has a significant number of effective processes in place to assure high quality in all its activities. Additionally, UAEU strives to achieve educational excellence in accordance with the highest “institutional” and “specialized” accreditation standards.

Institutional accreditation normally applies to the entire university and comprises a comprehensive review of all its academic and non-academic functions by an institutional accrediting agency. This accreditation assures the academic community, the public, and other entities that an accredited university has met high standards of quality, effectiveness, and accountability.

In addition to being accredited by the UAE Ministry of Education Commission for Academic Accreditation (CAA), UAEU is proud to be one of the very few academic institutions outside the United States that are accredited by the WASC Senior College and University Commission (WSCUC). The Western Association of Schools and Colleges (WASC) is one of six official

academic agencies responsible for the accreditation of public and private universities, colleges, secondary and elementary schools in the United States and foreign institutions of American origin. WASC has jurisdiction over the U.S. states of California and Hawaii.

The terms “specialized accreditation,” “professional accreditation,” and “programmatic accreditation” are used interchangeably to refer to the accreditation of programs, departments, or colleges that are parts of an academic institution. Incidentally, an entire college, academic department, or a particular academic program may be accredited by specialized accrediting organizations.

UAEU currently has 30 academic programs that are accredited by the top specialized accrediting agencies in their fields, such as the Association to Advance Collegiate Schools of Business (AACSB) and the Accreditation Board for Engineering and Technology (ABET).

UAEU Vision

" Leadership and innovation in higher education, research and community service at national and international levels"

UAEU Mission

" The university contributes to develop a sustainable educational and research future for the UAE, provides impactful societal contributions, develops competitive capabilities by encouraging research collaboration and innovation, establishes a stimulating environment for entrepreneurship and builds graduates' skills in line with the future labor market needs."

UAEU Goals

- Create a proactive educational system that enhances the capabilities of students and prepares them to lead in the future labor market.
- Use the University's research and innovation capabilities to find novel and sustainable solutions to future challenges and enhance the global competitiveness of the University.
- Strengthen the University’s role in society by contributing actively to the goals of sustainable development and providing intelligent leadership for life-long learning.
- Build and foster national and international partnerships that contribute to the promotion of the university’s reputation and its global standing.
- Ensure that services are proactive, and that the student experience is of the highest quality.
- Recruit and retain the best talents, provide efficient and effective institutional services and

digital infrastructure.

- Reinforce institutional innovation practices that are based on agility, proactiveness, and readiness.

UAEU Strategic Planning

1. The University adopts a systematic approach to planning that has as its purpose the objectives of realizing the University's mandate, the effective management of risk and resources and the discharge of responsibility and accountability for continuous review and improvement of operations at different levels of the University.
2. The University Strategic Plan articulates how the University's mandate (mission) is given effect. It identifies a vision of how the University will direct itself in the long term and gives practical effect to that strategy by setting discrete priorities and objectives for the University as a whole.
3. The University Strategic Plan and any amendments to it must be approved by the University Council.
4. Process
 - a) The University's planning process is led by the Vice-Chancellor with the participation of University leadership, and by consultation with faculty, staff and other stakeholders.
 - b) The process is geared towards the production of a plan comprising a framework of cascading plans.
5. Strategic Plan (Tier One)
 - a) The Strategic Plan is organized in a hierarchical framework of Tiers of which it is Tier One.
 - b) Each Tier of the strategic plan identifies goals, strategies, performance indicators and targets, and timelines in pursuit of the University's mandate over a specific period, normally five years.
 - c) Tiers:
 - Tier 1: University Strategic Plan
 - Tier 2: Top Level Plans
 - Tier 3: Operational Plans
 - Tier 4: Individual Staff Performance and Development Plans

- d) On approval by the University Council, the Strategic Plan is published to the University Community and thereby identifies the priorities that should be considered and interpreted by units at lower levels of the University.
- e) The Strategic Plan is consistent with the University resources and is tied to the University budget.
- f) Performance against the Strategic Plan is reported to the University Council within the Annual Report prepared and presented by the Vice Chancellor.

6. Tier Two: Top level plans

- a) Each top-level plan is developed, implemented, monitored, and reported on by an identified Officer who is responsible and accountable for the effectiveness of the planning process for an identified domain.
- b) Each top-level plan:
 - i) has University-wide application.
 - ii) is coherent with the goals and strategies contained in the University Strategic Plan as appropriate to the domain of the University affairs.
 - iii) further advances the goals and strategies contained in the University Strategic Plan by articulating priorities for action within the particular domain.
 - iv) is developed through a consultative process involving relevant internal and external stakeholder bodies.
- c) The top-level plan is used to inform the University budget process.

7. Tier Three: Operational plans

- a) An operational plan is created by the manager of each cost center. A cost center is a specific organizational unit or a group of organizational units in the University. The operational plan identifies how, in terms of priorities, goals, objectives, strategies and actions for that unit/s, the unit will give effect to the Strategic and Top-level plans, conform to University Policy and cohere with the mission, purpose and regulation of the unit.
- b) Operational plans are developed through a consultative process involving the staff of the organizational unit and any relevant stakeholders.
- c) Operational plans are approved by the chief officers of the units as per the structure of the University before final approval by the Vice-Chancellor.
- d) A cost center manager has responsibility for development and implementation of an operational plan and will be accountable for its achievement.

8. Tier Four: Individual staff performance and development plans

- a) Individual employee performance and development plans are fourth tier plans developed and reviewed as part of the University's performance planning and review process.
- b) Employee performance and development plans should contribute to achievement of the Strategic Plan, top-level plans and the operational plan pertaining to the unit within which an employee is deployed.
- c) Employee performance and development plans, and performance against objectives are reviewed in accordance with the relevant University Policy and Procedures.

2 UAEU Governance and Organizational Structure

University Leadership

a) The University Council

- i) The University Council is the supreme governing body of the University formed in accordance with Federal Law number (4) for the year (1976) and possesses authority prescribed by that law.
- ii) The Council is responsible for the good governance of the University and has defined authority to take the actions necessary to meet that responsibility.
- iii) The Council is responsible for the management of the University's resources, strategic directions and major operations.
- iv) The Council discharges its mission through delegation of authority to the Chancellor as Chair of the Council and President of the UAEU, and through him to the Vice-Chancellor as Chief Executive Officer of the UAEU. Collectively, the Chancellor and Vice Chancellor are accountable to the Council for the effective organization and management of the University such that it meets its mandate.
- v) The University Council receives an annual report from the Vice Chancellor concerning the academic, financial and operational performance of the UAEU. The University Council will refer to the Annual Report to advise and make recommendations for the future strategic direction, planning and operation of the University.

b) The Academic Council

Chaired by the Vice Chancellor, the Academic Council takes decisions and develops recommendations to the University Council on academic matters affecting the manner in which the UAEU achieves its mandate. Membership of the Council comprises representatives of different domains of the University.

c) University Committees

- i) In order to ensure the participation of faculty, students, and staff in planning and decision making at all levels, committees are formed to provide continuous consultation and recommendations to the Administration in matters pertaining to the interest of different groups of the University.
- ii) The composition of these committees that exist at both the College and University levels shall ensure that the different constituents have a voice in the decisions that impact them.
- iii) University Standing Committees are:
 - University Committee on Committees
 - Undergraduate Programs and Curriculum Committee

- Core Curriculum Committee
 - The Graduate Council
 - The Doctoral Studies Board
 - Research Ethics Committee
 - Institutional Safety Committee
 - Student Affairs Committee
 - Information Technology Committee
 - Commencement Committee
 - Budget and Planning Committee
 - Human Resources Committee
- iv) The Committee on Committees provides the Vice Chancellor with recommendations concerning the composition, mandate, frequency of meetings for each committee, its Chair and faculty, staff, and student membership.
- v) Further ad hoc committees or task forces may be established by the Vice Chancellor, Provost, Deans, or Directors in order to provide advice or feedback on specific matters beyond the purview of the previously mentioned committees. The formation and mandate of any ad hoc committee or task force is governed by the authority requesting its service.

d) College Council

- i) The College Council (College Board) oversees all the academic, administrative, and financial matters of the College in accordance with the University Law, By-Laws, Policies, and Procedures. This includes but is not limited to: the curriculum development and implementation, recommendation of award of academic degrees, the admission and transfer of students, faculty appointments and College budget and internal policies and procedures.
- ii) The College Council has a membership including the Dean, Associate/Vice Deans, Department Chairs, and representatives of Full, and Associate Professors. The Dean of the College may invite additional members to attend the Council as deemed necessary. This may include additional faculty, staff, and student representatives.
- iii) The College Council may comprise Subcommittees to discharge its responsibilities and may establish ad-hoc Committees as deemed necessary.

e) Officers of the University

- i) **The Chancellor:** The Chancellor is the President of the University and is the Chairperson of the University Council. The Chancellor oversees the University activities as stipulated in the University Law.

- ii) **The Vice Chancellor:** As Chief Executive Officer, the Vice Chancellor is responsible and accountable for the proper execution of University By-Laws, Policies, and Procedures. The Vice Chancellor ensures that the University's strategic direction is congruent with its mandate and provides periodic reports on the performance of the University. The Vice Chancellor is the point of communication with the UAE Federal Government and holds powers to recommend approval of the University Budget, the appointment of Senior Officers, the establishment of external and international relations with other entities, and the approval of University Procedures.
 - iii) **The Provost:** The Provost is the Chief Academic Officer of the University. Reporting to the Vice Chancellor, the Provost has direct responsibility for all undergraduate and graduate programs as well as faculty affairs. The Provost is responsible for the preparation of the University's academic plan and the assessment of its performance. The Provost advises the Chancellor and Vice Chancellor on the long-term planning of University strategic directions and goals.
 - iv) **The Secretary General:** The Secretary General is the Chief Administrative and Financial Officer of the University and is responsible for all services that support the academic mission of the University. These include Finance, Budget, Human Resources, Purchasing, Physical Facilities, University Residences, and Maintenance and Safety. The Secretary General reports to the Vice Chancellor.
 - v) **Dean of College:** The Dean is the Chief Academic and Operating Officer of the designated College with responsibility and accountability for the academic, administrative and financial management of the College and compliance with UAEU Policies and Procedures. Deans are appointed by the Signatory Authority, normally for a renewable period of between 2 and 5 years. Deans report to the Provost.
- f) **University Organizational Structure**

The University organizational structure is presented in Figure 1 below.

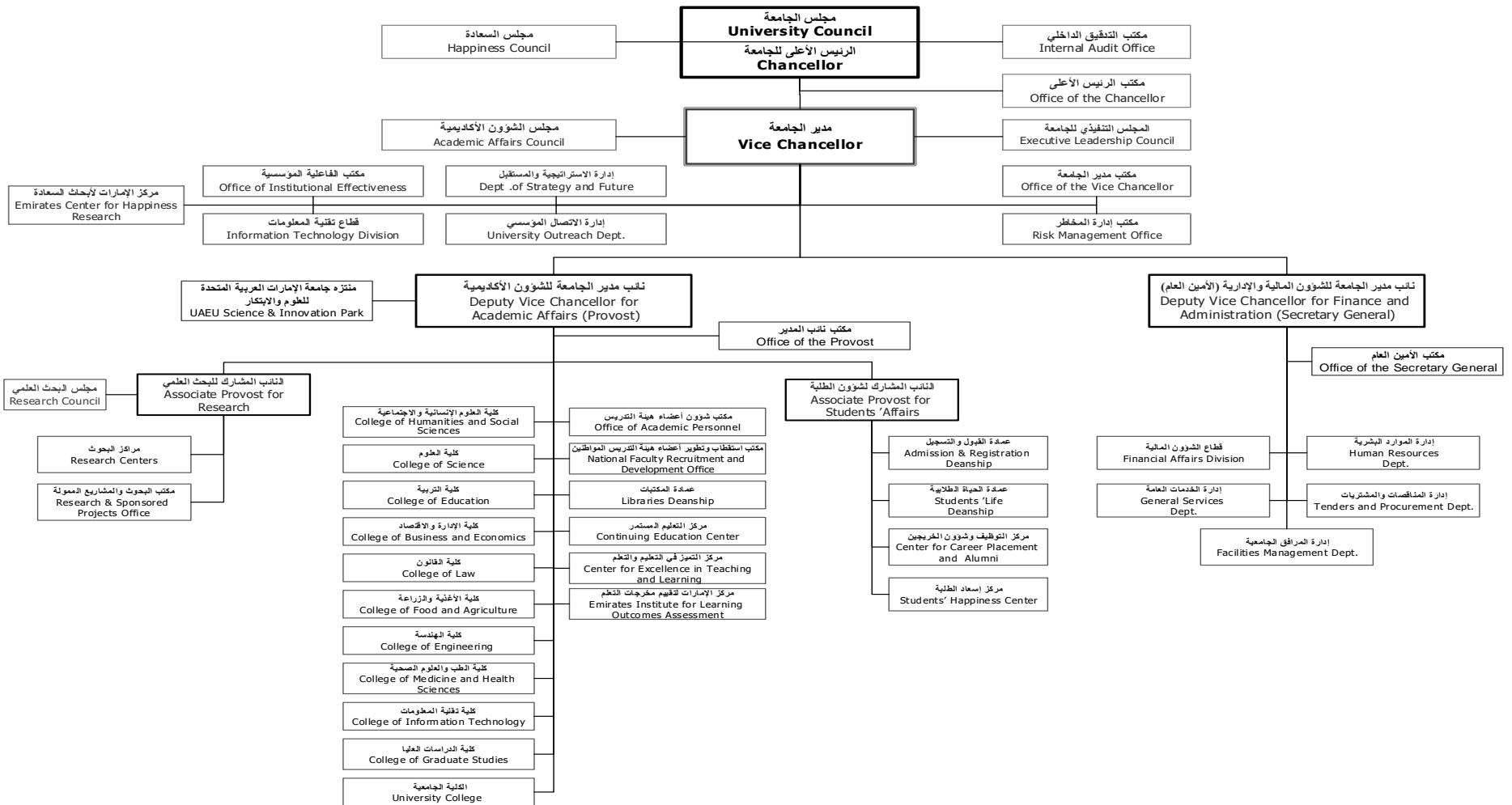


Figure 1: UAEU Organization Chart

3 UAEU Quality Assurance Framework

UAEU defines quality as including both efficient operations and high-quality outcomes. Striving for quality is set in the context of the University's mission:

"UAEU aims to be an innovative, socially-conscious university which will generate a community of future leaders by encouraging collaborative research, providing a learner-centric educational experience and cultivating a spirit of entrepreneurship."

While the University's official policies, procedures, guidelines, manuals and strategic planning process guide the achievement of efficient operations and high-quality outcomes, the assurance of quality requires the commitment of all individuals in the institution: administrators, faculty, staff, students and partner organizations. The University's core values define our approach to all activities in the institution, and set a strong foundation for achieving a 'quality culture':

Respect for Heritage and Cultural Diversity: We respect the deep-rooted values and the rich heritage of UAE and seek to sustain them.

Integrity and Transparency: We adhere to the highest ethical principles and work with integrity, transparency and accountability to create trust and credibility.

Collaborative Work Environment: We support one another at work through cooperation and teamwork.

Student Focus: We recognize that students are at the center of the university's activities and ensure that our work contributes to continuous improvement in student success.

Effectiveness in Decision-making: We focus on outcomes, base our decisions and plans on evidence and analysis, and develop and adopt efficient systems and procedures that support the university's core business.

Effective Communication: We are committed to effective communication, through a variety of communication methods, with all our stakeholders (staff, students, alumni, partners, vendors, and the local and international communities).

