



**EMIRATES COLLEGE**  
For Management & Information Technology



**كلية الإمارات**  
الإدارة وتكنولوجيا المعلومات

# INSTITUTIONAL EFFECTIVENESS MANUAL

**2018-2019**

AN INSTITUTION DEDICATED TO YOUR LEARNING



إكسبو 2020  
دبي، الإمارات العربية المتحدة  
DUBAI, UNITED ARAB EMIRATES



ACCREDITED BY:  
UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION

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## FOREWORD

The main purpose of this institutional effectiveness manual is to support a comprehensive institutional effectiveness process that utilizes Emirates College for Management and Information Technology (ECMIT)'s mission and purpose as the foundation of planning and evaluation; to provide a means by which faculty, staff, students, and administration have opportunities for input concerning programs, processes, and services at ECMIT and to ensure that continuous improvement occurs based on the use of accurate information for decision-making.

The standards on quality assurance for licensure and accreditations of the commission for academic accreditation states that:

The institution demonstrates its commitment to continuous quality assurance and enhancement by systematically evaluating the effectiveness of all aspects of its operations and academic programs. The institution evaluates its academic programs and courses and its academic, student, and administrative services on the basis of evidence, and by benchmarking its performance against the best practices of other local and international institutions. The institution uses the results of its evaluations in planning, budgeting, establishing its priorities, and improving its academic programs and services. It can demonstrate how evidence-based planning has led to improvements in programs and services, to new programs and services, and to more effective use of resources.

In order to maintain a comprehensive institutional effectiveness process which is driven by the college's mission, founded on the vision and core values which involves faculty, staff and senior administration and provides opportunity for feedback from students, board of governors institutional and program effectiveness committees, and other service delivery units. This process results in the continuous improvement in the quality of the success rate of college's graduates and increased satisfaction of students, staff and faculty members.

The manager of planning and Institutional Effectiveness has the overall responsibility for ensuring that policy guidelines and procedures for planning and evaluation are followed.

A structured quality assurance framework process has been developed at the college. The effectiveness and outcome of this process is monitored by two recently established effectiveness committees, one at academic level and one at institutional level.

The academic level committee ensures that the programs are delivered in an effective manner and that the learning outcomes of programs and courses are fairly assessed utilizing the newly developed assessment tools. The committee has further ensures that the course files are developed according to CAA criteria and the course outlines, examination papers and assessments are regularly checked by the program effectiveness committee.

The institutional level committee ensures that the academic level committee and all administrative units functions and adhere to the policy, procedures and guidelines. Opinion surveys are conducted, data analyzed and used regularly to improve academic programs and functions of support units. The college has a dedicated unit for institutional research and effectiveness.

The effectiveness of the unit is regularly assessed by the institution level effectiveness planning and assessment committee. While a lot has been achieved in this area to date, this self-study has given rise to the concern that the unit must be strengthened further if the college were to succeed in offering a quality programs.

# **1. Institutional Statement of Vision, Purpose, Goals & Objectives**

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## **1.1 Vision statement**

Emirates College for Management and Information Technology will be a premier and sustainable institution of higher education which is recognized, respected and valued in the region for its excellence.

## **1.2 Mission Statement**

ECMIT aims to develop competent and innovative graduates by offering high quality degree programs in alignment with international Standards that are accessible and affordable; exposing students to community services in order for them to value and appreciate the community they belong; developing and maintaining highly qualified faculty who deliver an excellent teaching and produce quality research.

## **1.3 The Core Values**

ECMIT founders and the management understand and recognize the fact that the true development and fulfillment of the mission and goals cannot be achieved without a committed staff, faculty and students. The college further recognizes that it must develop and foster a transparent and collegiate environment in which the College community could function with a sense of belonging and purpose, and in which the public at large could repose its trust. Consequently, the college has developed and publicly announced a set of core values that it stands for:

- We value the well-being of our students.
- We value the well-being of our faculty and staff.
- We value the quality and integrity of our academic programs.
- We value the personal and professional development of our students to the highest standard.
- We value and recognize our responsibilities to develop well qualified graduates who will contribute to UAE's socio-economic and cultural development.
- We value honesty and fairness, and we will not tolerate corruption.

- We value our collaboration and partnership with academic institutions, business and government organizations within the UAE and abroad.
- We value open and honest communication, and transparent and accountable decision making.
- We value the reputation and integrity of our institution within the UAE and beyond.
- We value human life and dignity irrespective of their nationality, religion and gender.

#### **1.4 Institutional Goals and Objectives**

In fulfilling its purpose, the college has the following major goals and related objectives:

##### **Goal 1:**

**Develop qualified citizens through teaching, learning and scholarship in business and information technology who will be equipped for professional success.**

##### **Objectives:**

- 1a. Offer broad based world class degree programs in core areas of business and information technology that prepare students for responsible leadership in an evolving global environment and for higher studies.
- 1b. Offer a curriculum, for each program, with an appropriate mix of general education, core, major/specialization/concentration and elective courses.
- 1c. Offer a program of study that contains opportunities for students to obtain current and practical knowledge, skills, and values that encourage a culture of scholarship
- 1d. Establish an integrated review system that ensures quality of academic programs, curriculum, instructions and support systems.

##### **Goal 2**

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

##### **Objectives**

- 2a. Offer day, evening and weekend classes to accommodate working adults as well as traditional students for full time and/or part time studies.

- 2b. Provide learning opportunities for academically under-prepared students by offering Remedial programs in relevant courses.
- 2c. 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.
- 2d. Keep the tuition fee structure affordable and offer a flexible payment plan.
- 2e. Offer a substantial set of courses in the summer to permit year-long study.
- 2f. Engage high schools and businesses to create awareness of post-secondary educational opportunities at ECMIT.
- 2g. Align admission and placement standards and beginning coursework with the academic preparation of prospective students.

### Goal 3

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

#### Objectives:

- 3a. Respond to a need for developing a professional workforce with practical hands-on knowledge, abilities, skills and technical expertise.
- 3b. Collaborate with businesses to offer career enhancement non-degree professional development programs in Business, marketing, accounting, finance, hospitality and tourism, interior design, information technology and information management systems.
- 3c. Offer vocational 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:

- 4a. Build a well-qualified teaching faculty.
- 4b. Provide quality learning facilities and educational support resources.
- 4c. Maintain a state of the art technology infrastructure in support of instruction and operations.
- 4d. Create a campus culture that is student-oriented which promotes strong personal concern for the welfare, development and success of all students.

- 4e. Create and maintain an effective advising system which assists students with their educational goals and objectives.
- 4f. Design policies and procedures to facilitate transfer of credits.
- 4g. Secure and maintain all appropriate MOHE licensures and accreditations.

The college's performance in achieving these goals and objectives is measured through a set of key performance indicators (KPI) as listed in section 3.2 of this manual.

## **2. Office of Planning and Institutional Effectiveness (OPIE)**

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### **2.1 Mission**

Coordinate and support ECMIT's efforts to plan, assess, and improve achievements of institutional and unit goals and objectives, document the institution's effectiveness, and conduct institutional research for informed decision making and planning in accordance with national standards for institutional licensure and program accreditation in the United Arab Emirates.

### **2.2 Goals and Objectives of Institutional Effectiveness**

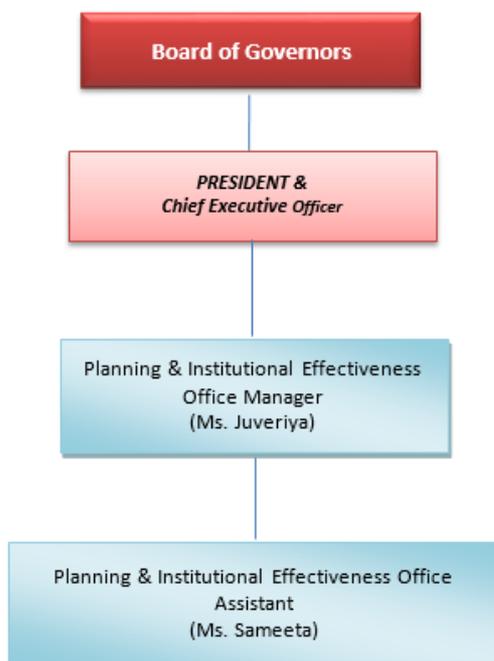
This office's primary goals include coordinating, facilitating and supporting the attainment of all of ECMIT's institutional goals and objectives since institutional effectiveness, by its very definition, focuses on all aspects of the institution's operations and goal attainment. Most of these citations involve the completion of institutional research on student demographics and enrollment patterns that will be needed to assess goal attainment regarding various aspects of the college's operation.

