

Building Quality in Education

**Developing institutional and program accreditation standards
leading to international accreditation**

**A seminar talk presented at the University Grant Commission (UGC),
Dhaka , Bangladesh on 25th February, 2016**

By

**M. H. Rahman, International Development Consultant at
LEARNING SYNERGY, Ottawa, Canada**

Former President & CEO, ECMIT, Dubai, UAE

Former, Executive VP, KIMEP University, Almaty, Kazakhstan

**Former President, International Development Consultants
(IDC), Ottawa, Canada**

Contact: email: mhr201029@yahoo.com

Phones: Bangladesh : 015 3122 4746; 01931575977

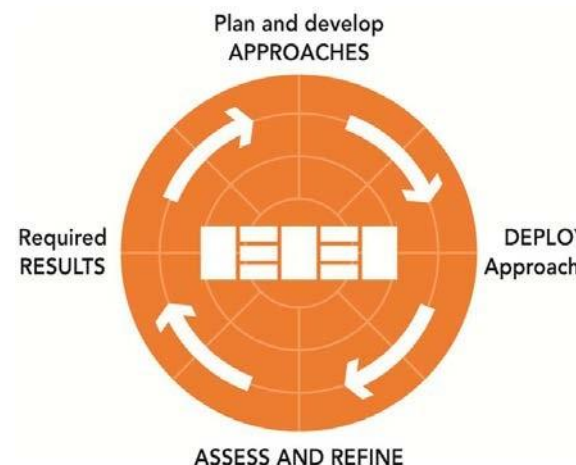
Key elements of a world class education system

- A well defined Quality Assurance Framework that sets policies and guidelines for institutional planning, effectiveness, assessment, evaluation, and accreditation.
- A well defined Qualifications Framework that sets guidelines for academic program standards and outcomes

Two planning models:

PDCA model (Plan, Do, Check, Act: Deeming Cycle)

RADAR Cycle (Results, Approaches, Deploy, Assess, and Refine)



Key Elements of the QAFW:

- **Efficient Operations**
- **Quality Outcomes**

There must be standards governing these two issues;

- **A well defined and published institutional mission and goals**
- **A well defined set of institutional CORE VALUES that define the approach to all institutional activities and lay the foundation for quality outcomes**

INSTITUTIONAL CORE VALUES

- 1. We value the well being of our students**
- 2. We value the well being of our faculty and staff**
- 3. We value the quality and integrity of our academic programs**
- 4. We value the personal and professional development of our students to highest standard**
- 5. We value and recognize our responsibilities to develop well qualified graduates who will contribute to UAE's socio-economic and cultural development**
- 6. We value honesty and fairness, and we will not tolerate corruption**
- 7. We value our collaboration and partnership with academic institutions, business and government organizations with in the UAE and abroad**

8. We value open and honest communication, and transparent and accountable decision making

- **Well defined and published policies , procedures and guidelines**
- **A strategic planning process**
- **A well defined institutional review and assessment process**
- **A well structured Institutional Planning, Research and Quality Assurance Unit**
- **A strong commitment of the university community**
- **A strong organizational structure, and well qualified staff**

Review and Assessment process



Figure 5.2

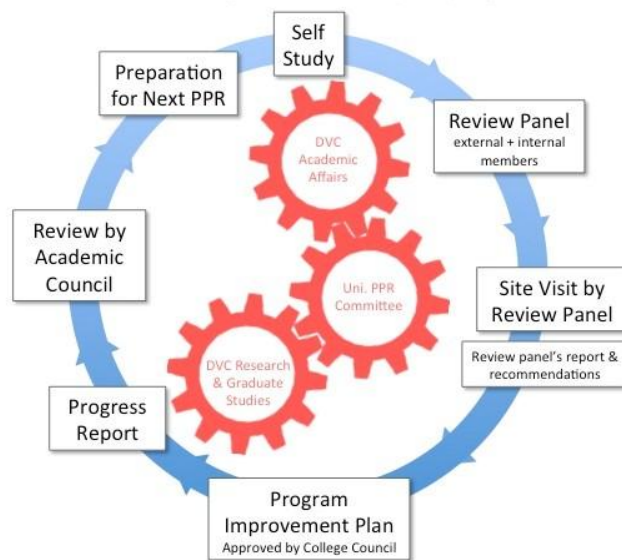
Assessment at three levels:

- Program level
- College/faculty level
- University level

Program Review Process (twice a year)

- Curriculum planning and Review Committee; review by college academic council, review by university academic council; progress report and program improvement plan

Periodic Program Review (PPR) Cycle



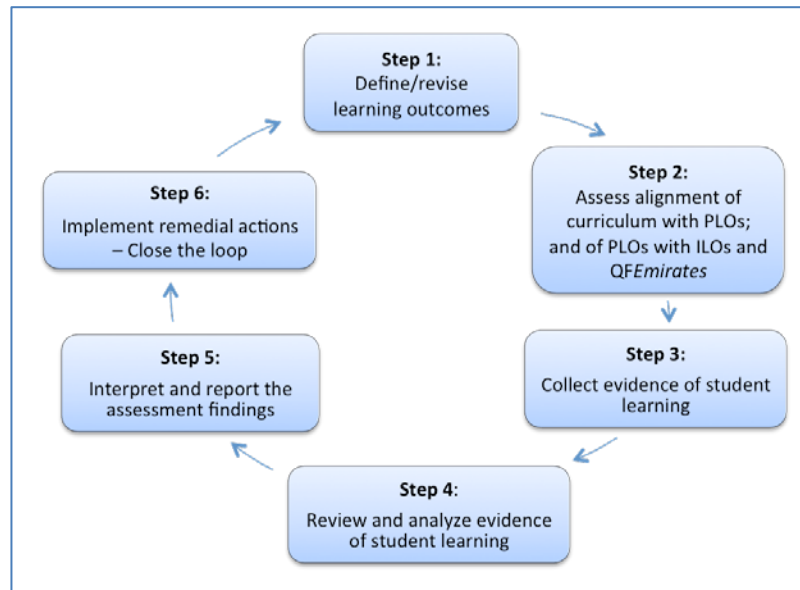
What are you reviewing:

- Market demand of the program and curriculum relevance
- Instructor's report on program and course learning outcomes assessment.....
- Course management and program delivery report
- Assessment tools
- Student learning outcome assessment
- -learning resources

Faculty strength & quality: Teaching, Research and Services

- Qualifications and performance review

STUDENT LEARNING ASSESSMENT



- **Define program and course learning outcomes.**
- **Align curriculum with PLO**
- **Align course learning outcomes(CLO) with PLO**
- **Collect, review and analyze the evidence of direct learning (such as GPAs, capstone, internship, and projects etc) indirect student learning (exit interviews, job rate, graduation rate, research conferences) etc.**
- **Develop a report**

QUALIFICATIONS FRAMEWORK:

What is a qualification framework?

It is a framework that sets guidelines for academic qualifications/standards for different levels of academic degrees(say, B.Sc., BBA, M.Sc., M.A, PG Diplomas, Ph.D., DBA, and certificate programs etc. in terms of knowledge, skills,

It sets guidelines for writing learning outcomes at program and course levels that align with institutional goals.

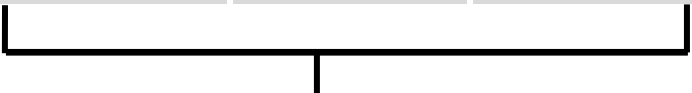
It has a structure of 10 levels with each level based on :

Five Strands of learning outcomes

- Knowledge (sub-strands: breadth, type, range)
 - Skill (sub-strand: selectivity)
 - Competence
 - Autonomy and responsibility
 - Self development
 - Role in context

Levels 5 to 10 are relevant to higher education such as bachelors, masters doctoral degrees.

	STRAND 1	STRAND 2	SUB-STRAND 3	SUB-STRAND 4	SUB-STRAND 5
LEVEL X	Knowledge	Skill	Autonomy and responsibility	Role in context	Self-development



Aspects of Competence

Principal Qualifications 'generic' titles

The adopted titles for all Principal Qualifications by education sector are detailed as follows:

Principal Qualifications Titles

Level	Generic Nomenclature	Principal Qualification titles		
		Vocational Education and Training (VET)	Higher Education (HE)	General Education (G12-GE)
10	Doctoral Degree	-	Doctoral	-
9	Master Degree	Applied Master	Master	-
8	Graduate Diploma	Applied Graduate Diploma	Postgraduate Diploma	-
7	Bachelor Degree	Applied Bachelor	Bachelor	-
6	Diploma	Advanced Diploma	Higher Diploma	-
5	Diploma / Associate Degree	Diploma	Associate Degree	-
4	Certificate	Certificate 4	-	Secondary School Certificate (G 12)
3	Certificate	Certificate 3	-	TBA
2	Certificate	Certificate 2	-	-
1	Certificate	Certificate 1	-	-

- **Writing program learning outcomes**
- **Alignment of PLO to Qualifications LO strands**

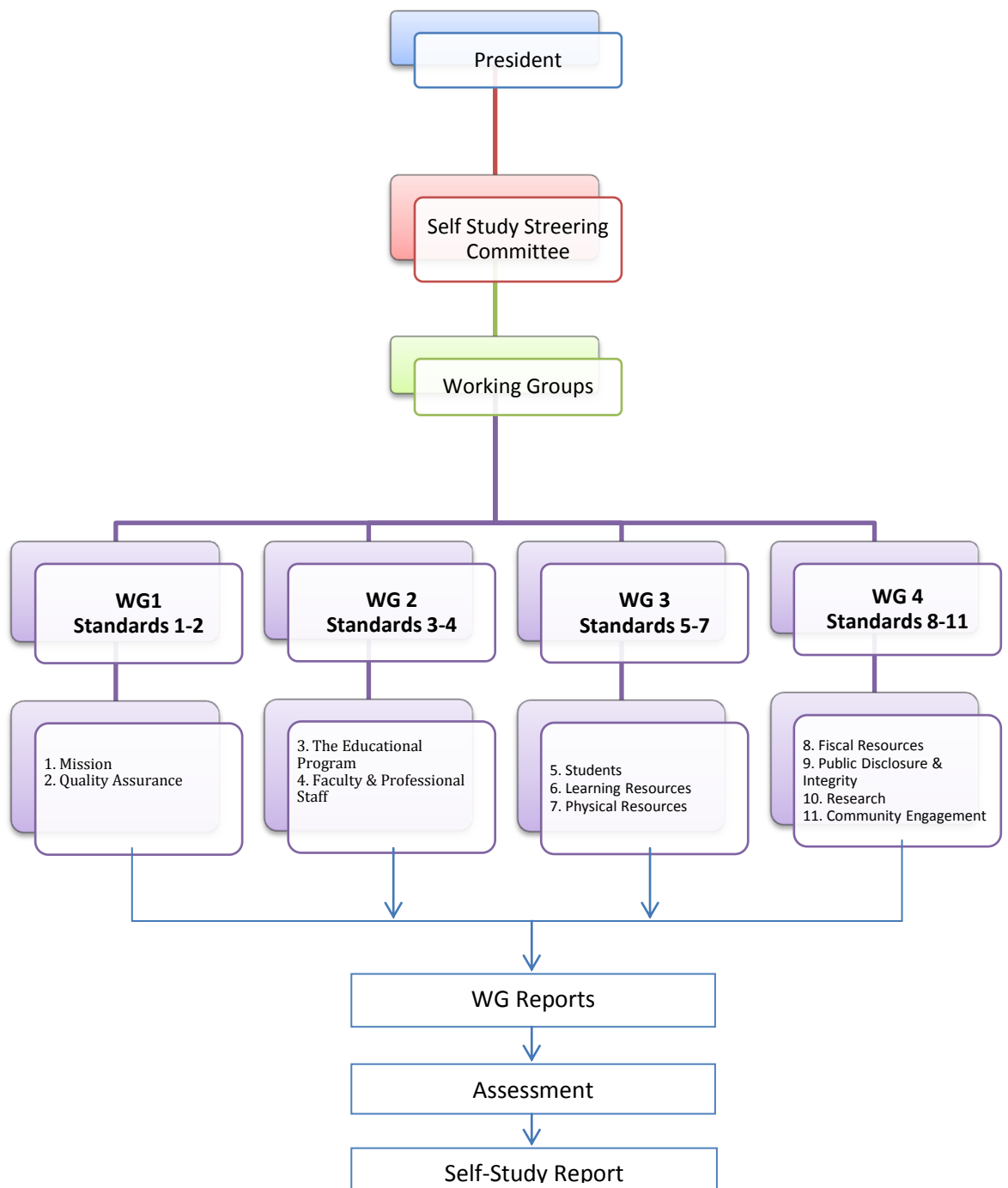
- **Examples**

Publications and Handbooks:

An accredited institution must have:

- a) An academic catalog**
- b) Institutional fact book**
- c) Institutional quality assurance and effectiveness manual**
- d) Faculty hand book**
- e) Staff hand book**
- f) Student hand book**
- g) Policy and Procedures Manual**
- h) A mission driven assessment plan**
- i) Faculty development plan**
- j) Staff development plan**

ACCREDITATION PROCESS



The following table shows the composition of working groups and their assigned Standards.