Dedication to Knowledge: We are committed to world-class education and scholarship relevant to student careers and community needs.

This UAEU Quality Assurance Framework defines the quality assurance processes in place at

UAEU. It also defines the processes we use for measurement, assessment, evaluation, accountability, and accreditation.

Quality Assurance processes encompass all programs and services provided by the University. It is based on a regular cycle of planning and evaluation of teaching, research, service, administration, and educational support. As these programs and services are provided by a wide array of different organizational units, the Quality Assurance Framework is a roadmap for how strategic planning, program assessment and review, learning outcomes assessment and accreditation are integrated across the institution.

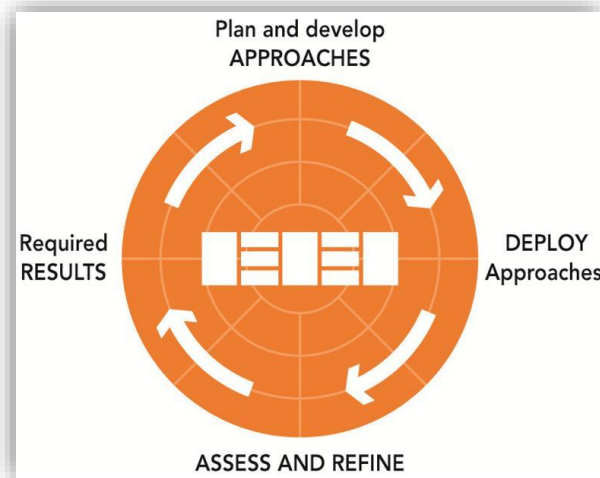
UAEU seeks to have QA processes that meet the expectations of the ISO 9000 family of standards, relating to quality management systems. The QA system (see Figure 2) is based on common models of a continuous improvement cycle, which consist of four phases, variously referred to as:

PDCA: Plan -> Do -> Check -> Act (also called the 'Deeming Cycle')

RADAR: Results -> Approaches -> Deploy -> Assess, Refine; the EFQM model.



The PDCA Deeming Cycle



The EFQM RADAR Cycle

Figure 2: Quality Assurance Cycles

1. In both models, clear identification of goals is the essential starting point. For each unit in the university, these must be aligned with the university's current strategic plan. The unit's

operational plan is an annual plan mapping what will be done to achieve the unit's goals over the upcoming year, how the proposed actions will be done, who will be responsible, and what will be measured to assess progress (KPIs).

2. The next step is the implementation of the planned actions.
3. Effective quality management depends on regular assessment, or checking, of progress, identifying anything that is not going according to plan or to the timetable, and exploring why there has been delay or inaction.
4. Effort focuses on the issues identified in the checking/assessment step, either removing the roadblocks to progress or refining the expectations, in the lead-up to the next iteration of the cycle, with a revised operational plan for the following year.

In order to make regular assessment of its effectiveness in various areas of quality assurance, the University performs periodic critical reviews of QA systems that incorporates:

- a. Annual self-evaluation/study by the QA units themselves.
- b. Annual evaluation by internal stakeholders; and
- c. Evaluation by external reviewers every 5 years.

Moreover, four main types of external reviews also help the University assess its quality assurance effectiveness including:

1. Regular audit by the Prime Minister's Office of progress against each of the KPIs identified in the university's strategic plan.
2. Institutional accreditation reviews by the UAE Commission for Academic Accreditation (CAA) and the WASC Senior College and University Commission (WSCUC).
3. More specific programmatic accreditations by the CAA and international accrediting agencies (such as AACSB, ABET and various ISO certifications).
4. Annual audit of the university's financial statements.

Quality assurance at UAEU is applied in three main areas:

1. The Quality Assurance system and QA infrastructure
2. Academic activities; and
3. Administrative support functions.

The following sections provide details of the QA processes that operate at UAEU in each of these areas.

4 Quality Assurance Infrastructure

Quality is assured at UAEU by three units created mainly for this purpose. These units include the Office of Institutional Effectiveness, Strategy & Future Department, and the Risk Management Office all within the portfolio of the Vice Chancellor (see Figure 3). The quality assurance infrastructure also includes a quality assurance committee appointed at each college and chaired by the college academic quality assurance officer, as well as curriculum and learning outcomes assessment committees at the department level (see Appendix C).

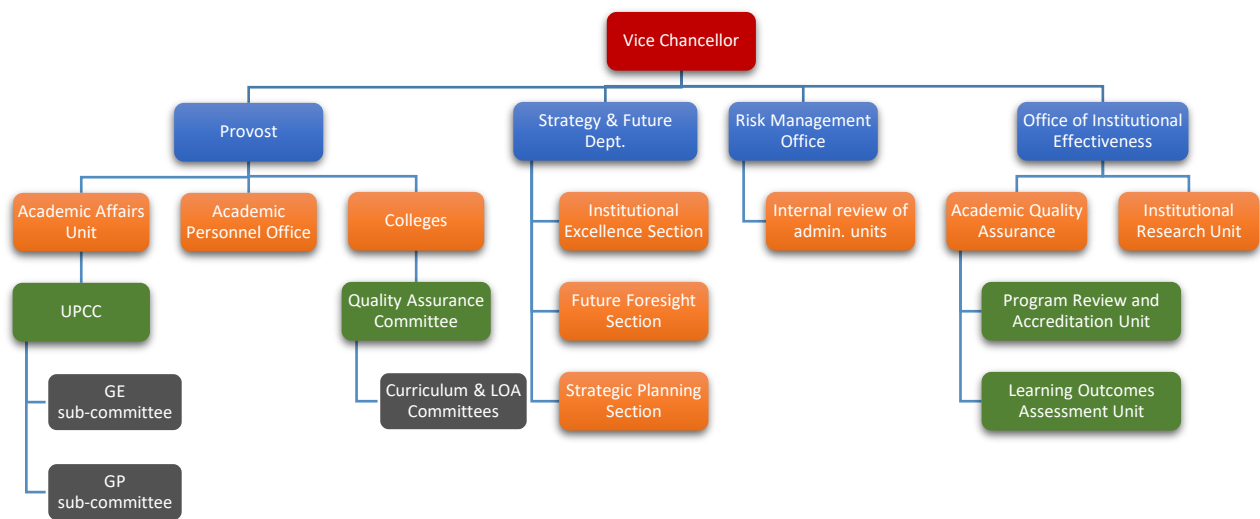


Figure 3: Quality Assurance Infrastructure

Office of Institutional Effectiveness

The [Office of Institutional Effectiveness](https://www.uaeu.ac.ae/en/vc/oie/)¹ (OIE) has oversight of academic quality assurance (illustrated in Section 5) and institutional research at UAEU. The Office is comprised of two sections, which work together to advance the University's mission:

- Academic Quality Assurance Section
- Institutional Research Section

The Academic Quality Assurance Section has oversight of the review and accreditation of

¹ <https://www.uaeu.ac.ae/en/vc/oie/>

academic programs and learning outcomes assessment. The Institutional Research Section provides a variety of data-gathering, analysis and reporting services directed at empirically evaluating the university's administrative and service functions and supporting the evaluation of academic quality.

In addition, OIE ensures that the University is well represented to external agencies by providing timely and accurate responses to reporting obligation from government, accreditation bodies, and strategic partners.

Strategy and Future Department

The Strategy and Future Department (SFD) oversees the process of developing, executing and reviewing the outcomes of the University Strategic Planning Framework and ensuring compatibility with federal government requirements, and the unique needs and emerging challenges of higher education. SFD is the advocate for institution-wide planning efforts to ensure that all constituents participate in determining the direction that the university should take to achieve its vision, to build a sense of ownership, and to ensure the commitment of all stakeholders to work together to accomplish this vision.

In addition, SFD ensures a close connection between the planning process and performance monitoring by tracking performance against predefined measures and outcomes as well as identifying and assessing key risks that could compromise the proper implementation of the university strategic plan (illustrated in Section 7.1).

Risk Management Office

The Risk Management Office (RMO) is responsible for ensuring that risk management activities are carried out in the University in accordance with the risk management policy and risk management procedures. The RMO also has oversight of the administrative unit internal review process (illustrated in Section 7.2).

Responsibilities for Identifying and Investigating Quality Issues

The system for identifying, investigating, and reporting quality issues, including large-scale strategic issues, across the University is a continuous process managed by OIE in collaboration with SFD. It consists of three stages.

Stage 1: Identification of quality issues

Functions and areas in which performance is of concern are identified through the following:

- Annual and quarterly assessment reports produced by OIE and SFD which scan the performance of the various functions under their responsibility. These include the Institutional Effectiveness Annual Report, the Annual Academic Program Quality Report, and Analysis and Performance Reports for administrative units.
- Requests by the University upper management, deans, or head of administrative units about areas and functions with potential quality issues.

Stage 2: Investigation of quality issues

Once any function or area has been identified as a quality issue, OIE launches an investigation of the issue to develop a thorough understanding of it, identify its causes and determinants, and recommend remedial actions. For non-academic issues, OIE involves SFD and RMO. The Institutional Research Unit at OIE provides the data and analytics support for the investigation.

Stage 3: Reporting and monitoring

The results and recommendations of an investigation are communicated by OIE to the upper management and concerned parties. OIE, in collaboration with SFD, will continue monitoring and reporting to the concerned parties the key indicators about the relevant function or area until any concerns have been relieved.

Review of Quality Assurance Units

The Units charged with Quality Assurance oversight in the University will be evaluated periodically to ensure their effectiveness and continuous improvement. The quality assurance of these units will be ensured through:

- a. Annual assessment of the unit's outcomes (illustrated in Section 7.1 below).
- b. Annual self-evaluation/study by the units themselves (performed mainly against the unit's operational plan and outcomes and the evaluation by internal stakeholders).
- c. Annual evaluation by internal stakeholders (evaluation tools may include surveys, workshops, desk review or interviews); and
- d. Evaluation by external reviewers every 5 years (illustrated in Section 7.3 below).

5 Academic Quality Assurance

The core business of the University is its academic functions of research, teaching-and-learning, and service to the community. Key responsibility for these functions lies in organizational units that are shown in the organizational chart in Section 2 under the Deputy Vice Chancellor for Academic Affairs (Provost) portfolio including all eleven UAEU Colleges, the Office of Academic Personnel, the Libraries Deanship, the Center for Excellence in Teaching and Learning, the Emirates Institute for Learning Outcomes Assessment, the Research and Sponsored Projects Office, and the Research Centers. The Office of Institutional Effectiveness, under the Vice Chancellor's portfolio, assumes oversight of academic quality assurance in the University.

Each of the units in the Provost portfolio is required to engage in the university's strategic planning process and the quality assurance steps that flow from it – outlined in the Quality Assurance Framework above.

Academic quality assurance relating to student success at UAEU has a number of components:

1. Assuring that new degree programs are of high quality and that the quality of existing programs is maintained,
2. Assuring that teaching is maintained at a high standard, and
3. Assuring that students are achieving the institutional and program learning outcomes.

The quality assurance of academic affairs at UAEU therefore has a number of particular, well-defined requirements that are outside the strategic planning process because they are part of our core business. These relate specifically to teaching and learning, and cover:

1. Approval of new degree programs.
2. Quality assurance of existing degree programs including:
 - a. assessment of student learning,
 - b. periodic program review and accreditation by the UAE Commission for Academic Accreditation (CAA),
 - c. internal risk-based program review,
 - d. international programmatic accreditation (if applicable); and
3. Performance evaluation of the teaching faculty.

5.1 Approval of New Degree Programs

The quality of the curriculum is initially assured through the program proposal and approval process, which is governed by sets of policies and procedures at the [undergraduate²](#) and [graduate levels³](#).

The program proposal system is controlled through CurricUNET, with an embedded workflow approval line. Curriculum changes are also initiated and approved via the CurricUNET system, for both undergrad and graduate courses and programs.

New program proposals or major changes to existing programs are initiated by an academic Department, and approved by the College Council, before being reviewed by the University Programs and Curriculum Committee, before being approved by the Academic Council and, if necessary, the University Council, and requires the following steps:

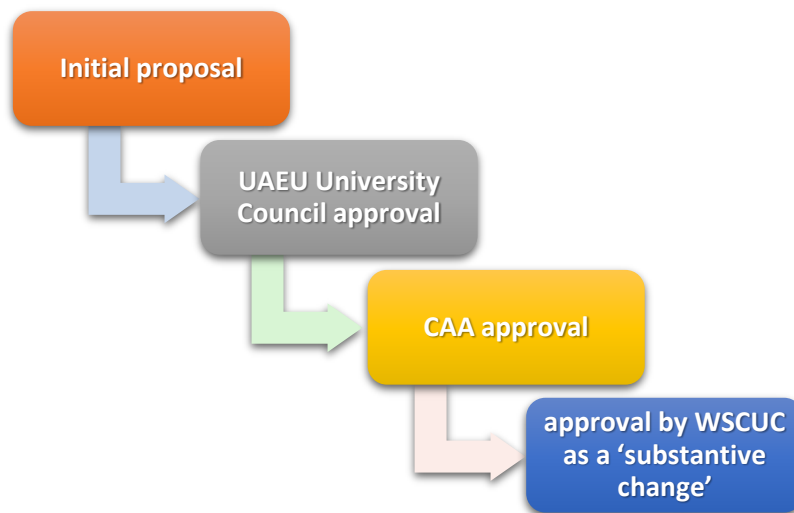


Figure 4: Academic Program Approval Steps

The key quality assurance elements of the degree program approval process include:

- An environmental scan/competitor analysis.
- Data on potential market and potential demand, gleaned from surveys and/or focus groups.

2

https://www.uaeu.ac.ae/en/about/policies/pdf/undergraduate_programs/3_establishment_of_a_new_academic_program-en.pdf

3

https://www.uaeu.ac.ae/en/about/policies/pdf/graduateprograms/8_establishment_of_new_graduate_programs-en.pdf

- International benchmarks for program structure and content obtained through reports of international reviewers who are respected academics in the field.

New program proposals and modifications to existing courses and programs are the responsibility of the initiating Department, with approval lines through the College, the University Program and Curriculum Committee, the Academic Council, and University Council.

5.2 Quality Assurance of Existing Degree Programs

The key quality assurance elements of existing academic programs are.

1. ensuring that students are achieving the learning outcomes at the institutional, program, and course levels,
2. ensuring program well-being and alignment with the mission and vision of the University,
3. stakeholder satisfaction with the program, and
4. program accreditation by the CAA and international accrediting agencies (if applicable).

5.2.1 Learning Outcomes Assessment

Assessment of learning outcomes provides an opportunity for academic programs to effectively review and enhance the alignment between the planned, delivered and experienced curriculum. The main purpose of the assessment process is to obtain information that can be used to answer the following questions:

- Are students learning what we think is important?
- Are they learning what they need to succeed in this field or profession?
- Are we continuously improving the students' learning experience?
- Should our curriculum or teaching strategies be modified?
- Are there other techniques or additional resources that would help our students learn more effectively?

Answering the above questions would help faculty decide on the proper actions to take and the strategies to implement in order to ensure the continuous improvement of the student learning experience.

An integrated assessment infrastructure has been established by the UAEU over the last few years (please refer to Appendix A). The infrastructure adopts the standard assessment process shown Figure 5. All assessment activities at UAEU are executed according to 14 assessment principles (see Appendix B). The UAEU assessment principles provide the guidelines for conducting effective, transparent, robust, and fair learning outcomes assessment at the course, program and institutional levels.