In order to satisfy national standards for licensure and accreditation, this office must also achieve the following operational objectives:

- Effectively coordinate a broad-based and purpose-driven evaluation plan to assess the achievement of institutional and unit goals and objectives.
- Facilitate the use of a variety of assessment methods; document the use of evaluation results for institutional improvement.
- Ensure that the learning outcomes of ECMIT's educational programs are assessed and the results used for program improvement.
- Document that all administrative and support services evaluate their effectiveness and improve their operations.
- Conduct institutional research that is integral to ECMIT's planning and evaluation activities.
- Satisfy the commission's and other stakeholders' needs for statistical reports and information.

## 2.3 Organizational Chart

### Organizational Chart for the Office of Planning & Institutional Effectiveness



## 2.4 Responsibilities of the Office of Institutional Effectiveness

The office of institutional effectiveness is responsible for providing leadership and oversight to the research, planning, assessment, and accreditation activities of ECMIT. It reports directly to the president shown in the ECMIT organizational chart in Appendix 1. The Office of Institutional Effectiveness provides oversight to these activities by:

1. Organizing strategic planning council committee meetings and overseeing the review and evaluation of the institution's mission statement and strategic plan.
2. Organizing Institutional Effectiveness Planning Committee meetings and overseeing the review and evaluation of the Institutional Effectiveness Plans for ECMIT's educational programs and administrative support programs.
3. Coordinating the administration of college-wide surveys including the development, analysis, and the dissemination of results.
4. Coordinating the administration of student evaluations of instructors including the development, analysis, and the dissemination of results.

5. Coordinating the administration of performance reviews of employees.
6. Ensuring that compliance with accreditation requirements of the Commission on Academic Accreditation of the UAE Ministry of Education is incorporated into the planning and evaluation processes of the institution.
7. Coordinating the preparation of the annual profiles and any other reports requested by the CAA of the UAE Ministry of Education.
8. Developing, analyzing, and disseminating annual planning and evaluation documents to the institution's decision-makers.

## 2.5 Assessment and Improvement Plans

As indicated in ECMIT's Mission Driven Plan for Evaluation, this office will conduct institutional research on student characteristics and enrollment patterns using data maintained in the college's student information system by the office of advising and registration, the office of admissions and marketing, and the office of computing and technology services. The results of such statistical analysis will be used to assess the degree to which ECMIT has accomplished its goal/objectives. Those results will also be used to identify specific categories of students or course enrollments which require adjustments in marketing, student recruitment, course scheduling, advising, or payment plan accommodation. OPIE will also serve as a resource to other units who need assistance in designing and administering the faculty, course and teaching evaluation by the students, Exit survey, students satisfaction survey, alumni and employer survey instruments as well as assistance with the analysis and interpretation of survey results. OPIE will consult with all educational and administrative unit heads about their obligations to evaluate and improve their policies, procedures, and goal attainment. Extensive assessment activity required to document compliance with the MOHE standards throughout the different stages of licensure approval and renewal will be ongoing and subject to periodic review by the commission. Results of those assessments will also be used to strengthen ECMIT's college wide commitment to improve institutional quality and effectiveness.

## 2.6 Institutional Effectiveness Policy

**Policy Statement:** The institution demonstrates institutional effectiveness through institutional planning and research and that it maintains an institutional effectiveness manual that describes the program and procedures of institutional research and institutional planning. The institution

implements the program of institutional research, evaluation, assessment and planning activities that the manual describes.

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### **Background and Introduction**

ECMIT is committed to the effective evaluation of its academic programs, administrative support services, and the use of assessment results for continuous improvement. The strategic plan of the college has implemented a systematic, broad based and interrelated 5 year cycle for strategic planning and evaluation processes that address the overall institutional strategies. With the structured quality assurance process which has clear criteria and indicators this process is to consider, analyze, ensure and strengthen the quality assurance activities in a systematic manner. The process involves periodic reviews of academic programs, effectiveness, learning resources, and student satisfaction on teaching and support services. The result of the research data is used to improve the quality and effectiveness of the programs and services to the students and ensure integrity.

The institutional planning and effectiveness (IPE) unit serves to coordinate and support ECMIT's efforts to plan, assess, and evaluate its operations. The unit focuses on all aspects of the institutional operations and goal attainment. It conducts research and evaluates institution's achievements and effectiveness on a wide range of quality measures such as: program goals, program quality and learning outcomes, opinion surveys and feedback, student characteristics and enrollment patterns etc.

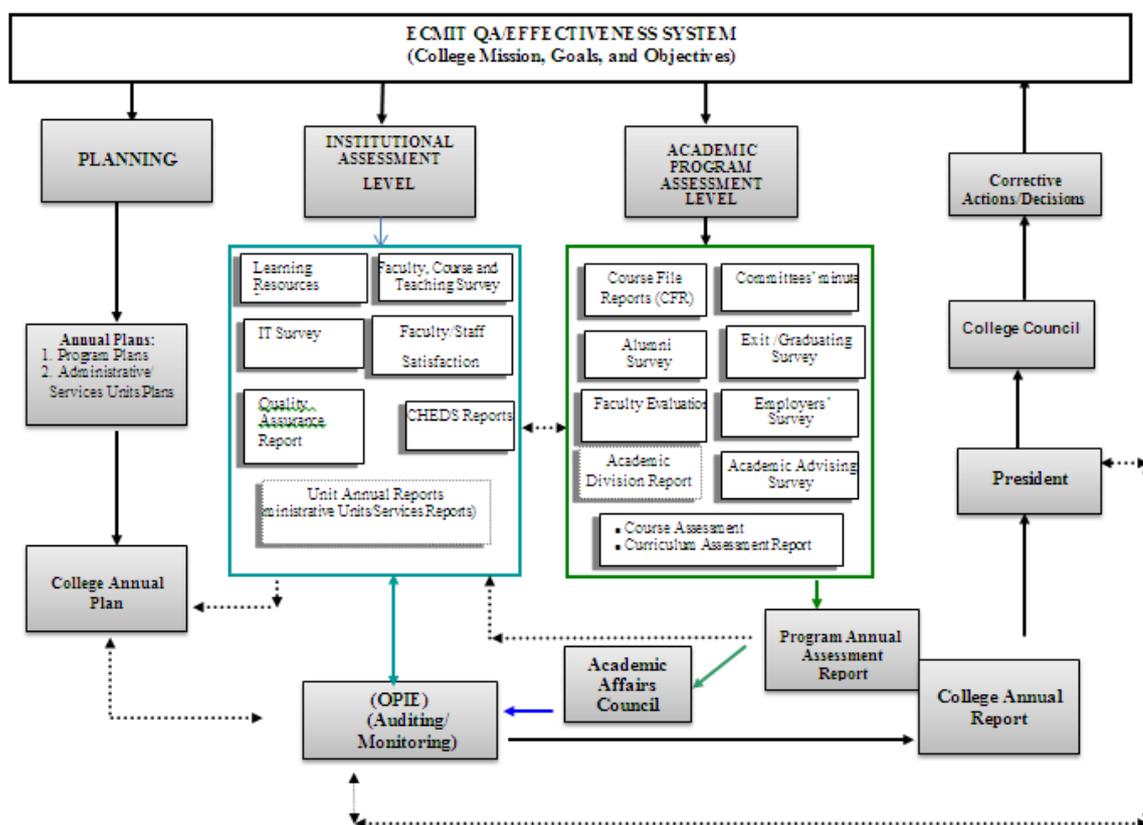
### **PROCESS**

- A. The strategic planning committee reviews the ECMIT's mission. The committee then uses data from annual reports and guidance from planning documents such as environmental scan reports, purpose statement, planning assumptions and priorities, key performance indicators, the technology plan and units plans to develop 5 year strategic plan.
- B. Implementation plans are prepared every academic year by division and unit chairs to carry out strategic initiatives and goals set forth in the five year strategic plan. These implementation plans contain departmental goals and outcomes for the next academic year.
- C. The board of governors gives approval for the strategic plan and college's mission statement.
- D. Within annual implementation plan the linkage between planning and budgeting is made. Each budget cycle requires the college council to place the college's resources in position to achieve the annual strategic planning

committee implementation plans. The alignment of resources is accomplished in each budget cycle and reallocated resources are linked to the appropriate strategic planning goals.