Table 1: Working Groups and their assigned Standards

Working Group	Standards	Members
1	1. Mission, Organization and Governance 2. Quality Assurance	<ul style="list-style-type: none"> • Sudhir Kartha, BOG • M. H. Rahman, President • Sarita Sahni, VPAA • M. Iqbal, Manager, IPE Unit
2	3. Educational Program 4. Faculty and Professional Staff	<ul style="list-style-type: none"> • Sarita Sahni, VPAA • V. Begum, CE & Professional Development • Jiji Abraham, Business faculty • Ranjena Sriram, IT faculty • Kauser Saida, GE faculty • Quinee Bakhshi, Foundation & Remedial Program faculty
3	5. Students 6. Learning Resources 7. Physical and Technological Resources	<ul style="list-style-type: none"> • Aysylu G. Registrar • A. Nanda, Admissions • K.Saida, Student Development • Passant R, Admissions • Sabu Vincent, Library • Abeesh A, Information Technology
4	8. Fiscal Resources 9. Public Disclosure & Integrity 10. Research & Scholarly	<ul style="list-style-type: none"> • J.Kumar, CFO • M.H. Rahman, President • M. Iqbal • Anita Nanda

	Activities 11.Community Engagement	
--	---------------------------------------	--

Within the QA Framework, following standards are developed:

STANDARD 1: MISSION, ORGANIZATION AND GOVERNANCE

STANDARD 1: MISSION, ORGANIZATION AND GOVERNANCE

1.1.1 Vision

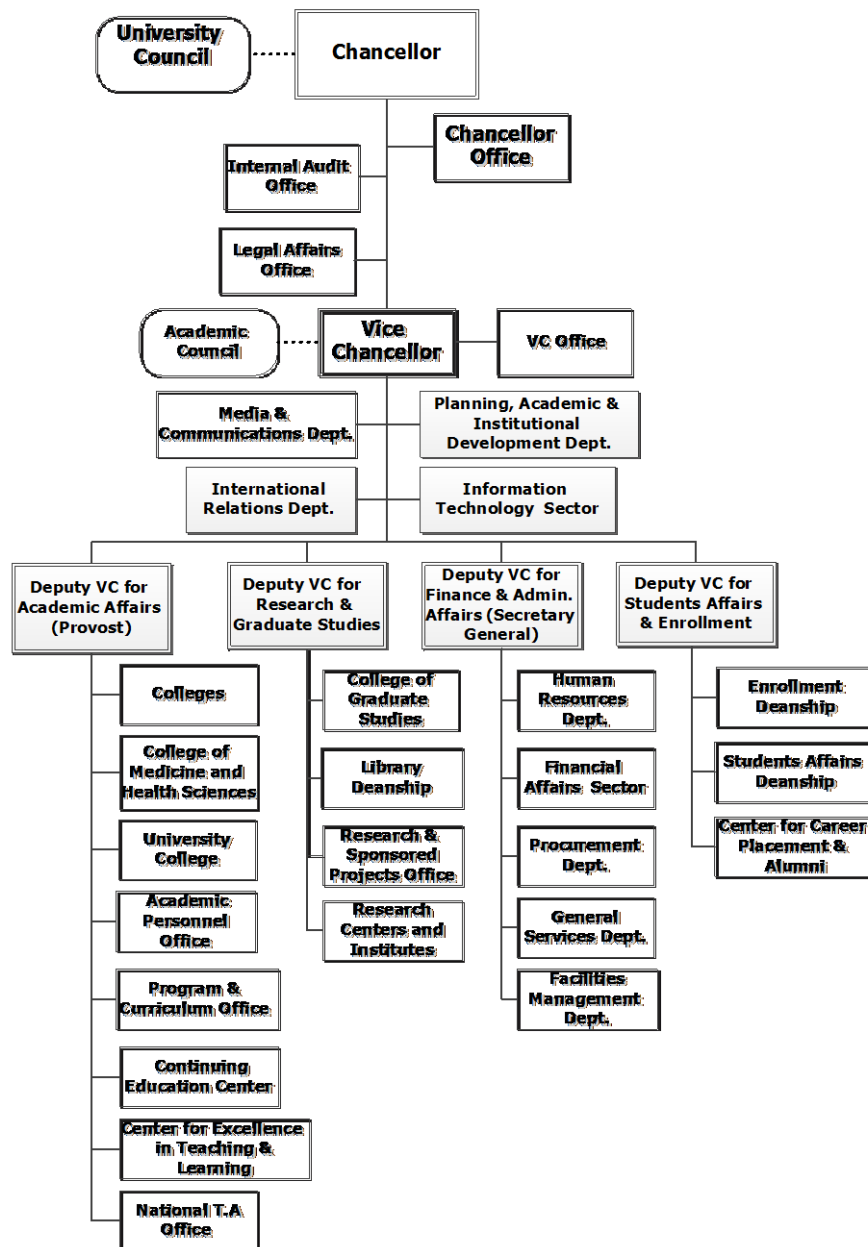
1.1.2 Mission

1.1.3 The Core Values

1.1.4 Institutional Goals & Objectives

1.2 ORGANIZATION

1.2.1 Organizational Structure 2006-2010



1.2.2 Policies and Procedures review process

1.3 BOARD OF GOVERNORS (BOG)

1.4. INSTITUTIONAL GOVERNANCE

1.4.1 Board's involvement in the College operation

1.4.2 Board's Effectiveness

1.4.2 Faculty and Student involvement in the institution's decision making process

1.5 POLICIES AND PROCEDURES

1.5.1 Policies and Procedures Manual

1.5.2 Policy Development Process and Control Mechanism

1.5.3 New Policies introduced since

1.6 MULTIPLE CAMPUS INSTITUTIONS

1.7 CAMPUSES IN OTHER COUNTRIES

1.8 BRANCH CAMPUSES OF FOREIGN INSTITUTIONS

STANDARD 2: QUALITY ASSURANCE

2.1. INSTITUTIONAL RESEARCH

2.1.1 Academic Quality Assurance Process

2.1.2 Assessment and Evaluation

2.1.3 Performance Indicators

2.1.4. Benchmarking against peer institutions

2.1.5 Factbook

2.2 INSTITUTIONAL PLANNING

2.2.1 Short-Term and Long-Term Plans

2.3. RISK MANAGEMENT

2.4. CONTINUOUS QUALITY ENHANCEMENT

2.4.1. Survey Results

2.5. INSTITUTIONAL EFFECTIVENESS MANUAL

STANDARD 3: THE EDUCATIONAL PROGRAM

3.1 CREDIT BEARING PROGRAMS

3.1.1 Student Enrolment Trend Analysis

3.1.2 Prior Learning Policy

3.1.3 Compliance with Qualifications Framework

3.2 THE CURRICULA

3.2.1 Major Changes

3.3 ACADEMIC COURSES

3.3.1 Instructional Philosophy

3.4 GENERAL EDUCATION

3.4.1 Philosophy Goals, Objectives and Learning Outcomes

3.4.2 Changes introduced to the GE program

3.6 UNDERGRADUATE PREPARATORY OR REMEDIAL COURSES AND PROGRAMS

3.6.1 Effectiveness of Preparatory/Remedial Programs

3.9 CLASS SIZE

3.9.1 Policies on Optimal Class Size and Rationale

3.10 PROGRAM EFFECTIVENESS

STANDARD 4: FACULTY AND PROFESSIONAL STAFF

4.1 FACULTY HANDBOOK

4.2 STAFF HANDBOOK

4.3 RECRUITMENT AND RECORDS

4.3.1 Faculty

4.3.2 Staff

4.4 FACULTY PREPARATION

4.5 GRADUATE FACULTY

4.6 STAFF QUALIFICATIONS

4.7 APPOINTMENT, COMPENSATION, PROMOTION, AND CONTRACT RENEWAL

4.7.1 Employment contracts

4.7.2 Changes introduced to the employment policies

4.8 PROFESSIONAL DEVELOPMENT

4.9 FACULTY WORKLOAD

4.10 PART-TIME FACULTY

4.11 EVALUATION

STANDARD 5: STUDENTS

5.1 STUDENT HANDBOOK

5.2 UNDERGRADUATE ADMISSION

5.3 GRADUATE ADMISSIONS

5.4 TRANSFER ADMISSION

5.4.1 Policies on Transfer Admission

5.4.2 Transfer Policy Effectiveness

5.6 ADVANCED STANDING

5.7 STUDENT RECORD

5.8 STUDENT SERVICES

5.8.1 Student Orientation

5.8.2 Counseling

5. 8.3 Job opportunities, job placement rates & career development services

5.9 ADVISING SERVICES

5.10 STUDENT ACTIVITIES AND PUBLICATIONS

5.10.1 Student Life and Student Council

5.10.2 Publications

5.11 STUDENT BEHAVIOR AND ACADEMIC INTEGRITY

5.13 RESIDENCE HALLS

STANDARD 6: LEARNING RESOURCES

6.1 LEARNING RESOURCES: LIBRARY

6.1.1 Adequacy of Library Resources

6.1.2 Online Access to ECMIT Library

6.1.3 Library Services

6.1.4 Orientation Program

6.1.5 Library Collection Development Policy and plans

6.1.6 Library Collection and Classification System

6.1.7 Library Staff

6.1.8 Evaluations and Effectiveness

6.2 LEARNING RESOURCES: TECHNOLOGY

6.2.1 Adequate Technology infrastructure

6.2.2 Technology literacy Training

6.2.3 Communication Technologies

6.2.4 Technology Staff

6.2.5 Reliability of IT Network

6.2.6 Safe Computing and Technology Usage Policies

6.2.7 Satisfaction Surveys

6.3 LEARNING RESOURCES: LABORATORIES

6.3.1 Computer Laboratories

6.3.2 Plans for Development of Computer Labs

6.3.3 Lab Support

STANDARD 7: PHYSICAL AND TECHNOLOGY RESOURCES ERROR! BOOKMARK NOT DEFINED.

7.1. PHYSICAL ENVIRONMENT: DEVELOPMENT

7.1.1 Development of Facilities

7.1.2 Access to Campus

7.1.3 Special Provisions

7.1.4 Maintenance of the Facilities

7.1.5 Disposal Plan

7.2 PHYSICAL ENVIRONMENT: SAFETY

7.2.1 Health and Safety Issues

7.2.2 Fire and Safety

7.2.3 Emergency Evacuation Plan

7.3 PHYSICAL ENVIRONMENT: TECHNOLOGY

7.3.1 Adequacy of Technology Resources

7.3.2 Short and Long-range plan for Improvement

7.3.3 Security Measures to protect Physical Resources

7.3.4 Secured Fireproof storage

7.3.5 Technological support

STANDARD# 8 FISCAL RESOURCES

8.1 FISCAL RESOURCES

8.1.1 Overview

8.1.2 Financial viability

8.4 BUDGETING

8.5 FINANCIAL OPERATIONS

8.10 AUXILIARY ENTERPRISES

STANDARD 9: PUBLIC DISCLOSURE AND INTEGRITY

9.1 POLICY

9.1.1 Institutional Policies

9.1.2 Copyright and IntellectualProperty

9.1.3 Conflict of Interest Policy

9.2 INSTITUTIONAL NAME

9.3 CONTRACTUAL RELATIONSHIPS

9.4 ASSOCIATIONS WITH CORPORATE ENTITIES

STANDARD 10: RESEARCH AND SCHOLARLY ACTIVITIES

10.1 RESEARCH STRATEGY

10.2 RESEARCH SUPPORT

10.3 COLLEGE RESEARCH POLICY, PROCESS AND MANAGEMENT

10.4 RESEARCH EXPECTATIONS

10.5 COOPERATIVE ARRANGEMENTS

STANDARD 11: COMMUNITY ENGAGEMENT

11.1 INSTITUTIONAL ENGAGEMENT

11.2 EMPLOYMENT ENGAGEMENT

11.3 COMMUNITY RELATIONS

Institutional Goals

Goal 1

Develop a well-qualified cadre of citizens through teaching, learning and scholarship in Business, Information Technology and Information Systems

education who will be equipped with knowledge to contribute to the further development of the UAE.