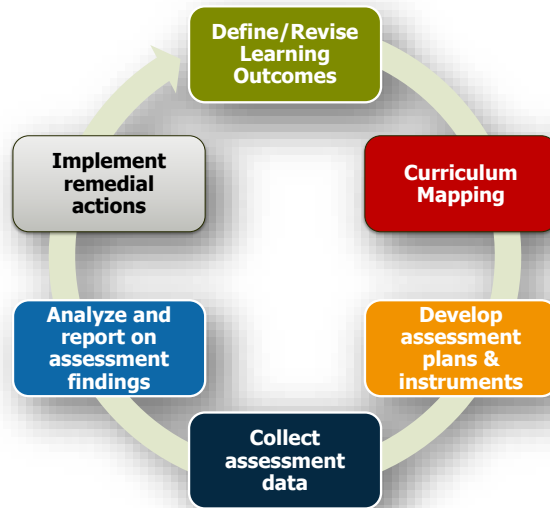


Figure 5: Learning Outcomes Assessment Cycle

5.2.2 Assessment Processes

Approved assessment processes and timeline are used to guide the faculty and the assessment committee on the following:

- the instruments to be used and the type of evidence to be collected and analyzed.
- the entities responsible for each aspect of assessment and quality assurance.
- the process for reviewing the results of assessment and developing approved action plans that include projection of required budgets and resources.
- the process for disseminating the results of assessment, including what will be disseminated and to whom.
- the process for monitoring the implementation of improvement plans.

The following are the generic guidelines for the assessment of the learning outcomes at the course, program and the institutional level. Detailed assessment plans for each program can be found online through the LOAMS system. All LOA processes and quality assurance are managed through the University online LOA management system (LOAMS).

5.2.2.1 Assessment of Institutional Learning Outcomes

The UAEU Institutional Learning Outcomes (ILOs) define the core competencies that prepare graduates to be successful in their chosen discipline areas, assume future leadership roles, and

contribute to a national research effort. UAEU students are expected to achieve the following learning outcomes through their academic work in their degree program, including general education and the major, and their co-curricular activities.

Upon successful completion of a UAEU degree, graduates will be able to:

1. Demonstrate knowledge and skills in a particular discipline and apply these ethically in real-life contexts (*Disciplinary Competency*).
2. Apply research skills in their academic work (Research).
3. Locate, evaluate, and effectively use information derived from a variety of sources (Information Literacy).
4. Analyze quantitative data and draw reasonable conclusions (Quantitative Reasoning).
5. Evaluate issues logically, from multiple perspectives, and develop reasoned and creative solutions (Critical Thinking).
6. Communicate effectively, both orally and in writing, to diverse audiences (Communication).

The ILOs are regularly assessed and analyzed according to the following process:

1. The University Learning Outcomes Assessment Committee (ULOAC) is responsible for regularly reviewing the ILOs to ensure alignment with the UAEU mission and goals as well as the needs of the University constituencies.
2. A sustainable ILO assessment plan is developed by the ULOAC to ensure that the ILOs are regularly assessed.
3. The ILO assessment plan includes when each ILO will be assessed and the tools that will be used to assess each ILO shall be uploaded to LOAMS by OIE.
4. The ULOAC oversees the execution of the ILO assessment plan and ensures that required assessment data is collected and uploaded to LOAMS by the concerned entities.
5. The ULOAC analyzes and discusses the annual ILO assessment results with the University constituencies. Appropriate remedial actions are developed to address any identified weaknesses.
6. The analysis remarks and remedial actions are uploaded to LOAMS by OIE.
7. To close the assessment loop, the OIE shall oversee the implementation of the recommended remedial actions and submit a progress report on each remedial action until it is closed and its impact is measured. The progress report shall be regularly uploaded to

LOAMS.

8. The OIE generates an annual ILO assessment report using LOAMS and submits it to the Academic Affairs Council for review and approval.

5.2.2.2 Assessment of Program Learning Outcomes

Program learning outcomes (PLOs) are the knowledge, skills, and competencies the student will achieve after completing the program successfully. Each program should define a set of PLOs and align them with the program goals, the University ILOs, and the Qualification Framework Emirates (QFE) as per the guidelines provided in Appendix D and Appendix E. Program learning Outcomes have been defined, reviewed, approved, and published online for all programs offered by UAEU, as highlighted in Appendix K.

Learning outcomes for all academic programs offered by the University (*on-campus*, *off-campus*, *on-line*) are regularly assessed and analyzed as per the following rules:

1. Each Department/College curriculum committee(s) defines, regularly revises, and aligns the program learning outcomes with program goals, ILOs, and QFE.
2. The Department Learning Outcomes Assessment Committee (DLOAC) ensures that a sustainable assessment plan is developed and maintained for each program offered by the department. See Appendix F for guidelines on developing effective assessment plans.
3. The assessment plan is uploaded to LOAMS by the chair of the DLOAC.
4. DLOAC oversees the execution of the PLO assessment plan(s) as per the annual PLO assessment timelines (See Appendix H).
5. PLO assessment data (e.g., exit exams, internship, capstone, surveys etc.), are collected by the concerned entities and uploaded to LOAMS as per the PLO assessment timeline (See Appendix H).
6. The chair of the DLOAC shall invite the program constituencies for a meeting to analyze and discuss the PLO assessment results with the program constituencies, and decide on the recommended remedial actions, if any (see Appendix G for assessment analysis guidelines).
7. Program constituencies shall provide their analysis remarks for each of the following areas:
 - a. Appropriateness of the PLO Articulation

- b. Appropriateness of the PLO Alignment
 - c. Effectiveness and accuracy of utilized assessment tools.
 - d. The PLO overall attainment result and the attainment results for each utilized assessment tool
8. Action items must be recommended to rectify identified issues, or to further improve the articulation, the alignment, or the attainment of the outcome.
 9. Meeting minutes shall be recorded and uploaded to the system along with the analysis remarks and recommended actions.
 10. To close the assessment loop, the DLOAC oversees the implementation of the recommended remedial actions, and regularly submits a progress report for each remedial action until the action is closed and its impact is measured.
 11. The chair of the DLOAC generates the annual assessment report using LOAMS and submits it for the department chair review and approval.
 12. The department chairs shall use LOMAS to ensure that all offered programs are in compliance with the approved assessment processes and timeline. They should also follow up on the implementation of the remedial actions.
 13. The (College Learning Outcomes Assessment Committee) CLOAC assumes the responsibilities of the DLOAC for interdisciplinary and college level programs (e.g., PhD).

5.2.2.3 Assessment of Course Learning Outcomes

As per the guidelines of the UAE University and the Ministry of Higher Education Commission of Academic Accreditation (CAA), each course offered (*on-campus, off-campus, online*) shall have a set of learning outcomes (CLOs) that state the knowledge, skills and competencies the student will be able to demonstrate through the assessment process for that course. The CLOs of a course must contribute to the achievement of the program learning outcomes, while each course does this to a different degree and in a different way. A course in the first year of a program is likely to have a higher knowledge component and less emphasis on skills and competencies. As the student progresses through the program, more emphasis is given to the development of skills and competencies. Thus, individual courses serve different purposes, and it is collective learning across all courses that enables the student to achieve the overall program learning outcomes.

The outcomes of all offered courses are assessed and analyzed according to the following rules:

1. Department/College curriculum committees ensure that the CLOs for all courses offered

- by the college are regularly reviewed and aligned with the PLOs.
2. DLOAC oversees the CLO assessment process as per the annual CLOs assessment timeline (see Appendix H).
 3. The course committee (See Appendix M) meets at the beginning of the semester to decide on the assessment tools to be used during the semester, and which recommended remedial actions from previous semester to be implemented.
 4. Faculty use the assessment tools defined by the course committee to collect the assessment data throughout the semester and upload the collected data to LOAMS.
 5. The course committee meets as per the assessment timeline (see Appendix H) to analyze the assessment results, and the impact of the implemented action items, and decide on the remedial actions for next offerings.
 6. In addition to the CLO assessment data, faculty should analyze and comment on the course related section of the received Student Evaluation of Teaching report.
 7. The faculty and course coordinators (see appendix M) upload the CLO analysis remarks, recommended remedial actions, and the progress reports on the implemented remedial actions to LOAMS, and generate the section and the course assessment reports.
 8. Faculty upload the comprehensive section assessment reports to the online course file (see appendix I)
 9. Department chairs/Program coordinators ensure that CLO assessment data are collected, analyzed and discussed with the course constituencies.
 10. LOAMS enforces the assessment timeline and sends multiple automated reminders to faculty regarding approaching deadlines.
 11. Department chairs shall use LOAMS to check the assessment status of the offered courses and follow up on the implementation of the recommended remedial actions.

5.2.3 Internal Periodic Program Review

All academic programs offered by the UAEU (on-campus- off-campus, and online) are monitored on a regular basis using several performance indicators and tools. These indicators are obtained from multiple sources including:

- the Department of Education and Knowledge (ADEK) employability statistics,
- UAEU Banner System,
- UAEU Research Office,
- the Learning Outcome Assessment Unit at OIE, and student surveys.

The collected data are divided into the following four profiles:

- Faculty profile

- Faculty size
 - Turnover
 - Teaching workload
 - Annual Evaluation
- Research Productivity
 - Number of Scopus publications
 - Number of Scopus publications per faculty
 - Percentage of publishing faculty
 - Number of citations
 - Number of citations per paper
 - Field Weighted Citation Impact
 - Number of publications in top 1%, 5%, and 10%
 - Number of internal and external research grants
 - Number of filed and granted patents.
- Program Viability
 - National and international accreditation
 - Enrollment per gender and nationality
 - Admission per gender and nationality
 - Fall to fall retention, and attrition rates.
 - Cohort attrition, retention, and graduation rates
 - Annual graduation per gender
 - Employment rate
 - Median time to graduation
 - Average attempted and earned credit hours.
 - Number of credit hours attempted till graduation.
 - Student satisfaction
 - Program learning outcomes assessment.
- Course Offering
 - Number of offered graduate courses and sections.
 - Number of offered undergraduate major courses and sections.
 - Number of offered General Education courses and sections.
 - Average and maximum class size
 - Generated credit hours per department

- Average generated credit hours per faculty
- Student evaluation of teaching
- Class average grade point
- Course learning outcomes assessment
- Student to Faculty Ratio

The latest performance indicators are published each semester, when applicable, by the OIE through the University Program Review and Accreditation Management System (PRAMS). PRAMS provides infographics to benchmark the provided indicators with collected college and university statistics.

The internal program review process is a three-years process that starts by analyzing the latest indicators published in LOAMS. Department chairs and program coordinators are required to provide analysis remarks for each indicator explaining the reasons that lead to the developing positive and negative trends. The Dept. Chair is also required to develop a performance improvement plan (PIP) to address any identified deficiencies during the analysis phase. The created PIP is then submitted through the system to the College Dean for review and approval, as the implementation of the PIP might require human and financial resources (e.g., hiring faculty, purchasing of lab equipment, etc.).

The Dept. Chair has one academic year to complete the analysis of the performance indicators, and the development and approval of the PIP. The following two academic years are devoted to implementing the PIP and measuring its impact on the performance indicators. During the period, the Dept. Chair is responsible for submitting a progress report showing the actions that have been taken toward the implementation of each remedial actions, the entities and resources utilized, and the results monitored before and after the implementation.

5.2.4 Internal Risk-Based Program Review

As mentioned in the previous section, performance indicators are collected annually for each academic program offered by the UAEU. Programs identified with one or more of strategic risks such as program well-being, relevance to the UAEU vision and mission, and market needs will be subject to a more in-depth review of the program. The administration of the risk-based review is led by the OIE. The college hosting the program under review is responsible for the logistics of the review process.

5.2.4.1 Indicators for Identification of Programs at Risk

In addition to any risks identified by the University Administration, the following indicators will

be used by the OIE for the identification of programs at high risk:

- Student profile and outcomes (enrollment, student/faculty ratio, attrition rate, graduation rate, graduate employability, etc.).
- Stakeholder satisfaction (students, alumni, employers, advisory board, etc.). Please refer to Appendix J for program stakeholder satisfaction survey descriptions and schedules.
- Faculty profile and resources.
- Curriculum currency & effective curriculum delivery; and
- Learning effectiveness.

5.2.4.2 Procedure for the Review of Programs with Risks

1. The program submits a full report on the identified risk areas.
2. A Program Review Panel is established in consultation with the OIE and approved by the Vice Chancellor. The panel will normally consist of:
 - Two international experts in the discipline. One of the external members chairs the Program Review Panel.
 - Two UAEU faculty external to the Department hosting the academic program (nominated by OIE).
 - At least two representatives from the major employers of the program graduates (selected in coordination with the OIE).
 - One member of the College/Department Advisory Board; and
 - At least two program alumni.
3. The Program Review Panel will conduct a review (desk and site visit) based on the identified risks.
4. The Chair of the Program Review Panel forwards the finalized report to the Department Chair, College Dean, and the OIE for review.
5. College Council revises/approves a Department action plan (action plan gives timed, budgeted and measurable steps taking forward recommendations, or a narrative justifying why action will not be taken on a specific recommendation).
6. College Dean submits action plan to the OIE for review and feedback, if any.
7. The OIE submits the action plan to the Academic Affairs Council for review and approval.
8. The action plan is monitored regularly by the OIE to ensure implementation progress, and the program is required to submit an annual progress report on the status of the action plan.

5.2.5 Periodic Program Review and Accreditation by the CAA

In order to be recognized by the Ministry of Education (MoE) in the UAE, higher education institutions are required to achieve and sustain accreditation of all academic programs through the Commission for Academic Accreditation (CAA). Following initial accreditation, programs are subject to comprehensive reviews for renewal of accreditation on a periodic basis.

According to the CAA 2019 Standards, “Program Accreditation applies to all of an institution’s academic programs and is one of the ways through which the CAA and the MoE ensure quality assurance for post-secondary education in the UAE. The standards, policies, and procedures adopted by the Ministry to govern the establishment and delivery of academic programs are designed to promote high quality in institutions and to assure prospective students, their families, employers, and other interested parties that licensed institutions meet standards of quality consistent with current international practice and professional judgment.”

The frequency and depth of subsequent program reviews are determined by the CAA based on the risk category of the institution as determined during licensure. Accordingly, the review cycle may span from 3-7 years.

5.2.6 International Professional Accreditation of Academic Programs

The terms “professional accreditation,” “specialized accreditation,” and “programmatic accreditation” are used interchangeably to refer to the accreditation of programs, departments, or colleges that are parts of an academic institution. Incidentally, an entire college, academic department, or a particular academic program may be accredited by specialized accrediting organizations. The University’s support for international program accreditation is an important strategy to demonstrate that our programs are of international standard and as an impetus for ongoing quality enhancement. UAEU requires Colleges to seek international professional accreditation for eligible academic programs. A program is considered eligible for international accreditation if it has a credible international accrediting agency and has graduated at least two cohorts of students. UAEU currently has 30 academic programs that are accredited by the top specialized accrediting agencies in their fields.

5.2.7 Quality Assurance of Academic Programs Offered in Off-Campus Sites

UAEU offers a number of graduate programs in the Abu Dhabi off-campus site. The Abu Dhabi site is located on the 8th Floor of Sky Tower on the Reem Island. The strategic and operational integrity of the programs delivered off-campus are ensured via means that enable effective

teaching and learning pedagogy. Such integrity is demonstrated by devising and implementing appropriate policies and practices meant to deliver the educational goals of each program and keeping them in line with UAEU mission and vision (Refer to Off Campus Site Policy).

Off-campus courses and programs are subject to the assessment processes mentioned in sections 5.2.2.2 and 5.2.2.3, and to the annual program review detailed in section 5.2.3. The quality assurance of the curriculum offered off-campus programs is facilitated by the LOAMS and PRAMS systems. The online quality assurance management systems provide administrators at the department, college and university levels with several indicators regarding the quality of courses and programs offered off-campus, and the ability to provide timely interventions to ensure the continuous improvement of the offered curriculum.