- E. The loop is closed with annual reports, and each unit’s progress report which document their progress in the form of implementation plan. The annual reports identify expected learning outcomes; assess the extent to which the unit achieved these outcomes, and provide evidence of improvement based on analysis of the results.

**Institutional Effectiveness process at ECMIT based on Planning, Implementation and Monitoring.**



**Strategic Plan**

- The planning process starts with long term strategic plan, followed by institutional and units’ annual operations plan.
- The strategic planning takes place every five years.
- A review of the college’s mission, an environmental scan, and a campus and community-wide evaluation of the institution’s strengths and weaknesses come together to lay the foundation for the five year cycle of planning, implementation, and evaluation.
- The strategic plan in turn drives specialized plans for various units of the college.

## Annual Operations Planning

Annual operations planning keep the college on target towards its strategic goals.

- Each of the areas of finance, academic affairs, student affairs, technology, admissions and marketing evaluates the previous year's activities and plans for the next.
- College council and assessments committees in collaboration with IPE unit undertakes institutional effectiveness studies, annual program evaluation and assessment by drawing data and information from annual planning process.

## Monitoring

### Institutional Effectiveness Planning and Assessment Committee (IEPAC)

The institutional effectiveness planning and assessment committee is primarily responsible for

- Coordinating, synchronizing and monitoring of planning and effectiveness activities of the entire institution.
- Developing policy, criteria and indicators for assessing institutional and unit effectiveness within the framework of Institutional goals and objectives and set the guidelines for ensuring institution wide compliance.

### Program Effectiveness and Assessment Committee (PEAC)

The program effectiveness and assessment committee monitors' academic quality assurance and effectiveness. This committee:

- Plans, assesses and monitors program effectiveness against the indicators set in the assessment Plan.
- Reviews and assesses delivery, curriculum, course syllabi, textbooks, coverage of syllabus, and course file documentation once in every semester.
- Discusses the findings based on various satisfaction surveys and introduces measures to address problems and weaknesses.
- Studies and traces student success, graduation rate, attrition rate and student success in career advancement and credit transfers to other institutions.

## 2.7 Institutional Effectiveness Planning

The purpose of institutional planning and evaluation at ECMIT is to improve the college's ability to fulfill its mission through the achievement of its goals, educational outcomes, and administrative and support-services objectives. Planning and evaluation are systematic, broad-based, interrelated, and appropriate to the institution and encompass all educational programs and administrative and educational-support functions of the college. Planning includes board of governor's institutional effectiveness and long-range planning and

incorporates fiscal and facilities planning as means for the accomplishment of institutional goals.

### **2.7.1 Planning Policy**

Policy Statement: The institution has short and long-term strategic plans to achieve its goals and objectives. The long term 5-year strategic plan identifies strategies with clear sets of objectives, success indicators and time line for achieving the goals. The plans are reviewed and updated periodically.

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### **Planning Model**

Emirates College for Management and Information Technology Planning Model puts the various planning and effectiveness components into an integrated framework relating the different pieces to one another. The planning model identifies three related cycles of activity:

- Long-term Strategic Planning
- Annual Planning
- Assessment and Evaluation

### **Long-Term Strategic Planning**

The long term strategic planning takes place every five years. A review of the college's mission, an environmental scan, and a campus and community wide evaluation of the institution's strengths and weaknesses come together to lay the foundation for the next five year cycle of planning, implementation, and evaluation. The strategic plan in turn drives specialized plans for various units of the college.

### **Annual Planning**

Annual operational planning keeps the college on target toward its strategic goals. On an annual basis, each of the areas of finance, academic affairs, student affairs, technology, admissions and marketing evaluates the previous year's activities and plans for the next.

### **Assessment and Evaluation**

The college council and assessment committees of the Academic Affairs Council in collaboration with IPE unit undertakes institutional effectiveness studies, annual program evaluation and assessment by drawing data and information from the annual planning process.

### 2.7.2 Institutional Effectiveness Planning Process

A plan is developed for each distinct unit of the college as determined by the president and other members of the planning committee. The list of affected units may change as programs or initiatives are added, altered, or discontinued.

In order to facilitate institutional effectiveness planning on campus, a coordinator (usually the manager of the relevant unit) is assigned to each unit of the college required to submit an institutional effectiveness plan (IEP).

Coordinators are responsible for:

- Collaborating with colleagues in their planning areas in the development and implementation of program plans. This includes developing objectives, and in some cases, educational outcomes for their unit; selecting at least two measures (where possible) for assessing each outcome or objective; and establishing target levels for satisfactory performance levels.
- Discussing plans with members of the planning committee as required.
- Designing and administering assessment instruments where appropriate.
- Compiling and disseminating assessment results to members of the planning unit.
- Coordinating and implementing strategies for using assessment results for program or service improvement.
- Working with the manager of the office of planning and institutional effectiveness to comply with planning timelines and review processes.
- Preparing semester end and a consolidated year-end report on the planning unit, outlining assessment results and their use in improving the program or services.

#### Institutional Units

- Office of Academic Affairs
- Office of Administrative and Financial Services
- Office of Marketing
- Office of Admissions and Registration
- Office of Computing and Technology Services
- Library Services
- Office of Student Affairs
- Office of Planning and Institutional Effectiveness

### 2.7.3 Institutional Effectiveness Planning Procedures

Institutional effectiveness planning begins with the purpose of the institution as approved by the Board of Governors of ECMIT in Institutional Statement of Vision, Purpose, Goals and Objectives. Plans for all units relate directly to the purpose through the development of mission statements that link to the institutional goals. The complete planning and assessment loop involves use of the following five steps:

#### Step I

**Purpose Statement:** Each identifiable planning unit articulates the appropriate component of the College's purpose statement.

**Related Mission Statement:** Administrative and educational support service areas also develop a related mission statement particular to their respective unit.

**Institutional Goals:** These statements demonstrate the link between planning units and the institutional mission. These goals will be revised and reaffirmed by the board of governors on assessment of institutional goals.

#### Step II

**Educational Outcomes:** Academic units develop a list of educational outcomes. Each unit's outcomes relate directly to the mission statement and institutional goals. Educational outcomes describe what the unit intends for students to attain as a result of having completed a degree or program.

**Administrative Objectives/Outcomes:** Planning in administrative and educational-support areas involves the development of objectives. These objectives/outcomes describe the intended results of an administrative or educational-support activity. Objectives and outcomes should specify a projected result, e.g., the physical plan might propose to decrease electricity bills by 10% during the coming fiscal year.

#### Step III

**Assessment Methods and Criteria:** Planning units select at least two measures (where possible) for assessing each outcome or objective. The method of assessment should be stated in succinct terms followed by the criteria by which accomplishment is judged or measured. Qualitative or quantitative means of assessment may be utilized. It is important that appropriate means be selected to maximize the collection of useful data.

#### Step IV

**Assessment Results:** Assessment results for each outcome or objective are compiled and analyzed by appropriate stakeholders. A history of assessment data

for each unit should be maintained to ensure continuity in assessment activities. Wherever possible, acceptable benchmarks are set.

#### **Step V**

**Use of Assessment Results:** The process of utilizing assessment results to improve programs is referred to as closing the loop. Maximum use of results is realized when they are employed to make appropriate changes in programs and to demonstrate continuous progress.

The institutional effectiveness planning model depicts the relationship of the above five steps throughout the planning cycle. Institutional improvement can be realized at each step as the continuous review of programs and services is conducted.