Objectives

- a) Offer broad based world class associate and undergraduate degree programs in core areas of Business, Information Technology and Business Information Systems that prepare students to be competitive in national and international markets, and for higher studies.
- b) Offer a curriculum, for each program, with an appropriate mixer of general education, core, major/specialization/concentration and elective courses that contains courses for students to obtain broad, current and practical knowledge, skills, and values which are important to the nation's economic development.

Goal 2

Provide accessible, convenient and affordable higher educational opportunity for traditional and non-traditional students.

Objectives

- a) Offer day, evening and weekend classes to accommodate working adults as well as traditional students for full time and/or part time studies
- b) Provide learning opportunities for academically under-prepared students by offering a Remedial Program in relevant subjects
- c) Provide learning opportunities for students securing below 60% marks in the UAE secondary school examination by offering a Foundation Program in appropriate courses so as to prepare them for higher education.
- d) Keep the tuition fee structure affordable and offer a flexible payment plan.
- e) Offer a substantial set of courses in the summer to permit year-long study.
- f) Engage high schools and businesses to create awareness of post-secondary educational opportunities at ECMIT.

Goal 3

Contribute to the UAE's economic development by providing career oriented continuing education and professional development programs for lifelong learning.

Objectives

- a) Respond to the need for developing a professional workforce with practical hands-on knowledge and technical expertise.

- b) Offer career enhancement non-degree professional development programs in business, marketing, hospitality & tourism, information technology and information management systems.
- c) Offer vocational and tertiary programs for adult learners in computer literacy, information technology and language proficiency.

Goal 4

Maintain a high level of quality in the students' overall educational experience and in all aspects of the institution's operations.

Objectives

- a) Build a well-qualified teaching faculty.
- b) Provide quality learning facilities and educational support resources.
- c) Maintain a state-of-the-art technology infrastructure in support of instruction and operations.
- d) Create a campus culture that is student-oriented and which promotes strong personal concern for the welfare, development and success of all students.
- e) Create and maintain an effective advising system which assists students with their educational goals and objectives.
- f) Design policies and procedures to facilitate transfer of credits.
- g) Secure and maintain all appropriate MOHE licensures and accreditations.

Goal 5

Build a world class institutional planning, effectiveness and learning assessment system.

Objectives

- a) Develop an integrated institutional assessment system through research, data collection and analysis that ensures administrative effectiveness and financial viability.
- b) Establish an integrated learning and program review system that ensures viability, productivity and quality of academic programs, curriculum and instructions.
- c) Develop a process and criteria for employee performance review.
- d) Support educational programs and faculty with latest information technology.

Goal 6

Develop a customer oriented effective management system.

Objectives

- a) Develop a student oriented learning environment through effective services.
- b) Create a transparent and efficient management system.
- c) Institute an Institutional Review Process for continuous improvements in administration and services.
- d) Ensure financial stability, viability and accountability.
- e) Identify employees and administrators for further skills development.
- f) offer appropriate professional development opportunities for faculty and staff.

Proram Learning Goals, Objectives,Expected Learning Outcomes and Assessment

PROGRAM GOALS AND EXPECTED LEARNING OUTCOMES

Goal 1: Students will be effective communicators

Expected Learning Outcome 1:

- a) Graduate students will be able to communicate effectively in a business setting.

Goal 2: Students will be competent in the application of Information Technology and quantitative skills.

Expected Learning Outcome 2:

- a) Graduate students will be able to demonstrate proficiency in the use of information technology and quantitative methods.

Goal 3: Students will be knowledgeable about the business disciplines

Expected Learning Outcome 3:

- a) Graduate students will be able to identify and examine major theories in management and their use in organizational contexts.
- b) Graduate students will be able to demonstrate efficiently and effectively the accounting, finance, human resource management, marketing and operations management functions of a business organization.

Goal 4: Students will apply critical thinking problem solving and leadership skills to business situations.

Expected Learning Outcome 4:

- a) Graduate students will be able to research, evaluate and interpret information to make business decisions.
- b) Graduate students will be able to demonstrate leadership skills.

Goal 5: Students will understand and relate to global business practices

Expected Learning Outcome 5:

- a) Graduate students will be able to understand and relate business concepts to diverse workforce.
- b) Graduate students will be able to describe and discuss the global environment of business.
- c) Graduate students will be able to demonstrate ability to work in teams.
- d) Graduate students will be able to demonstrate ability to work in teams.

Goal 6: Students will recognize and utilize ethical principles

Expected Learning Outcome 6:

- a) Graduate students will be able to understand and evaluate ethical issues and situations.

Goal 7: Demonstrate a broad-based college education with expertise in a specialty area of personal interest

Expected Learning Outcome 7:

- a) Graduate students will be able to apply management theories and frameworks to dynamic business conditions.
- b) Graduate students will be able to apply marketing theories and frameworks to dynamic business conditions.
- c) Graduate students will be able to apply human resource theories and frameworks to dynamic business conditions.

CHART 2: Program expected Learning Outcomes and Assessment

Mapping of the objectives of each Goal to the contributing courses and the assessment tools that realizes the expected learning outcomes of each Goal.

Goal-1: Students will be effective communicators

Objectives	Courses contributing to this objective	Assessments
1A. Students will communicate effectively orally and in writing.	Lower Division Courses <ul style="list-style-type: none"> • Business Policy & Strategy • Essential Skills for College Success • Public Speaking • Effective reading and writing • English Composition • Inter-personal skills • Hospitality Management • International Business Upper Division Courses <ul style="list-style-type: none"> • Business Communication • Senior Seminar • Capstone Project • Managing Professional Development • Leadership management Management Concentration <ul style="list-style-type: none"> • Global Business Case Study • Organizational Development Marketing Concentration <ul style="list-style-type: none"> • Services Marketing • International Marketing HRM Concentration <ul style="list-style-type: none"> • Human Resource Practices • Employee Relations 	<ul style="list-style-type: none"> • Demonstrate use of proper written and oral English <p>Students will be assessed through:</p> <ul style="list-style-type: none"> • Class Workshops • Essay Writing • Writing Reports • Presentations • Delivering Speeches • Case studies • Activities and assignments • Quizzes • Examinations <p>Evaluation by faculty using rubrics/other criteria</p>
1B. Students will produce quality presentations and reports.	Lower Division Courses <ul style="list-style-type: none"> • Essential Skills for College Success • Public Speaking • Effective reading and writing • English Composition • Inter-personal skills • Hospitality Management • International Business • Business Policy & Strategy Upper Division Courses <ul style="list-style-type: none"> • Business Communication • Senior Seminar • Capstone Project • Managing Professional Development • Leadership management Management Concentration <ul style="list-style-type: none"> • Global Business Case Study • Organizational Development Marketing Concentration <ul style="list-style-type: none"> • Services Marketing • International Marketing HRM Concentration <ul style="list-style-type: none"> • Human Resource Practices • Employee Relations 	<ul style="list-style-type: none"> • Research and prepare effective reports, with appropriate referencing. • Conduct oneself professionally in Presentations • Critically analyze business issues • Demonstrate ability to solve problems <p>Students will be assessed through:</p> <ul style="list-style-type: none"> • Class Workshops • Essay Writing • Writing Reports • Presentations • Case studies • Activities and assignments • Quizzes • Examinations <p>Evaluation by faculty using rubrics/other criteria</p>
Expected Learning Outcome 1 : Graduate students will be able to effectively communicate in a business setting.		

Goal 2: Students will be competent in the application of Information Technology and quantitative skills.

Objectives	Courses contributing to this objective	Assessments
2A. Students will apply technological tools to business situations.	<p>Lower Division Courses</p> <ul style="list-style-type: none"> • Software Applications • Business Policy & Strategy • Inter-personal skills • International Business • Financial Accounting • Financial Management • Operations & Logistics Management • Hospitality Management • Management Information System <p>Upper Division Courses</p> <ul style="list-style-type: none"> • Business Communication • Senior Seminar • Capstone Project • Managing Professional Development • Informatics <p>Management Concentration</p> <ul style="list-style-type: none"> • Global Business Case Study • Organizational Development <p>Marketing Concentration</p> <ul style="list-style-type: none"> • Advertising and Promotion • International Marketing <p>HRM Concentration</p> <ul style="list-style-type: none"> • Staffing & Techniques for Employee Selection • Employee Relations 	<ul style="list-style-type: none"> • Demonstrate use of IT skills for components of MS Office, including Word, Excel, spreadsheet formulas, generating Graphs, use of Internet, analysis of data etc. <p>Students will be assessed through:</p> <ul style="list-style-type: none"> • Class Workshops • Essay Writing • Writing Reports • Presentations • Case studies • Activities and assignments • Quizzes • Examinations <p>Evaluation by faculty using rubrics/other criteria</p>
2B. Students will apply quantitative methods to solve business problems.	<p>Lower Division Courses</p> <ul style="list-style-type: none"> • Managerial Accounting • Financial Management • Operations & Logistics Management • International Business <p>Upper Division Courses</p> <ul style="list-style-type: none"> • Research Methods • Quantitative Methods for Business • Capstone Project <p>Management Concentration</p> <ul style="list-style-type: none"> • Global Business Case Study • Managing Financial Resources 	<ul style="list-style-type: none"> • Demonstrate use of Formulae for decision making, like CVP Analysis. • Use Quantitative skills for solving problems, like Facility Layouts, etc. • Use Quantitative skills in calculation of Forward Rates, conversion of Foreign Exchange. • Demonstrate appropriate use of IT and Quantitative skills for solving business problems <p>Students will be assessed through:-</p> <ul style="list-style-type: none"> • Class Workshops • Essay Writing • Writing Reports • Presentations • Delivering Speeches • Case studies • Activities and assignments • Quizzes • Examinations <p>Evaluation by faculty using rubrics/other criteria</p>
Expected Learning Outcome 2: Graduate students will be able to demonstrate proficiency in the use of information technology and quantitative methods.		

Goal 3: Students will be knowledgeable about the business disciplines.

Objectives	Courses contributing to this objective	Assessments
3A. Students will demonstrate knowledge of fundamental business content.	Lower Division Courses <ul style="list-style-type: none"> Principles of Management Organizational Behavior Financial Accounting Essentials of Economics Upper Division Courses <ul style="list-style-type: none"> Fundamentals of Public Administration Business Economics Business Law Research Methods UAE Labor Law & Relations 	<ul style="list-style-type: none"> Demonstrate knowledge of basic business concepts Demonstrate discipline-specific knowledge, skills and abilities in the courses by one or more of ways <p>Students will be assessed through:</p> <ul style="list-style-type: none"> Exams oral presentation case studies portfolios group projects homework assignments reports <p>Evaluation by faculty using rubrics/other criteria</p>
3B. Students will demonstrate knowledge of various functional business areas.	Lower Division Courses <ul style="list-style-type: none"> Principles of Marketing Human Resource Management Management Information System Operations & Logistics Management Financial Management Business Policy & Strategy Upper Division Courses <ul style="list-style-type: none"> Business Economics Management Concentration <ul style="list-style-type: none"> Corporate Strategy & Planning Managing Financial Resources Entrepreneurship Global Business Case Study Organizational Development Managing Professional Development Marketing Concentration <ul style="list-style-type: none"> Marketing Management Consumer Behavior Services Marketing International Marketing Advertising & Promotion Supply Chain Management Marketing Communications Marketing Strategies Market Research Brand Management HRM Concentration <ul style="list-style-type: none"> Human Resource Practices Staffing & Techniques for employee selection Employee Training & Development Compensation & Performance Management Employee Relations Human Resource Development Performance Management 	<ul style="list-style-type: none"> Demonstrate functional area discipline-specific knowledge, skills, and abilities. Demonstrate a holistic comprehension of functional areas of business through Case Studies and Presentations as main tools of assessment Formulate and apply strategies to solve problems concerning functional aspects of business Demonstrate knowledge, skills and abilities in concentration areas of business by one or more of ways: <p>Students will be assessed through</p> <ul style="list-style-type: none"> Exams oral presentation case studies portfolios group projects homework assignments reports <p>Evaluation by faculty using rubrics/other criteria</p>
<p>Expected Learning Outcome 3A: Graduate students will be able to identify and examine major theories in management and their use in organizational contexts.</p> <p>Expected Learning Outcome 3B: Graduate students will be able to demonstrate efficiently and effectively the accounting, finance, human resource management, marketing and operations management functions of a business organization.</p>		

Goal 4: Students will apply critical thinking, problem solving and leadership skills to business situations.

