



جامعة الإمارات العربية المتحدة
United Arab Emirates University

UAEU

Quality Assurance Manual

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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
OIE	Office of Institutional Effectiveness
PG	Program Goal
PLO	Program Learning Outcome
PPR	Periodic Program Review
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

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 25 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

"UAEU will continue its positive contribution to the advancement of UAE by delivering undergraduate and graduate education that meets international standards, engaging effectively with the community and the world to foster knowledge creation and dissemination, and enhancing the research capacity of the country."

UAEU Goals

- Prepare students to be distinguished in their areas of specialization, leaders and productive members of society.
- Develop research capacity and innovation in areas of national and global importance.
- Expand international accreditation for the university and its academic programs and promote the university's global reputation.
- Promote the University's role in the transfer of knowledge and skills to serve the society.
- Ensure high quality, efficient and transparent administrative services.
- Entrench a culture of innovation in institutional work environment.

UAEU Strategic Planning

As a federal university, UAEU adheres to the UAE Government Strategy Planning Methodology and Cycle, which has shifted from a three-year to a five-year cycle starting (2017-2021). The Strategy planning process entails the formulation of strategic plans that typically consists of the

Vision, Mission, Core Value and the development of the strategic and operational plans (strategic goals, strategic indicators, initiatives, activities, operational indicators, and milestones). Budgeting process proceeds this first step, where budget is first reviewed internally and then submitted for approval to Ministry of Finance. Strategic and Operational plans are later monitored for execution, where operational plans are revised every year to account for short-term changes in the in university internal and external environment (Figure 1).

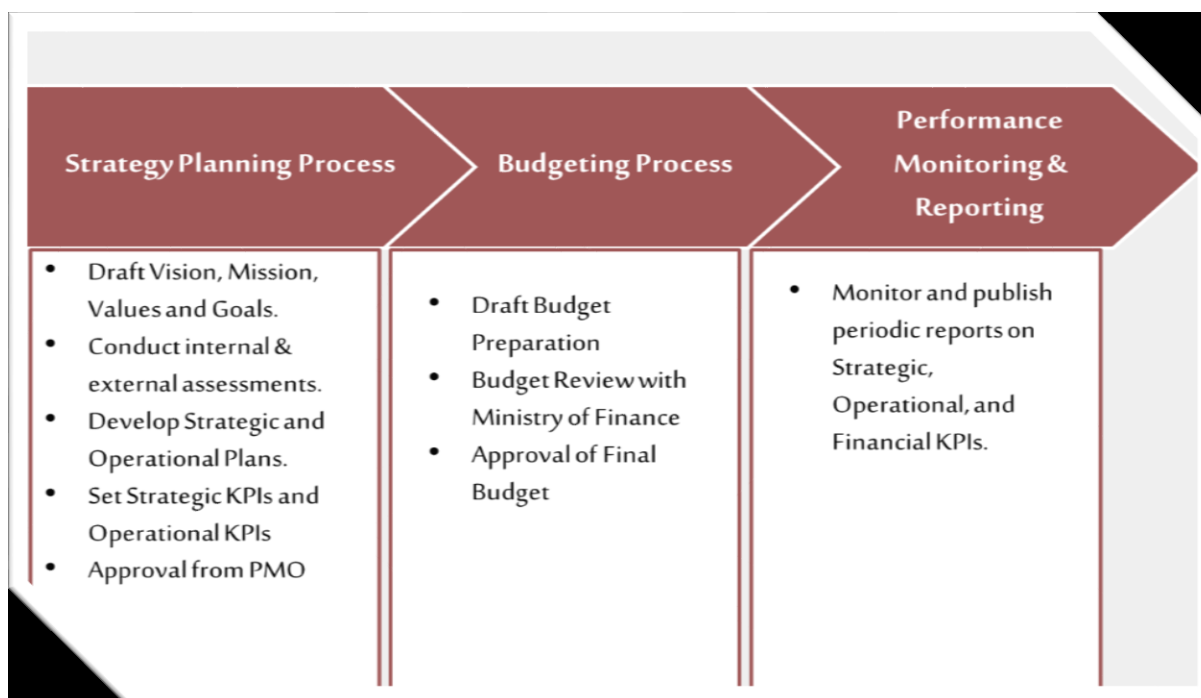


Figure 1: Strategic Planning Process

Example:

The development of the university strategic plans is a routine project led by the Senior Leadership team of the University and coordinated by the [Strategy and Future Department](https://www.uaeu.ac.ae/en/vc/strategy/)¹ (SFD). For the development of UAEU Strategic Plan (2017-2021), the Vice Chancellor established a Strategic Planning Committee (SPC) on August 20, 2015. The committee met several times to confirm a timeframe for the preparation of the 2017-21 plan and agree on a set of milestones.

The SPC established four working to prepare the information needed for a review of the current plan, to propose ways for engaging internal and external stakeholders in the planning process, and to draft any revisions that may be needed to the university's vision, mission, values and high-level

¹ <https://www.uaeu.ac.ae/en/vc/strategy/>

strategic goals. The committee was also informed of the UAE Government's national agenda, strategic priorities, and two strategic goals that are to be common across all federal institutions: one on innovation and the other on administrative services within the institution.

The SPC set a date for a University Retreat (October 22, 2015), which included faculty, administrators, staff and students. Twelve working groups were established to review a set of 12 themes that are closely associated to the five draft strategic goals.

Each of the twelve working groups met several times, before finalizing their presentation to the retreat, in which they were expected to propose and defend a set of initiatives and actions that would be required during the 2017-21 planning cycle. During the Retreat, which was attended by the Chancellor, the following activities were completed:

1. the Vice Chancellor presented the university's vision and national context,
2. The Provost presented the current plan achievements and the 2017-2021 strategic plan project planning and implementation,
3. the SPC executive presented the outcomes of the SWOT analysis,
4. the working groups reviewed the draft Mission, Vision, Values and Goals, making recommendations of modifications and additions, and
5. the theme working groups made their presentations, followed by discussion and debate.

Following the retreat, the SPC executive used the feedback to revise the draft Vision, Mission, Values, Strategic Goals, High-priority Initiatives under each goal, and proposed activities in relation to each initiative. This draft has been forwarded to all UAEU community, and was the basis for further discussion and feedback from all UAEU stakeholders, including faculty, staff and students prior to its being reviewed and submitted to the University Council.

Following the feedback from UAEU community, the feedback was consolidated and shared with selected members from UAEU in another retreat conducted on 6th December, where outcomes from this meeting formed the basis of the first draft of the strategic plan submitted to PMO for further review and feedback. The Cabinet received final Approval of the Plan and Budget during Summer 2016.

2 UAEU Governance and Organizational Structure

At the highest level of the university's governance, the [University Council](#)², under the chairmanship of the Chancellor, is responsible for the quality, integrity, and financial sustainability of the University and for ensuring that its mission is being achieved. The Council exercises appropriate oversight over University policies and ongoing operations (Article 12 of the Federal Law No. 4 of 1976).

The University Council delegates the day-to-day management of the University to the Vice Chancellor and two Deputies, each of which has responsibility for a particular area of operations. These areas of responsibility are presented in the UAEU organizational chart (Figure 2).

The Vice Chancellor is the Chief Executive Officer of the university and reports to the University Council. The Vice Chancellor's core responsibility is to implement the policies of the University Council and to ensure that the University's resources are used in ways that most effectively advance the approved mission and strategic plan of the University.

The Deputy Vice Chancellor for Academic Affairs is the Provost and Chief Academic Officer of the university. As a senior member of the University's Executive Leadership Council, reporting to the Vice Chancellor, the DVC (Academic Affairs) is responsible for strategic leadership in

1. academic quality,
2. developing a performance culture that promotes teaching excellence, program innovation and responsiveness to the opportunities of new learning technologies,
3. growing the University's research enterprise, and
4. all areas of student affairs, enrollment and registration, career planning and placement, and alumni engagement. As a member of the Vice Chancellor's senior management team, the DVC (Academic Affairs) shares responsibility for strategic and operational planning, implementation and evaluation across the institution.

The Deputy Vice Chancellor for Finance and Administration (Secretary General) is responsible for strategic leadership in providing high quality services that support the academic mission of the University. Broadly, these services include finance, budget, facilities, human resources, auxiliaries and safety. As a member of the Vice Chancellor's senior management team, the DVC (Academic Affairs) shares responsibility for strategic and operational planning, implementation and evaluation across the institution.