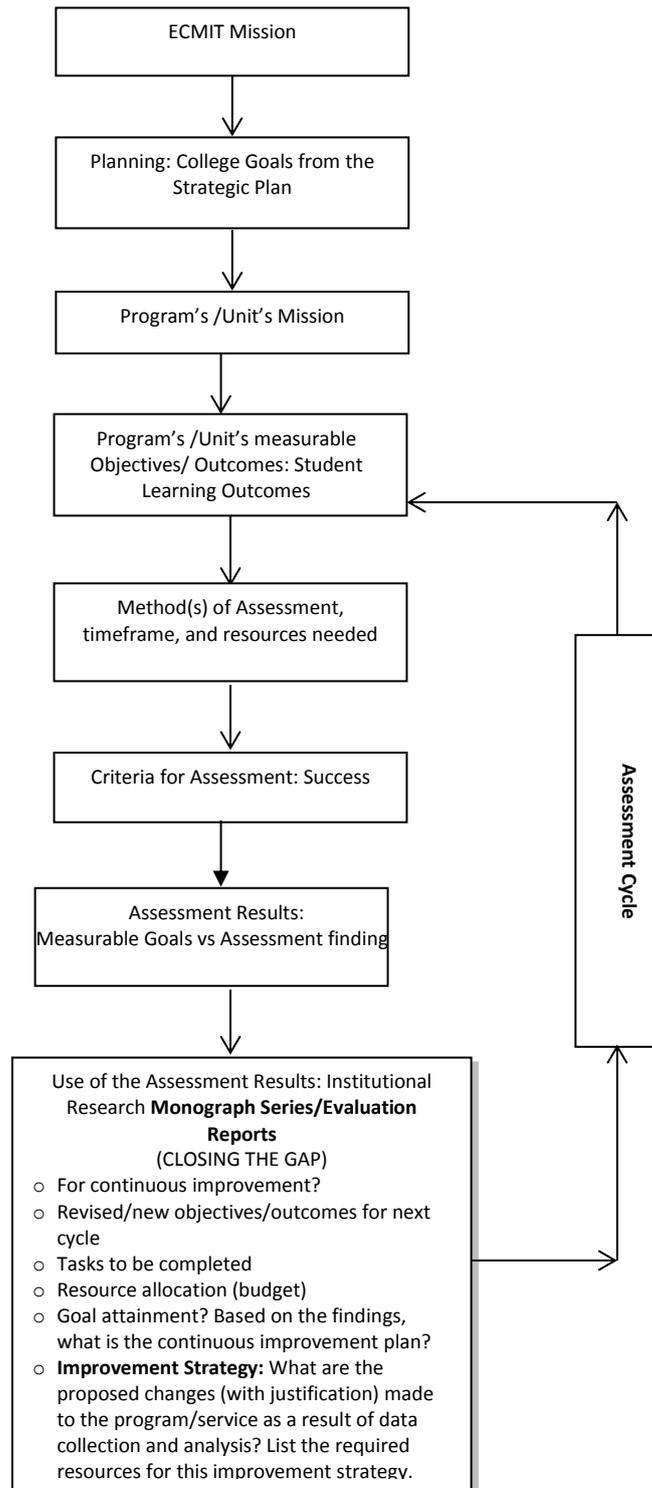
#### **Elements of Planning**

The college includes the following four components in its planning and evaluation process:

- a. Establishment of a clearly defined purpose/mission appropriate to higher education.
- b. Formulation of goals consistent with the purpose/mission of the institution.
- c. Development and implementation of procedures to evaluate the extent to which these goals are being achieved.
- d. Utilization of evaluation results to improve programs, services, and operations.

## 2.8 ECMIT Assessment Cycle

The IE Planning Cycle is described in the following chart:



## 2.9 Institutional Effectiveness Planning and Assessment Committee

### Composition

Dean of Academic Affairs (Chair)  
 Chair, Business Administration Division  
 Chair , IT Division  
 Chair ,GE Division  
 Director of Research  
 Chair, Exam Board Committee  
 Manager, Administration and Finance  
 Manager of Student Affairs and Happiness & Positivity  
 Manager of Admissions and Registration  
 Manager of OPIE (Facilitator)

### Other Information:

**Reporting to:** President

**Meeting Frequency:** Every two weeks or once a month or as and when required.

### Terms of Reference

- This committee is responsible for coordinating, synchronizing and monitoring of planning and effectiveness activities of the entire institution.
- The committee develops policy, criteria and indicators for assessing institutional and unit effectiveness within the framework of the institutional goals and objectives.
- It sets performance targets for each unit and monitors progress and compliance.
- The committee receives and delivers on unit reports, compiles a consolidated institutional report and forwards it to the presidential council for further consideration.
- The committee works closely with the IPE unit in generating, collecting and evaluating data for institutional review purpose.
- Working in tandem with program effectiveness committee, this committee ensures that the academic programs, delivery system and program assessment model satisfy the institutional goals and objectives.

### 2.10 Annual Publications

In order to accomplish its purpose, the Office of Institutional Effectiveness provides the following annual planning and evaluation documents to the institution's decision- makers:

1. Planning and Assessment Calendar
2. Policy and Procedures Manual

3. Quality Assurance Report
4. Institutional Effectiveness Plans
5. Fact Book
6. Alumni & Employer’s Survey Report
7. Faculty and staff Satisfaction Report
8. Exit Survey Report
9. Faculty, Course, Teaching Evaluation Report

**2.11 Office Location and Contact Information**

The Office of Institutional Effectiveness is located on the ground floor of the ECMIT building.

Manager- OPIE            Room # 302

Tel- 042675016 (ext 101)

Email: [opie@ecmit.ac.ae](mailto:opie@ecmit.ac.ae)

**2.12 Planning and Assessment Calendar**

The office of institutional effectiveness publishes an annual planning and assessment calendar. The planning and assessment calendar is published with this manual.

**CALENDAR OF ACTIVITIES**

	<b>Activities</b>	<b>Frequency</b>	<b>Date of Assessment</b>	<b>Reports</b>
1	Institutional Surveys: <ul style="list-style-type: none"> <li>• Faculty, Course Teaching Evaluation survey.</li> <li>• Faculty and Staff Satisfaction Survey.</li> <li>• Student Satisfaction Survey.</li> <li>• Technology Resources Evaluation Survey</li> <li>• Learning Resources Evaluation Survey</li> </ul>	Every Semester Fall and Spring	11 <sup>th</sup> week of each semester	16 <sup>th</sup> week of each semester
2	CHEDS data request	Every Semester Fall and Spring	20 <sup>th</sup> Operational Day of Every Semester	November
3	KHDA census data request	Yearly	2 <sup>nd</sup> Week of November	December
4	Review of Assessment Plans	Yearly	End of Spring Semester	September

	Activities	Frequency	Date of Assessment	Reports
5	Review of Course Files	Every Semester Fall, Spring & Summer	End of 16 <sup>h</sup> Week of Every semester	
6	Review of Unit Action Plans, Performance Indicators and Target	Every Six Months	Twice a Year	Part of Annual Report
7	Institutional Effectiveness Planning and Assessment Meetings	Once in a Month	TBA	Continual
8	Program Effectiveness and Dean of Academic Affairs Council Meeting	Once a Month	TBA	Continual
9	Examination Board Meeting	Twice every Semester	7th & 14th Week	9th & 16th week
10	Orientation for New Students Orientation for New Faculty	Every Semester	Before 1 <sup>st</sup> Week of Classes	1 <sup>st</sup> week of semester
11	Student Council Elections	Once a Year	TBA	TBA
12	Exit Survey( Program Wise )	Every Semester	During Graduation	TBA
13	Graduation Ceremony	Once a Year	TBA	TBA
14	Employer opinion survey	Once a Year	One Year After Graduation	TBA
12	Alumni Survey	Once a Year	One Year After Graduation	TBA
15	Employee Performance Review/Peer evaluation	Once a Year	TBA	TBA
17	Internal Reviews /Inst. Audit	Once a Year	June	July
18	External Reviews	As part of Accreditation Visits	TBA	TBA
19	Self-Study process	Every 5 Years	TBA	TBA
20	Strategic Planning process	5 year Cycle	TBA	TBA
21	Revision of Institutional goals, objectives & unit plans	As and When Required Impact of Research Data	TBA	TBA

### 2.13 Planning and Evaluation Policies and Procedures

ECMIT's Office of Institutional Effectiveness has outlined policies and procedures for its institutional planning and evaluation processes. These policies and procedures are published in ECMIT's Policy and Procedures Manual and approved by the Board of Governors at the July 12, 2010 regular board meeting.

### 2.14 Mission Statement Review

The mission statement of ECMIT is the foundation upon which the institution examines itself, allocates its resources, and plans its future. The mission statement is

comprehensive addresses all aspects of institutional function, and actively guides the institution. Listed below are ECMIT's procedures for reviewing, revising, and publishing its mission statement:

- The mission statement will be reviewed as needed during the year's first college council meeting (and if required at subsequent ones too).
- Suggested revisions will be submitted to the institution's faculty, staff, and administration.
- An amended mission statement will require a majority vote from faculty, staff, and administrator voters.
- The amended mission statement will be submitted to the board of governors for approval or disapproval during one of the summer board meetings.
- The approved mission statement will be communicated to the institution's constituencies on the institution's website and through several publications including the college catalog, policy and procedures manual, the fact book, the strategic plan, and the institutional effectiveness plan.