Objectives	Courses contributing to this objective	Assessments
4A. Students will analyze business situations and recommend managerial responses.	<p>Lower Division Courses</p> <ul style="list-style-type: none"> • International Business • Financial Management • Human Resource Management • Operations & Logistics Management • Marketing <p>Upper Division Courses</p> <ul style="list-style-type: none"> • Senior seminar • Critical Thinking • Leadership Management • Research Methods • Capstone Project <p>Management Concentration</p> <ul style="list-style-type: none"> • Corporate Strategy & Planning • Managing Financial Resources • Entrepreneurship • Global Business Case Study • Organizational Development <p>Marketing Concentration</p> <ul style="list-style-type: none"> • Marketing Management • Consumer Behavior • Services Marketing • International Marketing • Advertising & Promotion <p>HRM Concentration</p> <ul style="list-style-type: none"> • Human Resource Practices • Staffing & Techniques for employee selection • Employee Training & Development • Compensation & Performance Management • Employee Relations 	<ul style="list-style-type: none"> • Demonstrate Critical Thinking, and Problem solving in report writing, solving case-studies, making presentations, etc. • Demonstrate ability to choose international markets for entry, strategize marketing plan, taking environmental and cultural factors into account. • Demonstrate ability to raise finance and use it in optimum fashion. • Demonstrate ability to provide proper job descriptions, identify training needs, work-out appropriate compensation plans. • Demonstrate ability to select plant location, make computations correctly, etc. • Demonstrate ability to prepare marketing plans that are appropriate to environment and organizational capabilities. <p>Students will be assessed through:</p> <ul style="list-style-type: none"> • Class Workshops • Essay Writing • Writing Reports • Presentations • Case studies • Activities and assignments • Quizzes • Examinations <p>Evaluation by faculty using rubrics/other criteria</p>
4B. Students will formulate appropriate strategic response for business environment.	<p>Lower Division Courses</p> <ul style="list-style-type: none"> • Marketing • International Business • Human Resource Management • Change Management • Business Policy & Strategy <p>Upper Division Courses</p> <ul style="list-style-type: none"> • Senior seminar • Critical Thinking • Leadership Management • Research Methods • Capstone Project <p>Management Concentration</p> <ul style="list-style-type: none"> • Corporate Strategy & Planning • Managing Financial Resources • Entrepreneurship • Global Business Case Study • Organizational Development • Managing Professional Development <p>Marketing Concentration</p> <ul style="list-style-type: none"> • Marketing Management • Consumer Behavior • Services Marketing 	<ul style="list-style-type: none"> • Demonstrate the impact on developing strategic plans for the business. • Develop strategic plans for the business taking environment into account. • Recognize marketing opportunities, formulating marketing mix and, promotional activities based on consumer behavior. • Select a particular region or country for a product based on economic, cultural, climatic conditions of the country and Internal Strengths'. Assessed through quality of Presentations, Reports, etc. • Formulate HR Plans to recruit and retain quality staff for achieving organizational goals, taking legal, cultural and other

	<ul style="list-style-type: none"> • International Marketing • Advertising & Promotion • Supply Chain Management • Marketing Communications • Marketing Strategies • Market Research • Brand Management <p>HRM Concentration</p> <ul style="list-style-type: none"> • Human Resource Practices • Staffing & Techniques for employee selection • Employee Training & Development • Compensation & Performance Management • Employee Relations • Human Resource Development • Performance Management 	<p>factors into account.</p> <ul style="list-style-type: none"> • Develop strategies to effect organizational change in appropriate manner. • Formulate and apply both strategic and operational plans. <p>Students will be assessed through:</p> <ul style="list-style-type: none"> • Class Workshops • Essay Writing • Writing Reports • Presentations • Case studies • Activities and assignments • Quizzes • Examinations <p>Evaluation by faculty using rubrics/other criteria</p>
Expected Learning Outcome 4A: Graduate students will be able to research, evaluate and interpret information to make business decisions.		
Expected Learning Outcome 4B: Graduate students will be able to demonstrate leadership skills.		

Goal5: Students will understand and relate to global business practices

Objectives	Courses contributing to this objective	Assessments
5A. Students will explain different business opportunities and challenges in a global environment.	<p>Lower Division Courses:</p> <ul style="list-style-type: none"> • Business Policy & Strategy • Marketing • International Business <p>Upper Division Courses:</p> <ul style="list-style-type: none"> • Business Economics • Senior seminar <p>Management Concentration</p> <ul style="list-style-type: none"> • Corporate Strategy & Planning • Entrepreneurship • Global Business Case Study • Organizational Development <p>Marketing Concentration</p> <ul style="list-style-type: none"> • Marketing Management • Consumer Behavior • Services Marketing • International Marketing • Advertising & Promotion • Marketing Research 	<ul style="list-style-type: none"> • Students will demonstrate ability to carry out a SWOT analysis, how they can be used to meet various challenges facing the company, and capitalize on the opportunities available in the global markets. • Demonstrate ability to correctly evaluate strengths and weaknesses of the company, and matching opportunities with internal capabilities. • Research and make presentations for the topics/cases assigned, and answer questions from the rest of the class and the instructor. • Identify target markets, that are accessible and profitable, • Develop promotional activities • Design channels of distribution • List global Marketing opportunities. • They will be assessed on their ability to: • List appropriate, accepted behavior in foreign country. • Describe an impact of external forces, like currency fluctuation, on business operations • Strategize to deal with external forces. <p>Students will be assessed through:</p> <ul style="list-style-type: none"> • Class Workshops • Essay Writing • Writing Reports • Presentations • Case studies • Activities and assignments

		<ul style="list-style-type: none"> • Quizzes • Examinations <p>Evaluation by faculty using rubrics/other criteria</p>
5B. Students will explain approaches to working with and managing diverse personnel.	<p>Lower Division Courses:</p> <ul style="list-style-type: none"> • Essential skills for college success • Organizational Behavior • Human Resource Management <p>Upper Division Courses:</p> <ul style="list-style-type: none"> • Leadership Management <p>Management Concentration</p> <ul style="list-style-type: none"> • Corporate Strategy & Planning • Organizational Development <p>Marketing Concentration</p> <ul style="list-style-type: none"> • International Marketing <p>HRM Concentration</p> <ul style="list-style-type: none"> • Human Resource Practices • Staffing & Techniques for employee selection • Employee Training & Development • Compensation & Performance Management • Employee Relations • Human Resource Development • Performance Management 	<ul style="list-style-type: none"> • Demonstrate ability to work and contribute positively in a multicultural environment. • Demonstrate appreciation for Diversity, Cultural differences, Respect and Tolerance. • Ability to explain group dynamics, different types of leadership, etc. • Demonstrate appreciation of cultural differences, ability to draw strategic plans for HR department. <p>Students will be assessed through:</p> <ul style="list-style-type: none"> • Writing Reports • Presentations • Case studies • Activities and assignments • Quizzes / Examinations <p>Evaluation by faculty using rubrics/other criteria</p>
5C. Students will collaborate effectively in teams.	<p>Lower Division Courses:</p> <ul style="list-style-type: none"> • Principles of Management • Organizational Behavior • Human Resource Management • Interpersonal Skills <p>Upper Division Courses:</p> <ul style="list-style-type: none"> • Business Communication • Senior seminar • Managing Professional Development 	<ul style="list-style-type: none"> • Demonstrate ability work with others effectively. <p>Students will be assessed through:</p> <ul style="list-style-type: none"> • Scavenger Hunt • Group Assignments, • Group Presentations • Case studies • Organizing Events <p>Evaluation by faculty using rubrics/other criteria</p>
<p>Expected Learning Outcome 5A: Graduate students will be able to understand and relate business concepts to diverse workforce.</p> <p>Expected Learning Outcome 5B: Graduate students will be able to describe and discuss the global environment of business.</p> <p>Expected Learning Outcome 5C: Graduate students will be able to demonstrate ability to work in teams.</p>		

Goal 6: Students will recognize and utilize ethical principles

Objectives	Courses contributing to this objective	Assessments
6A. Students will demonstrate academic integrity in their coursework.	<ul style="list-style-type: none"> To all Lower Division Courses. To all Upper Division Courses. Essential Skills for College Success 	<ul style="list-style-type: none"> ECMIT has a strong academic integrity policy, outlining students' responsibilities regarding all their work submitted for grading, and the penalties for not adhering to it. To ensure academic honesty is deeply ingrained a philosophy within ECMIT teaching community and different faculty members use different techniques that are appropriate for their courses. Students are informed about academic integrity policy of ECMIT. They learn proper referencing techniques and how to avoid plagiarism. Students illustrate measures taken by the college to overcome Plagiarism, and about the consequences of using any unfair means during exams. <p>Some of the Methods used are:</p> <ul style="list-style-type: none"> Hand written assignments or reports Conducting random oral viva Ensuring that all graded work exhibits students own work. Different assignments are handed out to different groups of students Using Multiple sets of question papers. Constitution of Exam Board Committee <p>The Exam Board Committee at ECMIT, which has the oversight of Conducting Mid – Term and Term – End Exams, ensures that no two students taking the same exam are seated adjacent to each other, and also ensures a healthy ratio of 25 to 1 faculty for proctoring exams.</p> <p>Further, EBC constitutes a Flying Squad, which aims at apprehending students using unfair means during exams.</p>
6B. Students will identify an ethical dilemma and apply an ethics model for its resolution.	<p>Lower Division Courses:</p> <ul style="list-style-type: none"> Principles of Management Marketing Human Resource Management International Business Business Policy & Strategy <p>Upper Division Courses:</p> <ul style="list-style-type: none"> Senior seminar Leadership Management Research Methods Capstone Project 	<ul style="list-style-type: none"> Demonstrate awareness of ethical implications for business, and methods of its redressal Discuss Role of ethics in Multinational Corporations. Demonstrate understanding of Business Ethics, Stakeholder Model of Business, Corporate Social Responsibilities. Discuss about Ethics in Marketing, false advertising,

	<p>Management Concentration</p> <ul style="list-style-type: none"> • Corporate Strategy & Planning • Global Business Case Study • Organizational Development <p>Marketing Concentration</p> <ul style="list-style-type: none"> • Marketing Management • International Marketing <p>HRM Concentration</p> <ul style="list-style-type: none"> • Human Resource Practices • Employee Relations 	<p>etc.</p> <ul style="list-style-type: none"> • Identify and explain issues pertain to ethics in advertising. • Be aware of ethics in HRM, eg. Recruitment, salary negotiation, etc. • Identify and explain issues pertaining to ethics in recruitment, and other HR areas. • Demonstrate their understanding and appreciation of ethical concerns in International Business • Discuss some specific cases about ethics violation done by MNCs. • Students will have to demonstrate an awareness of, and understanding of sustainability. <p>Students will be assessed through:</p> <ul style="list-style-type: none"> • Class Workshops • Essay Writing • Writing Reports • Presentations • Case studies • Activities and assignments • Quizzes • Examinations <p>Evaluation by faculty using rubrics/other criteria</p>
Expected Learning Outcome 6: Graduate students will be able to understand and evaluate ethical issues and situations.		

Goal 7: Students will demonstrate a broad-based college education with expertise in a specialty area of personal interest

Objectives	Courses contributing to this objective	Assessments
7A. Student will demonstrate in depth knowledge in a chosen area of concentration and related electives	<p>Upper Division Courses:</p> <p>Management Concentration</p> <ul style="list-style-type: none"> • Corporate Strategy & Planning • Managing Financial Resources • Entrepreneurship • Global Business Case Study • Organizational Development <p>Marketing Concentration</p> <ul style="list-style-type: none"> • Marketing Management • Consumer Behavior • Services Marketing • International Marketing • Advertising & Promotion • Supply Chain Management • Marketing Communications • Marketing Strategies • Market Research • Brand Management <p>HRM Concentration</p> <ul style="list-style-type: none"> • Human Resource Practices • Staffing & Techniques for employee selection • Employee Training & Development • Compensation & Performance Management • Employee Relations • Human Resource Development • Performance Management 	<ul style="list-style-type: none"> • Demonstrate ability to forecast sales based on customer buying preferences, which depends on education level and buying habits, traditions, culture, etc. • Demonstrate understanding and skills relating to the fundamental concepts and principles that underpin the marketing process. • Students demonstrate how marketing research techniques are used to contribute to the development of marketing plans. • Demonstrate their understanding and skills for using advertising, promotion and marketing communications effectively. Students will put this into practice by planning an integrated promotional strategy. • Demonstrate the understanding of the role of marketers in the International Marketing arena. • Be aware of the importance of good employee relations for business success and the impact of changes which have affected employment relationships. • Students will exhibit the skills and understanding needed for planning and designing training and development, through understanding how people learn and the suitability of different training methods and initiatives. • Demonstrate an understanding of the theory and practice of human resource management focusing on current human resources practices. • Be aware of the practices of human resource management and focus on the management of recruitment, retention and employment cessation. • Students will demonstrate their skills and knowledge needed for working with and leading others, through understanding the importance of recruiting the right people for the job. • Students will demonstrate their knowledge and understanding of how a business unit can strategically organize and plan for likely future outcomes in order to be successful.