² https://www.uaeu.ac.ae/en/about/university_council/

الهيكل التنظيمي لجامعة الإمارات العربية المتحدة
UAEU Organization Structure

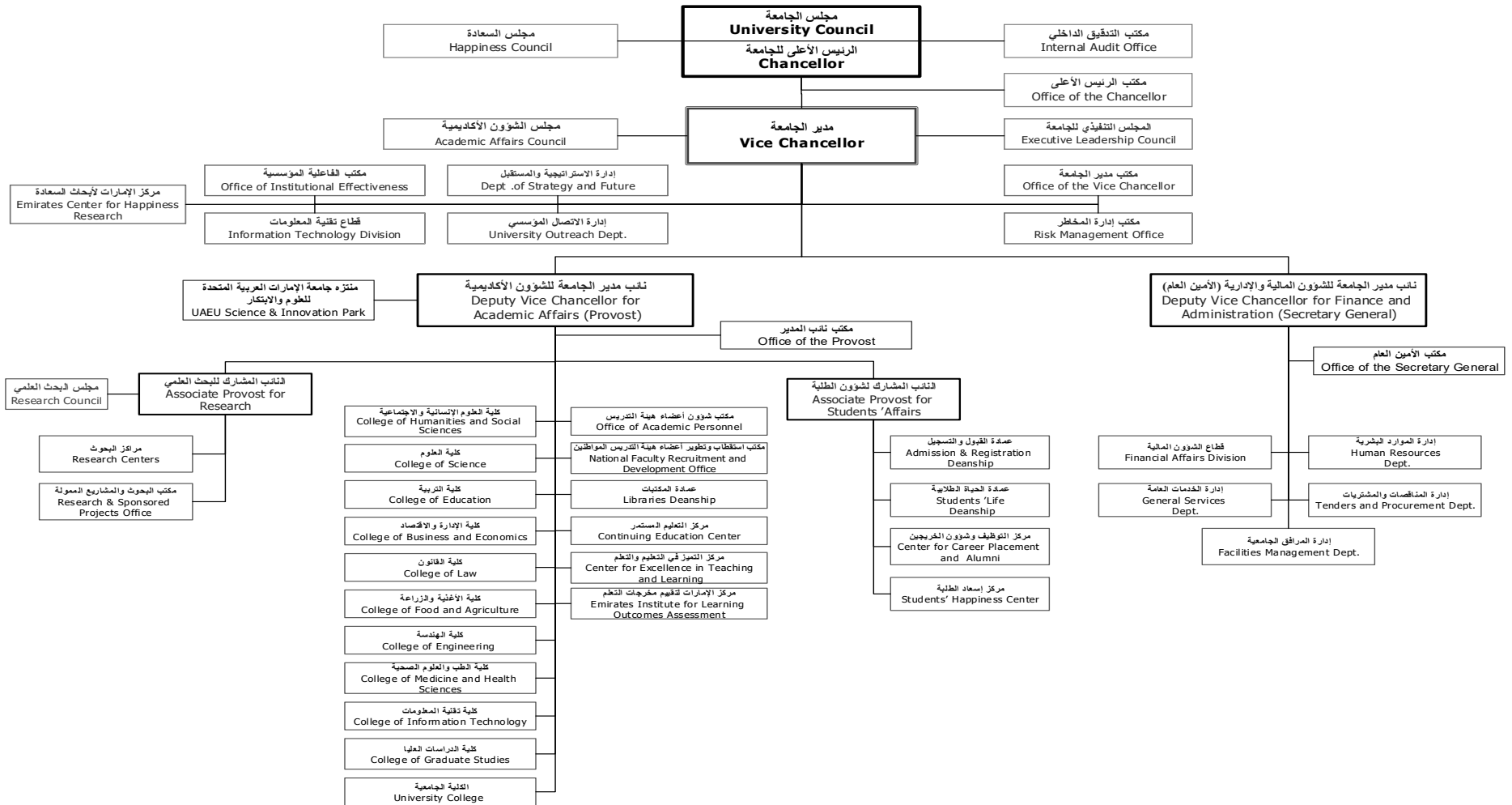


Figure 2: UAEU Organization Chart

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 will continue its positive contribution to the advancement of UAE by delivering undergraduate and graduate education that meets international standards, engaging effectively with the community and the world to foster knowledge creation and dissemination, and enhancing the research capacity of the country."

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 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.

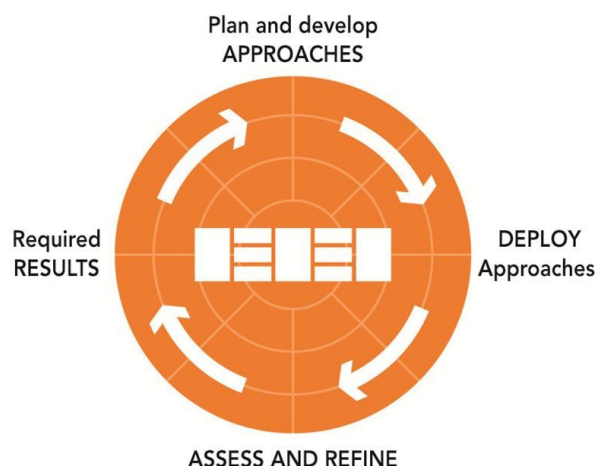
UAEU seeks to have QA processes that meet the expectations of the ISO 9000 family of standards, relating to quality management systems. The QA system (see Figure 3) is based on common models of a continuous improvement cycle, which consist of four phases, variously referred to as:

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 3: 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.

Four main types of external review help the University to make regular assessment of its effectiveness in various areas of quality assurance:

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).

Office of Institutional Effectiveness

The [Office of Institutional Effectiveness](https://www.uaeu.ac.ae/en/vc/oie/)³ (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 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).

³ <https://www.uaeu.ac.ae/en/vc/oie/>

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).

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.

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 assessment of student learning and risk-based program review; and
3. Performance evaluation of the teaching faculty.

Like the strategic planning process, quality assurance in these areas is a cycle. The key elements include:

1. Close communication between the Office of Institutional Effectiveness and the Deputy Vice Chancellor for Academic Affairs Office;
2. Risk-based program review and learning outcomes assessment, faculty promotion; and
3. Annual review cycles linked to each of these processes.

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 [undergraduate](#)⁴ and [graduate levels](#)⁵.

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:

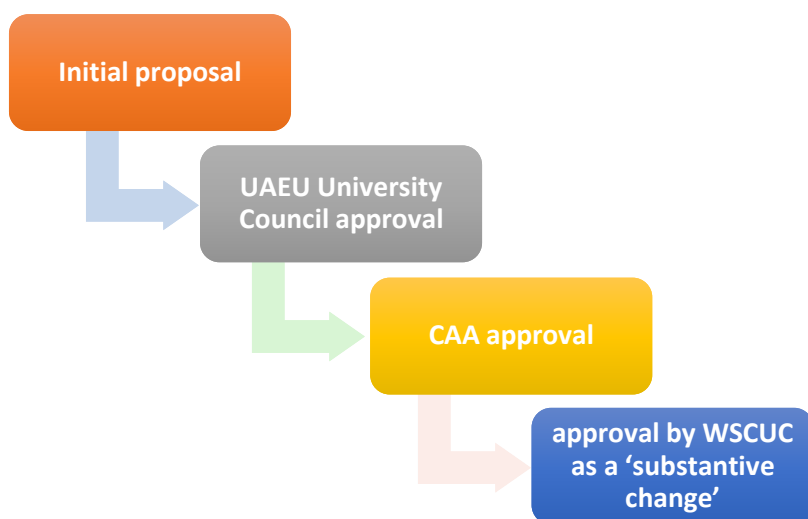


Figure 4: Academic Program Approval Steps

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;
- International benchmarks for program structure and content obtained through reports of

⁴

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

⁵

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

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.

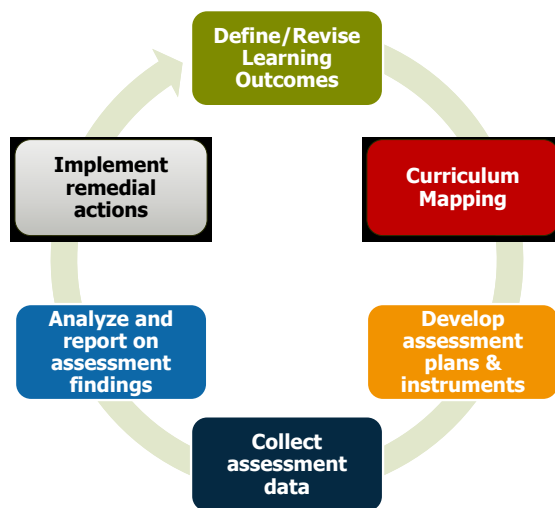


Figure 5: Learning Outcomes Assessment Cycle

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 could be found online at [SharePoint.OIE.LOA](#), along with the Inventory of the Educational Effectiveness Indicator at [SharePoint.OIE.IEEI](#).

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 and maintained by the ULOAC to ensure that the ILOs are regularly assessed.
3. The ULOAC oversees the execution of the ILO assessment plan and ensure that required assessment data is collected by the concerned entities.
4. The ULOAC analyzes and discusses the annual ILO assessment results with the University constituencies. Appropriate remedial actions are developed to address any identified weaknesses.
5. The ULOAC oversees the implementation of the remedial actions, if any.
6. The OIE prepares the annual ILO assessment report and submits it to the Academic Affairs Council.

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.

The PLOs are regularly assessed and the analyzed as per the following rules:

Each Department/College curriculum committee(s) defines, regularly revises, and aligns the program learning outcomes with program goals, ILOs, and QFE.

1. 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.
2. DLOAC oversees the execution of the PLO assessment plan(s) as per the annual PLO assessment timelines as per Appendix H.
3. Programs collect relevant PLO assessment data (e.g., exit exams, internship, capstone, surveys etc.), and submit the collected assessment data to DLOAC as per the PLO assessment timeline (See Appendix H).
4. DLOAC collects and verifies the PLO assessment data, prepares the PLO assessment files, and submits the assessment files to the College Assessment Committee (CLOAC).
5. CLOAC collects and verifies the PLO assessment files, and submits approved files to OIE.
6. OIE aggregates the assessment data and generates the PLO assessment result.
7. OIE sends the aggregated assessment results to CLOAC.
8. Programs analyze and discuss the PLOs assessment results with constituencies, and decide on remedial actions, if any (see Appendix G for assessment analysis guidelines).
9. Programs prepare the analysis and remedial actions report and submit them to DLOAC.
10. DLOAC and CLOAC collect and verify the analysis reports and submit the approved ones to OIE.
11. OIE uploads the assessment results, analysis remarks, and remedial actions to the assessment management system, and generates the annual assessment reports.
12. Department chairs/program coordinators ensure that appropriate remedial actions are implemented to address any identified weaknesses.
13. 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 offered course 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 do 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 the collective learning across all courses that enable the student to achieve the overall program learning outcomes. The CLOs 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. Course coordinators are responsible for identifying appropriate assessment tools for each CLO.
4. Faculty use the identified assessment tools to assess the CLOs and prepare the assessment files.
5. Faculty collect the assessment data and prepare the CLO assessment file as per guideline provided by the OIE (see Appendix I).
6. Faculty send the assessment files to DLOAC.
7. DLOAC collects and verifies the CLO assessment files for completeness, correctness and appropriateness of the utilized assessment tools.
8. CLO assessment data is collected for each class offered by the University each semester.
9. The DLOAC aggregates and generates the CLO assessment data for the entire academic year.
10. Analysis and remedial actions are done once a year after collecting the assessment results for entire academic year (Fall, Spring, and Summer Semesters).
11. Program coordinators ensure that CLO assessment data are collected, analyzed and discussed with the course constituencies.
12. Program coordinators ensure that appropriate remedial actions are taken to address any identified weaknesses.
13. Program coordinators oversee the implementation of the CLOs remedial actions, if any.

5.2.3 Risk-Based Program Review

In 2013, UAEU shifted from college-based program review to a more comprehensive Periodic Program Review (PPR) model, administered by the Provost Office. In this model, all academic programs (graduate and undergraduate) were reviewed once every 5 years. The review was based on a comprehensive Self-Study Report, a review panel that included external discipline experts and UAEU faculty members, a site visit, a report of external reviewers, and the identification of actions needed for improvement as well as a follow up mechanism to ensure implementation of the recommended actions for program improvement.

In 2013, the mandate of the Ministry of Education Commission for Academic Accreditation (CAA) expanded beyond private universities to include review and accreditation of academic programs at the three Federal Higher Education Institutions including UAEU. CAA started the 5-year cyclical review process for UAEU academic programs in 2016 according to its comprehensive standards. These standards overlap significantly with the standards of the UAEU internal PPR.