## 2.15 ECMIT Council and Standing Committees

The membership of these committees along with their Terms of References are detailed in *Appendices 5: ECMIT Committees*

### 2.16 Curriculum Review

Changes in the curriculum may be initiated by students, faculty, administrators, or other ECMIT's stakeholders. The initial requests for curriculum revisions are referred to the appropriate division for study, consideration, and refinement. Pending approval, the requested change is then submitted to the Curriculum Review and Development committee of the Academic Affairs Council. Major changes will be submitted to the president and the board of governors for approval. After president and/or board approval, the dean of academic affairs will take the necessary action for implementing the curriculum change.

### 2.17 Instructional and Non-Instructional Program Review

The program review process at ECMIT has been developed to complement the on-going institutional effectiveness process and to become a vital part of institutional planning. The program review is a comprehensive, systematic method of self-evaluation and review of achievement conducted every three years within instructional programs and administrative and educational support

services. The program review process at ECMIT is the means for which all programs periodically review themselves according to a set of established criteria. The programs review schedule should be disseminated to all stakeholders at earlier time.

### **2.17.1 Purpose and Goals**

The purpose of the program review is to provide a system of continuous improvement in programs. Review and evaluation procedures provide recognition of the accomplishments of a program as well as identify interventions needed for improvement of the program. The goals of the review are as follows:

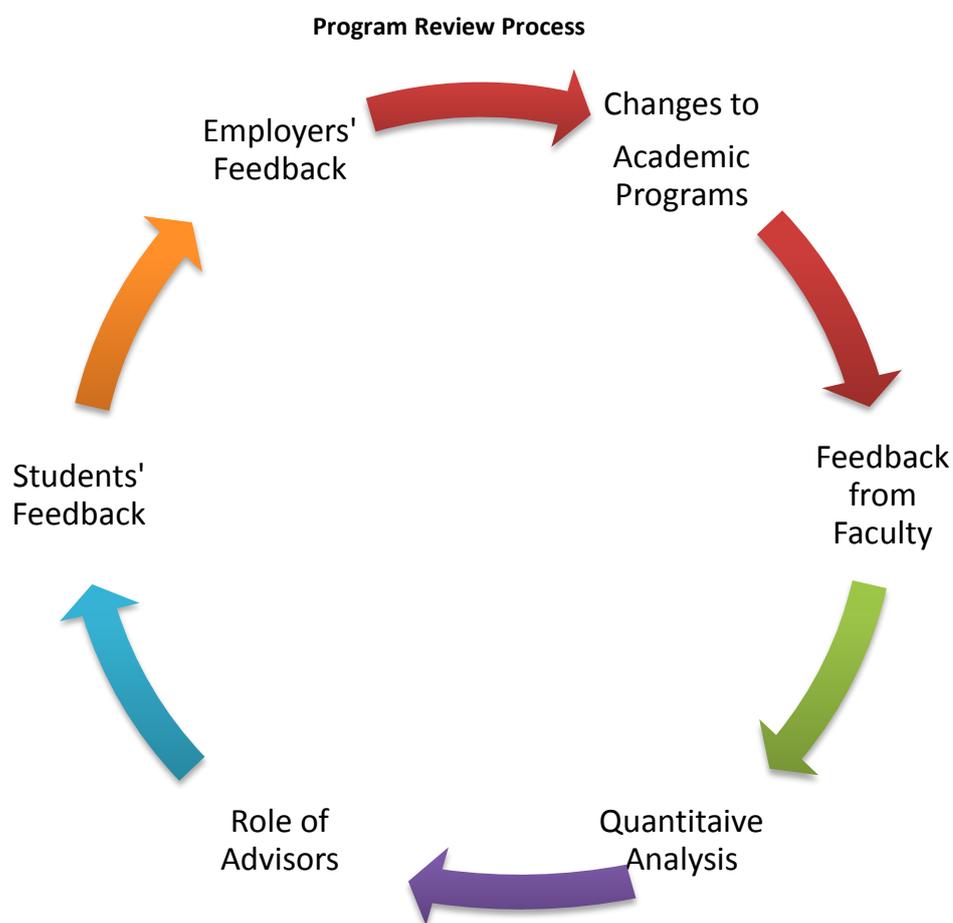
- To define the purpose and goals of the institution's programs.
- To measure the effectiveness of the institution's programs.
- To improve the quality of the institution's programs.
- To provide data for such intervention decisions as those regarding staff needs, admission requirements, and curricular additions or deletions.
- To provide a system of regular data collection and analysis.
- To determine how specific programs serve the mission of the institution and respond to student and community needs.

### **2.17.2 Program Review Cycle**

Each program area will be evaluated once each three-year period. Effective teaching and learning are central to the purpose of ECMIT. The resources and energies of the institution focus on effective education of ECMIT's traditional and nontraditional students through its undergraduate degree programs. ECMIT relies on the traditional face-to-face model of instructional delivery supported by a strong infusion of instructional technology and computer resources. Appropriate levels of academic rigor are maintained to ensure transferability of credits to four-year universities.

ECMIT monitors and reviews its programs constantly through different tools and procedures. Students' written feedback, through a series of surveys and polls conducted every semester and faculty members' feedback and comments all help to closely monitor and check the program quality at every point. Feedback and results are carefully discussed in each department and then reported to the Council for new measures or regulations, if needed.

Between each semester there is a period for the course preparation/reflections. Survey results for the courses is analyzed and changes are made if required to the course syllabus based on the recommendations put up by curriculum review committee and then by the Council. Each course outline is planned with a weekly breakup which includes various methods of delivering the course contents along with the learning outcomes respectively. The cycle below summarizes the process of program review at ECMIT.



### 2.17.3 Criteria for Evaluation

The program review process at ECMIT is the means for which all programs periodically review themselves according to a set of established criteria. This process is comprehensive and cyclical and consists of:

1. The development of a written report by program.
2. A review and report by the program review committee.
3. A follow-up report/action plan, if necessary.

#### **2.17.4 Organization for Program Review**

The program review process will be managed by the Office of Institutional Effectiveness. The office of institutional effectiveness will coordinate the reviews and findings of the program review committee.

A program review committee will be composed of:

- Administrators
- Faculty and staff members
- External representatives drawn from industry and other academic institutions

The findings and recommendations of the program review committee will be presented to appropriate administrative officer for final review.

#### **2.18 Textbook Review**

The selection of appropriate textbooks for classroom instruction is the responsibility of the faculty. The academic division heads are responsible for supervising the textbook selection for each course taught in their area. Instructional chairs schedule meetings as needed to discuss textbook adoption.

As one means of ensuring consistency, all similar courses offered by the college should use the same textbook. Exceptions to this policy must be approved by the instructor's immediate supervisor. The various disciplines may supplement the standard textbook with other reading and learning materials.

Textbooks will be adopted a minimum of 3 years. However, instructors may request a change in textbooks sooner in unusual circumstances where rapidly changing technologies or major innovations in a discipline render a textbook obsolete. Exceptions to the three year minimum must be approved by the instructor's immediate supervisor.

#### **2.19 Employee Performance Review**

ECMIT believes in the growth and development of all of its employees and encourages and provides opportunity for self-development and advancement. As part of that process, a performance review is conducted annually with each employee to improve individual performance and to prepare for the next year.

The focus of the review is to make certain employees understand their areas of responsibility and how well they are meeting the expectations of the supervisor. A second area of focus is to plan for the upcoming year by reviewing changes,

goals, and expectations that will be implemented before the employee's next review period.

### **2.20 Course Syllabi Review**

The faculty members of ECMIT have created master course syllabi to ensure that student learning outcomes and expectations are consistent from course to course. Instructors assigned to teach these courses provide students with more detailed syllabi at the beginning of the semester.

Instructors are expected to use the master syllabi and to meet as needed to evaluate and revise the syllabi. Any syllabi revisions are due to the dean of academic affairs by May of every year.

### **2.21 Strategic Plan**

The Strategic Plan of ECMIT reflects the continuing evolution of the Institution's successes and current challenges. Developed by ECMIT's stakeholders, this document identifies the mission, goals, and objectives for the institution. The strategic plan is designed to guide ECMIT for the upcoming year and future. A key part of the plan is an annual assessment of board of governor's progress toward and current relevance of the mission, goals, and objectives of the plan. Modifications are made based upon assessment findings.