		<ul style="list-style-type: none"> • Demonstrate an understanding of where and how to access sources of finance for a business, and the skills to use financial information for decision making. • Students will demonstrate their knowledge and understanding in the application of techniques and theories from various areas of business in international business situations. • Students are exposed to the specialized areas of Business in these subjects. <p>Students will be assessed through:-</p> <ul style="list-style-type: none"> • Class Workshops • Essay Writing • Writing Reports • Presentations • Case studies • Activities and assignments • Quizzes • Examinations <p>Evaluation by faculty using rubrics/other criteria</p>
7B. Student will be identifying a problem area of interest and suggest solutions through formal research	Upper Division Courses: <ul style="list-style-type: none"> • Research Methods • Quantitative Methods for Business • Capstone Project • Performance Management 	<ul style="list-style-type: none"> • Students demonstrate their skills of independent enquiry and critical analysis by undertaking a sustained research investigation of direct relevance to their Higher Education program and professional development. • Students demonstrate ability to conduct primary research on a research problem and suggest conclusions through their findings. • Students exhibit their skills in research, written presentation in the form of research reports in an effective manner, in a formal setting. • Demonstrate the appropriate use IT resource for Research, Report Writing and Presentation. • Students demonstrate the application of the suitable Quantitative skills for conducting appropriate analysis for solving research problems. • Students demonstrate their ability to prepare effective project reports, performing appropriate review of literature, collection of information using appropriate research methodology, analysis of data through suitable statistical tools, present the findings using apt IT skills and suggesting conclusion with overall appropriate referencing. <p>Students are trained to research, write and present their reports in an</p>

		<p>effective manner, in a formal setting. Their body of work is assessed in:</p> <ul style="list-style-type: none"> • Writing Report • Presentation • Oral Viva – Voce
<p>Expected Learning Outcome 7A: Graduate students will be able to apply management theories and frameworks to dynamic business conditions.</p> <p>Expected Learning Outcome 7B: Graduate students will be able to apply marketing theories and frameworks to dynamic business conditions.</p> <p>Expected Learning Outcome 7C: Graduate students will be able to apply human resource theories and frameworks to dynamic business conditions.</p> <p>Expected Learning Outcome 7D: Graduate students will be able to conduct and explain practical research in their area of specialization.</p>		

Quality Assessment

Academic Quality Assurance System and process

Functions and Structure:

- (a) Periodic review of the academic programs in terms of their mission and objectives
- (b) To ensure integrity in program design and approval process
- (c) To ensure program outcomes consistent with the program mission
- (d) Assessment methods
- (e) To assess student learning in terms of program objectives
- (f) To monitor and assess effectiveness of the delivery models
- (g) New innovative approaches of teaching and learning
- (h) To assess and evaluate learning resources such as library holdings, IT and computer assisted learning etc
- (i) Faculty qualifications
- (j) Teaching evaluation by students
- (k) Peer teaching evaluation
- (l) Consideration of survey results towards improving the academic and institutional functions

Structure of the System:

1: Program Level Quality Assurance (under the oversight of the chair)

2: College level Quality Assurance (under the oversight of the Dean)

3. University level Quality Assurance (under the oversight of the VPAA)

Functions of these levels are monitored by the University Quality Assurance and Research Unit.

National Quality Assurance & Accreditation Center

Responsible for developing policy and guidelines, and ensuring compliance on:

- QA Framework and Assessment Model
- Qualifications framework
- Initial licensure and accreditation of academic institutions
- Initial accreditation of academic programs

- Final accreditation of both institutional and program licensure

Decisions:

- All conditions have been met, accreditation granted for 5 years
- Conditional accreditation with a few areas to be improved in six months (guided accreditation)
- Accreditation denied (cannot apply for the next two years)

Types of Quality Assessment :

Two kinds of assessment:

- (a) Academic Program Quality Assessment & Effectiveness
- (b) Institutional Quality Assessment & Effectiveness

Criteria of Assessment:

1. Mission and objectives of the program against the institutional objectives
2. Curriculum design to achieve the Intended Learning Outcomes (ILO)
3. Curriculum design to achieve national and international standards
4. Curriculum structure with appropriate sequence of core, cognate, general education and elective courses etc
5. Appropriate depth and rigor of the courses
6. Length of the curriculum
7. Research aspect of the curriculum
8. Academic and Corporate aspect of the curriculum
9. International contents of the curriculum

Student Learningassessment criteria with relative weight :

- Course assignments
- Tests and Quizzes
- Final Exam
- Group exercises
- Computer simulation
- Case studies/research projects
- Final exam
- Progression statistics, Grades, and Pass and fail rates

Weights to each category are usually determined by the ASC & CDCCCommittee on a scale of 100. A score of 65-70 =C is an acceptable level of assessment. Below C signals a poor learning. A detailed point system will be elaborated in next reports.

Evidence of learning:

- Samples of class assignments
- Samples of tests & quizzes
- Samples of exams
- Samples of case studies
- Group discussion outcomes
- Grade distribution and Grade profile
- Job placement statistics, salary and job progression

Forms will be developed for recoding this assessment.

Criteria for Assessing the Program Learning Outcomes and relative weights:

Program Learning Outcomes are gauged against the mission and purpose of the program. Each program should have a clear goal, objectives and learning expectation. These clearly describe what students are expected to learn from the program and specific knowledge acquired by the students.

After completing the program, a student:

- understands the concept of leadership and management
- know and understand organizational behavior
- understands and is able to cope with the complexities of the modern business world
- is able to analyze and solve complex business problems
- is able to utilize newly acquired knowledge to the advancement of research and development
- is able to apply knowledge in changing business environment
- is able to think critically
- acquires strong ability to express and communicate effectively
- acquire sound conflict resolution skills
- is able to plan and implement projects independently

Forms are to be developed with weights to each category . On a scale of 100, a score of 70 signals a positive learning outcome.

Evidences:

Evidences of Program Learning Outcomes (PLO) are normally gauged by employment rates, type, quality and reputation of the employer, job profile against the target profile, salary and job progression tracks, and evidence of program reputation and institutional image.

The Institutional Research (IR)

For an institution to attain excellence in education and attain reputation both at home and abroad, there must be systematic studies, tracking and evaluation of its performances, its strength, weaknesses and opportunities etc. The IR Group conducts research, analyzes data and takes stock of the evidence on the various aspects of the QA and effectiveness activities. As for the academic quality assurance part, data is generated by two methods:

- (a) Opinion Surveys**
- (b) Data from Enrolment Management Unit (registration, admission and financial support)**

Currently ECMIT has the following surveys in place:

- (a) Faculty Teaching Evaluation survey**
- (b) Faculty and Staff Satisfaction Survey**
- (c) Student Satisfaction Survey**
- (d) Parting Word Survey**
- (e) Alumni Opinion Survey**
- (f) Program quality survey**
- (g) Employer opinion survey**

(a) Program Quality Survey

This survey is designed to understand the quality, depth, breadth and relevance of the program from student , employer and business community point of view. It asks critical questions on the aspects of the program structure, program mission, length, course spectrum, research aspects , learning materials such as books, research materials and applied relevance etc.

The findings and data generated are used to understand the quality and relevance of an academic program .

(b) Employer Opinion Survey

This survey is designed to gauge the opinion of the employers about the employee's knowledge, skills and expertise: It involves:

- relevance of the qualification to the job
- skills of the employee
- knowledge of the employee
- language proficiency

- management and leadership skills
- conflict resolution and problem solving skills
- research abilities
- innovative skills

The survey results and data generated are used to understand the Learning Outcome of a particular program.

© Alumni Survey

This survey is aimed to gauge the opinion of the graduates about the program, knowledge they have acquired, relevance of the knowledge to job, nature of their work, working experience, job performance and level of satisfaction with the quality of education they have obtained. It involves a series of questions on:

- employment, salary and benefits
- reputation of the employer
- promotion scopes
- knowledge acquired from the program
- relevance of the knowledge to work
- work environment
- times spent and degree of difficulties on job hunting
- intention on further studies
- plans for contribution to their alma-matter

The survey results are reported to the QA committees and institution's management for further improvement of the programs and services

(d) Faculty Teaching Evaluation Survey (FTES)

This survey is conducted as a part of the overall QA and effectiveness of the academic programs. It gauges opinion of the students on the quality of teaching of an instructor on each course they take. It serves as an effective feedback channel for the faculty and management. The survey is conducted each semester: electronically or paper based. It involves questions on:

- instructor's knowledge of the subject, teaching and communication skills
- instructor's preparation and attitude
- management of class sessions
- frequency of assignments and tests
- punctuality
- materials and innovative techniques used by the instructor
- syllabus and text books used
- Overall comments of the students on the instructor

Evaluation results are made available to the instructors and academic management.. It allows the management to understand the teaching quality, areas of improvements, areas of weaknesses, reward outstanding teachers, discipline the failing ones and react to adverse student opinions.

(e) Faculty Satisfaction Surveys (FSS)

This survey measures the level of faculty satisfaction with working conditions, support services, professional development, salary and benefits etc. The survey is conducted once a year. The survey instrument consists of a number of questions asking an instructor's opinion on the following:

- workload
- salary and benefit
- quality of students
- quality of enrolment management services
- research support and opportunities
- facilities
- involvement in academic decision making processes
- performance appraisals by the supervisor
- general opinion about the institution

Survey results are presented to the management and faculty highlighting the strengths, weaknesses of the working conditions and presents a general picture of the satisfaction dynamics. It helps the management to further improve the working conditions.

(f) Student Satisfaction Survey (SSS)

This survey is designed to measure the effectiveness of the services of the institution from student point of view. The results are analyzed by the IR group and sent to the management for consideration towards improving the services. The survey involves student opinion in general on the overall quality of the services and learning conditions under the following clusters:

- Enrolment Services (Admission, Registration and Financial Aids etc)
- Orientation and Advising
- Opinion about academic programs in general
- Opinion about the quality of instructions in general
- Support Services (such as library, IT and electronic resources, Computer Labs and classrooms, Language Labs etc)
- Sports facilities
- Student Recreation
- Dining facilities
- Opinion about the top management and its vision
- Financial support for student extra-extra-curricular activities
- Student comment, in general, about the effectiveness of the institution.

Data procurement, treatment and analysis

A common international practice is to conduct surveys in PAPER FORMAT. Questionnaires are given in the class and collected. The data is then processed by the IR group. An advantage of the paper version is that the students are compelled to respond (e.g the response rate is high) and the chances of electronically tampering with data becomes negligible. A serious problem with this method is that

a large number of data has to be manually entered in the computer making the process time consuming and strenuous, and at some point almost impossible to analyze.

Therefore, most preferable method is the electronic conduction of the surveys that makes data analysis much faster and easier., A common practice is to employ numerical point system against each question and find an average response on a scale of 1-5, such as:

Strongly agree = 5

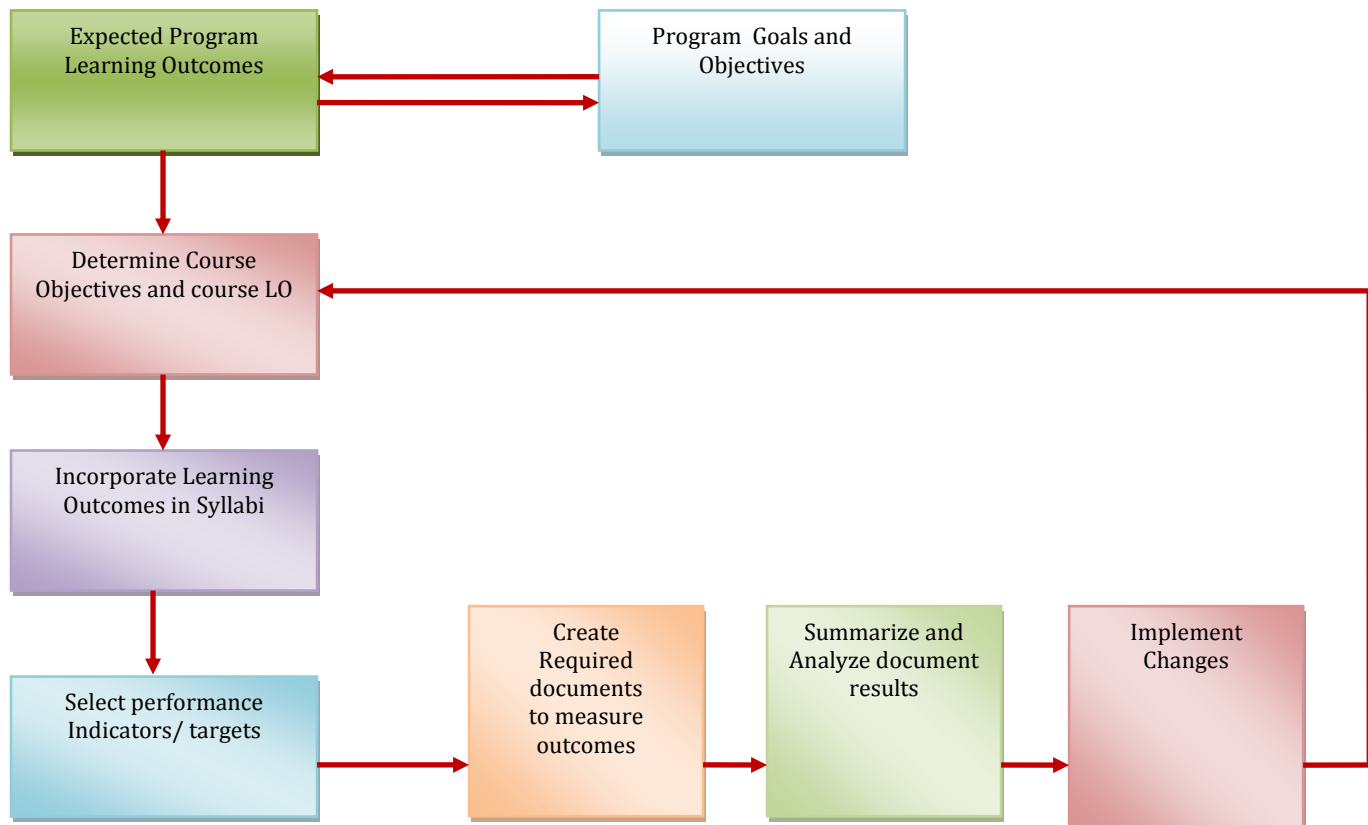
Agree = 4

Neutral = 3

Disagree = 2

Strongly disagree = 1

ASSESSMENT MODEL



(Source: WASC, USA , Assessment Model)

PROGRAM OUTCOMES ASSESSMENT CRITERIA

The following inputs, with appropriate weight for each, will be considered to the assessment process:

- Student grades
- Capstone Course Evaluation
- Student portfolios
- Classroom visits by Program Director
- Instructors Reports
- Exit surveys
- Alumni Opinion Survey

The College shall have an Program Assessment Committee . Committee's main tasks will be:

- To evaluate and assess the program outcomes
- To determine the strengths and weaknesses of the program
- To note opportunities for improvement.
- To create action items for adjustment to curriculum and course objectives, teaching methodology, or even some aspects of learning outcomes.

**Fig. 1: Example of Scoring Rubric for Group Projects in
MGT 4201 Global Business Case Study**
(Source: sample taken from MS, NEASC and WASC, USA)

SCORING RUBRIC FOR A GROUP PROJECT IN BUS				
	Exemplary	Good	Satisfactory	Unsatisfactory
Development of Product or service	<i>9 - 10 points</i> Product or service is clearly described and its marketing niche is explained.	<i>7 - 8 points</i> Product or service is clearly described.	<i>5 - 6 points</i> Product or service is described in general terms.	<i>2-4 points</i> Unclear or vague explanation of product or service.
Analysis	<i>26 - 30 points</i> Forecast, revenue, cost, profit etc. are computed using Excel. Numerical analysis demonstrates desirable profit.	<i>21 - 25 points</i> Forecast, revenue, cost, profit etc. are computed using Excel. Correct formulas are used. Some computations (2-3) are missing.	<i>15 - 20 points</i> A few Computations are incorrect or formulas are incorrect. Numerical analysis is unsatisfactory.	<i>10 - 14 points</i> Incorrect analysis, unrealistic assumptions. Numerical analysis is unsatisfactory.
Organization	<i>9-10 points</i> Organization structure is appropriate and roles of group members are quite clear.	<i>7-8 points</i> Organization structure is appropriate. Roles of group members are not stated.	<i>5-6 points</i> Organization structure is inappropriate.	<i>2-4 points</i> Organization structure is missing and audience do not see how business runs.
Marketing Plan	<i>9-10 points</i> A clearly articulated marketing plan is described. Target audience is considered. The four "P" are well explained.	<i>7-8 points</i> A marketing plan is described. The four "P" part is missing.	<i>5-6 points</i> A marketing plan is suggested but not clearly explained.	<i>2-4 points</i> Marketing plan is missing or faulty.
Social Conscience: concern for employees, community, and environment	<i>9-10 points</i> Benefits to employees, well-being of the community, and respect for environment are addressed.	<i>7-8 points</i> Benefits to employees, well-being of the community, and respect for environment are not properly addressed.	<i>5-6 points</i> Social conscience is poorly stated or one of the items is missing.	<i>2-4 points</i> No social benefits mentioned. Environmental effects are ignored.
Written Report	<i>9-10 points</i> Project report is properly written with introduction and references etc.; analysis and results are clearly explained; and computer outputs are attached and referenced.	<i>7-8 points</i> Project report lacks explanation of one or two items, results are not properly explained.	<i>5-6 points</i> Project report lacks clarity or explanation of results.	<i>2-4 Points</i> Report has several errors and at least 5 formatting mistakes etc.
Presentation	<i>9-10 Points</i> Group members are dressed neatly, speak deliberately and clearly, make frequent eye contact, and answers questions.	<i>7-8 points</i> One or more group members are not properly dressed, are not easily understood, or use many "uhs" and "likes" etc.	<i>5-6 points</i> One or more group members are not properly dressed, are not easily understood, use many "uhs" and "likes" etc., or have poor presentation slides.	<i>2-4 points</i> Unkempt appearance, disorganized presentation, unclear or incomplete slides etc.
Group Cohesion	<i>9-10 points</i> Group members demonstrate that each has done his/her part of the project, understood others' parts, and worked collaboratively.	<i>9-10 points</i> Group members demonstrate that each has done his/her part of the project but lacks understanding of others' parts.	<i>9-10 points</i> The work seems to have been done by individuals instead of a team.	<i>9-10 points</i> There is no cohesion among group members. Tension and frustration appears in presentation.

Fig 2: Example of Scoring Rubric for Mini-Cases or Homework Assignments

This rubric is applicable for timely submissions.

Instructors may deduct points for late submissions.

(Source: Sample taken from, MS, NEASC and WASC, USA)

SCORING RUBRIC FOR A MINI-CASE STUDY OR HOMEWORK ASSIGNMENT				
	Exemplary	Good	Satisfactory	Unsatisfactory
Appropriate analysis and completeness	9-10 points All questions or problems are answered using appropriate analysis for each question.	7-8 points Appropriate analysis is applied to all problems but one	5-6 points Appropriate analysis is not used on more than one question OR one or two questions are not attempted.	2-4 points 50 % of questions or more are not attempted, inappropriate analysis is applied to many problems.
Attachments	5 points Computer output is properly formatted and attached.	4 points Computer output has less than 5 errors.	3 points Computer output has at least 5 errors.	0 points Computer output is not attached.
Report Writing or writing answers in words	3 points Answers to all questions/problems were clearly explained.	2 points Answers were ambiguous or inadequately explained.	1 points Explanation of answers is implied	0 points No report or explanation of answers.
Legible or neat work	2 points Neat and legible work.	1 point A part of work is illegible.		0 points Illegible work.

Standard -1: Governance and Management

Effectiveness:

- Organizational Effectiveness to deliver the programs successfully
- Analyze academic leadership effectiveness
- Analyze administrative leadership effectiveness in meeting the vision and goals
- Overall Staff adequacy
- College organizational chart and adequacy
- How often President Council, VPAA Council and Faculty Senate meet
- Analyze student-management relationship.
- Administrative control and monitoring
- Valuing the Employees
- BOG involvement in leading and taking interests

Action Plan

- Develop a plan of action to deal with deficiencies and weakness of the topics mentioned above with clear deadlines
- Develop a control, monitoring and implementation plan
- Develop a plan to work with the BOG and to make them familiar with college activities on regular basis and to make them interested in the college matters

Standard 2: Quality Assurance & Assessment

Standard -3 The Academic Program

- 3.1 Program Goals and objectives
- 3.2 Learning Goals and Expected Learning Outcomes
- 3.3 General Education
- 3.6 Program Review process and monitoring (criteria and indicators)
- 3.7 Internship
- 3.8 Program Quality Control mechanism, implementation and monitoring
 - 3.8.1 Quality Assessment System
 - 3.8.2 Senate Role in ensuring program quality
 - 3.8.3 Direct Learning Assessment
 - 3.8.4 Indirect Learning Assessment

Effectiveness:

- Program Effectiveness : Analyze program goals, learning outcomes and achievements, and make a connecting matrix/cycle. Evidence of the program effectiveness in the market
- Analyze how quality and integrity of the programs are achieved and maintained. What are the evidence.
- What positive impact the frequent program review has on the quality of education offered. Is there a Program Quality Survey that indicates quality assessment outcome.
- Conduct Strength and weakness studies of the curriculum
- Survey opinions on the teaching evaluation
- Survey opinion on curriculum effectiveness
- Student Learning Evidence

Plan:

- Develop a plan to address the weaknesses and to make improvements in the programs
- Develop a plan to make improvements in the curriculum by taking market opinion
- Develop a plan to address weaknesses and deficiency in quality control
- Make a Learning Assessment improvement plan
- Outline a plan for new programs, if any. Support it by library acquisition, faculty hiring and IT facilities. Explain what is the rationale behind the proposal. Explain how the program distinguishes itself from other similar programs in the UAE.

Standard -4 Faculty and Professional Staff

- 4.1 Faculty Role in the institutional planning and assessment
- 4.2 Staff Role in the institutional planning and assessment
- 4.3 Faculty Role in Academic and Institutional Governance
- 4.4 Faculty statistics and qualifications
- 4.5 Staff statistics and qualifications
- 4.6 Faculty and Staff annual performance evaluation
- 4.7 Faculty and Staff promotion and reward policies
- 4.8 Faculty Professional Development
- 4.9 Staff Professional Development
- 4.10 Faculty Workload
- 4.11 Faculty Research and Research Support
- 4.12 Initiatives to improve faculty morale
- 4.13 Faculty Orientation and Mentoring
- 4.14 Faculty Hiring Criteria and Process

Effectiveness:

- Attach updated faculty and Staff CVs with clear indications of specializations, teaching philosophy, teaching portfolio and research portfolio(if any). Indicate courses in UAE and elsewhere. Indicate the professional development courses taken to date.
- **Faculty workload semester wise to support the curriculum (workload includes: teaching hours, advising hrs, office hrs, research hrs, committee works, research works and community services). As a sign of management effectiveness, student support and responsibility, each faculty to post a schedule on the office door indicating above hours. VPAA to follow and implement it. This schedule is MANDATORY. Normally 30 hrs are to be shown on campus, remaining 10 hrs can be off campus for consulting, research and home grading etc. Students are NOT to be left unguarded during exam time. Staff assistants are NOT allowed to proctor. Only faculty, TAs and RAs are allowed.**
- Teaching and Lab assistants : qualification, training and adequacy to support faculty
- Student advising effectiveness
- Faculty office space adequacy
- Faculty professional development program

Plan:

- Hiring plan, if needed
- Improvements in the faculty workload, if any
- Improvements in the office space, if any
- Plan to engage faculty in research
- Plan to engage faculty in professional development programs
- Plan to evaluate faculty in terms of merits and the reward system

Standard 5 - Students

- 5.1 Application and Admission
- 5.2 Admission requirements
- 5.3 Student Orientation and Counseling
- 5.4 Student Study Progress & Academic Advising
- 5.5 Student Enrolment
 - 5.5.1 New Student Enrolment
 - 5.5.2 Total Program Enrolment
 - 5.5.3 Attrition
 - 5.5.4 Graduate numbers and rates
- 5.6 Job Opportunities, Job Placement/Employment rates & Career Development Services
- 5.7 Student Government and Student Life
- 5.8 Student Record

Effectiveness:

- Effectiveness of the advising system
- Are admission requirements followed strictly and how
- Student-management relations: is it working?
- How the activities of the admission, registration and mentoring synchronized? Do the students get enough support and information?
- Student satisfaction data on teaching
- Student satisfaction data on support services such as library, IT, dining
- Student satisfaction data on campus-student life

Plan:

- Analyze the survey data and make a plan for improvements
- Develop a marketing strategy supported by timelines and budget
- Plan for campus facility improvement
- Plan for dining facility improvement