In order to avoid redundancy, UAEU shifted its internal “comprehensive” periodic program review to a “risk-based” program review. This model implies focusing the efforts and resources on programs with high risks. UAEU believes that the new review process is one of the essential internal drivers for continuous improvement of the quality of its academic offerings with emphasis on:

1. Program well-being;
2. Relevance of the academic program to the University mission and vision;
3. Relevance of the academic program to the marketplace (graduate employability); and
4. Active involvement of the stakeholders in the program improvement and alignment.

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.

5.2.3.1 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.

5.2.3.2 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 annual report status of the action plan.

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](#)⁶
- [Performance review Policy & Procedures](#)⁷
- [Qualification of graduate faculty Policy](#)⁸
- [Promotion Policy and Procedures](#)⁹

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](#)¹⁰. 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](#)¹¹. The following summarizes the various responsibilities for each:

- *Faculty recruitment*: Department Chair, Applicant, Search Committee, Dean, Provost, Vice Chancellor, Chancellor.
- *Faculty performance review*: Faculty member, Department Chair, Department Review Committee, Dean.

⁶ https://www.uaeu.ac.ae/en/about/policies/pdf/academic_personnel/1_academic_appointments-en.pdf

⁷ https://www.uaeu.ac.ae/en/about/policies/pdf/academic_personnel/5_performance_review_of_faculty_and_instructors-en.pdf

⁸ https://www.uaeu.ac.ae/en/about/policies/pdf/graduateprograms/1_the_college_of_graduate_studies-en.pdf

⁹ https://www.uaeu.ac.ae/en/about/policies/pdf/academic_personnel/8_academic_promotion-en.pdf

¹⁰ https://www.uaeu.ac.ae/en/about/policies/pdf/academic_personnel/7_peer_feedback_on_teaching-en.pdf

¹¹ https://www.uaeu.ac.ae/en/about/policies/pdf/academic_personnel/17_signatory_authority-en.pdf

- *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 in to 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 has a review and approval role.

In faculty performance review, an interim review is built in to 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](https://facultyevaluation.uaeu.ac.ae/index.jsp)¹² 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.

¹² <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. Appendix L provides a complete list of the administrative unit's goals and outcomes.

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 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 evidences for all the KPIs under their responsibilities. After receiving the KPIs results and evidences, 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 contains 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. Strategic Planning team reviews the received reports and provide a feedback where needed. All these results and analysis reports will be entered into Prime Ministry Office System (Aadaa 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 evidences 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”.
- 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 M. 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 the future. 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.

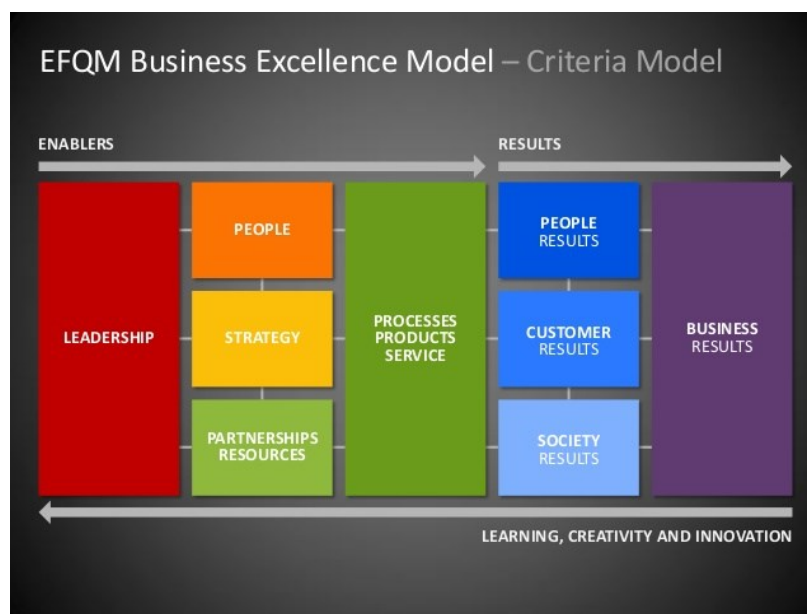


Figure 6: EFQM Excellence Model

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 best 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 criteria.
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 perform.
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 annual report 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 criteria 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 Vice Chancellor on the status of all the assessment activities in the University.

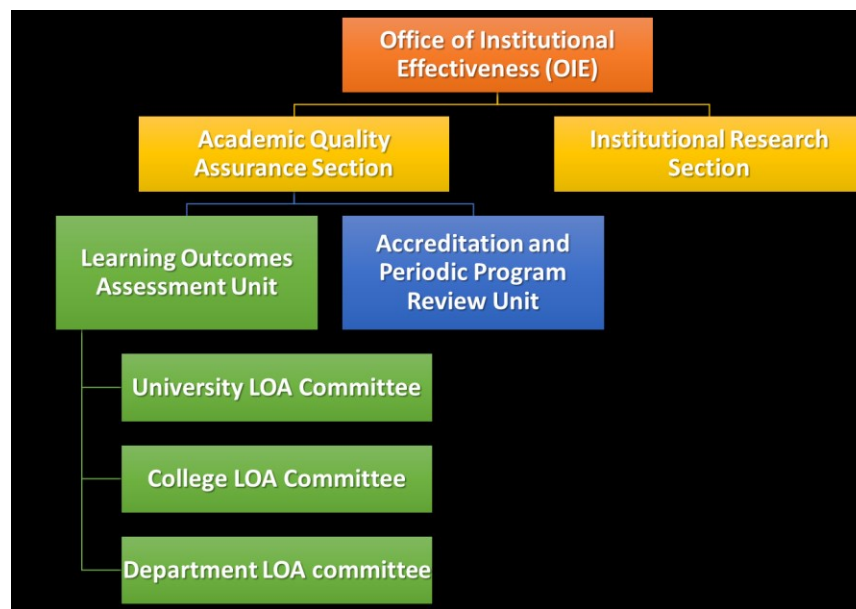


Figure 7: UAEU Assessment Infrastructure

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 portfolios, 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 effect is measured.

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 the 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 responsibilities of the committee (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 responsibilities of the committee (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 responsibilities of the committee (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 illuminates 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 publics 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 a 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 discuss or a 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 Assessment Committees Terms of Reference

C.1 University Learning Outcomes Assessment Committee

1. The ULOAC oversees all UAEU assessment activities to ensure 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 College Learning Outcomes Assessment Committee

1. Review all due assessment documents for correctness and completeness.
2. Review and approve the program learning outcome (PLO) assessment plans.
3. Oversee the execution of the programs' assessment plans.
4. Collect PLO assessment data and generate the PLO assessment files for interdisciplinary and college level programs.
5. Review and approve the PLO assessment files.
6. Submit the annual program assessment reports to the College Council for approval.
7. If applicable, oversee other College accreditation commitments related to learning outcome assessment.
8. Increase the awareness of the learning outcome assessment within the college through seminars and workshops.

C.3 Department Learning Outcomes Assessment Committee

1. Ensure that CLOs are assessed every course offering.
2. Review and approve the CLOs assessment files and analysis reports.
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.

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 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 much 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 describe the cognitive level expected form 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

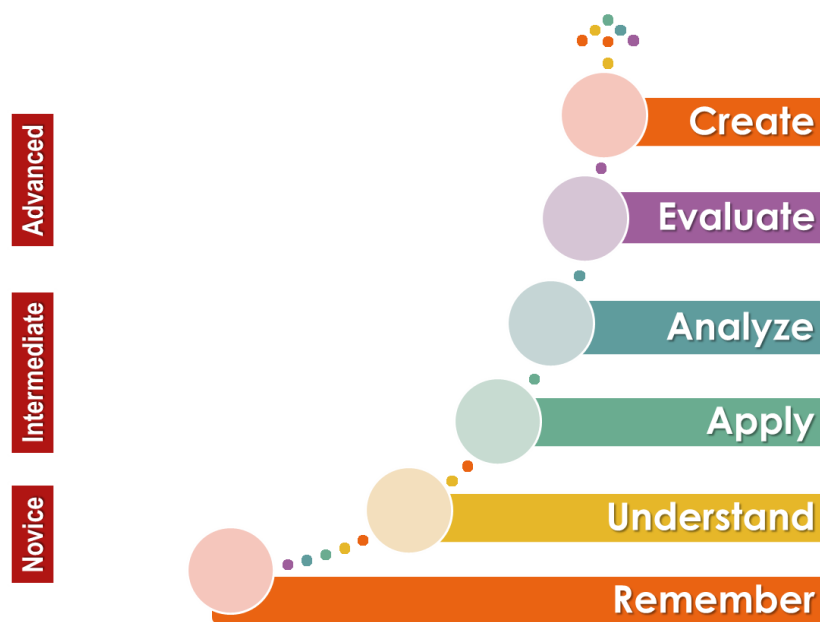


Figure 8: Bloom's Taxonomy of Cognitive Domain

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.
- A learning outcome must be measurable based on clearly defined criteria associated with

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

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 a teaching programmers.
- Illustrate, using phonetics, the problem of sigmatism 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 E-1. 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 that appropriate assessment tools are used to assess each outcome.

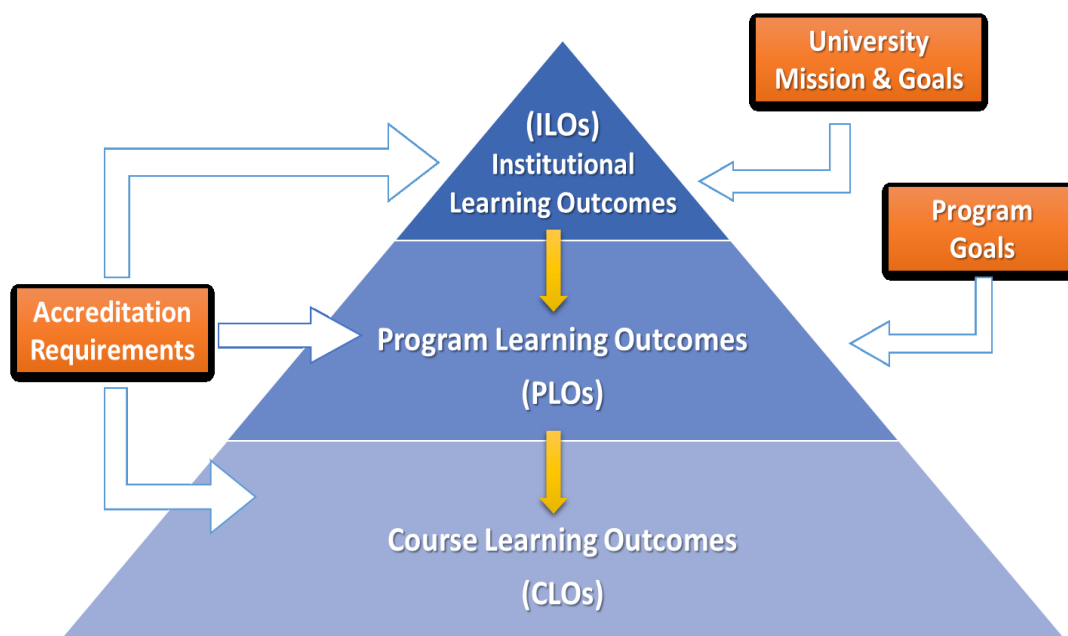


Figure 9: Learning Outcomes Alignments at Institutional, Program, and Course Levels