Moreover, the University ensures that learning, physical and technology resources are equitable between teaching locations through the following.

Learning Resources:

- Off-campus students shall have access to facilities and learning resources of the main campus (information resources, library, laboratories, equipment, etc.) on essentially the same basis as students in the same post-graduate program or course delivered on-campus. This includes library privileges for students through library loans and/or electronic resources access, including online access to catalogs, databases, and other materials.
- Physically, the library is based at the main campus, but all electronic databases and periodicals will be available online to off-campus students through the Intranet.
- The main library collection catalog is accessible to off-campus students either in hard or electronic format.
- The library policies and procedures apply to off-campus students, who may borrow a book from the branch library. The librarian will secure the book/materials from the main campus libraries and deliver the book to the student following the relevant procedures.
- The same courses offered on-campus and off-campus should have the same textbook(s). All other learning resources used for the course on the main campus shall be available for use at the off-campus site. Any shortage of these resources will be reported by the faculty member to the program coordinator, who will coordinate with the Department Chair to resolve the issue.
- Off-campus students shall have access to any required software at course level and

technical support will be assured by each college.

- In case of using handouts, either the same handout will be available on each campus or a handout with similar content will be prepared and made available to each campus.

Physical and Technology Resources:

- Off-campus classrooms are all equipped with the necessary PCs/laptops connected to data sources and audio systems, in addition to Internet access.
- Off-campus faculty members and students are able to access the Blackboard LMS to access their courses from the main campus or the off-campus site.
- For every off-campus faculty member and professional staff, the university shall provide a computing device that will enable him/her to do his/her work properly and efficiently. Essential devices include a personal computer (desktop and/or laptop), printer, scanner, Internet connection and telephone line.
- The off-campus site is connected to the main campus through an adapted technical infrastructure to allow off-campus faculty members and professional staff to gain access to all university online systems and applications.
- Security through the usage of the proxies and firewalls and other security software at the off-campus site are of the same level as those on the main campus.
- The university provides the same IT support services to off-campus students, faculty members, and professional staff as at the main campus, and guarantees the maintenance of the IT infrastructure of the off-campus site.
- IT infrastructure advancement and replacement plan of the off-campus site shall be aligned and integrated within the strategy and the plans of the IT Department based at the main campus.
- The telephone system used at the off-campus site is the same as that used at the main campus.
- All off-campus faculty and professional staff are connected through one Intranet, enabling them to have an extension number through which he/she may be contacted from the main campus or the off-site campus.

5.2.8 Quality Assurance of Courses with Multiple Sections

With the aim to unify course coordination practices across the University, assure the quality of the learning environment across offered sections, and strengthen course leadership, the University ensures that every course offered to multiple sections, including section offered off-campus, has a course coordinator appointed by the department chair. If a course is offered by multiple faculty, a course committee is routinely formed at the beginning of the semester. The course committee consists of all faculty and instructors teaching the course in a semester and is chaired by the course coordinator.

To strengthen course leadership, the term of appointment of the course coordinator is four academic years. The performance of course coordinator shall be reviewed by the department chair in due time for a renewal or a replacement decision. The course coordinator responsibilities include:

- 1- Facilitates information flow between faculty and instructors, and acts as a liaison between course-related matters and the college admin.
- 2- Reviews and approves any modification to the course syllabus.
- 3- Sets an initial meeting with the course committee during the first week of the semester to
 - a. Discuss the course offering material and decide on the delivery timeline and milestones including the common midterm and final exams.
 - b. Decide on the summative assessment tools to be used for each learning outcome.
 - c. Discuss the remedial actions recommended from previous offering and decide on the implementation plan.
- 4- Sets periodic follow up meetings to ensure homogeneous and synchronized progress of the course delivery across all offered sections of the course (lectures and labs).
- 5- Coordinates the preparation of the unified midterm and final exams and ensures their alignment with the course learning outcomes.
- 6- Sets a meeting with the course committee by the end of the semester to
 - a. Discuss the comments on the course delivery experience.
 - b. Analyze the course overall assessment results.
 - c. Discuss the impact of the implemented remedial actions, if any.
 - d. Decide on the recommended actions for subsequent offering.
- 7- Upload the course analysis remarks, remedial actions implementation details, and the new recommended actions to the LOA management system.

5.2.9 Course Files

A course portfolio is more than a collection of files. It is a detailed anatomy of a course showing what faculty do as teachers and what students do as learners. It includes documents and materials, which collectively suggest the scope and quality of the faculty teaching performance. Because of

its importance, it has been used for many years by the UAEU administration as an essential tool for evaluating faculty teaching performance during the promotion process. It is also utilized by some colleges for faculty annual evaluation of teaching. Reviewing course portfolios for evidence of the teaching practices is also a standard practice in all national and international accreditation visits (e.g., WASC, CAA, ABET, etc.) and internal program reviews.

Faculty members and instructors are required to prepare a course file for each offered section and upload it to the online course e-portfolio repository as per the instruction provided in the course e-portfolio manual (<https://www.uaeu.ac.ae/en/vc/oie/pdf/e-portfolio-manual.pdf>), and the instructions provided in Appendix I.

6 Quality of Faculty

A number of processes at UAEU combine to assure the quality of faculty across all three areas of their responsibility: teaching, research, and service. The key QA processes are recruitment, qualification as graduate faculty, performance review, and promotion.

The detailed procedures and timelines are set out in the approved policies and procedures documents as follows:

- [Faculty recruitment Policy & Procedures](#)⁴
- [Performance review Policy & Procedures](#)⁵
- [Qualification of graduate faculty Policy](#)⁶
- [Promotion Policy and Procedures](#)⁷

The faculty recruitment process includes a written application, CV and list of publications and grants, an interview, and input from referees. Using these sources of evidence, the suitability of an applicant is judged against the criteria specified for the position.

Faculty performance reviews and promotions are based on a portfolio of evidence assembled by the faculty member, covering teaching, research, and service – as defined in the procedures documents. Reports of external reviewers are also included in the review process for faculty promotions, as are the results of student evaluation of teaching and [peer evaluation of teaching](#)⁸. The review of all promotion applications is conducted by committees at the Department, College and University levels.

Responsibilities for various parts of the processes relating to faculty recruitment, performance appraisal and promotion are identified in the relevant policies and procedures (see above), and the relevant part of the academic personnel [Signatory Authority Matrix](#)⁹. The following summarizes the various responsibilities for each:

⁴ https://www.uaeu.ac.ae/en/about/policies/pdf/academic_personnel/1_academic_appointments-en.pdf

⁵ https://www.uaeu.ac.ae/en/about/policies/pdf/academic_personnel/5_performance_review_of_faculty_and_instructors-en.pdf

⁶ https://www.uaeu.ac.ae/en/about/policies/pdf/graduateprograms/1_the_college_of_graduate_studies-en.pdf

⁷ https://www.uaeu.ac.ae/en/about/policies/pdf/academic_personnel/8_academic_promotion-en.pdf

⁸ https://www.uaeu.ac.ae/en/about/policies/pdf/academic_personnel/7_peer_feedback_on_teaching-en.pdf

⁹ https://www.uaeu.ac.ae/en/about/policies/pdf/academic_personnel/17_signatory_authority-en.pdf

- *Faculty recruitment*: Department Chair, Applicant, Search Committee, Dean, Provost, Vice Chancellor, Chancellor.
- *Faculty performance review*: Faculty member, Department Chair, Department Review Committee, Dean.
- *Graduate faculty qualification*: Faculty member, Department Chair, Dean, Graduate Studies Council.
- *Faculty promotion*: Faculty member, Department Chair, Department/College Promotions Committee, Dean, Provost, Vice Chancellor.

Reviews of all faculty personnel activities are built into the respective policies and procedures. While these processes are all faculty-led at the Department level, with the involvement of the Department Chair, the Dean is responsible for review of both the process and the outcome. In the case of faculty recruitment and promotion, the Provost and the Vice Chancellor also have a review and approval role.

In faculty performance review, an interim review is built into the 2-year cycle. The Department Chair is expected to give feedback to the faculty member on the qualities of his/her contributions and provide assessment of the faculty member's teaching, research, and university and community service, based on the progress made during the first year of the review cycle. The feedback is expected to be constructive and motivational.

The Director of the Academic Personnel Office, reporting to the Provost, has responsibility for ensuring the integrity and effectiveness of the various processes in this portfolio, and developing proposals for changes, where they are needed. The Dean of the College of Graduate Studies reviews the designation of faculty as graduate faculty based on their qualifications and research productivity and quality.

Individual faculty members are informed on their performance through the [on-line Faculty Evaluation System](#)¹⁰ once the evaluation is completed by the concerned committee and Department Chair and approved by the Dean. The outcomes of successful faculty promotions, and qualification as graduate faculty are announced to the university community annually. Any changes needed to improve the procedures are reviewed and approved by the Academic Council and the Vice Chancellor.

¹⁰ <https://facultyevaluation.uaeu.ac.ae/index.jsp>

7 Administrative Support Services Quality Assurance

The administrative support services at UAEU are delivered by the departments and other units that are listed in the organizational chart in Section 2, above, under the Vice Chancellor, the Deputy Vice Chancellor for Finance and Administration (Secretary General), and the Deputy Vice Chancellor for Academic Affairs (Provost).

The administrative support units under the Vice Chancellor are:

1. Department of Strategy and Future.
2. Office of Institutional Effectiveness.
3. University Outreach Department.
4. Information Technology Division.
5. Emirates Center for Happiness Research; and
6. Risk Management Office.

The administrative support units under the Deputy Vice Chancellor for Finance and Administration (Secretary General) are:

1. Human Resources Department.
2. Financial Affairs Division.
3. Tenders and Procurement Department.
4. General Services Department; and
5. Facilities Management Department.

The administrative support units under the Deputy Vice Chancellor for Academic Affairs (Provost) are:

1. Units that report directly to the Provost:
 - College of Graduate Studies;
 - University College;
 - UAEU Science and Innovation Park;
 - Office of Academic Personnel;
 - National Faculty Recruitment and Development Office;
 - Libraries Deanship;
 - Continuing Education Center;
 - Center for Excellence in Teaching and Learning; and
 - Emirates Institute for learning Outcomes Assessment.
2. Units under the Associate Provost for Student Affairs:
 - Admission and Registration Deanship;

- Student Life Deanship;
 - Center for Career Placement and Alumni; and
 - Student Happiness Center.
3. Units under the Associate Provost for Research:
- Research Centers; and
 - Research & Sponsored Projects Office.

Quality assurance for administrative units is ensured through

1. assessment of the unit's outcomes, and
2. the process of an internal review for the units listed above.

Additionally, certain administrative units require further external reviews every few years to ensure compatibility with international standards in areas including Institutional Research, Finance, and HR.

7.1 Administrative Unit Outcomes Assessment Process

Each unit in the University must identify clear goals and outcomes that are aligned with the University's current strategic plan. The operational plans of the units map what will be done to achieve their outcomes over the upcoming year, how the proposed actions will be done, who will be responsible, and what will be measured to assess progress (KPIs). This process is managed by the Strategy & Future Department.

Several outcomes assessment measures are employed in the assessment of administrative units. These include direct and indirect measures. Applying different types of measures to an outcome provides a complete and a more dependable picture of the overall efficacy of the outcome. Direct measures examine factual results about the unit's accomplishments or measures of knowledge or ability the customer will receive upon being provided with the unit's services. These measures may include averages, percentages or counts. Indirect measures examine the customer's perceptions and attitudes in relation to the outcome. These measures are normally based on surveying the customer. The OIE administers a series of student, faculty, staff, alumni, and employer surveys in cooperation with academic and administrative units for purposes of assessment and review. The descriptions and schedules for the various standing surveys are provided in Appendix J. Table 1 shows examples of administrative units' goals, outcomes, and outcome assessment measures.

Table 1: Examples of Administrative Units' Goals, Outcomes, and Assessment Measures

Administrative Unit Goals	Administrative Unit Outcomes	Assessment Measures
Establish Innovation Ecosystem	Establish and sustain business incubators and innovation centers/labs.	Number of startup/companies enrolled in soft landing
		Number of enrolled startups in UAEU SIP Business Incubator
		Number of spin-offs from UAEU SIP
		Number of strategic partnerships for innovation
		Number of UAEU Community involved in startups
	Implement an accelerator program (10 - YOU) - 10 Years ahead of other Universities to embrace disruptive innovation across UAEU.	Percentage of implementing the program
	Provide an innovative ideas management system for the UAEU community.	Number of ideas registered from UAEU stakeholders
		Number of ideas that have been validated and implemented
	Establish strategic partnerships for innovation.	Number of signed partnerships
		Number of initiatives resulting from the partnerships
Improve recruitment efforts to attract and retain high-achieving students	Develop stronger outreach and recruitment programs for high school students.	Develop the annual Student Recruitment Plan (national and international students)
		Number of new outreach and recruitment programs developed
		Number of national and international exhibitions attended
		Number of school visits
		Percentage of increase in international students recruited annually
		Percentage of International students from total student population
	Liaise with government entities to solicit more scholarships opportunities for talented students.	Number of students obtained scholarships
		Number of government entities providing scholarships for students
	Encourage students to join specialties required by the national labor market.	Number of events organized to encourage students to enroll in specialties required by the national labor market
		Percentage of students enrolled in STEM

The Strategy & Future Department oversees and monitors the strategic, operational, and services performance indicators, also the government enablers' indicators on quarterly, semi-annually, and yearly basis. Prior to the end of each quarter, the Strategy and Future Department contacts the units to collect the result and prepare the evidence for all the KPIs under their responsibility. After receiving the KPIs results and evidence, the Strategic Planning team starts reviewing and auditing the received files internally and contacting the responsible units with feedback. After finalizing the result, an Analysis and Performance report will be requested from all units. The report will contain a summary of the results trend for the last three years, current situation analysis, benchmark, improvement areas and future actions and future projects or initiatives. The Strategic Planning team reviews the received reports and provides feedback where needed. All these results and analysis reports will be entered into Prime Ministry Office System (Aada System). After the end of the year, the university shares different results with different units and go through different audits as listed below:

- The Prime Ministry Office audits all the results and evidence of the University Strategic KPIs.
- The Ministry of Higher Education requests and audits the results of several KPIs in the plan that goes under the “Performance based budget project”.
- The Telecommunications Regulatory Authority (TRA) requests and audits the results of several enablers in the plan that goes under the “Smart Government Project”.
- The Federal Authority for Government Human Resources requests and audits the results of the Human Resources enablers.
- The Ministry of Finance monitors the results of the financial enablers.

At the End of the year all the results of the Strategic Plan and the audits reports shared with the Vice Chancellor, Deans and concerned units. (For further details kindly refer to Appendix L. Criteria for Indicators Development & Adopting attachment)

7.2 Administrative Unit Internal Review Process

The internal review process, which is conducted through an extensive self-assessment, provides units with the opportunity to reflect on their performance, document what is being done well, identify areas where things need improvement, and plan for future actions. The 5-year review cycle for administrative units ensures that review outcomes contribute to improving the overall quality of the services provided by the units, without creating an unsustainable workload on the unit itself, and ultimately increase satisfaction with the services provided.

The outcomes of the review process help the university in assessing its overall effectiveness and quality of operation and services, and these outcomes are incorporated into the planning and

continuous improvement efforts happening across the university.

Any administrative support unit that has been in place for two years or more will be subject to the review process and will be subject for review over a five-year cycle.