### **2.22 Institutional Effectiveness Plan**

ECMIT's Institutional Effectiveness Plan is an ongoing planning, assessment and evaluation system to improve/enhance all of the institution's instructional and instructional support programs. The college's mission statement and goals are at the center for this planning system.

The purpose of the institutional effectiveness plan is to evaluate the effectiveness of ECMIT's programs and services and to use findings to make decisions that will improve student learning and curriculum, enhance overall institutional effectiveness, and accomplish the mission of the institution.

### **2.23 Planning and Budgeting**

ECMIT engages in ongoing, integrated, and institution- wide research-based planning and evaluation processes. The results from these processes directly correlate with the institution's budget.

After analyzing results from the current year, college personnel are given the opportunity to participate in the budgeting process by submitting departmental requests using the departmental budget request form. These requests are processed through the division level and then submitted to the manager for administration and business services and the budget committee, comprising the heads of each academic and administrative unit. The budget committee meets

annually (before the fall semester) to evaluate and prioritize budget requests. After requests have been evaluated, the manager for administration and business services forwards it for final approval by the president. The board of governors grants final approval for the college's overall budget.

## 2.24 Risk Management Policy

ECMIT has identified and delegated responsibilities for risk management to the Risk Management committee as detailed in Appendix 5.

Policy Statement: ECMIT has a policy of continually assessing, monitoring and managing risks in four broad sectors:

- Financial Viability
- IT Infrastructure
- Facilities and Plant
- Health and Hazards

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### *Financial viability*

The most important concern of the college has been to ensure the financial viability of the institution which mainly relies on student enrolment. In this respect, the student enrolment projection, attrition, study progression and their impacts on the institutional budget are routinely researched and analyzed at three different levels: Academic Affairs Council, president's council and the board of governors. The president's council sets a target for new enrolment in October for the following academic year, and accordingly a marketing and student recruitment activities plan is developed and followed through the entire academic year. The preliminary budget is developed in April based on the projected enrolment, and continually adjusted in line with the dynamics of the enrolment. A final decision on the operational budget is deferred until the beginning of the next academic year when the exact number of enrolments and the resulting revenue become clear. This cautious and calculated approach has minimized the risks of over spending and engaging in risky projects. The approach is further complemented by the college budget tracking system that is monitored on a weekly basis by the chief financial officer and the president's council. The tracking system involves study of the weekly cash flow, comparison of expenditures against the budgeted amount, and the effect of the budget adjustments on the operations of the institution. In order to ensure further integrity and minimize risks, periodic reports are submitted to the board of governors. In addition, the college has internal accounting, financial auditing and institutional assessment policies and systems in place for the effective operation of the institution.

In order to further minimize the risks and strengthen financial viability, the self-study steering committee has recommended finding ways to expand the institution's funding base. These include:

- Establishing a reserve fund in which a certain percentage of the revenues will be set aside on a yearly basis. The size of the reserve fund should be enough to support the college activities for a semester in the event of any unforeseen decline in the student enrolment.
- Develop a fund raising strategy and involve alumni in the activities.

The college has set up a task force to study these recommendations and consider the options.

#### *IT infrastructure and Resources*

ECMIT has a three pronged strategy to plan, preserve and protect its technology support resources against over spending and losses arising out of any inappropriate planning. The first strategy deals with the planning of resources within the budgetary constraints and curriculum needs. Both faculty and IT staff are involved in this planning. A report is then submitted to the college resource and budget planning committee for aligning the needs with the budget. The president's council considers and makes the final approval.

The second and third strategies deal with the technical and operational risks caused by disasters such as system failures, server crash, virus attack, fire and man-made damages. The college has two plans to deal with these risks: disaster prevention plan and disaster recovery plan. The prevention plan includes a series of fire walls installed in the system to deal with system failures, and backups of its accounting, finance and enrolment data in a remote site. Furthermore, the college staff is regularly mentored and trained to deal with unexpected disasters. As a part of its recovery plan, the entire IT support infrastructure including hard and software are fully insured against damage, theft and malfunctioning.

#### *Facilities and Plant*

ECMIT has two kinds of insurance policies with private insurance companies to protect its facilities and assets. The building is insured by the landlord that covers losses and damages which may be caused by fire, earth quake and other natural disasters. The assets inside the property are insured by the College against losses and damages that may be caused by theft, fire, vandalism, environment and other natural disasters. The certificates of all insurance policies are available in the office of administrative and financial services. In addition, the college has an arrangement with the Fire and Safety Department of the Government of Dubai to regularly monitor the campus electronically in order to ensure protection and safety against fire, vandalism and other damages.

#### *Health and Hazards*

The college employees are fully insured with a private health insurance company which covers their health benefits nationally and internationally. In order to address and minimize health risks and hazards within the campus, the college has well ventilation systems installed across all its facilities, and has a dedicated first aid unit with appropriate facilities and an attending qualified nurse.

ECMIT Risk Register and Risk log Register

ECMIT maintains a risk register as shown below that identifies and registers key strategic risks. This is formally reviewed and reported by the Risk Management Committee twice yearly. The risk register for all identified risks are reviewed and regulated by the Board of Governors every year.

Risk No	Risk type	Risk Description	Consequence of Risk	Risk Level *	Control Risk	Responsible officer
R1	Financial Viability	Prolonged Probationary period made exhausted students strength Contingent liabilities	Un-expected financial crisis and cash flow problems	4	Proper financial planning e.g. periodical cash flow. Sufficient fund for reserve to meet contingencies. Financial support from investor as and when required.	Manager – Finance and Administration & Dean of Academic Affairs
R2	IT infrastructure and Resources	Operational risks caused by disasters such as system failures, server crash, virus attack, fire and man-made damages	Data missing , communication problem	4	A series of fire walls installed in the system to deal with system failures, and backups of its accounting, finance and enrolment data in a remote site	Manager IT
R3	Facilities & Plants	Losses and damages that may be caused by theft, fire, vandalism, environment and other natural disasters	Property damage and loss	3	Property insurance Update Dubai Civil Defence requirements	Facility Manager
R4	Health & Hazards	Accident, Illness and absence of duty due to health reason	Affecting operation and delay in function	2	Employee medical Insurance and First –Aid facilities and awareness	HR Officer
R5	Employee stability	Shortage of manpower	Affecting in providing good quality education	2	Offer competitive pay and benefits	HR Officer & Dean of Academic Affairs

\* Risk Level (1 = Low ; 5 = High)

ECMIT maintains the Risk log Register as a semester-wise assessment of the ECMIT risk register. The ECMIT Risk log Register is updated by the Risk management committee.

ECMIT RISK LOG REGISTER

1. BASIC RISK INFORMATION					2. RISK ASSESSMENT INFORMATION				3. RISK RESPONSE INFORMATION		
Risk Number	Risk Description / Risk Event Statement	Responsible	Date Reported day-month-year	Last Update day-month-year	Impact H / M / L	Impact Description	Probability H / M / L	Timeline N/M/F	Status of Response N / P / PE / EE	Control Risk	Risk Status Open / Closed / Moved to Issue
ECMIT R1											
ECMIT R2											

### 3. Performance Evaluation of OPIE Unit

The Office of Planning and Institutional Effectiveness (OPIE)’s primary goals include coordinating, facilitating and supporting the attainment of all ECMIT’s institutional goals and objectives since institutional effectiveness by its very definition, focuses on all aspects of the institution’s operations and goal attainment. Specific institutional goals and objectives for which OPIE is identified as a direct contributor in the Evaluation Plan, in which most of the citations involve the completion of institutional research on student demographics and enrollment patterns that will be needed to assess goal attainment regarding various aspects of the college’s operation.



Evaluation Process (Source: UNODC Evaluation Process, [https://www.unodc.org/documents/evaluation/Evaluation\\_Handbook\\_new/UNODC\\_Evaluation\\_Handbook.pdf](https://www.unodc.org/documents/evaluation/Evaluation_Handbook_new/UNODC_Evaluation_Handbook.pdf))

ECMIT has structured quality assurance system which is being monitored by two effectiveness committees, one in program level and another at institutional level. At the program level, there 11 performance indicators such as program quality, objectives, learning outcomes, program structure, program curriculum, course syllabi, appropriateness of learning resources, course delivery mechanism, appropriateness of assessment tools, and compliance of course files are being evaluated.

At the institutional level the responsible committee, institutional effectiveness planning and assessment committee evaluates those indicators which can directly contribute the quality framework of ECMIT such as compliance, progress, institutional reviews, institutional/annual reports, quality assurance of all support units, assessment indicators and effectiveness plans of all units.