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 assure 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 programs 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)

	Competencies				
	Knowledge (K)	Skills (S)	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:

- Effective assessment plan does not have to be complicated. The aim is to develop an assessment plan that requires 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 are 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 student 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 blooms taxonomy level. For instance describe 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 and transfer studies, graduation and transfer rates, and job placement data. Although, indirect methods provide useful information to 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 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 show 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 rubrics 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 criteria.
- 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 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 below 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 halt 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 section. 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 improvements 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 large amounts 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		Program	¹ DLOAC	² CLOAC		³ OIE													
Fall Semester	⁴ W0	Compile and verify the ⁶ CLO assessment data of the SUMMER courses (if any)	Collect PLO assessment data for the Fall semester				Random auditing of assessment files and results	Aggregate the ⁷ PLO assessment data for the previous academic year													
	⁵ W1								Submit verified CLOs assessment files to DLOAC by W2												
	W2	Collect and record CLO assessment data for the Fall semester Implement the approved CLO remedial actions as per the last assessment cycle		Receive the aggregated PLO assessment results for the previous academic year from CLOAC. Meet with program constituencies ⁸ to analyze the PLO assessment results and decide on remedial actions. Submit the PLO analysis and remedial actions (ARRA) report to DLOAC by W7	Collect and verify the SUMMER CLO assessment files Report to Dept. Chair on missing/faulty assessment files. Send approved assessment files to CLOAC by W4	Verify the SUMMER CLO assessment files received from DLOAC Submit approved assessment files to OIE by W6		Verify the CLOs analysis reports received from CLOAC. Report to College Deans on faulty/missing reports. Upload received analysis reports to SPOL system Generate the official annual CLO assessment reports By W4													
	W3								Collect and verify the PLO ARRA reports Report to Dept. Chairs on missing reports Submit approved ARRA reports to CLOAC by W8	Verify the SUMMER CLO assessment files received from DLOAC Submit approved assessment files to OIE by W6	Verify the CLOs analysis reports received from CLOAC. Report to College Deans on faulty/missing reports. Upload received analysis reports to SPOL system Generate the official annual CLO assessment reports By W4										
	W4											Verify the SUMMER CLO assessment files received from DLOAC Submit approved assessment files to OIE by W6	Verify the CLOs analysis reports received from CLOAC. Report to College Deans on faulty/missing reports. Upload received analysis reports to SPOL system Generate the official annual CLO assessment reports By W4								
	W5													Verify the SUMMER CLO assessment files received from DLOAC Submit approved assessment files to OIE by W6	Verify the CLOs analysis reports received from CLOAC. Report to College Deans on faulty/missing reports. Upload received analysis reports to SPOL system Generate the official annual CLO assessment reports By W4						
	W6															Verify the SUMMER CLO assessment files received from DLOAC Submit approved assessment files to OIE by W6	Verify the CLOs analysis reports received from CLOAC. Report to College Deans on faulty/missing reports. Upload received analysis reports to SPOL system Generate the official annual CLO assessment reports By W4				
	W7																	Verify the SUMMER CLO assessment files received from DLOAC Submit approved assessment files to OIE by W6	Verify the CLOs analysis reports received from CLOAC. Report to College Deans on faulty/missing reports. Upload received analysis reports to SPOL system Generate the official annual CLO assessment reports By W4		
	W8																			Verify the SUMMER CLO assessment files received from DLOAC Submit approved assessment files to OIE by W6	Verify the CLOs analysis reports received from CLOAC. Report to College Deans on faulty/missing reports. Upload received analysis reports to SPOL system Generate the official annual CLO assessment reports By W4
	W9																				

[illegible]

						Submit approved PLO assessment files to OIE by W10.		Upload the verified PLO assessment results to SPOL
	W11							Report to College Deans on faulty/missing PLO assessment files by W11
	W12							
	W13							
	W14							
	W15							
	W16							
Summer Semester	W1	Apply assessment tools to collect and record assessment data for the Spring courses	Compile and verify the CLO assessment data of the SPRING courses. Submit verified CLOs assessment files to DLOAC by W1	Compile and verify the SPRING PLO assessment data Submit PLO assessment data to DLOAC by W2	Collect and verify the SPRING CLO assessment files. Report to Dept. Chairs on missing/faulty assessment files. Submit approved assessment files to CLOAC by W2		Random auditing of assessment files and results	
	W2					Verify the SPRING CLO assessment files received from CLOAC Submit the approved assessment files to OIE by W3		
	W3							
	W4				Verify the SPRING PLO assessment data received from the programs offered by the Dept. Prepare the PLO assessment files Submit PLO assessment files to CLOAC by W4	Verify the SPRING PLO assessment data received from interdisciplinary and college level programs, and prepare the PLO assessment files. Verify the SPRING PLO assessment files submitted by DLOAC. Submit approved PLO assessment files to OIE by W5.		Verify the SPRING CLO assessment files received from CLOAC Upload the verified assessment results to SPOL Report to College Deans on faulty/missing CLOs assessment files. Aggregate the CLOs assessment results for the entire academic year and send the results to CLOAC by W4

	W5	⁸ Course committees meet to analyze the received CLOs assessment results and decide on remedial actions if needed Submit the course ARRA reports to DLOAC by W5					
	W6			Collect and verify the CLO ARRA reports Report to Dept. Chairs on faulty/missing reports. Submit approved ARRA to CLOAC by W6			Verify the collected PLOs assessment files for the Spring semester. Report to College Deans on faulty/missing PLO assessment files by W6
	W7				Verify the ARRA reports received from CLOAC Submit the approved ARRA reports to OIE before the end of the academic year		

¹DLOAC: Department Assessment Committee

²CLOAC: 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

⁸ARRA: Analysis Remarks and Remedial Actions

⁹Course Committee: A committee consists 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.

Color Legend

	CLO Assessment Activities
	PLO Assessment Activities
	Auditing Activities

Appendix I Filling the CLO Assessment File

CLO assessment template has been developed by the OIE as part of its effort to simplify and unify the assessment activities across the University. The students' performance extracted from the template will be aggregated to calculate the overall CLOs achievement levels as well as the achievement level for each section. The remaining of this section provides quick guidelines on how to fill and verify the correctness of the template effectively. The template is divided into three segments. The first segment is used to log the section specific information. Segment II and III are used to log the instructor review of the presentation of the course, and the students' performance respectively.

J.1 Segment I: Section Information

This segment could be completed at the beginning of the semester, as the required information would be usually available.

- Cell 3B: course code (e.g., CIVL 310, ITBP 103, ACCT 234)
- Cell 4B: assessment calendar year (e.g., 2016, 2017)
- Cell 5B: assessment semester, the following abbreviations should be used
 1. Fall: FA
 2. Spring: SP
 3. Summer: SU
- Cell 6B: section CRN number (available on both blackboard and eservice)
- Cell 7B: section number (e.g., 1, 2, 51, 52, etc.)
- Cell 8B: number of the students in the section
- Cell 9B: number of CLOs the course has

J.2 Segment II: Instructor Review

Segment II (Row 14 – 19) is used to collect the instructor review for the presentation of the course as required by CAA. Cells B14 to B17 should be used by the faculty to comment on the appropriateness of

- 1) course learning outcomes
- 2) textbooks and other learning resources
- 3) assessment instruments
- 4) prerequisites

Faculty should use Cell B18 to comment on the extent to which the syllabus was covered. The instructor could use this cell to indicate if any parts of the syllabus were not covered, and the reasons of the shortcoming. Cell B19 should be used to provide general comments on any problems

encountered with the course during the semester.

Cells B14 – B19 are mandatory and should be completed after the conclusion of the semester.

J.3 Segment III: Student Performance

This segment is used to log the collected student performance in the selected activities. Each activity should be logged in a separate column starting from column B. For each activity, the following information should be logged:

- Row 23: CLO number

Specify the CLO number targeted by the activity. For example, if column D is used to log the student performance in an activity that targets CLO 3, then cell 23D should be 3.

- Row 24: Activity Type

This row is used to specify the selected student activity. Whatever is specified in this cell will be shown in the generated assessment report. Therefore, the text should be clear and concise. The instructor can specify the complete name and number of the activity, or use one of the abbreviations shown in Table 13.

- Row 25: Assessment method

Row 25 is used to specify if the activity is direct or indirect. Use “D” for direct method, “I” for indirect.

- Row 26: Activity Weight

The activity weight is specified in row 26. The weight cell could be used by the instructor to indicate that some activities are more important than the others are.

The weight is relative with respect to the same outcome. For example, assumes the instructor uses an assignment, midterm question, and a final question to assess a given outcome. If the instructor believes that the three activities have the same weight, then the weight for the three activities should be set to 1. The instructor could also set the weight associated with the three activities to 1, 2, and 2 respectively. This indicates that the midterm and the final exam have the same weight, which is two times higher than the weight of the assignment. The same weight can be achieved by using 0.5, 1, 1 relative weight, or 5, 10, 10.

Table 13: Abbreviations of CLO Assessment Activities

Activity	Abbreviation	Example
Quiz	QZ#	QZ3
Question in Quiz	QZ#:Q#	QZ4_Q3
Lab	LAB#	LAB2
Assignment	ASSG#	ASSG2
Midterm Question	MT_Q#	MT_Q1
Final Exam Question	FE_Q#	FE_Q6
Test Question	TST#_Q#	TST1_Q2
Project	PRJ	
Presentation	PRS	
Report	RPT	
Survey	SURV	
Student Survey	STD_SRV	
Instructor Survey	INST_SRV	
Question in a Survey	STD_SRV_Q#	STD_SRV_Q3

- Row 27: Maximum Score

Row 27 is used to specify the maximum score the student can get in this activity (the full mark).

- Row 28 and below: Student performance

Row 28 and below should be used to log the student performance in the activity (i.e., the mark each student gets). One row should be used for each student. If the student did not participate in the activity, **the cell should be left empty**.