UAEU took the decision to adopt the EFQM Excellence model in implementing quality assurance for administrative support services, as it provides the university with a proven management framework and approach that has been adopted by hundreds of organizations across the world that are aiming to foster sustainable organizational excellence. It is also well aligned with the criteria used by the UAE Federal Government in assessing organizational excellence. The review process is outlined in the following sub-sections.

7.3 Processes, infrastructure, and timetables

The review process for the administrative supports units is governed by the EFQM Excellence Model Criteria. The framework is designed to cover each management area in a department, regardless of its scope of work, and is divided into Enabler Criteria (5 enablers) and Results Criteria (4 results) as shown in Figure 6.

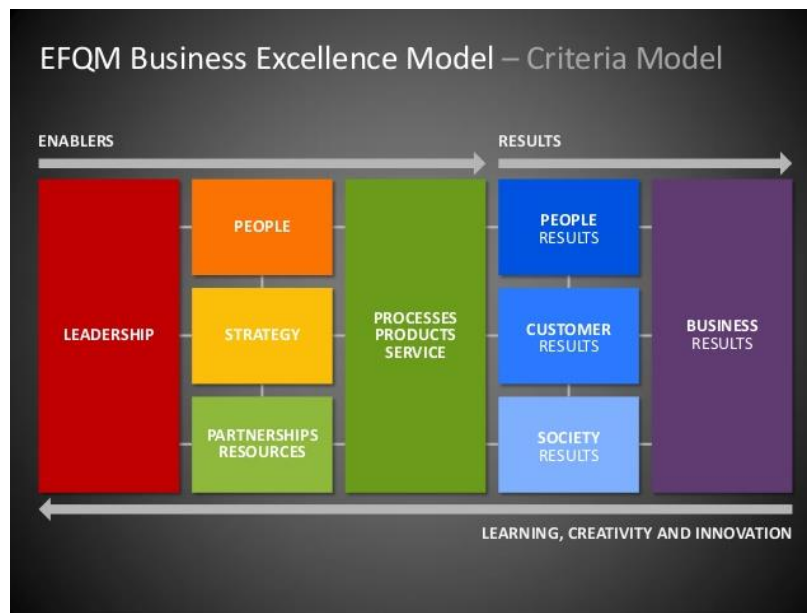


Figure 6: EFQM Excellence Model

The review process is based on a self-assessment and consists of the following steps:

1. Plan the Assessment: This step includes setting the project team and project charter, agreeing how much time and resources available for the assessment, identifying who needs

to be involved in the project team to get the information needed, and identifying outcomes desired from the assessment. After setting the project team, Individuals involved are required to receive the proper training to be able to participate effectively in conducting the assessment. This could be a short briefing on the EFQM Excellence Model or specialized training (depending on the team-members' experience with the excellence criteria).

2. Conduct the Assessment: Units have the option to conduct the self-study according to the most suitable method using questionnaires, workshops, desk review or interviews. This step includes reaching consensus among the project team and stakeholders on the status of *the* unit in comparison to the EFQM Excellence criteria and the final output will be in the form of a detailed report, detailing the approaches adopted by the unit and the results achieved for each criterion.
3. Conduct the Review and Site Visit: A panel from external and internal EFQM assessors is formed to conduct the unit review. This step includes desk review of the report submitted by the unit followed by a site visit to verify the report content.
4. Develop the Final Review Report: The unit review is concluded with a detailed feedback report from the panel of assessors scoring the unit performance in comparison to each of EFQM criteria and identifying strengths areas to be maintained and areas of improvement.
5. Agree Priorities: The self-assessment will result in a number of improvement areas. Units are required to prioritize improvement areas based on its impact on the organizational performance and feasibility to implement.
6. Develop Action Plans: After agreeing on the priority improvement areas, units are required to develop action plans to deliver the agreed upon improvements.
7. Monitor Progress: Action plans are monitored regularly to ensure implementation progress, and units are required to submit an annual report on the status of the action plans.

7.4 Types of evidence collected and analyzed

The project team is required to provide solid evidence for each of the excellence criteria and meet the RADAR assessment method requirements.

For the five enablers criteria, the evidence collected should showcase the sound and integrated approaches being used, explain how these approaches are used in relevant areas, and show that the unit is assessing and refining their approaches based on results achieved. Evidence used in this

part could include strategic plans, policies, procedures, project charts, meeting minutes, benchmarking studies, external evaluation reports, improvement plans.

For the four results criteria, the unit should provide solid evidence of key results achieved by the unit, demonstrating good performance. The unit should provide evidence of sustained performance over three years, evidence that the unit sets and consistently achieves its targets. Results should be appropriately segmented to provide meaningful insight and relevant external comparisons should be made in relation to each of the key areas. Evidence used in this part focuses on two areas:

1. results of perception surveys (by students, employees, and other relevant stakeholders) and
2. results of performance indicators relevant to each of the criteria.

7.5 Responsibility for the process

The unit review process involves the unit being reviewed, the panel team of assessors, and the RMO. The RMO is responsible for overseeing and managing the unit review process.

7.6 Procedures for reviewing results and developing improvement plans

The panel of assessors implement the RADAR assessment method in reviewing the unit self-review report. After concluding the site visit and verifying the report content, the panel will draft a feedback report scoring the unit on each criterion and identifying the strengths and areas of improvement for each. Units will be responsible for preparing the corresponding action plans to cover the major areas of improvement identified in the feedback report.

7.7 Communicating review outcomes and monitoring improvement plans

The RMO is responsible for following up with units in implementing the action plans. The RMO will report review outcomes of units to the concerned Deputy Vice Chancellor and the Vice Chancellor's Executive Leadership Council, as well as monitoring progress in implementing action plans.

Appendix A. Assessment Infrastructure

To streamline the learning outcomes assessment activities, an integrated infrastructure led by the Office of Institutional Effectiveness (OIE) is established (see Figure 7) The OIE strives to fulfil the UAEU commitment to provide students with the finest education and a supportive learning environment to ensure that every student can be successful. The OIE works closely with representatives from the UAEU ten colleges to ensure that learning outcomes at the program and course levels are well defined and aligned with both national and international accreditation guidelines. The office reports to the Vice Chancellor on the status of all the assessment activities in the University.

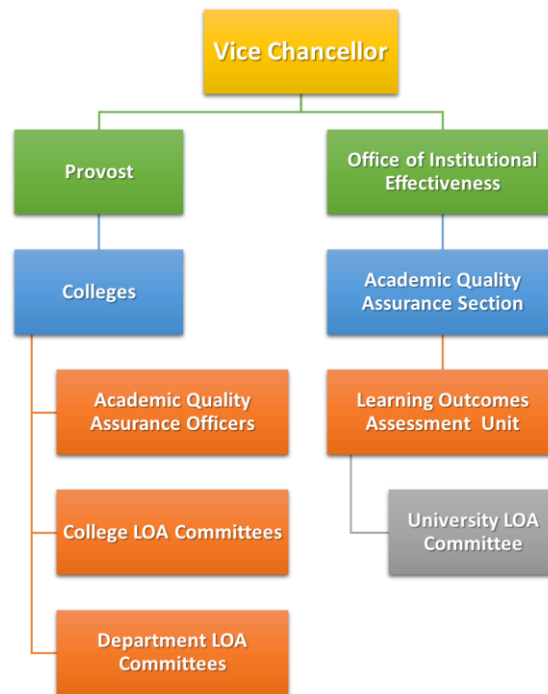


Figure 7: UAEU Assessment Infrastructure

The OIE is also responsible for assuring the quality and the effectiveness of the assessment processes. This includes collecting and auditing assessment reports and other related documents (e.g., course files (see appendix I), assessment tools, rubrics, etc.) to ensure that:

- each course and program offered by UAEU is assessed as per the assessment plans,
- collected assessment data is valid and accurate,
- instructor review of the course presentation is complete and appropriate,
- assessment results are analyzed and discussed with constituencies,
- appropriate remedial actions are devised to address discovered deficiencies, and
- remedial actions are implemented, and their impact is measured.

Course coordinators (see appendix M) and Standing learning outcomes assessment committees are responsible for overseeing the implementation of the assessment process at the department, the college, and the university levels. Program constituencies are regularly invited and engaged in discussions regarding program learning outcomes. Faculty work together to develop consensus on learning outcomes articulation, alignment, and assessment. Assessment committees regularly meet to discuss the assessment results and develop appropriate remedial actions to address discovered deficiencies (See Appendix H for assessment timelines). Each assessment committee has a set of rules and responsibilities as detailed below.

Department Learning Outcomes Assessment Committee (DLOAC):

- Each academic department shall have a learning outcomes assessment committee appointed by the department chair at the beginning of each academic year.
- The DLOAC should have at least one representative for each graduate and undergraduate program offered by the department.
- The DLOAC is responsible for all activities related to the assessment of learning outcomes carried out by the department.
- Published terms of reference define the committee's responsibilities (see Appendix C).

College Learning Outcomes Assessment Committee (CLOAC):

- Each college shall have a standing learning outcomes assessment committee appointed by the college dean at the beginning of each academic year.
- The chair of a DLOAC is the department's ex-officio representative on the CLOAC.
- The coordinator of a college level or an interdisciplinary program is the program's ex-officio representative on the CLOAC.
- The CLOAC assumes the responsibilities of the DLOAC, if the DLOAC appointment is not possible.
- Published terms of reference define the committee's responsibilities (see Appendix C).

University Learning Outcomes Assessment Committee (ULOAC):

- The ULOAC is appointed by the VC at the beginning of each academic year.
- The chair of a CLOAC is the college's ex-officio representative on the ULOAC.
- The Director of the General Education program is the program's ex-officio representative on the ULOAC.
- The committee shall be chaired by the University Learning Outcomes Assessment Coordinator.
- Published terms of reference define the committee's responsibilities (see Appendix C).

Appendix B. Assessment Principles

The UAEU assessment principles provide the guidelines for conducting effective, transparent, robust, and fair learning outcomes assessment at the course, program and institutional levels. Out of the following 14 principles, the first 9 are adopted from the “Principles of Good Practice for Assessing Student Learning” developed by the American Association for Higher Education (AAHE).

1. The assessment of student learning begins with educational values.

Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.

2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.

Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.

3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.

Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations—these derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.

Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way. Assessment can help understand what students learn best under which conditions; with such knowledge comes the capacity to improve the whole of their learning.

5. Assessment works best when it is ongoing, not episodic.

Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the progress of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

6. Assessment fosters wider improvement when representatives from across the educational community are involved.

Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus, understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

7. Assessment makes a difference when it begins with issues of use and questions that people really care about.

Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return

"results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.

Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.

9. Through assessment, educators meet responsibilities to students and to the public.

There is compelling public stake in education. As educators, we have a responsibility to the public that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation-to ourselves, our students, and society-is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

10. Assessment should be valid.

It should assess what we are really intending to measure. For example, when attempting to assess design skills, a design problem should be given to students and the assessment should focus on the correctness and quality of the provided solution. A lower level question such as knowledge or discussion of or an explain question should not be used for assess such outcome.

11. Assessment should be transparent.

There should be no hidden agendas. There should be no surprises for students. Assessment should be in line with the intended learning outcomes as published in student handbooks and syllabi. The links between these outcomes and the assessment criteria should be plain to see.

12. Assessment should motivate students to learn.

Assessment should help students to structure their learning continuously during their studies, not just in the few critical weeks before particular assessment climaxes. Assessment should allow students to self-assess and monitor their progress throughout a course and help them to make

informed choices about what to learn, how to learn it, and how best to evidence the achievement of their learning.

13. Assessment should be fair.

Students should have equivalence of opportunities to succeed even if their experiences are not identical. It is important that all assessment instruments and processes should be seen to be fair by all students.

14. Assessment should be formative.

Even when it is primarily intended to be summative. Assessment is a time-consuming process for all concerned, so it seems like a wasted opportunity if it is not used as a means of letting students know how they are doing, and how they can improve. Assessment that is mainly summative in its function (for example, when only a number or grade is given) gives students very little information, other than frequently confirming their own prejudices about themselves.

Appendix C. Terms of Reference of Academic Quality Assurance Committees

C.1 University Learning Outcomes Assessment Committee (ULOAC)

The University Learning Outcomes Assessment Committee reports to the Deputy Vice Chancellor for Academic Affairs (Provost). The committee's responsibilities include:

1. Oversees all assessment activities ensuring uniformity, consistency, and compliance with the University processes.
2. Review and analyze the annual ILO assessment results.
3. Oversee the implementation of the ILO remedial actions at the college level, and report on their effectiveness.
4. Conduct an audit on the correctness, appropriateness, and completeness of the assessment processes and reports.
5. Periodically review the effectiveness and the appropriateness of the University assessment processes.
6. Investigate new tools and methods to streamline the assessment processes and increase their effectiveness.
7. Review and analyze the annual university assessment statistics.
8. Prepare the University annual assessment report.
9. Promote the assessment culture within the UAEU community.

C.2 University Program and Curriculum Committee (UPCC)

The University Program and Curriculum Committee reports to the Deputy Vice Chancellor for Academic Affairs (Provost). The committee's responsibilities include:

1. Reviewing proposals received from the various colleges pertaining to curricula amendments or offering/elimination of degrees and taking the appropriate decisions thereto.
2. Ensuring that proposed academic programs are developed with reference to the UAE Qualifications Framework, and University and international standards.
3. Ascertaining that the programs / curricula meet the academic accreditation requirements to attain excellence in all academic programs offered by the University.
4. Developing the appropriate academic and administrative framework to which the curricula amendments or offering/elimination of degrees process may refer and determining the follow-up and implementation processes thereto.

C.3 College Academic Quality Assurance Officer

The college academic quality assurance officer is appointed by the college dean at the beginning of the academic year. The officer responsibilities include:

- Liaisons with the OIE in all AQA matters (LOA, Program Review, Programmatic Accreditation and other needed information from the Colleges, etc.).
- Ensures that recommended remedial actions and sufficiently implemented and the continuous improvement loop is appropriately closed at the college level (e.g., implementation of the remedial actions which arise from LOA, program review, accreditation review, Surveys, etc.).
- Oversee and ensures quality of the college submitted proposals and self-study reports.
- Oversee the accreditation activities of the academic programs within the College.
- Ensure the College compliance with the deadlines related to QA processes.
- Attend regular meetings with the OIE.
- Report to the Dean of the College.

C.4 College Academic Quality Assurance Committee

The College Academic Quality Assurance Committee reports to college dean. The committee is chaired by the college's academic quality assurance officer and encompasses faculty representatives from various disciplines within the college. Its responsibilities include:

1. Oversee the college's national and international accreditation commitments.
2. Oversee the development, evaluation, and revision of the college's offered curricula.
3. Review submitted proposals for new courses and programs.
4. Ensures that all proposed curricular changes align with the UAEU mission, values, and strategic goals as well as the national priorities and accreditation standards.
5. Manage the development of interdisciplinary programs or courses that bridge multiple disciplines within the college or with other colleges or departments.
6. Oversee assessment processes to evaluate the achievements of the programs' learning outcomes.
7. Analyze assessment results and identify areas for improvement and recommend changes to enhance program quality and student learning.
8. Develop or recommend policies related to curriculum design, implementation, and evaluation to help maintain consistency and clarity in curriculum-related processes across the college.

9. Oversee the implementations of the programs' improvement plans and the closing of the continuous improvement loop.
10. Collect PLO assessment data and generate the PLO assessment reports for interdisciplinary and college level programs.
11. Review and approve the annual PLO assessment reports.
12. Increase the awareness of the academic quality assurance within the college through seminars and workshops.