### 3.1 Evaluation

Evaluation of OPIE is based on the performance indicators as mentioned above and evaluated by the ECMIT President, Institutional Effectiveness Planning and Assessment Committee (IEPAC) every academic year based on:

- How effectively the OPIE has coordinated a broad based and purpose driven evaluation plan to assess the achievement of institutional and unit goals and objectives.
- How effectively use is made of a variety of assessment methods in order to maintain the quality and effectiveness.
- To what extent the evaluation results have been used to improve the quality of the program and institutional operations.
- How effectively the student learning outcomes met for successful delivery of the programs.
- The key performance indicators that define the quality of the overall institutional operations.
- How effectively this unit has evaluated and documented the administrative support services and their effectiveness to improve their operations.
- How the institutional research has been conducted which is integral to ECMIT's planning and evaluation activities.
- How this unit has satisfied the CAA and other stakeholder's need for statistical reports and information.

### 3.2 Indicators

#### Key Performance Indicators

KPIs are measures of most essential performance outcomes and overall institutional performance. Strategic plan is closely tied to these KPIs. For example:

- New Student Enrollment
- Student Enrollments by Programs
- Student Progress
- Attrition Rate
- Retention Rate
- Full-Time Student workload
- Student Faculty Ratio
- Student Staff Ratio

- Faculty Staff Ratio
- Job Opportunities, Placements and Career Development Services
- Demographics
- Learning Resources
- Instructional Cost Ratio
- Professional Development
- Honors List
- Space Utilization
- Satisfaction Surveys

### KPIs for Higher Education – CHEDS UAE

#### Performance Indicators

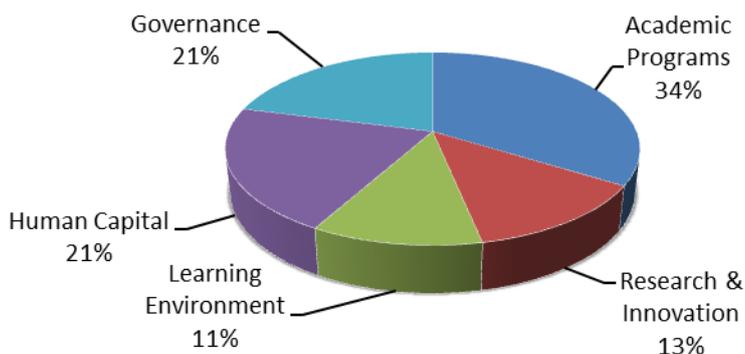
Academic Programs	Human Capital	Learning Environment	Institutional Governance	Research & Innovation
<p><b>Satisfaction surveys</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Teaching</li> <li>• Facilities</li> </ul>	<p><b>Load</b></p> <ul style="list-style-type: none"> <li>• Teaching Load</li> <li>• Research Load</li> </ul>	<p><b>Student diversity</b></p> <ul style="list-style-type: none"> <li>• Nationality</li> <li>• Age</li> </ul>	<p><b>Scope</b></p> <ul style="list-style-type: none"> <li>• Programs</li> <li>• Accreditations</li> <li>• Active Partnerships</li> </ul>	<p><b>Engagement/ Research funding</b></p> <ul style="list-style-type: none"> <li>• Institutional Research Income</li> <li>• Funding Sources</li> </ul>
<p><b>Academic Partnerships</b></p> <ul style="list-style-type: none"> <li>• Students Mobility</li> <li>• Transfers</li> </ul>	<p><b>Recruitment &amp; Retention</b></p> <ul style="list-style-type: none"> <li>• Salary</li> <li>• Faculty Satisfaction</li> <li>• Staff Satisfaction</li> <li>• Faculty Retention</li> </ul>	<p><b>Load</b></p> <ul style="list-style-type: none"> <li>• Student-Faculty Ratio</li> <li>• Student-Staff Ratio</li> <li>• Staff-Faculty Ratio</li> <li>• FT Faculty – PT Faculty Ratio</li> </ul>	<p><b>Financial</b></p> <ul style="list-style-type: none"> <li>• Revenues</li> <li>• Exp. Per Student</li> <li>• Exp./EFTSL</li> <li>• Cost per Credit Hour</li> <li>• % of Financial Aid/Tuition Fees</li> </ul>	<p><b>Productivity</b></p> <ul style="list-style-type: none"> <li>• No. of Papers Published Per Faculty Member</li> <li>• No. of Reference Books Per Faculty Member</li> <li>• No. of Patents Issued</li> <li>• Citations Per Faculty Member</li> <li>• No. of National Awards</li> </ul>

Academic Programs	Human Capital	Learning Environment	Institutional Governance	Research & Innovation
<p><b>Admissions Selectivity</b></p> <ul style="list-style-type: none"> <li>• High School Score</li> <li>• Ratios: Places Offered/ Applications/ Enrollments</li> </ul> <p><b>Labor Market linkage</b></p> <ul style="list-style-type: none"> <li>• No. of Internships</li> </ul> <p><b>Student attainment</b></p> <ul style="list-style-type: none"> <li>• Persistence</li> <li>• Access Rate</li> <li>• Progression Rate</li> <li>• Success Rate</li> <li>• Attrition Rate</li> <li>• Graduation Rate</li> <li>• Performance in Professional Exams</li> <li>• Critical Thinking</li> <li>• Scholarships</li> </ul>	<p><b>Evaluation &amp; Promotion</b></p> <ul style="list-style-type: none"> <li>• Academic Rank</li> <li>• Performance Rewards</li> </ul> <p><b>Quality</b></p> <ul style="list-style-type: none"> <li>• % of Holders of Terminal Degree</li> </ul> <p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>• Nationality</li> <li>• Country of Highest Degree</li> <li>• % of Female Faculty</li> <li>• Age of Faculty</li> </ul>	<p><b>Classes</b></p> <ul style="list-style-type: none"> <li>• Size of Theory Classes</li> <li>• Size of Practical Classes</li> </ul>	<p><b>Labor Market</b></p> <ul style="list-style-type: none"> <li>• Rate of Employment</li> <li>• % of Employers Satisfied with Graduates</li> </ul> <p><b>Library</b></p> <ul style="list-style-type: none"> <li>• Library holdings</li> <li>• No. of databases</li> </ul> <p>Library funding as % of Institution Expenditures</p>	<p><b>Research enrolments</b></p> <ul style="list-style-type: none"> <li>• No. of Research</li> <li>• Research Budget Increase</li> </ul>

In February 2012, Ministry of Education had established a Centre for Higher Education Data and Statistics (CHEDS) which has developed a total of 62 performance indicators in UAE Higher Education in the following areas:

- Academic Programs 21 indicators
- Research and Innovation 8 indicators
- Student Learning Environment 7 indicators
- Human Capital 13 indicators
- Governance 13 indicators

Source: CHEDS-UAE



### 3.3 External Factors and Issues

A multitude of external factors influence the degree to which college units are effective in meeting their goals. The planning committee determines specific issues warranting research. The following external factors constitute areas for consideration:

#### Competition for Students and Resources

- Identification of competitors.
- Assessment of the goals, outcomes/objectives, programs, strengths, and weaknesses of competitors.
- Measurement of responses to the college's programs and objectives.
- Governmental, political, and legal factors.
- Assessment of federal and local government policies on higher education in the UAE.

#### Students

- Study of the ECMIT recruitment area and its overlap with the recruitment areas of other institutions.
- Identification of student characteristics and goals.
- Assessment of student financial resources.
- Assessment of present and future student educational preparation.

#### Employers

- Identification of employers of ECMIT students.
- Assessment of work force needs for present and future.

#### Community

- Definition of the ECMIT community.
- Assessment of the college's standing in the local area.

#### Technology

- Assessment of how the college can best utilize technological advances to improve student outcomes, recruitment and administrative efficiency.

#### Economic Factors

- Assessment of the projected economic impact on the operation of the college, on educational costs, and on student needs.
- Analysis of fiscal and monetary policies.

#### Social, Cultural, Demographic, and Geographic Factors

- Assessment of changes in demographic patterns, such as population and age group sizes, out migration, especially of expatriate students from the college's recruiting area.

- Evaluation of high school graduation rates, of student academic preparation, and of percentages of college bound students in the recruitment area.

### **3.4 Internal Factors and Issues**

Internal issues and factors have an impact on the effectiveness of the college in fulfilling its purpose. The identification of areas for further research helps focus the resources of the college toward institutional opportunities and/or weaknesses.