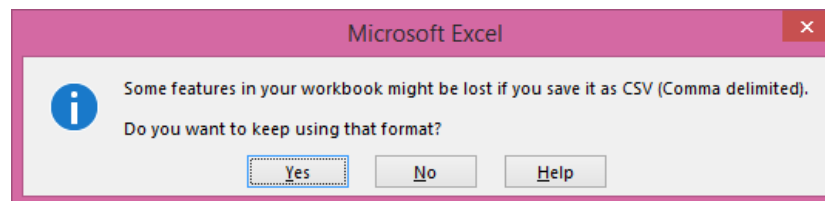
J.4 General Remarks

Before starting, read each outcome carefully and identify the activities (assignments, quizzes, labs, embedded midterm and final exam questions, written reports, presentations, etc.) that will be used to assess each outcome.

- At least two direct activities (quizzes, exams, labs, reports) should be used to assess each

outcome. Indirect tools (e.g., student and instructor surveys) should also be logged, if available.

- It is highly recommended that final exam questions be carefully articulated to target specific CLOs.
- Avoid using the same question to assess more than one CLO. If the same question is to be used, the answer should be divided into multiple parts that target different CLOs. Partial credit should be given to each part and logged separately.
- Students’ activities can be logged out of sequence. You can log an activity for CLO 1 followed by one for CLO 3, and another one for CLO 1. This simplifies the assessment process, as the students’ performance is logged as soon as the activity is completed and graded. There is no need to wait until the end of the semester to log the assessment data.
- The template should be saved using the following naming convention



- Do not change the template format. The template should be completed and saved as “.csv” format. Select “Yes” when the following warning is displayed by Excel.

J.5 Verifying your Section Assessment files

After submitting the .csv assessment files to the PCO, the files will be parsed, and the extracted information will be uploaded to the SPOL system. Therefore, the content and the format of the submitted .csv assessment files should strictly follow the guidelines provided above. Submitted a .csv file that fails to follow the format will be rejected by the system and returned back to the instructor for revision. To save time and effort, it is advised that you verify the correctness of the assessment .csv files before submission by executing the following steps.

- Create a new folder on a Windows machine.
- Copy all the created .csv assessment files to the new folder.
- Download the latest version of the sanity_chk.zip program from the resources folder under the learning outcome assessment [SharePoint folder](#) .
- Copy the sanity_chk.zip to the same folder.

- Extract the sanity_chk.exe (right click on the zip file and select “extract here option”).
- Run the sanity_chk.exe.
- Check the generated ErrorFile.txt for any identified error.
- Fix the identified error and rerun the sanity_chk program until no error is identified.
- The ErrorFile.txt should indicate that all the files are Sane before submitting the .csv files to DLOAC.

Appendix J Standing Surveys Details

Survey	Objective	Target group	User	Frequency
Freshmen student's Happiness Survey	To get a general insight on freshmen student's satisfaction about the academics, provided services and the university life	Freshmen students completed one semester in the college	Colleges/ OIE	Every semester (week 12)
Senior student's Happiness Survey	To get a general insight on freshmen student's satisfaction about the academics, provided services and the university life	Senior students completed 80% of their degree requirements	Colleges/ OIE	Every semester (week 12)
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 Name	Degree Level	PLO webpage
Accounting	Bachelors	PLOs webpage
Agribusiness	Bachelors	PLOs webpage
Arabic Language and Literature	Bachelors	PLOs webpage
Architectural Engineering	Bachelors	PLOs webpage
Architectural Engineering	Masters	PLOs webpage
Art Education	Bachelors	PLOs webpage
Biochemistry	Bachelors	PLOs webpage
Biology	Bachelors	PLOs webpage
Business Administration	Bachelors	PLOs webpage
Business Administration	Masters	PLOs webpage
Chemical Engineering	Bachelors	PLOs webpage
Chemical Engineering	Masters	PLOs webpage
Chemistry	Bachelors	PLOs webpage
Chemistry	Masters	PLOs webpage
Civil Engineering	Bachelors	PLOs webpage
Civil Engineering	Masters	PLOs webpage
Clinical Psychology	Masters	PLOs webpage
Communication Engineering	Bachelors	PLOs webpage
Computer Engineering	Bachelors	PLOs webpage
Computer Science	Bachelors	PLOs webpage
Dietetics	Bachelors	PLOs webpage
Doctorate of Business Administration	Professional Doctorate	PLOs webpage
Doctor of Medicine	Bachelors	PLOs webpage
Early Childhood Education	Bachelors	PLOs webpage
Economics	Bachelors	PLOs webpage
Education	Masters	PLOs webpage
Electrical Engineering	Bachelors	PLOs webpage
Electrical Engineering	Masters	PLOs webpage
Elementary Education	Bachelors	PLOs webpage
Engineering Management	Masters	PLOs webpage
English Literature	Bachelors	PLOs webpage
Environmental Sciences	Masters	PLOs webpage
Finance and Banking	Bachelors	PLOs webpage
Food Science	Bachelors	PLOs webpage

Food Science	Masters	PLOs webpage
Geography	Bachelors	PLOs webpage
Geology	Bachelors	PLOs webpage
Governance and Public Policy	Masters	PLOs webpage
Health and Physical Education	Bachelors	PLOs webpage
History	Bachelors	PLOs webpage
Horticulture	Bachelors	PLOs webpage
Horticulture	Masters	PLOs webpage
Information Security	Bachelors	PLOs webpage
Information Security	Masters	PLOs webpage
Information Technology	Bachelors	PLOs webpage
IT Management	Masters	PLOs webpage
Law	Bachelors	PLOs webpage
Linguistics	Bachelors	PLOs webpage
Management Information Systems	Bachelors	PLOs webpage
Marine Fisheries and Animal Science	Bachelors	PLOs webpage
Mass Communication	Bachelors	PLOs webpage
Mathematics	Bachelors	PLOs webpage
Mathematics	Masters	PLOs webpage
Mechanical Engineering	Bachelors	PLOs webpage
Mechanical Engineering	Masters	PLOs webpage
Medical Sciences	Masters	PLOs webpage
Molecular Biology and Biotechnology	Masters	PLOs webpage
Nutritional Science	Bachelors	PLOs webpage
Petroleum Engineering	Bachelors	PLOs webpage
Physics	Bachelors	PLOs webpage
Physics	Masters	PLOs webpage
Political Science	Bachelors	PLOs webpage
Preparatory and Secondary Education	Bachelors	PLOs webpage
Private Law	Masters	PLOs webpage
Professional Accounting	Masters	PLOs webpage
Psychology	Bachelors	PLOs webpage
Public Health	Masters	PLOs webpage
Public Law	Masters	PLOs webpage

Remote Sensing and Geographic Information Systems	Masters	PLOs webpage
Social Work	Bachelors	PLOs webpage
Social Work	Masters	PLOs webpage
Sociology	Bachelors	PLOs webpage
Software Engineering	Masters	PLOs webpage
Special Education	Bachelors	PLOs webpage
Statistics	Bachelors	PLOs webpage
Tourism Studies	Bachelors	PLOs webpage
Translation Studies	Bachelors	PLOs webpage
Veterinary Medicine	Bachelors	PLOs webpage
Water Resources	Masters	PLOs webpage
Law	Research Doctorate	PLOs webpage

Appendix L Outcomes of the Administrative Units

Responsible Unit	Administrative Unit Goals (Initiative)	Administrative Unit Outcomes (Activity)	Assessment Measures (KPI)
Institutional Effectiveness Office	Enhancing the quality of current academic programs and establish new programs that align with UAEU future vision	Conduct inter-program review for efficiency of course offerings and feasibility of reform models and suspend programs not needed by the market	Percentage of completing the review of inter-department and inter-college offerings for repetitions and redundancies and implement the changes
			Percentage of completing the feasibility evaluation of program/department mergers across the University
			Percentage of completing the development of the full proposals for program mergers
			Percentage of completing the development of the full proposals for department mergers
			Percentage of completing the feasibility evaluation of offering double majors
			Number of suspended academic programs that are not needed by the market
		Introduce new trends and future-oriented academic programs characterized by an interdisciplinary nature, innovative solutions, and contemporary research components.	Identifying new programs that are aligned with the future vision of the university and UAE
			Percentage of completing the development of the full proposals for the new approved programs
		Align current programs with the future vision of the UAEU	Percentage of academic programs that have been reviewed for future relevance and marketplace employability
			Percentage of academic programs that have introduced aspects and skills required for the fourth industrial revolution
			Percentage of undergraduate academic programs that have introduced research in the curriculum
			Percentage of academic programs that have introduced innovation, entrepreneurship, and sustainability in the curriculum
			Percentage of programs that have included input from industry partners in program reviews
			Percentage of undergraduate academic programs that have included lifelong learning skills in the curriculum
			Percentage of programs that have been reviewed for cost savings and efficient operations

	Strengthening the administration QA processes	Implement the university's approved QA framework in administrative areas	Percentage of completing the QA Framework
			Percentage of completing the Administrative review
	Expanding the international accreditation for the University and its academic programs	Expand international accreditation of academic programs	Percentage of implementing the colleges international accreditation plan for academic programs as per schedule
			Percentage of academic programs that have been accredited by CAA
		Maintain Academic Accreditation of the programs through continuous improvement efforts	Percentage of programs that have been re-accredited by specialized accreditation agencies
			Percentage of programs that have completed the review of PLOs and CLOs
			Identifying new programs that are aligned with the future vision of the university and UAE
	Enhancing the quality of academic programs through continuous assessment and improvement	Continue to improve the development and review process of academic programs	Percentage of newly proposed programs approved by CAA and WASC
			Percentage of academic programs that have been reviewed according to national and international academic standards
			Percentage of reviewed programs that have been modified based on the results of the evaluation
			Percentage of the reviewed program that have been modified based on the results of the UAEU internal review
			Percentage of stakeholder happiness with the UAEU internal program development and review processes
			Percentage of student Happiness with academic courses
			User satisfaction with CurricUNET
		Further enhance the quality of assessment of student learning outcomes.	Percentage of implementing the annual plan of reviewing/evaluating the institutional learning outcome as per schedule
			Percentage of implementing the annual assessment plan for program learning outcomes as per schedule
			Percentage of implementing the annual assessment plan for course learning outcomes as per schedule
			Percentage of stakeholder happiness with the learning outcomes assessment process
		Ensure that academic programs are aligned with UAE market needs	Percentage of completing an assessment of the effectiveness of the academic programs and their alignment with UAE market needs
			Percentage of developing the space science track
	Developing the space	Develop the space science track	Percentage of completing the QA Framework