C.5 Department Learning Outcomes Assessment Committee

The department learning outcomes assessment committee is appointed by the department chair at the beginning of each academic year. Its responsibilities include:

1. Oversee the implementation of the course assessment process, ensuring that offered courses are regularly assessed.
2. Ensures that assessment results are critically analyzed, and effective remedial actions are recommended if needed.
3. Develop and maintain sustainable PLO assessment plans.
4. Ensure that all PLOs are periodically assessed as per the assessment plan.
5. Identify appropriate assessment tools (direct and indirect) for each PLO and develop effective rubrics to measure their attainment levels.
6. Collect and verify PLO assessment data and generate the PLO assessment files.
7. Ensure that the assessment loop is closed (i.e., discovered deficiencies are addressed with appropriate remedial actions), and documented.
8. Implement and maintain a repository for all the department assessment related documents.

C.6 Department Curriculum Committee

The department curriculum committee is appointed by the department chair and encompasses faculty representatives from various disciplines within the department. Its responsibilities include:

- 1- Ensures that the department's curricula are aligned with departmental goals, emerging trends, and applicable accreditation standards.
- 2- Proposes, reviews, and revises curriculum content, including courses, program requirements, and learning outcomes.

- 3- Works closely with the assessment committee and utilizes the collected assessment data to inform curriculum improvements.
- 4- Oversees the implementation of recommended remedial actions related to curricular modifications.
- 5- Promotes interdisciplinary collaboration and integration of diverse perspectives within the department's curriculum.
- 6- Encourages innovation in teaching and learning methods, including the incorporation of technology, experiential learning opportunities, and other pedagogical approaches.

Appendix D. Learning Outcomes Articulations

Effective learning outcomes start with clear statements on the important and unique knowledge and skills the students should know or be able to do after successfully completing their course of study. It is recommended to use only **four to six** learning outcomes per course, and between **eight and ten** learning outcomes per program. Having too many learning outcomes will increase the complexity of the assessment process, as faculty might not be able to assess all of them or overload the students with too many assessment activities. Therefore, it is important to identify the essential knowledge and skills the students will be able to gain from the learning experience.

Each learning outcome must contain two parts:

- i) an active verb that describes the cognitive level expected from the students as per the bloom's taxonomy of cognitive domain (see Figure 8)
- ii) the scope of the outcome and quality of the guidance given to the students

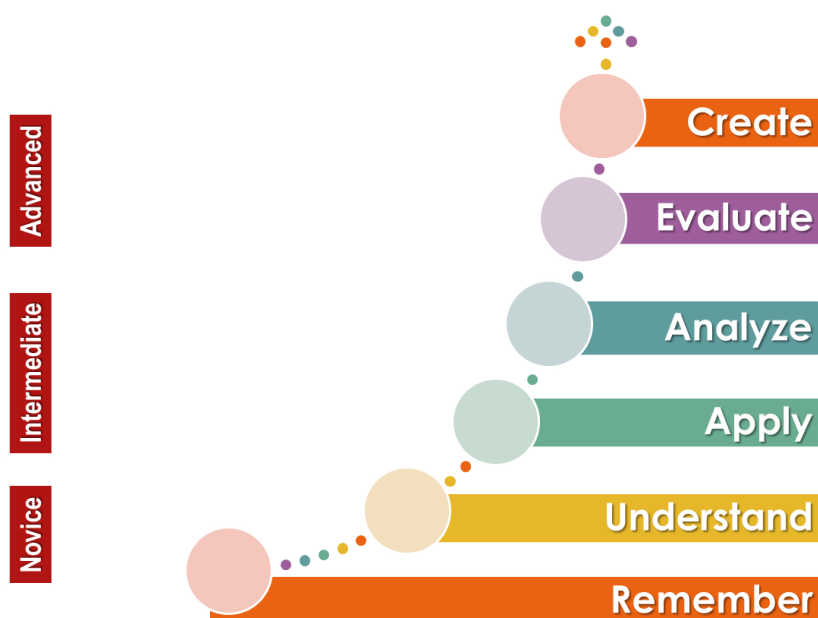


Figure 8: Bloom's Taxonomy of Cognitive Domain

The quality of the guidance given to students relates to how much support they will be given by academic faculty and how much they will be expected to do on their own. *Both the action verb and the scope of the outcome should be defined carefully to reflect the right QFE level for the awarded degree (Bachelor, Master, or PhD).*

After deciding on what is important and essential for the students to learn, start the articulation of

the learning outcomes considering the following guidelines:

- Start the outcome with an active verb that spells out what students will be able to do.
- Align the outcome with the proper QFE level.
- Make the outcomes clear for the students, faculty, external agencies (e.g., accreditation agencies) and stakeholders to understand without ambiguity. This ensures that all internal and external stakeholders are clear on what they can expect from the students at the end of the learning experience.
- In order to achieve the required clarity, expressions such as 'to know', 'to understand', 'to appreciate', 'to be acquainted with', 'to demonstrate understanding' and 'be familiar with' should be avoided. These are too vague to convey the exact nature of the outcome being taught. More active and explicit verbs (e.g., state, analyze, explain, define, etc.) should be used whenever possible (see Table D-1 for a list of the suitable verbs at different bloom's cognitive levels).
- Avoid using too multiple verbs in one learning outcome.
- The learning outcome should identify the new learning specific to the course or the program. Thus, they should identify the most complex and highest order of learning provided.

Table 2: Bloom's Taxonomy of Cognitive Domain

Cognitive Level	Action Verbs
Remember	Arrange, Define, Describe, Duplicate, Identify, Label, List, Name, Order, Outline, Recognize, Relate, Recall, Repeat, Reproduce, Select, State
Understand	compare, contrast, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, summarize, show, classify
Apply	Apply, Change, Choose, Compute, Discover, Dramatize, Employ, Illustrate, Interpret, Manipulate, Modify, Operate, Practice, Predict, Prepare, Produce, Relate, Schedule, Show, Sketch, Solve, Use, Write
Analyze	analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, inference
Evaluate	criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend
Create	build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve

- A learning outcome must be measurable based on clearly defined criteria associated with the teaching/learning activities and assessment strategies contained within the curriculum. The main reason that learning outcomes are not capable of being assessed is because they are written too broadly or written using vague terms as mentioned above.
- The learning outcome must be paired with learning activities that allow the students to achieve the learning outcome and allow faculty to assess the achievement.

As per the CAA guidelines, to ensure that the outcome is pitched at the right QFE level, the scope of what a student is expected to know or be able to do in relation to the detail, depth and breadth of their expected knowledge, the amount of complexity they are dealing with, the use and evaluation of different theories and approaches and the amount of uncertainty contained in the material they are using will need to be clearly set out. The quality of the guidance given to students and how much support they will be given by faculty and how much they will be expected to do on their own will complete the picture and clearly signal the level at which students are achieving learning outcomes.

Examples of good articulated CLOs:

On successful completion of the module, students will be able to:

- Discuss romantic poetry in relation to the major themes of romanticism.
- Describe the underlying principles governing gene transmission and expression.
- Analyze a variety of laws, policies and institutions of drugs control.
- Evaluate the various criminological theories in relation to drug issues.
- Assess the role of the criminal justice system as a response to drugs in contemporary societies.
- Apply effective information handling and research skills.
- Apply Kolb's model of learning to the design of teaching programmes.
- Illustrate, using phonetics, the problem of stigmatism in children.
- Work effectively as part of a team.
- Communicate thoughts and ideas on drugs issues through oral presentations and written assignments.

Example of poor learning outcomes:

- Demonstrate an understanding of the connections between morality and law.
- Demonstrate proficiency with conversational Japanese by the end of the semester.
- Get an introduction to statistics and its practical application.
- Knowledge of current engineering trends.
- Efficiency in completing tasks.

Appendix E. Learning Outcomes Alignment

Course and program learning outcomes should be aligned with each other, as well as with the program and college goals, the UAEU Institutional Learning Outcomes, and the Qualification Framework Emirates as shown in Figure 9. Alignment is an essential element of the curriculum development as it assures that the students have different opportunities to achieve the intended outcomes by graduation. It is also used to identify curriculum gaps and redundancy and to ensure that appropriate assessment tools are used to assess each outcome.

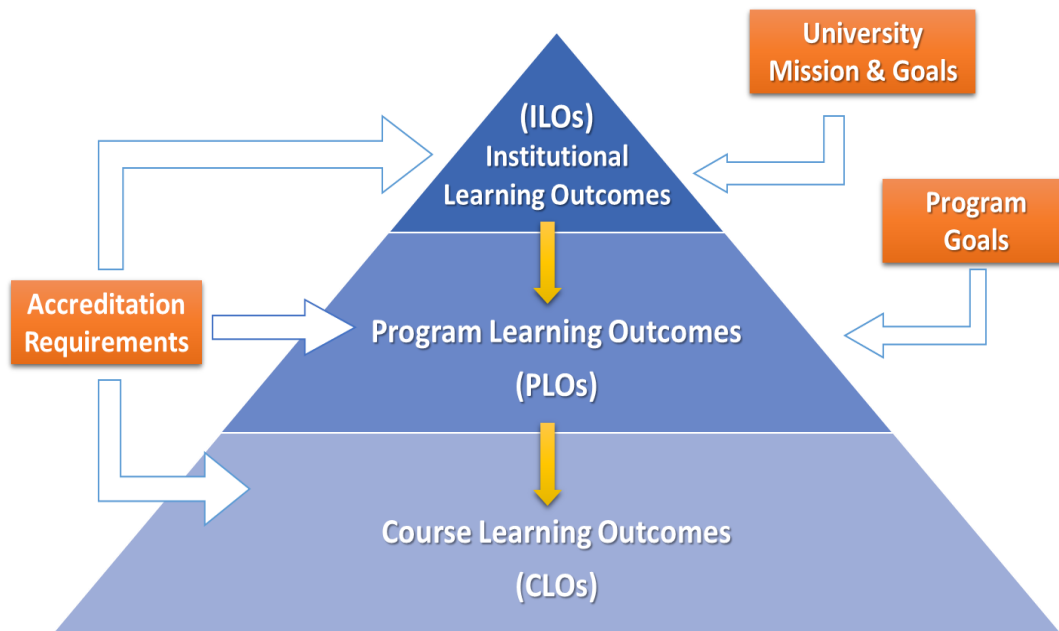


Figure 9: Learning Outcomes Alignments at Institutional, Program, and Course Levels

E.1 Course Learning Outcomes Alignments

Three alignment matrices should be completed by the course coordinators for each offered graduate/undergraduate course. Table 3 aligns the course topical outlines (CTOs) with the course learning outcomes (CLOs). This matrix is essential to ensure that the offered topics are aligned with the blooms taxonomy cognitive level specified by the CLO. It is also important for closing the assessment loop, as it can be used to accurately identify the topics contributing to a specific CLO. Hence, allows course coordinators to design effective remedial actions targeting the areas of weaknesses. Course coordinators should use a check mark “√” to indicate which CTO is contributing to each CLO. Each CLO must be covered by at least one CTO.

Table 3: Aligning Course Topical Outlines with Course Learning Outcomes

	CLO-1	CLO-2	CLO-3	CLO-4	CLO-5	CLO-6
CTO-1	✓					
CTO-2	✓					
CTO-3			✓			
CTO-4			✓			

Table 4 specifies how CLOs are contributing to the intended PLOs. Course coordinator could use a proficiency level “I = Introduced, D = Developed, or M = Mastered” to indicate how the level of contribution. Extra caution should be paid to the alignment of the CLO blooms taxonomy cognitive level with the PLO proficiency level. A CLO should contribute to a least one PLO. A PLO could be covered by one or more CLO. The CLOs might not cover all the PLOs.

If the course is part of a track or a minor degree, the course should also be aligned with the track or the minor learning outcomes as shown in Table 5.

Table 4: Aligning the course learning outcomes with the program learning outcomes.

	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5	PLO-6	PLO-7	----
CLO-1	D							
CLO-2	D							
CLO-3			D					
CLO-4				M				

Table 5: Aligning the course learning outcomes with track learning outcomes.

	TLO-1	TLO-2	TLO-3	TLO-4
CLO-1	D			
CLO-2	D			
CLO-3		M	M	
CLO-4				

-------	--	--	--	--

Table 6 is used to specify the recommended assessment tools for each CLO. Using a check mark “✓” the course coordinator should select at least three tools for each CLO. The assessment methods should include both direct (e.g. project, term paper, final and midterm exam embedded questions, quizzes, lab reports, etc.), and indirect (e.g., instructor observation, student satisfaction survey, student self-evaluation) tools.

Table 6: Aligning the course learning outcomes with the recommended assessment tools.

	Direct Assessment Tools				Indirect Assessment Tools			
	Quizzes	Assignments	Labs	Midterm Questions	Final Exam Questions	Student Survey	Instructor Survey	...
CLO-1								
CLO-2								
CLO-3								
CLO-4								

E.2 Program learning Outcomes Alignments

The following program alignment matrices (Table 7 to Table 12) should be completed for each graduate and undergraduate program offered at UAEU. Although it is the responsibility of the program coordinator to complete and maintain these matrices, the program coordinator may delegate this responsibility to the department/college curriculum committee.

Table 7 is used to capture the contribution of the individual courses to the PLOs proficiency levels “I = Introduced, D = Developed, or M = Mastered”. The program coordinator may use the information submitted by the course coordinators in Table 4 to decide on proper the proficiency level to be used. This table is essential to identify if a PLO is not covered by any courses (i.e., curriculum gap), if a PLO is covered by too many courses (i.e., curriculum redundancy), or if the PLO is missing a proper coverage at one or more proficiency level (i.e., curriculum misalignment).

Table 7: Aligning program courses with program learning outcomes proficiency levels

	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5	PLO-6	PLO-7	---
Course 1	I		I					
Course 2				I				
Course 3		I				I		
Course 4	D							
-----	M			M				

Table 8 and Table 9 are used to align the PLOs with the college goals (CGs) and the program goals (PGs) respectively. These two tables assure that both the college and the program goals can be achieved through the offered curriculum. Each CG and PG should be covered by at least one PLO.

Table 8: Aligning CLOs with the college goals.

	CG-1	CG-2	CG-3	CG-4	----
PLO-1			✓		
PLO-2				✓	
PLO-3		✓			
PLO-4				✓	
PLO-5	✓				

Table 9: Aligning CLOs to the program goals.

	PG-1	PG-2	PG-3	PG-4	----
PLO-1			✓		
PLO-2				✓	
PLO-3		✓			

PLO-4				✓	
PLO-5	✓				

In addition to the program and the college goals, Table 10 should be used to assure that students could achieve UAEU institutional learning outcomes (ILOs) through the offered curriculum. A check mark is used to indicate the contribution of the individual PLOs to each ILO. One or more PLO could contribute to the same ILO. If an ILO is not covered by any PLO, the program coordinator should explain if this ILO is covered by the GenEd program or by other extra curricula activities.

Table 10: Aligning PLOs with the UAEU ILOs

	Disciplinary Knowledge (DK)	Research (R)	Information Literacy (IL)	Quantitative Reasoning (QR)	Critical Thinking (CT)	Communication (C)
PLO-1	✓					
PLO-2			✓			
PLO-3						✓
PLO-4			✓			
-----				✓		

Table 11 is required to verify the alignment of the PLOs with the “Qualification Framework Emirates” level appropriate to the degree offered by the program (Level 7: Bachelor, Level 9: Master, and Level 10: Doctorate). The program coordinator should ensure that each QFE strand is covered by at least one PLO.