Standard 6 : Library and Other Information Resources

- 6.1 Library mission and objectives
- 6.2 Library Collection Development Policy
- 6.3 Library holdings & their relevance to the curricula
 - 6.3.1 Text & Reference Books
 - 6.3.2 Periodicals and Journals
 - 6.3.3 Electronic databases and Journals
- 6.4 Library budget
- 6.6 Professional Library Staff

Effectiveness:

- Evaluate library effectiveness in meeting curriculum needs
- Assess the current library holdings

- How frequently the library is used by faculty and staff
- How effective are the library services
- Do you face any budgetary problem that restricts and hinders progress
- Library agreement with library associations overseas and in the UAE
- How effective are the electronic resources in meeting the curricula needs
- How adequate is the library space
- How effective and relevant are the library human resources
- Do you need professional training for the staff
-

Plan:

- Based on the above effectiveness studies, develop a three year plan to build further, to address the weaknesses and strengths with clear time lines
 - Outline current strength and weaknesses
 - Give a plan for improvement

Standard 7: Physical and Technological Resources

7.1 Physical Facilities

7.1.1 Location and Plant Description

7.1.2 Ground & Physical Resources (classrooms, offices, laboratories, conference rooms, halls etc)

7.1.3. Budget and investment in the facilities

7.2 Technology Resources

7.2.1 Computers for faculty and staff

7.2.2 Computer laboratories

7.2.3 Instruction Technology & Software (such as LCD, L-Drive, Projectors, computer assisted learning and software etc)

7.2.4 Internet Services for Staff, Faculty and Students

7.2.5 Website Development

7.3 Budget and investment in IT facilities (2008-11)

Effectiveness :

- Analyze effectiveness of the above facilities in meeting the curricula needs and instructions
- Analyze adequacy of the above facilities
- Analyze student and faculty satisfaction on the above facilities
- Analyze the updating and maintenance of the above facilities

Plan:

- Develop a plan to address the weaknesses and inadequacy with clear time lines
- Develop an IT plan in support of the curriculum, instructions and administration for the next three years
- Develop a plan for the expansion of the physical resources such as office space, laboratories etc short and long term

Standard 8 : Fiscal Resources

- 8.1 An overview of the financial resources and financial policy
- 8.2 Funding Sources
- 8.3 Budgeting Process , Budget Review and Budget (2009-11)
- 8.4 Resource Allocation, Budget Control & Tracking Mechanism
- 8.5 Reserve Fund (one semester equivalent, if any)
- 8.6 Staff evaluation and adequacy
- 8.7 Trend Curves for income and expenditures, salaries & other costs for 3 years

Effectiveness & Financial Viability:

- Cost and Revenue analysis for academic programs (3 years)
- Cost per student in completing the AS studies
- Analyze if the current fee-structure is adequate
- Analyze financial instability and risks
- Analyze how budget and resource allocations are linked, and through what mechanism. How effective is this link. How often do you evaluate the financial viability and management system
- Is your budgeting procedure effective

Plan:

- Develop a plan for revenue generation. Setup a revenue target for the next three years. Setup a target for building a reserve fund over the next three years.
- Develop a plan for addressing deficiencies and weaknesses in the financial management system
- Develop a plan for appropriate budget control system
- Develop a plan for risk management
- Develop a plan for staff training and hiring, if need be

Standard 9: Public Disclosure & Integrity

- 9.1 Policies and Procedures
- 9.2 Academic Freedom
- 9.3 Transparent Decision Making
- 9.4 Publications
- 9.5 Website
- 9.6 Conflict of Interest
- 9.7 Intellectual Property and Copy Right
- 9.8 Integrity in Degree Offering
- 9.9 Partnership/articulations with external organizations
- 9.10 Program review by external sources
- 9.11 Program Advisory Board
- 9.12 Community Services and Involvement of both faculty and students

Effectiveness :

- Analyze the effectiveness on student transfer to bachelor programs as a result of articulation and external recognition etc
- Analyze the image and standing of the institution before public and students
- Analyze the benefit to the faculty and staff as a result of community services and involvement
- Take a survey of the public and student opinion on the matter
-

Future Plan:

- Establish an external Program Advisory Board
- Establish a reward system for both staff and faculty who engage in external promotion, marketing and communication
- Develop a plan for public and government relations

Standard 10: Research

Standard 11: Public Relations and Community Engagement

Strategic Plan 2011-2016

After a thorough review of the college mission, its goals and 2006-2011 strategies, objectives and achievements, the 2011-16 Plan has identified seven strategies and related objectives to meet the goals of the institution.

Strategy 1: Building quality in teaching and learning

ECMIT will maintain a high quality educational program supported by a highly qualified faculty, modern information technology and library resources

Objectives

1. Establish an integrated learning assessment and program review system that evaluates the viability, productivity, and quality of the academic programs and curriculum
2. Build an environment to attract and retain qualified faculty
3. Support the educational programs and faculty with latest information technology
4. Develop library collection, enhance virtual facilities, improve library operations and enter into collaboration with UAE and international library associations.

Measure of Success

- Percentage of credits transferred into Bachelor degree programs (objectives 1, 2 & 3)
- Evaluation of teaching by students and faculty peers (objective 1)
- Satisfaction surveys on library, IT resources and facilities (objective 4)

Achieving the Goal

- Develop a viable quality and institutional effectiveness monitoring system: Evaluate, conduct seminars and workshops in QA and IE
- Carry out annual program review, integrate evaluation of program viability and productivity with measurement of student outcomes.
- Develop a process and criteria for faculty annual performance review
- Develop and implement a library collection policy

Strategy 2:

Expand credit based educational programs to include full fledged undergraduate and graduate degree programs in business administration and review the current degree programs to introduce additional areas of studies such as management information systems, finance, accounting and hospitality and tourism.

It will continue to provide pre-degree remedial and foundation programs for academically disadvantaged students and will increase its array of career oriented non-credit programs.

Objectives

1. Develop well qualified citizens through teaching, learning and scholarship
2. Develop career oriented programs to enhance the professional and technical abilities of the citizens
3. Encourage involvement of faculty, staff and students in professional education and training
4. Attain accreditation from MOHE for new programs and concentrations

Measure of Success

- Satisfaction Survey (objectives 1 & 2)
- Participation by faculty and staff in community affairs and activities (Objective3)
- Number of enrollees for the new BBA program (Objective 4)

Achieving the Goal

- Identify program majors which are consistent with the market demand
- Carry out a market survey for community needs assessment
- Submit application to MOHE for the accreditation of the proposed BBA program

Strategy 3: Improve and enhance Enrolment Management and Student Support Services

ECMIT will provide quality and well functioning enrolment management and student support programs.

Objectives

1. Improve retention and graduation rates in all programs
2. Respond to UAE and GCC population growth and demographic change by recruiting an increasingly diverse student body
3. Provide comprehensive academic and career counseling to students to ensure success
4. Establish a vibrant learning environment outside the classroom
5. Facilitate students' academic transition from high school to ECMIT

Measure of Success

- Enrolment, Retention, Graduation, Transfer Rates (objective 1,2,4 and 5)
- Track student population from GCC countries and their age group (Objective 2)
- Survey of Student Satisfaction with Services (objective 3)
- Rates of Service utilization by Eligible Students (objective 3).

Achieving the Goal

- Establish baseline levels of retention, graduation, transfer and service utilization
- Develop a comprehensive enrolment plan to encompass retention, recruitment and marketing, based on regional demographics
- Expand web-based advising and registration process
- Evaluate academic advising on the basis of both student satisfaction and degree completion

- Plan and implement improvements in academic advising, career counseling, and personal development counseling
- Facilitate increased communication and collaboration with secondary schools and universities
- Develop and maintain a well structured informative web-site

Strategy 4: Build a qualified faculty and staff, and value them

ECMIT will enhance quality of instructions, research and administration by planning and hiring highly qualified and well trained administrative staff.

Objectives

1. Ensure world class quality of instructions
2. Develop a research culture amongst the faculty and students
3. Ensure adequate number of faculty and staff relative to enrolment
4. Increase faculty and staff access to opportunities for professional development
5. Ensure retention of qualified faculty and staff

Measures of Success

- Teaching evaluation survey (objective 1)
- Organize research seminars, evaluate research outcomes: published and working papers, book chapters, conference participation (objective 2)
- Number of faculty and staff, faculty-student ratio, class sizes (objective 3)
- Employee needs and satisfaction survey (objective 3)
- Faculty and staff participation in professional workshops, events and administrative committees (objective 4)
- Recognize research and scholarly activities, and develop a rewarding system (objective 5)

Achieving the Goal

- Increase the percentage of terminal holding faculty with teaching and research experience
- Determine baseline level of participation in professional development activities
- Publicly recognize professional development and achievement of the staff and faculty
- Develop a Research Policy and establish a Research Fund to support faculty and staff research.

Strategy 5: Integrate technology with teaching and learning (Educational Technology)

ECMIT will be a leader in the integration of technology with teaching and learning.

Objectives

1. Use latest technology to support instructions and curriculum
2. Provide students with a multitude of options supporting learning and of outlets for creative expression
3. Create a wireless campus
4. Ensure access to the College's full range of technology by all students

5. Develop and promote the use of virtual facilities in the library

Measure of Success

- Percentage of faculty and classes utilizing existing and new avenues of technology (objectives 1, 2, and 3)
- Periodic survey on satisfaction with the use of technology (Objectives 1 and 4)
- Rate of use of library and its virtual facilities (objective 5)

Achieving the Goal

- Establish a Technology Committee, identify faculty and student needs in technology
- Develop a technology budget consistent with the objectives
- Define and determine the role of technology based learning at the college, including web based and computer assisted learning
- Design and implement a faculty/staff development plan for adequate training in existing and newly acquired technologies.

Strategy 6: Build State of the Art Facilities and Administrative Technology

ECMIT will acquire and maintain equipment, facilities, and systems that improve effective operations and respond to growth and changing needs in a safe and hazard free environment.

Objectives:

1. Maintain a campus which promotes effective management supported by adequate technology and manpower, and safety and security of the community
2. Upgrade the environment on campus to support teaching and learning
3. Ensure adequate office space for faculty and staff appropriate for student and enrolment services
4. Ensure adequate space for classroom instructions and library use
5. Implement improvement in college effectiveness and research processes that enhance data generation, collection and analysis system.

Measures of Success:

- Satisfaction rates on the college facilities and management functions (objective 1)
- Satisfaction rates on advising, public relations and communication services (objective 2)
- Classroom and library utilization rate (objectives 2, 4)
- Documentation of building improvements (objective 2)
- Faculty and staff satisfaction rate on office space (objective 3)
- Documentation of improvements in institutional research effort (objective 5)

Achieving the Goal:

- Review the organizational structure and ensure a clear line of reporting and job responsibility.
- Establish environmental baseline data relative to technology and facilities
- Identify needs to upgrade environment in all campus buildings to support learning
- Conduct opinion and satisfaction surveys on facilities and operations
- Link student registration and with accounting service
- Develop a campus Master Plan

Strategy 7: External Relations

ECMIT will pursue external relations to increase both enrolment and public perception and awareness of the institution

Objectives

1. To establish ECMIT name and fame in the UAE and GCC community as a leading provider of higher education in the UAE.
2. To facilitate student placement in the job market
3. To facilitate transfer of credits to partner and other 4-year academic institutions
4. To increase international student content
5. To internalize the academic curriculum through international collaborations
6. Establish ECMIT Alumni Association

Measure of Success

- Review amount of exposures by newspaper, radio and television (objective 1)
- Annual number of donors and amount of contributions (objectives 1, 6)
- Career placement success data (objective 2)
- Number of graduates accepted for higher studies with credit transfers (Objective 3)
- Number of international partnerships and student exchange programs (objectives 4 and 5)

Achieving the Goal

- Develop a consistent plan and method of marketing, promotion publicity and communication. Plan, develop and implement regular publications targeting donors, business community, alumni, prospective students, and community leaders.
- Formulate a comprehensive plan that incorporates annual giving, major gifts, planned giving and special events.
- Lay the foundation for an active alumni association.
- Establish a “Business Advisory Council” which will be a sounding-board for the college.
- Develop a plan for partnership and articulation agreements with national and international academic organizations.

Research Policy

M. H. Rahman, former VPAA and Ex. VP of KIMEP University and Caroline Dai Rao of Monash University, Australia

Introduction

This section describes the policy, strategy and procedures for research, research management, development and training, and how they are implemented. Overall responsibility for research policy, planning and management resides with the Vice President of Academic Affairs. The Research and Research Training Management Plan provides a comprehensive framework for sustained research development and quality assurance at ECMIT.

Definition of Research: Academic research is defined by ECMIT as applied, theoretical or otherwise original work which leads to the advancement of knowledge, or to the creation or development of new or improved artifacts, devices, materials, products, processes or services.