	science track		Percentage of completing the Administrative review
CETL	Improve effectiveness in teaching and learning	Expand professional development for faculty in pedagogies that support 21st century learning requirements and in the use of emerging educational technology to support innovative teaching and learning	Percentage of completing the annual faculty professional development portfolio
			Number of organized professional development activities for faculty (pedagogies/instructional technology/SoTL/SoEL)
			Average number of faculty members attending professional development activities
			Faculty satisfaction with professional development activities
			Percentage of completing the establishment of the faculty peer mentoring program
			Satisfaction rate with the faculty peer mentoring program
			Impact of FPD on teaching and learning
			percentage of users of Lynda.com
		Further develop the processes for recognizing and evaluating innovative and effective teaching practices.	Conduct the "College Innovation of the Year Rewards in Teaching and Learning"
			Number of faculty recognized in the "College Innovation of the Year Rewards in Teaching and Learning"
			Conduct annual teaching symposium
			Number of participants in the annual teaching symposium
			Number of participants in the annual teaching symposium
			Number of documented applications of innovative educational technology
			Percentage of student Happiness with faculty members
	Adopt Blended Course Transformation (BCT)	Design and Development of Course Content	Design and Development of Course Content
			Number of transformed blended/online courses
			Faculty happiness with blended/online courses
			Student happiness with blended/online courses
		Adopt Digital Textbooks and associated Big Data Analytics	Percentage of transformed e-Textbooks
	Foster, facilitate, reward and recognize innovations and innovators	Encourage and stimulate innovative and entrepreneurial teaching & learning, multidisciplinary research, and administrative initiatives	Percentage of e-textbooks' users
			Number of Digitized Textbooks
		Organize events to disseminate UAEU community's innovations in Scholarship of Teaching &	Number of smart learning transformed courses
			Number of documented and published UAEU's High impact practices in SoTL and SoEL
			Number of SoTL initiatives and activities related to innovation

		Learning (SoTL), research, and community engagement.	
	Strengthen a mindset of innovation within the UAEU community	Provide professional development to all internal stakeholders to foster collaborative innovation	Number of organized professional development training/workshops in innovation in teaching and learning
			Number of participants in faculty professional development training/workshop in innovation field
Research Office	Improve effectiveness in teaching and learning	Increase the engagement of students in disciplinary and educational research	Number of SURE grants
			Number of students participating in SURE program
			Fund allocated for SURE grants
	Developing research innovation in areas of national priority.	Stimulate innovative, interdisciplinary research activity	Number of developed Multidisciplinary Research Groups
			Number of journal publications resulting from the members of research groups
			Number of new accepted research proposals in strategic areas
			Number of interdisciplinary research projects
			Number of new granted research projects (start up, Center-based, UPAR)
			Number of research publication in scientific journals in 1%, 5%, 10% according to SCOPUS and WOS
			Number of publications in SCOPUS Journals
			Number of Citations in SCOPUS
			Citations per Faculty
			Number of filed patent applications
			Number of publications in (AI, Big data, Computer science, IoT)
			Number of innovations commercialized
		Develop Research Capacity in Health Sciences and Space Sciences and Technology as Research Niches of UAEU	Number of new projects approved for funding in Space and Health Sciences
			Number of Journal publications resulting from funded projects
			Number of citations of the publications
		Identify and pursue opportunities for collaborative research with external partners	Number of joint funded projects with top ranked universities and AUA
			Number of research projects with international collaborators
			Number of newly signed or renewed MoUs with industrial partners
			Number of external funded research projects
	Enhancing the quality and quantity of research and researchers	Recruit and retain international cluster leaders and faculty with research potential	Number of faculty Awarded for research excellence (1%, 5%, 10%)
			Number of faculty acknowledged for research excellence
	Promoting a research supportive	Increase internal and external funding for research in areas of	Total budget allocated from internal funding for research purposes (Million AED)

	environment	national priority	Total budget secured from external funding for research purposes (Million AED)
			Total budget devoted to research related to UAE seven national priorities (Million AED)
		Provide effective administrative services, procurement and finance that support research activities and initiatives	Percentage of faculty happiness with research services
			Percentage of completing the Patent Management System
			Percentage increase in patent filing
			Percentage of completing the Grant Management System
	Foster, facilitate, reward and recognize innovations and innovators	Encourage and stimulate innovative and entrepreneurial teaching & learning, multidisciplinary research, and administrative initiatives	Number of multidisciplinary/center-based research funded research projects
		Organize events to disseminate UAEU community's innovations in Scholarship of Teaching & Learning (SoTL), research, and community engagement	Number of papers submitted to the "UAEU Annual Research & Innovation Conference"
University College	Improve effectiveness in teaching and learning	Increase the engagement of students in disciplinary and educational research	Number of students who presented at the annual undergraduate research conference
	Provide a university experience centered on student development and success	Improve the preparedness of freshman students	Percentage of students completing the Fast Track Program
			Number of students who participate in the Academic Olympics
			Number of workshops organized for students to build 21st century skills
			Number of languages offered in the speaking center
			Percentage of students in the Fast Track Program
			Number of subjects offered in the Tutorial Center
		Improve the integration of student advising activities and increase their effectiveness	Number of students trained to become mentors and leaders in the peer mentoring program (SASP)
Library Deanship	Redefining the role of Library in supporting teaching, learning, and research	Develop library services to support 21st century skills (communication, collaboration, creativity and critical thinking)	Number of organized workshops aimed at building 21st century Skills
			Happiness with the university library services
		Improve information literacy support programs	Number of attendees the information literacy program
			Complete collection development policy review
			Number of UAEU papers accessed online
			Visitor numbers to UAEU Libraries (both onsite

			and online)
			Number of items removed from collections
			Number of titles (e-resources, journal, monographs) available via the University Libraries
		Recruit staff with professional library qualifications and initiate professional development programs	Number of specialized professional development programs available to library staff
			Number of library staff receiving professional library qualifications
Academic Personnel Office	Enhancing the quality and quantity of research and researchers	Recruit and retain international cluster leaders and faculty with research potential	Number of faculty members who have been promoted to the Professor and Associate Professor
			Number of faculty members who have Sabbatical leave
			Number of beneficiaries from excellence allowance for faculty members
			Number of rewarded people in excellence awards
		Bring student-faculty ratios and teaching loads into line with international benchmarks	Average Student Faculty Ratio
			Average of the teaching load
	Enhancing the quality of academic programs through continuous assessment and improvement	Further enhance the quality of assessment of student learning outcomes	Number of professional development activities for faculty and staff in the area of assessment of student learning outcomes
	Promote the university's international reputation and its achievements worldwide	Focus on recruiting and retaining highly reputable faculty members	Faculty turnover rate
Research Centers	Enhancing the quality and quantity of research and researchers	Develop UAEU research centers and Increase the effectiveness of their outcomes	Number of honored researchers
			Number of ongoing research projects by UAEU research centers
			Number of published papers by UAEU research centers
			Internal Research Funds allocated to Research Centers and Projects
			External Research Funds allocated to Research Centers and Projects
			Percentage increase in research center external revenues
			Number of research projects completed by UAEU research centers
			Number of research faculty having grants from research centers
			Number of partnerships with UAEU research

		centers
		Number of research grants awarded to UAEU research centers
		Number of research and studies in the strategic areas of the country
		Number of signed agreements/partnership related to happiness research
		Number of published papers by RTTSRC
		Internal Research Funds allocated to RTTSRC
		External Research Funds allocated to RTTSRC
		Number of on-going Research Projects by RTTSRC
		Number of publications resulting from the V2V technology developed
		Number of published papers by Zayed bin Sultan Al Nahyan Center for Health Sciences
		Internal Research Funds allocated to Zayed bin Sultan Al Nahyan Center for Health Sciences
		External Research Funds allocated to Zayed bin Sultan Al Nahyan Center for Health Sciences
		Number of on-going research projects by ZCHS
		Number of on-going research projects by NSSTC
		Number of published papers by NSSTC
		External Research Funds allocated to NSSTC
		Percentage of completion of the Project design, development, and analysis of 3U Cubesat
		Percentage of completion of the Project (Frequency-Agile Space Radio)
		Percentage of completion of the project (Earth and Mars Atmosphere)
		Number of published papers by KCEGB
		External Research Funding secured by KCEGB
		Internal Research Funding secured by KCEGB
		Number of on-going research projects by KCEGB
		Number of published papers by ECEER
		Internal Research Funds allocated to ECEER
		External Research Funds allocated to ECEER
		Number of on-going research projects by ECEER
		Number of published papers by UAEU Center for Public Policy and Leadership
		Internal Research Funds allocated to UAEU Center for Public Policy and Leadership

			External Research Funding secured by UAEU Center for Public Policy and Leadership
			Number of on-going research projects by UAEU Center for Public Policy and Leadership
			Percentage of completion of the Project (NHDR)
			Number of published papers by National Water Center
			Internal Research Funds allocated to National Water Center
			External Research Funding secured by National Water Center
			Number of on-going Research Projects by NWC
Continuing Education Centre	Promote the university role in meeting community needs of training and professional consulting services	Assess community needs of training and professional consultation services	Percentage of completing the community needs study for training and professional consultation services
		Offer training programs including professional programs and specialized certification in areas required by the market for both the university and the community	Number of training programs and exams offered by CEC
			Number of registrations in all CEC training programs and exams
			Revenues generated from training courses
			Number of offered Electronic Continuing Professional Development Courses (eCPD Courses)
			Number of registrations in the eCPD courses
			Number of students benefits from the vocational training program
			Happiness rate of E-Learning programs
			Number of Specialized courses conducted
			Happiness with Specialized courses conducted
			Number of candidates used the online payments
			Happiness rate of the trips of language courses
			Happiness rate of Innovation courses
			The number of beneficiaries from the professional program in school psychology
	Market the training programs offered by the university		Number of published advertisements
			Number of followers on social media
			Number of organizations contacted by the Continuing Education Centre
			Number of events the center participated in
	Foster, facilitate, reward and recognize innovations and innovators	Organize events to disseminate UAEU community's innovations in Scholarship of Teaching & Learning (SoTL), research, and community engagement	Number of events related to innovation organized (or co-organized) by UAEU (workshops, lectures, retreats, conferences, symposium, boot camps, special trainings)