Table 11: Aligning PLOs with the Qualification Framework Emirates (QFE)

	Knowledge (K)	Skills (S)	Competencies		
			Autonomy & Responsibility (AR)	Role in Context (RC)	Self-Development

					(SD)
PLO-1					
PLO-2					
PLO-3					
PLO-4					
PLO-5					

Finally, Table 12 should be used to specify the direct and indirect tools that will be used to assess each PLO, as well as the expected achievement level. At least three assessment methods should be used for each PLO. Direct assessment methods may include capstone projects, course portfolios, exit exams, Course assessment results, standardized tests, etc. On the other hand, indirect assessment methods may include alumni, employer, and student surveys, exit interview of graduates, focus groups, etc.

Table 12: Aligning PLOs with the recommended assessment methods.

	Expected Achievement Level	Direct Assessment methods				Indirect Assessment methods		
		Course Assessment	Exit Exam	Capstone	Internship	Exit Survey	Internship Survey	
PLO-1								
PLO-2								
PLO-3								
PLO-4								
PLO-5								

Appendix F. Developing an Effective Assessment Plan

An effective assessment plan should clearly specify the following items:

- An appropriate, and realistic targeted achievement level for each outcome.
- The direct and indirect assessment tools that will be used to assess each outcome.
- A timeline that specifies when and how often each outcome will be assessed. This could depend on national and/or international accreditation requirements.
- The entities involved in the collection of the assessment evidence (e.g., faculty, lab instructors, supervisors, etc.)
- how the evidence will be collected (e.g., unified rubrics, surveys)

The following points should also be considered while developing the assessment plan:

- An effective assessment plan does not have to be complicated. The aim is to develop an assessment plan that requires a little extra time and effort.
- Faculty should be involved as early as possible in the plan development process, and their feedback regarding the assessment plan should be considered.
- Do not overwhelm faculty and students with new tasks. The assessment works best when it is part of the regular course work and learning activities rather than additional tasks for students.
- Choose the assessment methods that provide evidence that is easy to understand and interpret.
- Identify which learning experiences (e.g., projects, exams, assignments, and presentations) are best suited for each assessment method.
- Consider whether the selected assessment methods allow you to easily detect the improvements in the outcome achievement level.
- Keep the students informed about the aim of the assessment practice. Studies show that students usually perform much better when they know what the instructor is expecting from them.
- Protect the confidentiality of students whose learning will be assessed.

F.1 Selecting Appropriate Assessment Tools

The first step in the assessment plan is to identify the most appropriate assessment methods that will be used to assess each outcome. An appropriate assessment method should be able to measure the competency addressed by the outcome effectively and accurately. ***It is essential that the selected assessment tool and the outcome belong to the same bloom's taxonomy level. For instance describing or explain questions (Blooms level 1) cannot be used to assess a design outcome (Blooms level 6).***

The assessment tool should be also aligned with the content of the curriculum and take advantage of the existing teaching practices. The better the integration of the assessments into existing student work (e.g. exiting exams, capstone projects, assignments, etc.), the greater the probability that the assessment plans will succeed. Using multiple direct and indirect assessment methods (**at least two to three direct with possibly one indirect**) is necessary to assure reliability and validity of the assessment findings.

Indirect assessment methods pertain to the constituencies (students, faculty, employers, alumni, advisory boards, etc.) perceptions of the achievement level of the learning outcomes, and their perspectives on program structure and curricular content. Examples include different types of satisfaction and exit surveys, and results of focus groups and interviews. Indirect methods may also include retention, attrition, transfer, and graduation rates, as well as job placement data. Although indirect methods provide useful information regarding the quality of the learning experience, they do not simply answers fundamental questions about the degree to which students have met specific learning outcomes.

Direct assessment methods, on the other hand, include immediate evaluation of a student's performance, such as a test, paper, capstone project, laboratory procedure, signature assignments, etc. They can be classroom-based activities, department-level exams or projects, or standardized tests relevant to the field. Student performance must be measured using explicit criteria (e.g., rubrics) connected to the learning outcomes. However, it is curtail not to use the entire grade of an exam as a direct indicator of learning outcomes achievement as it does not pinpoint what exactly which outcomes the students have or have not achieved. For example, if 70% of a class may receive a grade of C in a test. Although the overall grade shows that students have achieved the target competence, students might have scored 90% in questions related to outcome one and only 60% in questions related to outcome 2, which cannot be detected if the overall grade is used.

Faculty should consider rubrics more often when designing tools for assessing students' work especially when multiple sections of one course are taught simultaneously. A rubric is a set of scoring guidelines (criteria) and standards for evaluating students' work and for giving feedback. Some of the clear benefits of using a scoring rubric are:

- It identifies the key elements (criteria) of the work that will be evaluated.
- It indicates the differences between good and poor work (standards) on each criterion.
- It is a tool to ensure that the evaluation (or scores) of work or performance are valid and reliable.

- It provides both students and evaluators with a clear prospect about what is expected for excellence.

F.2 Setting the Target Achievement Level

Continuous improvement of the student learning experience is the ultimate goal of the assessment process. However, it is very sensitive to the appropriate and realistic setting of target learning outcome achievement level. Recommendations for improvement and corrective actions are usually used to address learning outcomes where the actual achievement level is blowing the target. Therefore, setting the target achievement levels inappropriately low increases the risk that the students will constantly exceed them. Hence, halt the continuous improvement cycle as no recommendations for improvements or corrective actions will be required. The improvement process will remain halted until the target achievement level is revised or the assessment methods are checked and adjusted if needed.

If you do not have any previous assessment data to guide the setting of the target achievement level, it is recommended to set the initial achievement level according to the following guidelines:

1. Undergraduate CLOs, direct tools: 70% of the students score above 70%
2. Undergraduate CLOs, indirect tools: 70% of the students score ≥ 3 on a four-point scale, or ≥ 4 on a five point scale.
3. Graduate CLOs, direct tools: 70% of the students score above 80%
4. Undergraduate CLOs, indirect tools: 80% of the students score ≥ 3 on a four-point scale.
5. Target attainment level for specific direct tools such as (exit exam) could be lower than that calculated based on official exams.

It is expected that target achievement levels for several outcomes will be revised by the assessment committees to ensure the continuation of the improvement cycle. Consequently, different outcomes will eventually have different target achievement levels.

Appendix G. Analyzing Assessment Data and Closing the Assessment Loop

After collecting the student performance from different sections, the collected data should be aggregated to calculate the assessment result for each outcome. The assessment results are then analyzed by comparing the actual achievement level with the predetermined achievement targets. If the results suggest that students performed below expectations in one or more learning outcomes, the alignment matrices presented in Appendix E should be used to track down the used assessment methods for that learning outcome, and the associated topical outline. The aim of this analysis process is to determine where remedial actions should be introduced to improve the achievement level in the following assessment cycle.

The next step is to discuss the assessment finding with the course/program constituencies and determine the corrective actions to be implemented. For effective recovery, it is recommended to focus on the actions that will have the greatest potential on improving student learning. In other words, try to identify the improvements that do not require a large amount of resources but lead to significant increases in the quality of student learning. After deciding on the actions to be implemented, clearly articulate what is to be done, by whom, by when and how data will be collected to assess the impact. Make sure these actions are aimed directly at improving student learning. You should also consider the implications and consequences of the remedial action on department policies, curriculum, resources allocations, faculty effort, the students' experience of the program, etc., and prioritize improvement actions based on high impact, low cost.

Appendix H. Assessment Timelines

	Faculty	Course coordinator	¹ DAC	² CAC	Assessment Unit		
Fall Semester	⁴ W0	1- Submit the ⁶ CLO assessment data of the offered summer sections (if any).	Course coordinators call the ⁹ course committees for the first meeting of the semester to decide on the remedial actions to be implemented, and the assessment tools to be used during the Fall semester.			1- Collect and upload the ILO assessment data for the previous academic year	
	W1	2- Decide on the remedial actions to be implemented during the Fall semester.				2- Generate and analyze the ILO assessment results.	
	W2	1- Analyze the sections assessment results, and upload the analysis remarks, remedial actions, as well as the details and the impact of the remedial actions implemented during the summer semester.		The DAC chair call the committee for the first meeting after formation to:		Call the ILO constituencies for the meeting to:	
	W3	2- Generate the section assessment reports and upload them to the course portfolios.		1- Discuss the ⁷ PLO assessment plan for the new academic year. 2- Decide on the assessment tool to be collected, and the PLO remedial actions to be implemented during the Fall semester.	CAC meets to discuss the college assessment activities during the last academic year and decide on the assessment activities for the current academic year.	1- analyze the ILO assessment results.	
	W4	Collect and upload CLO assessment data for the Fall semester. Implement the approved CLO remedial actions as per the last assessment cycle		Chair of CAC arrange with the college internship, graduation project, and capstone committees, etc. for PLO assessment data collection during the Fall semester as per the approved assessment plan	CAC report to the college dean regarding the assessment status across the college.	2- discuss the impact of the implemented remedial actions.	
	W5					3- Decide on the remedial actions, for next offering.	
	W6						Upload the ILO analysis remarks, remedial actions. and generate the annual assessment report
	W7		Course committees meet to ensure homogeneous and synchronized progress of the course delivery across all offered sections, and to decide on the midterm questions and their alignment with the CLOs.				Report to the director of the OIE regarding the status of the CLO, PLO, and ILO assessment.
	W8			1- Oversee the collection of PLO assessment data 2- Prepare and administer the exit exam, exit survey and exit interview for graduating students	CAC meet to discuss the progress of the assessment activities across the college		Oversee the collection of the ILO assessment data and the implementation of the remedial actions
	W9			3- Oversee the implementation of the PLO remedial actions as per the assessment plan			
	W10						Oversee the implementation of the Assessment process across the university
	W11						
	W12						
	W13						
	W14		Course committees meet to decide on the questions of the final exam and their alignment with the CLOs. The final exam should have at least one question to cover each CLO.				
	W15						
W16							
Spring Semester	W0		1- Submit the CLO assessment data of the offered Fall sections	Course committees meet to:			
	W1		2- Analysis the section assessment results	1- analyze the course assessment results; 2- discuss the impact of the implemented actions; 3- decide on the required remedial actions for next offerings;	Oversee the submission of the CLO assessment data to ensure the completeness and the correctness of the submitted assessment data.	Chair of the CAC to collect and upload the PLO assessment data (internship, graduation project, capstone, exit exam, exit survey, etc.)	
	W2		3- Decide on the remedial actions to be implemented during the Spring semester.	4- decide on the assessment tools to be used during the next semester.		CAC meet to discuss the progress of the assessment activities across the college	Collect and upload the ILO assessment data for the Fall semester

Random auditing of assessment files and results

Summer Semester	W3	1- Upload the analysis remarks, remedial actions recommended for next offering, as well as the details and the impact of the remedial actions implemented during the Fall semester. 2- Generate the section assessment reports of the Fall semester and upload them to the individual course portfolios.	1- Upload the course analysis remarks, and recommended actions of the Fall semester. 2- Upload the details and impact of the remedial actions implemented during the Fall semester. 3- Generate the course assessment reports.							
	W4	Collect and upload CLO assessment data for the Spring semester. Implement the approved CLO remedial actions as per the last assessment cycle		- Report to department chair/program coordinators regarding the completeness and correctness of the submitted CLO assessment for the Fall semester. - Report to the department chair and program coordinators regarding the progress of the PLO assessment process.	Chair of CAC arrange with the college internship, graduation project, and capstone committees, etc. for PLO assessment data collection during the Fall semester as per the approved assessment plan	Report to the Dean regarding the CLO assessment status of the Fall Semester and the progress of the PLO assessment process.	Random auditing of assessment files and results	Oversee the Implementation of the Assessment process across the university	Oversee the collection of the ILO assessment data and the implementation of the remedial actions	
	W5									
	W6									
	W7		The course committee meet to ensure homogeneous and synchronized progress of the course delivery across all offered sections of the course, and to decide on the midterm questions and their alignment with the CLOs.							
	W8			- Oversee the collection of PLO assessment data						
	W9			- Prepare and administer the exit exam, exit survey and exit interview for graduating students.						
	W10			- Oversee the implement the PLO remedial actions as per the assessment plan.						
	W11									
	W12									
	W13									
	W14	The course committee meet to decide on the questions of the final exam and their alignment with the CLOs. The final exam should have at least one question to cover each CLO.								
	W15									
	W16									
	W1	Collect and upload CLO assessment data for the summer semester. Implement the approved CLO remedial actions as per the last	1- Submit the CLO assessment data of the offered Spring sections 2- Decide on the remedial actions to be implemented during the next offering.	Course committee meet to: 1- Analyze the course assessment results of the spring semester. 2- Discuss the impact of the implemented actions. 3- Decide on the required remedial actions for next offerings.	Oversee the submission of the CLO assessment data to ensure the completeness and the correctness of the submitted assessment data.	1- Collect and upload the PLO assessment data (internship, graduation project, capstone, exit exam, exit survey, etc.) 2- Submit the uploaded data and generate the detailed assessment result for each PLO.	CAC meet to discuss the progress of the assessment activities across the college	Random auditing of assessment files and results	Oversee the Implementation of the Assessment process across the university	Collect and upload the ILO assessment data for the Spring semester
	W2									
W3	1- Analysis the section assessment results, and upload the analysis remarks, remedial actions recommended for next offering, as well as the details and the impact of the remedial actions implemented during the Fall semester.									
W4	2- Generate the section assessment reports of the Spring semester and upload them to the individual course portfolios.		1- Upload the course analysis remarks, and recommended actions of the spring semester. 2- Upload the details and impact of the remedial actions implemented during the spring semester. 3- Generate the course assessment reports.	- Report to department chair/program coordinators on the completeness and correctness of the submitted CLO assessment for the Fall semester. - Report to the department chair and program coordinators on the progress	Program constituencies ¹⁰ meet to analyze the PLO assessment results, impact of the implanted remedial actions, and decide on the remedial actions for the next offering					
W5										
W6						Report to the Dean regarding the CLO assessment status of the Spring				

	W7	
	W8	

¹DAC: Department Assessment Committee

²CAC: College Assessment Committee

³OIE: Office of Institutional Effectiveness.

⁴W0: The week before the classes begin.

⁵W#: The week number of the semester

⁶CLO: Course Learning Outcome

⁷PLO: Program Learning Outcome

⁹Course Committee: A committee consists of all faculty taught the course during the academic year, and chaired by the course coordinator. For a course

¹⁰Program constituencies: Faculty, Students, Alumni, Employers, etc.

of the PLO assessment process.		Semester and the progress of the PLO assessment process.	
1- Upload the PLO analysis remarks			
2- Upload the details and the impact of the implemented remedial actions			
3- upload the new remedial actions for next offering			
4- Generate the program assessment report			

Color Legend

	CLO Assessment Activities
	PLO Assessment Activities
	ILO Assessment Activities
	Quality Assurance Activities

Appendix I. Course File

Faculty members and instructors shall prepare a course file for each offered section and upload it to the online course e-portfolio repository as per the instruction provided in the course e-portfolio manual (<https://www.uaeu.ac.ae/en/vc/oie/pdf/e-portfolio-manual.pdf>).

The course file should include the following items:

1. Syllabi for the current and previous offerings of the course.
2. Copies of all instructor teaching materials.
3. Copies of all assessment instruments.
4. Instructor worked answers and marking schemes for all assessment instruments.
5. Examples from across the range of student performance of graded responses to all assessment instruments.
6. A comprehensive instructor review of the presentation of the course, covering:
 - a. appropriateness of the course learning outcomes.
 - b. extent to which the syllabus was covered.
 - c. extent to which learning outcomes were met (with evidence).
 - d. appropriateness of textbooks and other learning resources.
 - e. appropriateness of assessment instruments in relation to learning outcomes.
 - f. appropriateness of the balance of assessment.
 - g. appropriateness of prerequisites.
 - h. general comments on any problems encountered with the course.
7. quantitative analysis of student performance during the course presentation (e.g., grade distributions).
8. summary of student feedback on the evaluation of the course.