Definition of Research Training: Research Training for the purposes of this document may be defined as that training that partially fulfill the award of BBA in which research will be an important component.

1. The Research Goal

2. Structures and processes to support research

The research administration structure of the institution comprises of:

- Dean of Academic Affairs (DOAA)
- Director of Research Services (DRS)
- Research and Development Committee of the Faculty Senate (R & D)
- Research at program level under the direction of the Program Director (PD)

3. Research Objectives

Five major objectives for the research are established:

1. To keep the faculty in forefront of knowledge through scholarship and research
2. To support student research

3. To increase overall profile of ECMIT in UAE and regional community through research and scholarly activities
4. To engage faculty in consulting activities with external entities and solicit research funding.
5. To allow faculty members the opportunity to advance their academic ranks and career by linking research outputs to contract renewals and promotion

4. Short-term Strategies for Institutional Support

- a. Create a subject pool
- b. Create “Invited Speaker Series” with prominent speakers. Make this a huge marketing event with students, academic and research institutions, employers , and potential funding sources.
- c. Grants: Many funding sources are available from organizations such as World Bank International Monetary Fund, Asian Development Bank, World Health Organization, Rotary International, large scale businesses and Banking Organizations in the UAE etc. The faculty members should be encouraged to apply to these sources. The fund will be used to set up a seed grant program to support research activities. Applications will be to the DRS and evaluated by the Research and Development Committee in their regular meetings.
- d. Incorporate research components (e.g. capstone project, case studies, working papers and publications etc.) in the curriculum. Detailed guidelines will be developed by the Research and Development Committee of the college.
- e. Create a point system for rewarding faculty that can be linked to contract renewals, promotion and funding. However, while considering promotion, tenure and other rewards, quality of research work and journals in which the works are published will have significant bearing rather than the mechanical numbers.

Following point system is recommended:

	Refereed	Non-refereed
(1) book		
a. authored	10	5
b. edited	6	3
(2) journal		
a. editorial board	3	2
b. article-authored	5	4

(3) conference		
published proceedings		
a. full paper	4	2
b. synopsis	3	1
c. abstract	2	1
presentation – name in program	2	1
Chairing/organizing conf	5	3
(4) trade publications	2	1
(5) Case Studies	2	1
(6) tape-recording/broadcast	3	2
(7) computer program	3	2
(8) other creative work	3	1

The Research and Development Committee determines the minimum points required for promotion to assistant to associate to full professor ranks.

5. Quality of publications and research

6. Research Directions

7. Recognized Research Concentrations

8. Performance Indicators and Quality Assurance

In line with its research mission emphasizing collaboration with national and international academic and research institutions, government, industry and business community, the College's research performance indicators are each weighted to provide incentive for industry and international collaboration. Research performance for the allocation of support to institutes, centers and groups is measured by the following criteria:

- P1 receipt of recognized research grants (weighted to encourage collaborative research, with due regard paid to the discipline involved and opportunities for collaboration)
- P2 number of research degree students, research degree completions, research fellowships and funded research positions (with particular weighting for industry support and joint industry supervision)
- P3 number and quality of publications and conference papers (with particular weighting for publications in collaboration with partners external to the College)
- P4 documentary evidence of other significant contributions to research and practice in the professions

- P6 involvement in other collaborative ventures with industry, commerce, government and community agencies.

The weighting within each criterion may vary from time to time.

9. Research Audit

10. Research Groups

11. Supported Researchers Scheme

12. Winning External Research Funding

Assistance in recognizing and realizing external grant opportunities is provided through office of the Research Services.

- Research Services which include offices of the Dean and DRS advise on appropriate national and international competitive grants and opportunities, and provides administrative support to assist researchers and research groups to apply.
- **Visits:** Research Services arrange visits from key funding bodies and industry partners to increase understanding of the college research activities and thus, the funding opportunities.
- College schemes to support applications for external funds: Research and Development Committee operates a number of programs to increase the college's competitiveness in external grants.

13. Other Infrastructure Support

- **Library Development:** Through the college resource allocation process, the Library is provided with additional funds to develop print and virtual research collections. The Library committee determines the needs and works with library.
- **Information Technology:** IT systems and support in the college are significantly upgraded through redistribution of resources activated by the Technology Committee and the budget committee. All staff and research students have e-mail and internet access. The College has a common LMS platform for quick and efficient communication.

14. Ethics and Safety

Consonant with the college's mission to conduct research in an environment that fosters excellence and social responsibility, research must conform to guidelines as endorsed by R & D committee, and granting bodies.

- Research Practice
- Maintenance of records, retention of data, publications and authorship

- Confidentiality and conflict of interest
- Other Ethics and Safety

The college requires all research conducted by member of the college to conform to these policies.

15. Commercialization and intellectual property

16. Policies promoting enterprising and collaborative activity

17. RESEARCH TRAINING MANAGEMENT PLAN

The College's research training plan is based on four main foundations:

- research training aligned with the research concentrations identified in the research plan
- controlled growth in research student numbers
- student-centered research programs, management and support systems
- quality assurance mechanisms to maintain a high quality research training environment

18. Alignment with Research Concentrations

19. RESEARCH MANAGEMENT SUPPORT

Project Management System

The College has recently implemented an intranet proposal logging system, the Project Quality System (PQS), on which researchers enter details of proposals submitted to external clients. The PQS provides a quality assurance mechanism enforcing necessary authorizations, verifying researcher capacity, appropriate costing and pricing and risk management analysis. It forms an important element in the college's overall project management system.

Communications

The timely dissemination of information is an essential feature in developing a research culture. Research Service produces a research bulletin - describing college's research capability, researchers, research highlights, research granting opportunities, policy changes and items of research news.

The college develops a database of all researchers, research projects and research granting sources. Data on research finance and outputs is collected annually, usually through January and February.

This database is used:

- to produce college research profile data
- to increase efficiency of research management in the college
- to provide strategic advantage in research resource management

Academic Assessment Plan

SUBMITTED BY: Academic Affairs

Goal 1: Ensure academic quality, integrity and effectiveness

Goal 2: Build a qualified and motivated team of faculty

Goal3: Ensure that the teaching and learning resources are adequate and current

Goal 4: Create a thriving learning environment

Goal 5: Ensure that students are learning what they are supposed to learn

GOAL 1: : Ensure academic quality, integrity and effectiveness

OBJECTIVES WITH INTENDED OUTCOMES:	STRATEGIES:	ASSESSMENT MEANS	ASSESSMENT RESULTS	LEVEL OF ACHIEVEMENT
- Review and revise program goals, objectives and outcomes	- Establish an academic task force, conduct a survey of the environment and market needs, and accordingly develop purpose, goals and learning objectives for each program .	- Bench mark against similar programs offered in the UAE - Have external assessment - Measure program outcomes	- Program were bench marked against those of the leading universities in the UAE, and reviewed by a team of CAA and international experts.	100%
- Evaluate instructional effectiveness	- Develop course outlines with learning objectives - Develop assessment methods - Assess delivery methods	- Learning outcome mappings - Course assessment tools - Student progress over the semesters - Course portfolio reports	- Grades and GPA - Retention rates - Graduation rates - Course portfolio	100%

		-student feedback -peer evaluation		
- Evaluate program effectiveness	- Assess curricular quality - Conduct student and market opinion survey	- Program enrolment trend - Student success rate - Graduate employment rate - Credit transfers to recognized institutions - Adequacy of learning resources	-	80%
- Develop policies and procedures for assessments	Identify criteria for each assessment	- Measure effects of direct and indirect assessments	- Analyze grades - Analyze job placement rates - Review and analyze outcome based assessments reports	70%
-	-	-	-	-

Goal 4: Create a thriving learning environment

OBJECTIVES WITH INTENDED OUTCOMES:	STRATEGIES:	ASSESSMENT MEANS	ASSESSMENT RESULTS
- Support teaching and learning with appropriate advising and counseling	- Establish a culture of student-centered learning - Improve faculty-student relationship - Work closely with student development office - Treat students as products, and not as customers - Improve student-management relationship - Develop leisure activities in collaboration with student development office.	- Chart retention levels over the semesters - Satisfaction surveys - Student engagement in extra-curricular activities - Student engagement in community services - Career path counseling - Personal development counseling - Activity facilities, events and student participation -	- Increased level of student satisfaction - Decreasing disciplinary and academic dishonesty cases -

<ul style="list-style-type: none"> - Improve retention and graduation rates in all programs 	<ul style="list-style-type: none"> - Gather data on students retention and graduation for the last 3 years 	<ul style="list-style-type: none"> - Collects statistical data for retention and graduation - Tracking of students for advisement and course offerings 	<ul style="list-style-type: none"> - Establish a baseline retention and graduation - Offer a wider choice of courses

Goal 2: Build a qualified and motivated team of faculty

OBJECTIVES WITH INTENDED OUTCOMES:	STRATEGIES:	ASSESSMENT MEANS	ASSESSMENT RESULTS (MID-YEAR AND END-OF-YEAR PROGRESS):
<ul style="list-style-type: none"> - Develop a faculty building plan according to programs and areas of concentration 	<ul style="list-style-type: none"> - perform a need assessment - develop criteria for appointments to different academic ranks. - Develop a competitive package - create an environment for retention - integrate research in teaching 	<ul style="list-style-type: none"> - Advertise the positions widely -create a search committee with well qualified senior faculty -evaluate teaching, research and services portfolios - Evaluate faculty performance through Peer Evaluation and Performance Evaluations, Course Portfolio's -reward and promotion policy -reduce teaching load in lieu of research - 	<ul style="list-style-type: none"> - Student and peer evaluation: Positive evaluation around the weight of 3 and above out of 5 will be acceptable - research publications with evidence -academic planning and services
<ul style="list-style-type: none"> - Engage faculty in advising and assessments at course level to improve student learning - 			<ul style="list-style-type: none"> -track student success rates - Examine course portfolio's - Grades - Graduation rates

-			
<ul style="list-style-type: none"> - Provide professional development opportunities for the faculty 	<ul style="list-style-type: none"> - Evaluate faculty and determine the need and area for further development - Develop a research policy and a research management structure 	<ul style="list-style-type: none"> - measure outcomes of taking advanced courses or a training program - determine conference attendance and research outcomes 	<ul style="list-style-type: none"> - grades -reports on conference attendance -published articles

Goal 5: Ensure that students are learning what they are supposed to learn

OBJECTIVES WITH INTENDED OUTCOMES:	STRATEGIES:	ASSESSMENT MEANS	ASSESSMENT RESULTS	ACHIEVEMENT
<ul style="list-style-type: none"> - Ensure student success 	<ul style="list-style-type: none"> - Map course learning outcomes with program learning outcomes - Map course learning outcomes with continuous assessment scheme - Create a student-centered learning environment 	<ul style="list-style-type: none"> - Design outcome based assessments . - Grade and GPA analysis - Exit tests - Track student employment rate - Track graduation rate 	<ul style="list-style-type: none"> - 80 % students are employed - Average GPA of a class... - Average passing rate of a class..... - Course files 	<p>Above average. Further analysis of grades and other data need to be completed. New faculty members are being mentored which is not complete yet.</p>
-	-	-	-	-
<ul style="list-style-type: none"> - Design course assessment activities that enhance learning 	<ul style="list-style-type: none"> - To encourage students to learn through projects, case studies , and group discussions and interactions. 	<ul style="list-style-type: none"> - Measure student engagement in assessment activities - Assess student feedback through surveys 	<ul style="list-style-type: none"> - Monitor and analyze student attendance and performance - Evaluate student feedback 	<p>Not achieved to satisfaction. The concept of project and case based studies are new to students. More time is needed to change their and also instructor's mind set.</p>

Goal3: Ensure that the teaching and learning resources are adequate and current

OBJECTIVES WITH INTENDED OUTCOMES:	STRATEGIES:	ASSESSMENT MEANS	ASSESSMENT RESULTS
- Provide faculty and students with latest technology and library resources .	- Support programs with modern facilities - Undertake thorough review of the technology and library needs, and make recommendations - Conduct student and faculty satisfaction surveys on these resources - Conducting orientation and training on resources and ERP.	- Assess the needs and capacity of current facilities in Technology and Library Committees - Develop action plans and review them periodically - Determine the scope and effectiveness of the current ERP system	- Replaced outdated computers - Installed latest software - Improved access speed - Established on line access to library facilities - Teaching and communication supported by ERP.
- Provide appropriate library and IT literacy programs	- Organize orientation and training sessions for both students and faculty	- Conduct surveys and assess the effectiveness - Develop computer based, lectures, tests and assignments - Assist students in online library catalog search	- Faculty members and students are now better conversant with the technical uses of these facilities - Each class room is equipped with computer workstations and LCD projectors