		Network and Security Information Management	Percentage of Critical IT Services Infrastructure Availability
			Percentage of Implementing the standard best practices in IT Security
			Percentage of power reduction in the Data Center
			Percentage of monitored infrastructure
			Percentage of processors used in HPCC
			Number of platforms connected to the network
			Number of personal devices connected to the network
			Number of Security Tests Conducted per Year
		Ensure the application of Smart Government requirements on all UAEU Services.	Ensure that the UAEU smart services are provided according to the quality standards of UAE Smart Government
FMD	Provide common services for all organizational units with high efficiency	Maintenance	Number of maintenance periodic reports
			Percentage of completed Maintenance requests within SLA
			Percentage of increase in the effectiveness of security and safety services
			Percentage of success of the training plans and experiments to deal with crises and disasters
		Lease / Rent	Percentage of implementing a strategy to manage the property according to the annual plan
			Percentage of projects implemented per schedule
		Other recurrent expenses (telephones and the Internet, etc.)	Amount of savings in energy consumption
			Amount of savings in water consumption
			Amount of the cost savings
			Size of the reduction in carbon dioxide emissions
			Weight of recycled waste
		General Service Dept.	Provide common services for all organizational units with high efficiency
Percentage of completing the full insurance of UAEU vehicles and passengers within the specified time			
Percentage of implementing the maintenance plan for the UAEU vehicles			
Percentage of workshop waste disposed for recycling			
Percentage reduction of vehicle fuel			
Percentage of happiness with the transportation services			
Percentage of completing the development of accidents system			

			Percentage of completing the UAEU drivers assessment
			Percentage of targeted vehicles replacement
		Other common services (tools, office stationery, petty expenses, etc.)	Percentage of implementing the maintenance plan of tools and printing devices
			Percentage of publications that have been submitted on time
			Percentage of commitment to add and release material by using the electronic system
			Percentage of happiness with the printing services
HR Dept.	Applying the best practices in Human Resource Management	Human resources planning, recruitment, and hiring	Employee Turnover Rate (National Indicator - FAHR 12-28)
			Percentage of overall Employees cost out of the entity budget (National Indicator - FAHR 13-30)
			Employee cost rate (National Indicator - FAHR 14-31)
			Strategic Planning of Man Power (National Indicator - FAHR 18-37)
			Percentage of jobs with complete job descriptions (National Indicator - FAHR 19-39)
			Average cost of supporting jobs Emirates Award (P21/6) Service assistants (mo Grant)
			Percentage of employees with the required competencies (Emirates Reward -P20/5)
			Percentage of employees with higher academic degrees (Emirates Reward -P20/6)
			Effectiveness of organizational structure (Emirates Reward -P21/2)
			Percentage of implementing the Emiratisation plan according to annual plan
			Percentage of Emiratisation in leadership positions
			Percentage of Emiratisation in supervisory positions
			Percentage of Emiratisation in executive Positions
			Percentage of Emiratisation in the professional and technical positions
			Percentage of the completion of preparing the organizational and functional structures for units
		Staff Training and Professional	Training Hours rate per employee

		Development	(National Indicator - FAHR 9-22)
			Rate of training hour per employee for Leadership category
			Rate of training hour per employee for Supervisory category
			Rate of training hour per employee for Executive category
			Rate of training hour per employee for Technical category
			Percentage of trained employees (National Indicator - FAHR 10-24)
			Percentage of trainee on Leadership category
			Percentage of trainee on Supervisory category
			Percentage of trainee on Executive category
			Percentage of trainee on Technical category
			Training impact on the effectiveness of the employees (National Indicator - FAHR 11-26)
			Percentage of training programs implemented through (Maaref) (Emirates Reward -P20/8)
			Percentage of implementing the approved training plan
		Management of Human Resources Services (performance evaluation, Personnel matters)	The effectiveness of using the Electronic/Smart HR systems (National Indicator - FAHR 15-32)
			Percentage of commitment to SLA (National Indicator - FAHR 16-33)
			Percentage of commitment with assessment results of job performance (National Indicator - FAHR 17-35)
			Percentage of employees being rewarded based on the Reward & Incentive System (National Indicator - FAHR 20-40)
			Repetition rate of workplace injury (National Indicator - FAHR 21-41)
			Severity of workplace injury
			Percentage of Violations (National Indicator - FAHR)
			Percentage of resolved grievances (National Indicator - FAHR 23-44)
	Strengthen a mindset of innovation within the UAEU community	Professional Development - Provide professional development to all internal stakeholders to foster collaborative innovation	Number of innovation professional development training/workshops for staff members
			Percentage of staff attending professional development training/workshops in innovation
Internal Audit	Efficient and effective management of the financial resources	Internal Audit	Percentage of implementing the internal audit plan
			Number of follow-up reports issued on the

			feedback of external regulators
			Percentage of comments from internal audit reports that were followed up on time
			Percentage of audit reports that have been presented to the Audit Committee of the total annual audit reports
			Percentage of comments from internal audit reports that were closed and corrected
			Percentage of on response to State Audit Findings
			Percentage of the organizational units that have risk registers out of the total organizational units at the university
Procurement Dept.	Procurement Management according to international best practices	Procurement	Percentage of completing the procurement electronic system
			Percentage of Suppliers happiness
			Percentage of completing the contractors classification study
			Percentage of suppliers who have been rewarded based on rewarded criteria
			Percentage of suppliers who have been rewarded based on the conditions
			Percentage of completing the study on the optimal management of warehouses and inventories
			Percentage of beneficiaries' happiness with procurement services at the university
		Contracts management and follow-up	Percentage of implementing the electronic system of purchasing from the price agreements
			Percentage of completing the study of an integrated system for contracting and contract management
			Percentage of implementing an integrated system for contracting and contract management
			Percentage of updating the contracts and agreements
			Percentage of completing the review and development of the University Procurement Manual
			Percentage of annual agreements renewed from the total agreements
			Percentage of projects with fixed price from the total number of projects
			Percentage of implementation of the field visits plan
			Percentage of commitment in implementing customer service charter

			Percentage of changes from total annual contracts
	Provide common services for all organizational units with high efficiency	Other common services (tools, office stationery, petty expenses, etc.)	Percentage of employee happiness with shared services
SG Office	Ensure the implementation of quality standards and institutional excellence	Quality Management	Percentage of completing the operational functions outsourcing review
			Percentage of completing the outsourcing of the functions
	Continue the evolution of UAEU Governance structure in keeping with best international practices	Implement best practices in corporate governance	Percentage completion of the HR resources utilization review
			Percentage of succession plans developed for top management position
Students Affairs	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 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
	Provide a university experience centered on student development and success	Improve the integration of student advising activities and increase their effectiveness.	Percentage of completing the roll-out of the Degree Works Advising System
			Numbers of students who participate in this capability (International certification of peer tutors)
			Percentage of the students on-track students registration plans (at the program and college levels)
		Make use of UAEU partners to avail more internship and employment opportunities for UAEU students.	Student happiness with the internship experience
			Number of outstanding interns awarded
			Establish the Work Employability Hub
			Number of job vacancies announced to graduate/students by UAEU partners
			Number of on-campus employer engagement

			activities hosted by UAEU (i.e. exhibitions, on-campus interviews, orientation sessions)
			Percentage of employment of national graduates in the private sector
			Number of employers hosted on campus
		Provide student with diverse international experiences through student exchange programs.	Number of students participating in student exchange programs
			Number of new partnerships for student exchange programs
			Number of students participating in overseas educational experiences (internships, conferences, competitions, courses,, etc)
			Establish UAEU Future Fellow Program
	Building a volunteering culture including the promotion of national identity and social responsibility within UAEU community.	Develop UAEU Voluntary Work process to encourage and stimulate higher involvement in voluntary activities.	Percentage of developing UAEU Voluntary Work methodology
			Official Launching of UAEU Voluntary Work Initiative
			Percentage of developing the annual UAEU Voluntary work plan
			Percentage of implementing the annual UAEU Voluntary work plan
		Launch programs to raise awareness and encourage participation in voluntary work.	Number of activities conducted to raise awareness about Voluntary Work
			Number of students involved in Voluntary Work
			Number of employees involved in Voluntary Work
			Total Volunteering Hours
		Establish partnerships with national agencies to provide opportunities for UAEU community to volunteer across the country.	Number of partnerships with national agencies in the area of Voluntary Work
	Continue the evolution of UAEU Governance structure in keeping with best international practices	Implement shared governance and comprehensive shareholders' engagement	Number of meetings of students senate
		Implement best practices in corporate governance	Number of students participating in service delivery
	Foster, facilitate, reward and recognize innovations and innovators	Establish a comprehensive innovation reward system (international innovation award, the chancellor innovation award, patent granted award, student innovation reward system).	Number of applications for the Students Excellence Award
			Percentage of Launching the Students Excellence Award
College of Graduate Studies	Increase the number of high quality graduate students .	Improve marketing efforts for graduate programs.	Number of marketing events/activities organized to promote UAEU graduate programs

			Number of graduate students enrolled
			Percentage of national students enrolled in graduate programs
			Number of first-time graduate students enrolled
		Simplify and accelerate the admission processes for prospective graduate students.	Percentage of applicants offered admission to eligible applicants
			Ratio of first-time enrolled students to applicants offered admission
			Master Program Graduation Rate (5-years)
			Doctorate Program Graduation Rate (8-years)
			Enrollment of Graduate Students and Rate -AY 2017/2018
		Obtain more funding, including sponsorships for stipends, for graduate students studying in strategic discipline areas.	Number of scholarships provided for PhD students
			Number of teaching assistantships provided for graduate students
			Number of research assistantships provided for graduate students
			Number of fellowships provided for master students
			Number of fellowships provided for PhD students
			Number of graduate students receiving financial support (through scholarships, fellowships and assistantships) sponsored by internal sources
			Number of graduate students receiving financial support (through scholarships, fellowships and assistantships) sponsored by external sources
			Fall to Fall attrition rate (Graduate Students)
		Expand the range of support services that are available to graduate students, both on- and off-campus.	Overall graduate students happiness
			Number of PhD students hired as part-time instructors
			Number of development activities offered by CGS to graduate students
			Number of different activities and services offered by CGS at off-campus facilities
	Enhancing the quality and quantity of research and researchers	Identify and develop additional graduate programs to support research in areas of national priority.	Number of double-degree PhD programs with partner universities
			Number of students enrolled in the double-degree PhD programs
			Number of joint BS-MS program approved
			Number of students enrolled in BS-MS programs
	Promote a research supportive environment	Encourage Graduate Students to link their research projects	Number of graduate students involved in funded research projects

		and thesis to funded research projects and research centers.	Number of theses and dissertations by graduate students
			Number of publications in journals by graduate students
			Number of thesis and dissertations related to the national strategic sectors
			Number of research excellence awards granted to graduate students
			Number of awards granted for best thesis/dissertations
Provost / Colleges	Improve effectiveness in teaching and learning	Increase the engagement of students in disciplinary and educational research	Number of students involved in research projects/publications
			Number of students attending/presenting at national/international research conference
			Number of students awards in research
			Percentage of undergraduate programs in which research is an integral component of the curriculum
	Improve recruitment efforts to attract and retain high-achieving 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
	Provide a university experience centered on student development and success	Link extracurricular student activities and co-curricular programs more closely with program and institutional learning outcomes.	Percentage of implementing a plan to better align extra-curricular activities with student learning outcomes
			Percentage of implementing a plan to better align and integrate co-curricular program outcomes with program learning outcomes
		Develop Research Capacity in Health Sciences and Space Sciences and Technology as Research Niches of UAEU	Number of hired Distinguished Faculty/Researchers in Space and Health Sciences
			Number of hired National Researchers in Space and Health Sciences
	Enhancing the quality and quantity of research and researchers	Recruit and retain international cluster leaders and faculty with research potential.	Number of faculty acknowledged for research excellence
			Number of international cluster leaders hired
	Promote a research supportive environment	Enhance the university research facilities and establish a fabrication lab.	Percentage of completing the establishment of the Fabrication Lab
			Percentage of establishing UAEU Laboratory Testing Center
			Number of facilities improved
			Number of newly developed research facilities
		Establish distinguished professorships and endowed chairs in the university.	Percentage of establishing UAEU Endowment System
			Number of endowed chairs
			Number of projects resulting from the endowed chairs
			Number of hired Research Professors