Each department must ensure that a course file is uploaded for each offered section and evaluate the uploaded course files for quality and completeness.

Appendix J. Standing Surveys Details

Survey	Objective	Target group	User	Frequency
Student Happiness with Academic Experience Survey	To get a general insight on students' satisfaction about the academics, provided services and the university life	All Students	Colleges Relevant Units OIE	Annual
Course and Instructor Survey	To get feedback from students about the course and teaching effectiveness	All classes with student enrollment > 5	Colleges/OIE	Every semester (week 11-15)
Exit Survey	To get feedback from graduating students about their complete university experience	All graduating students	Colleges/OIE	Every semester (week 12)
Employability survey	To collect accurate information about the employability status of graduates and the students experience in finding jobs	Alumni graduated during the past 12 months	Colleges/OIE	Every semester
Alumni Survey	To collect information from the alumni about the relevance of the education to their work and life after graduation	Alumni	Colleges/OIE	Biennial
Employers Survey	To survey the employers' satisfaction about the knowledge, skills and attitudes of the graduates as well as their recommendations for educational adjustments	Employers	Colleges/OIE	Biennial
Faculty Satisfaction Survey	To survey faculty satisfaction about the provided services, opportunities and working environment	Faculty members	Provost	Biennial
Staff Satisfaction Survey	To survey staff satisfaction about the provided services, opportunities and working environment	Staff	Secretary General	Biennial
Specific Surveys	To collect specific information relevant to specific service	Depends on the specific survey	OIE	As per request from the concerned units

Appendix K. Program Learning Outcomes Publication

Program Title
Bachelor of Accounting
Bachelor of Arts in Arabic Language and Literature
Bachelor of Arts in English Literature
Bachelor of Arts in Geography
Bachelor of Arts in Linguistics
Bachelor of Arts in Mass Communication
Bachelor of Arts in Political Science
Bachelor of Arts in Psychology
Bachelor of Arts in Tourism Studies
Bachelor of Arts in Translation Studies
Bachelor of Arts in Visual Studies and Creative Industries
Bachelor of Business Administration
Bachelor of Economics
Bachelor of Education in Early Childhood Education
Bachelor of Education in Health and Physical Education
Bachelor of Education in Special Education
Bachelor of Finance and Banking
Bachelor of Law
Bachelor of Science in Aerospace Engineering
Bachelor of Science in Agricultural Resource Management
Bachelor of Science in Applied Sociology and Social Data Analytics
Bachelor of Science in Architectural Engineering
Bachelor of Science in Biochemistry
Bachelor of Science in Biology
Bachelor of Science in Chemical Engineering
Bachelor of Science in Chemistry
Bachelor of Science in Civil Engineering
Bachelor of Science in Communication Engineering
Bachelor of Science in Computer Engineering
Bachelor of Science in Computer Science
Bachelor of Science in Dietetics
Bachelor of Science in Electrical Engineering
Bachelor of Science in Food Science
Bachelor of Science in Geosciences
Bachelor of Science in Horticulture
Bachelor of Science in Information Security
Bachelor of Science in Information Technology

Bachelor of Science in Marine Fisheries and Animal Science
Bachelor of Science in Mathematics
Bachelor of Science in Mechanical Engineering
Bachelor of Science in Nutritional Science
Bachelor of Science in Petroleum Engineering
Bachelor of Science in Physics
Bachelor of Science in Speech-Language Pathology
Bachelor of Science in Statistics and Data Analytics
Bachelor of Social Work
Bachelor of Veterinary Medicine
Doctor of Medicine
Doctor of Pharmacy
Doctor of Philosophy in Architectural Engineering
Doctor of Philosophy in Biomedical Sciences
Doctor of Philosophy in Cellular and Molecular Biology
Doctor of Philosophy in Chemical Engineering
Doctor of Philosophy in Chemistry
Doctor of Philosophy in Civil Engineering
Doctor of Philosophy in Ecology and Environmental Sciences
Doctor of Philosophy in Electrical Engineering
Doctor of Philosophy in Food Science and Technology
Doctor of Philosophy in Geosciences
Doctor of Philosophy in Horticultural Sciences
Doctor of Philosophy in Informatics and Computing
Doctor of Philosophy in Language and Literacy Education
Doctor of Philosophy in Law
Doctor of Philosophy in Leadership and Policy Studies in Education
Doctor of Philosophy in Mathematics
Doctor of Philosophy in Mathematics Education
Doctor of Philosophy in Mechanical Engineering
Doctor of Philosophy in Nutritional Sciences
Doctor of Philosophy in Physics
Doctor of Philosophy in Public Health
Doctor of Philosophy in Science Education
Doctor of Philosophy in Special Education
Doctor of Business Administration
Dual Award PhD Program in Chemical Engineering with Katholieke Universiteit (KU) Leuven
Master's in business Analytics
Master of Arts in Arabic Language and Literature
Master of Arts in Communications

Master of Arts in English
Master of Business Administration
Master of Education
Master of Educational Innovation
Master of Engineering Management
Master of Governance and Public Policy
Master of Medical Sciences
Master of Private Law
Master of Professional Accounting
Master of Public Health
Master of Public Law
Master of Science in Architectural Engineering
Master of Science in Chemical Engineering
Master of Science in Chemistry
Master of Science in Civil Engineering
Master of Science in Clinical Psychology
Master of Science in Electrical Engineering
Master of Science in Environmental Sciences and Sustainability
Master of Science in Food Science
Master of Science in Genomic Medicine
Master of Genetic Counseling
Master of Science in Geosciences
Master of Science in Horticulture
Master of Science in Human Nutrition
Master of Science in Information Security
Master of Science in Information Technology Management
Master of Science in Internet of Things
Master of Science in Mathematics
Master of Science in Mechanical Engineering
Master of Science in Molecular Biology and Biotechnology
Master of Science in Petroleum Engineering
Master of Science in Physics
Master of Science in Remote Sensing and Geographic Information Systems
Master of Science in Software Engineering
Master of Science in Space Science
Master of Science in Water Resources
Master of Social Work

Appendix L. Criteria for developing & monitoring Strategic Plans

Indicators Development Criteria

The UAEU is precise to develop ambitious indicators that compete with the best countries in the world, relying on the best international practices.

Performance Indicators are determined based on particular criteria as follows:

- Related to national indicators
- Identified based to international benchmarks
- Reproduce the tasks carried out by UAEU, and represent all levels of strategic and operational performance within the university

The most important characteristics of effective performance SMART Indicators:

S: Specific, the indicators should be specific and clear to all stakeholders, and indicator measures only the design element (output, outcome or impact) that it is intended to measure

M: Measurable, the indicator has the capacity to be counted, observed, analyzed, tested or challenged, and may be quantitative or qualitative

A: Achievable, the performance indicator is achievable if the target accurately specifies the amount or level of what is to be measured in order to meet the result/outcome

R: Realistic, indicators shall be linked to UAEU's strategic goals and customers' needs, and should be ambitious to achieve leading class to UAEU

T: Timely, Indicators must be timely in terms of the time spent in data collection, must reflect the timing of collection and the time-lag between output delivery and the expected change in outcome and impact indicators must also be reflected in the indicators that are chosen.

How to develop indicator's targets:

Targets are described as the desired performance levels need to be achieved. Indicator outcomes are compared to the desired performance levels

Targets should guarantee the challenge and ambition for the indicator; progress and development should be considered in the indicator's performance for upcoming measurement years and according to the strategic session's number of years. Targets are determined on scientific bases

that take the below sequence into consideration:

- A. If the indicator is new and measured for the first time, the target can be determined through:
First: Target is derived from the national agenda targets, or the government directions targets related to the national strategies
- B. If the indicator is carried from the last year, the target is determined through: Referring to the University's historical outcomes and the gradual development based on historical performance
- C. If none of the previous points is applicable, the base year (pivot) is determined at the first year of measurement and the target is determined after a specified period of performance monitoring

Benchmarking

Benchmarking is a continuous improvement tool, by which the University compares its working systems, processes and procedures with other leading local and international entities and adopts the appropriate ones to improve performance and achieve the targeted objectives

As part of the UAEU's pioneering role in being one of the best in the world, a performance system has been designed based on the best international practices in the management of corporate performance to achieve institutional leadership and achieve the best ranks

Review & approve of Strategic & Operational plans including Performance Indicators Mechanism:

- The Strategy Planning Committee Collects all information and documents necessary for the preparation or review of the strategic plan of the University, which are inputs to the strategic plan according to the related methodologies such as (the main directions of the federal government, instructions of the Prime Minister's Office, results of the benchmark comparisons, satisfaction studies and identification of internal and external needs, the results of the previous strategic plan evaluation, results of suggestions and complaints of internal and external stakeholders, results of internal processes and services indicators, internal and external assessment reports, external environment analysis (PESTLE), SWOT analysis..etc.
- Study and analyze all information received
- Organizing a "strategic retreat" workshop in which the strategic planning team and representatives from all sectors and departments of the university and strategic stakeholders

participate in the presence of senior leadership to develop The Strategic Plan (Vision, mission, values, goals, SKPIs and initiatives)

- Before the retreat session the leadership team creates and decide on the working groups who will be responsible for each initiative
- Receive feedback, from relevant departments and stakeholders and review and amend if necessary
- Obtaining University Council Approval
- Submit to the Prime Minister's Office for approval
- Popularize the Approved Strategic Plan to the university Community
- Meeting with department directors and circulating the strategic plan to them to start preparing the activities and plans of the operational departments
- Preparation of operational plans draft for departments in coordination with the Strategy & Future Department and ensure that the budgets are aligned with the proposed plans
- After the preparation of the operational plans of the departments and before the start of implementation, each department will identify and design the operational performance indicators and achievement targets, provided that these indicators are appropriate and selected according to the specified criteria above.
- The operational plan is updated by the departments and will contains performance indicators then send it to the Strategy & Future Department for review and feedback if necessary
- Receiving feedback from the Strategy & Future Department after reviewing all the internal and external assessment reports and making sure that all the correction actions are reflected in the plans.
- The Strategy & Future Department conduct a meeting with each department to discuss the modifications & suggestions.
- The departments will modify the plans accordingly, and resubmitting the plan to the Strategic Planning Department
- The Strategy & Future Department receive updated and comprehensive operational plans for all indicators from departments and approve the final version.

- The departments shall submit the operational plans to the leadership for final approval and make the necessary amendments, if any
- At the end of each year the departments will review and update the operational plans based on audit outcomes and the university future vision in the same criteria as above steps

Auditing Mechanism:

- The Strategy & Future Department oversees and mentors the strategic, operational, and services performance indicators, also the government enablers indicators on quarterly, semi-annually, and yearly basis.
- Prior to the end of each quarter, the Strategy and Future Department filters out all KPIs and designates the responsible unit/department for each of these KPIs.
- The Strategy and Future Department team sends an official emails to the concerned departments/units alongside with the relevant KPIs and specify the deadline for submitting the KPIs results, evidences and other supporting documents.
- The S&F Department team keeps following up with the departments and arrange different meetings to ensure that the departments and units are fully aware about the accurate method to measure each KPI and support them with any required help.
- In order to make sure that the process of auditing KPIs results and evidences will be accomplished in a high level of accuracy and quality. The S&F department team determines and agrees on a work plan and assign specific staff to audit and follow-up with each department.
- After the S&F Department receives the KPIs results and evidences from different units and departments, the team starts reviewing and auditing the received files internally and according to the specified work plan.
- In case there's mismatch between the KPI result and its evidence or any other issues detected by the team, the team communicates immediately with the concerned department and inform the department coordinator about the remarks. Sometimes the team calls for a meeting to ensure that a comprehensive feedback was given to the department to reach to the required level of accuracy.
- After approving the KPIs results and evidences, the S&F Department team insert them in Aada System (system affiliated to Prime Minister's Office).

- By the end of the year, the team prepare an Analysis and Performance Report Template and disseminated to the departments and following is the structure of the report:
- KPIs targets and results for the last three years.
- Current situation analysis for each KPIs and support the analysis with benchmarking studies.
- Improvement areas and future actions.
- Key milestones, achievements accomplished and future projects or initiatives.
- The S&F Department Team reviews the received reports and provide a feedback where needed.
- After approving the reports the team insert them in Aada System.
- The S&F Department shall review the annual audit reports on performance results prepared by the Prime Minister's Office and develop improvement and development plans to ensure the utilization of all the observations contained
- The S&F Department present the KPIs results and targets to the leadership and schedule some brainstorming sessions to improve the indicators results and accomplish the goals.
- Benefiting from the audit feedback and performing corrective actions in terms of establishing indicators, performing benchmarking and the accuracy of measurement of the indicator's scope.
- The S&F Department updates the upcoming year's targets to guarantee the ambition based on audit outcomes with the departments

Appendix M. Course Coordination

A course offered to multiple sections shall have a course coordinator appointed by the department chair. If a course is offered by multiple faculty, a course committee is routinely formed at the beginning of the semester. The course committee consists of all faculty and instructors teaching the course in a semester, and is chaired by the course coordinator.

To strengthen course leadership, the term of appointment of the course coordinator is four academic years. The performance of course coordinator shall be reviewed by the department chair in due time for a renewal or a replacement decision. The course coordinator responsibilities include:

- 1- Facilitates information flow between faculty and instructors, and acts as a liaison between course-related matters and the college admin.
- 2- Reviews and approves any modification to the course syllabus, as per the checklist listed in Appendix O
- 3- Sets an initial meeting with the course committee during the first week of the semester to
 - a. Discuss the course offering material and decide on the delivery timeline and milestones including the common midterm and final exams.
 - b. Decide on the summative assessment tools to be used for each learning outcome.
 - c. Discuss the remedial actions recommended from previous offering, and decide on the implementation plan.
- 4- Sets periodic follow up meetings to ensure homogeneous and synchronized progress of the course delivery across all offered sections of the course (lectures and labs).
- 5- Coordinates the preparation of the unified midterm and final exams, and ensures their alignment with the course learning outcomes.
- 6- Sets a meeting with the course committee by the end of the semester to
 - a. Discuss the comments on the course delivery experience.
 - b. Analyze the course overall assessment results.
 - c. Discuss the impact of the implemented remedial actions, if any.
 - d. Decide on the recommended actions for subsequent offering.
- 7- Upload the course analysis remarks, remedial actions implementation details, and the new recommended actions to the LOA management system

Appendix N. Checklist for Syllabus Creation/Revision

Requirement to be checked	Highlight in this column if the requirement is Met (Yes/No) and Remedial action (if any)
<p>The syllabus clearly specify the following essential elements:</p> <ul style="list-style-type: none"> - Course code - Course title - Credit hours - Catalogue description - Prerequisite(s) - Textbook(s) - Learning outcomes (CLOs) - Topical outline (topics, activities, assessment timeline) - Assessment criteria - Academic integrity statement. 	
<p>All CLOs for the course at appropriate QFE level (Graduate/Undergraduate program)</p>	
<p>All CLOs accurately map to one or more PLOs</p>	
<p>Textbook list is up to date and the textbook for the course is appropriate at the required level (Graduate/Undergraduate)</p>	
<p>Additional references for further reading (where required) are included</p>	
<p>Student’s assessment criteria and timeline is clearly specified and appropriate.</p>	
<p>The teaching and learning methodologies to be used in the delivery of the course are clearly specified and mapped against corresponding weekly activities</p>	