	Promote the university's international reputation and its achievements worldwide.	Focus on recruiting and retaining highly reputable faculty members.	Percentage of faculty happiness with their work environment
			Number of distinguished professors hosted in UAEU
	Further university global engagement with international Higher Education community	Develop more active benchmarking partnerships with international universities.	Number of benchmarking studies with international universities
		Encourage and facilitate Higher Education Strategic Forecasting studies for planning and improvement purposes.	Number of future foresight activities and events
		Improve the selection of conferences attended by UAEU and increase the number of high-profile conferences hosted at the university.	Number of international conferences attended by UAEU faculty and staff Number of high-profile conferences hosted by UAEU
	Stimulating the university's role in community engagement.	Develop local partnerships in support of knowledge and skill transfer to serve the community.	Number of community services provided to UAE community
		Develop a process to better understand and meet community needs of the services offered by the university and plan accordingly to meet these needs.	Percentage of completing an outreach study to identify UAE community needs from UAEU
		Develop a centralized database to document university partnerships and community engagement services.	Percentage of implementing the community needs plan
			Percentage of completing the documentation community services of all UAEU
	Promote the university role in meeting community needs of training and professional consulting services.	Establish the Institute of Professional and Continuing Education (IPCE) .	Percentage of establishment of the Institute
	Continue the evolution of UAEU Governance structure in keeping with best international practices	Establish UAEU data governance structure to ensure that constituencies are informed with accurate and consistent information.	Percentage of completing UAEU Business Intelligence System
		Maintain the effectiveness of College Advisory Boards and ensure their positive contribution to the advancement of colleges.	Number of international members in College Advisory boards

		Implement shared governance and comprehensive shareholders' engagement	Number of meetings of faculty senate
			Number of academic departments in which stakeholders are members
	Establish Innovation Ecosystem	Establish strategic partnerships for innovation.	Number of signed partnerships
			Number of initiatives resulting from the partnerships
	Institutionalize Innovation - Foster, facilitate, reward and recognize innovations and innovators	Enhance diversity and interaction between students, faculty members, professionals, and community in educational settings.	Number of organized innovation extra extra-curricular activities
			Number of students involved in the innovation extra-curricular activities
			Percentage of Happiness about innovation related extra-curricular activities
		Establish a comprehensive innovation reward system (international innovation award, the chancellor innovation award, patent granted award, student innovation reward system).	Number of applications for the Chancellor Innovation Award
	Strengthen a mindset of innovation within the UAEU community	Provide professional development to all internal stakeholders to foster collaborative innovation.	Percentage of workshops and events organized and participated in by the entity in the field of innovation
	Facilitate Industry 4.0	Establishing UAEU Intelligent Facilities	Percentage of completing the Smart Mini-Factory
			Percentage of completing the Intelligent Robotic Lab
			Percentage of completing the Material Library
UAEU Science and Innovation Park	Developing research innovation in areas of national priority.	Attract a range of SMEs and R&D organizations as partners in the UAEU Science and Innovation Park.	Number of partnerships with entities supporting innovation
			Number of collaborative projects
			Percentage of preparing the plan for Google Hub project
			Overall Happiness with the Innovation Hub Workshops
			Number of residing companies in UAEU SIP
		Encourage the participation of researchers in the UAEU Science and Innovation Park.	Number of UAEU researchers and faculty members participating in UAEU SIP activities
			Number of Filed patents by UAEU SIP
			Number of start-ups established from UAEU community
			Number of graduates from the educational programs offered by UAEU SIP Business Incubator
			Number of events and activities organized by SIP

			Number of activities and events hosted by UAEU SIP
			Number of UAEU Community Members enrolled in the programs
			Number of participations in national and international entrepreneurial or innovation related activities
	Innovation Ecosystem - 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 UAEU Community involved in startups
			Number of UAEU Community Members participating in UAEU SIP activities
National Teaching Assistant	Enhancing the quality and quantity of research and researchers	Promote the TA program to support and develop national teaching and research capabilities.	Number of new Teaching Assistant delegates to pursue graduate studies
			Number of Teaching Assistants enrolled in the TA Program
			Attrition rate for Teaching Assistants
			Teaching Assistants satisfaction with TA program
			Number of marketing activities to promote TA program
			Percentage of national faculty satisfaction with activities support program
			Number of participants in the National Faculty Development Program
Vice Chancellor Office	Expand the international accreditation for the University and its academic programs	Institutional Accreditation - Secure and maintain international institutional accreditation for the university.	Percentage of completing the annual WASC Report
			Percentage of completing the WASC Special Visit
			Percentage of completing the WASC Mid-Cycle Review
			Percentage of completing the Reaffirmation Review
			Percentage of completing the accreditation visit
			Percentage of implementing the international institutional accreditation maintenance plan
	Implementation of international best practices in leadership	Offices of Ministers and Director General (Under-Secretary) and Executive Directors	Number of leadership meetings with employees and students
			Percentage of the University Council's commitment to its annual meetings
			Number of committees formed and affiliated to the University Council
			Percentage of Independent Members in the University Council
			Percentage of reviewed policies and

			procedures
			Percentage of completion of the conflict of interest form for the members of the University Council
			Percentage of the total number of permanent committees in the university
			Percentage of the college's commitment to form advisory councils and their effectiveness
		Advisors of the Minister and the Director-General (Under-Secretary)	Percentage of completing the new University Law
	Continue the evolution of UAEU Governance structure in keeping with best international practices	Continue the evolution of the University Council Governance in keeping with best international practices.	Percentage of completing the University Council Review Report
		Develop a regular review and revision process for all policies and procedures.	Percentage of reviewed policies & procedures
		Maintain the effectiveness of College Advisory Boards and ensure their positive contribution to the advancement of colleges.	Establishing UAEU International Advisory Boards
			Number of meeting of UAEU International Advisory Boards
		Implement shared governance and comprehensive shareholders' engagement	Number of standing committees in which students are members
			Number of admin departments in which stakeholders are members
University Outreach Department	Promote the university's international reputation and its achievements worldwide.	Develop a marketing and branding strategy to enhance university international repute.	Percentage of completing/updating the development of UAEU marketing strategy
			Percentage of implementing UAEU marketing Strategy as per schedule
			Number of participations in international events to market UAEU
			Number of published UAEU International newsletter
		Market the faculty and researchers' expertise and their scientific achievements.	Number of published articles about UAEU Faculty Research and achievements in international media
	Further university global engagement with international Higher Education community	Build more extensive connections with reputable universities.	Percentage of completing the development of UAEU International Marketing Strategy
			Number of communication activity with UAEU International Universities partnerships
			Number of overseas visits by senior university representatives and inward visits by senior overseas delegations
	Effective internal and external communication	Plan and coordinate internal and external communications	Percentage of UAEU community satisfaction with internal communication channels
			Percentage of UAEU external stakeholders happiness with the external communication

			channels
			Percentage of implementing the Government communication strategy 2017-2021
			Percentage of completing the university website
		Management of Media activity	Percentage of commitment on managing the website and social media channels within the specified time
			Percentage of the effectiveness of the social media
			Percentage of completing the social media usage policy
	Smart Government: Ensure the application of Smart Government requirements on all UAEU Services	Support the electronic/smart transformation of UAEU Services.	Level of public awareness on electronic / smart services
		Ensure that the UAEU smart services are provided according to the quality standards of UAE Smart Government.	Percentage of websites commitment to the quality websites standards
Strategy & Future Department	Ensure the implementation of quality standards and institutional excellence	Quality Management	Obtain ISO 10002:2014 in Complaint Handling
		Customers Relations Management	Percentage of completing the documentation of UAEU Business Processes
			Percentage of completing the Complaints Management System
			Percentage of complaints that have been resolved within the specified period
			Percentage of valid suggestions that have been implemented.
		Preparation to participate in Sheikh Khalifa Program for Excellence	Number of awards received
	Administrative Quality Assurance - Strengthening the administration QA processes	Continue implementing the "Chancellor Award for Institutional Excellence".	Number of applicants for the Chancellor Award for Institutional Excellence
			Number of honorees in the Chancellor Award for Institutional Excellence
	Drafting and developing the Strategic Plan and Performance Measurement	Drafting and developing the Strategic and Operational Plan Identify the key performance indicators, and performance measurement	Percentage of reviewing the strategic and operational plan as per schedule
			Percentage of implementing the strategic and operational plan as per annual targets
			Percentage of implementing the innovation goal of UAEU
			Percentage of achieving UAEU Research Strategic Goal
Innovation Support Team	Establish Innovation Ecosystem	Implement an accelerator program (10 - YOU) - 10 Years ahead of Other Universities to	Percentage of implementing the program

		embrace disruptive innovation across UAEU.	
		Provide an innovative ideas management system for UAEU community.	Number of ideas registered from UAEU stakeholders
			Number of ideas that have been validated and implemented
	Foster, facilitate, reward and recognize innovations and innovators	Enhance diversity and interaction between students, faculty members, professionals, and community in educational settings.	Launching the Disruptive Spaces project
		Organize events to disseminate UAEU community's innovations in Scholarship of Teaching & Learning (SoTL), research, and community engagement.	Number of workshops and lectures offered to UAEU stakeholders
			Number of events related to innovation organized (or co-organized) by UAEU (workshops, lectures, retreats, conferences, symposium, boot camps, special trainings)
	Innovation Culture - Strengthen a mindset of innovation within the UAEU community	Revise the university services, processes, and policies in support to innovation by being responsive to changing and dynamic environments.	Number of involved people to enhance the culture of innovation

Appendix M 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 filter out all KPIs and designates the responsible unit/department for each of these KPIs.

- The Strategy and Future Department team send 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