#### **Educational Programs**

- Acquisition and analysis of data, including that associated with grade point averages, retention percentages, graduation rates, enrollment in professional schools, support services, employment patterns, and admissions standards.

#### **Articulation Partners**

- Numbers and types of four-year institutions that ECMIT reaches articulation agreements with or accepts transfer credits from ECMIT courses.

#### **Library and Learning Center**

- Analysis of the number of volumes and periodicals, of academic program needs, of the requirements of various courses, and of automation, on-line access, and other computer-related matters.

#### **Student Life**

- Study of student retention, recruitment strategies, financial aid, social life, student activities, counseling, health services, athletics, extra-curricular activities and career services.

#### **Physical Infrastructure**

- Assessment of available space, maintenance needs, current resources, and issues relating to facilities.

#### **Administrative Processes**

- Analysis of computer usage, job descriptions, retention of faculty/staff/administrators, professional development of faculty/staff/administrators, communication channels, and policy development.

#### **Financial Management**

- Evaluation of the allocation of funds, audit results, fiscal policies, and purchasing practices.

#### **Institutional Advancement, Alumni Relations and the Governors**

- Assessment of alumni participation in programs developed for alumni.

- Assessment of board of governors' involvement and support.

### **Technology**

- Assessment of computer-assisted instruction, data searches, interactive learning, and networking

### **3.5. Annual Evaluation Report**

The IEAPC Committee chair and the ECMIT President conducts the performance evaluation of the OPIE unit based on the achievements of the based on the performance indicators contributing to the quality framework of ECMIT such as compliance, progress, institutional reviews, institutional/annual reports, quality assurance of all support units, assessment indicators and effectiveness plans of all units.

The Performance evaluation Form for OPIE Unit template is as attached in Appendix 6: Performance evaluation of OPIE

## 4. Assessment Tools/Instruments used in ECMIT

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Each program has its own assessment tools to measure how the POs are being accomplished. Table-1 above provides a summary of the various tools employed for assessment of the POs along with their frequency of application.

The POs assessment matrix, a component of the PAAR, provides complete information on the mapping of the POs to objectives, tools employed for measuring these outcomes, the time frame of applications, results of these measurements, and recommended actions to be taken as a result of this assessment process.

The following are the assessment tools used in the process of measuring the college effectiveness:

1. Program Specific data Surveys are:
  - Faculty, Course and Teaching Evaluation by Students Survey.
  - Faculty and Staff Satisfaction Survey.
  - Student Satisfaction Survey.
  - Exit Survey (Program wise).
  - Employers Survey.
  - Alumni Survey.
2. Educational and Administrative Services Surveys:
  - Learning Resources
  - IT resources
3. Quality Assurance Report
4. Unit Annual Report.
5. College Overall Annual Report.

The descriptions, data sources and analysis, and use of results of these surveys and reports are given in Appendix 2.

## 5. Benchmarking

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ECMIT recognizes that benchmarking is one way of developing quality educational programs and adopting best practices, and collaborative evaluation of services and processes.

ECMIT follows a US style credit based education and assessment system for all its academic programs, curriculum structure and program delivery. Therefore, the programs and assessment methodology are benchmarked against those institutions that offer similar credit based programs. This has enabled the college to develop strong program and set targets for continuous quality improvement.

To this end, OPIE has identified peer institutions like American College of Dubai (Garhoud Area, Dubai), Al Falah University (Garhoud Area, Dubai) and Al Dar University College (Garhoud Area, Dubai) for possible benchmarking.

The UAE MOHESR has established a Centre for Higher Education Data and Statistics (CHEDS). ECMIT has been submitting data to CHEDS since 2012 and hopes to work on self-assessment and working with peer institutions for continuous improvement and

benchmarking. ECMIT submits 62 performance indicators in UAE Higher Education in the following areas:

- Academic Programs 21 indicators
- Research and Innovation 8 indicators
- Student Learning Environment 7 indicators
- Human Capital 13 indicators

OPIE carefully reviews the institutional strategic and yearly operational plans, and determines the level of achievements in the academic years. It is being found difficult to quantify the achievement level exactly. The overall achievement level in each long term strategic objective is determined from a number of sources, such as:

- Achievement of Short term unit operational plans/reports and objectives
- Semester based student satisfaction surveys
- Committee reports
- Self-Study reports

ECMIT has built its internal processes and resources to collect and analyse its KPIS; however, ECMIT plans to work with its peer institutions for benchmarking their KPIs in certain important areas of mutual interest under the guidance of the CAA and CHEDS. The other HE institutions in the region do not share their KPIs for confidentiality which make the benchmarking process at a very nascent stage at ECMIT. For example, the summary of the achievement of goals and strategic objectives (2011-2015) including the strategic plan achievements 2011-2015 are archived in OPIE.

## 6. External Exam Policies

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### 6.1. Registration Policies & Procedures for External Exam Test Takers at ECMIT

- Students who wish to take any English proficiency exam at ECMIT whether they are registered ECMIT students or external test takers should register at the ECMIT registration office.
- The required documents for candidates who wish to take any kind of English proficiency exam at ECMIT are as following:
  - The original Emirates ID
  - A form including comprehensive information about the test-taker which should be filled by the candidate himself/herself at least three days prior to the exam date.
- Test takers should pay for their exam and submit the receipt to the registration department at least three days prior to the exam date.
- On the day of the exam, examinees can enter the exam venue using only their valid Emirates ID. The verification of the ID is the responsibility of the external examiner party.
- In case of any exam date cancellation, ECMIT is required to announce it at

least five working days in advance and refund the exam fee to the test-takers according to the refund policy.

## 6.2. Financial Policies for External Exam Test Takers at ECMIT

### Fee Collection Policy:

- All students registering for the external examination should pay the exam fees 3 days before appearing for the English proficiency exam at ECMIT.
- The fee for each English proficiency exam is available on the ECMIT Catalog and the ECMIT Financial Department.
- Fee for City and Guilds English Proficiency Test : AED 1,250

### Refund Policies of external exam

The refund policies are as follow:

- Exam fee will be refunded only if student withdraws 3 days prior to the exam through a notification to the exam coordinator. .
- ECMIT will not refund if student fails to attend the exam.
- ECMIT is liable to refund or adjust the fee for next exam, if ECMIT fails to conduct the exam.
- Refund advice to be authorized by concerned officials of ECMIT .

## 6.3. Security Measures for External Exam Test-Takers at ECMIT

- The physical security measures on the external examination day shall include:
- All students taking any English proficiency exam at ECMIT should submit their original Emirates ID to be verified by the ECMIT Registration Officer.
- The Emirates ID of the candidate is used by the ECMIT Emirates ID Card reader to verify all candidate information.
- The identity verification of the candidate shall be done by the ECMIT Registration officer using the Emirates ID Card information in the presence of the examination candidate.
- For further identity scrutiny, the candidate should abide by the external examination identity verification under the supervision of the external examiner.
  
- The IT security measures on the external examination day shall include:
- The candidate should abide by the camera, sound, and photo verification mechanisms deemed necessary for the external examination as supervised by the external examiner.
- Only the external examiner can unlock and monitor the computer for candidates in case a candidate is appearing for a computerized English proficiency exam.
- The external exam provider can record and monitor the examination process

as deemed necessary for the external examination as supervised by the external examiner.

#### **6.4. Test Integrity and Student misconduct Policies for External Exams**

The external exam should be conducted with the highest integrity. Any student behavior that is against ECMIT regulations and policies is termed as misconduct. A student misconduct constitutes of:

- Disruption of the external exam due to violent, offensive, indecent or threatening behavior during the exam to any of the invigilators, student, employee, faculty member or proctors
- Dishonesty acts that includes deceit, falsification, fraud, or misuse of personal identity
- Damage or defacement of ECMIT property and facilities
- Unauthorized or misuse of ECMIT infrastructure that includes IT, facility or safety equipment's.
- Harassment of any other test taker, student, employee or faculty member at ECMIT during the exam or after the external exam.
- Intentionally or unintentionally failing to do or doing anything that causes harm to the external exam or ECMIT

Any External test taker involved in the misconduct stated above, should be immediately removed from the exam hall and the matter should be reported to the Dean of Academic Affairs and ECMIT President. Based on the criminal offence conducted, the matter should be reported to the police by the ECMIT President.

#### **6.5. External Exam Result Communication Policy**

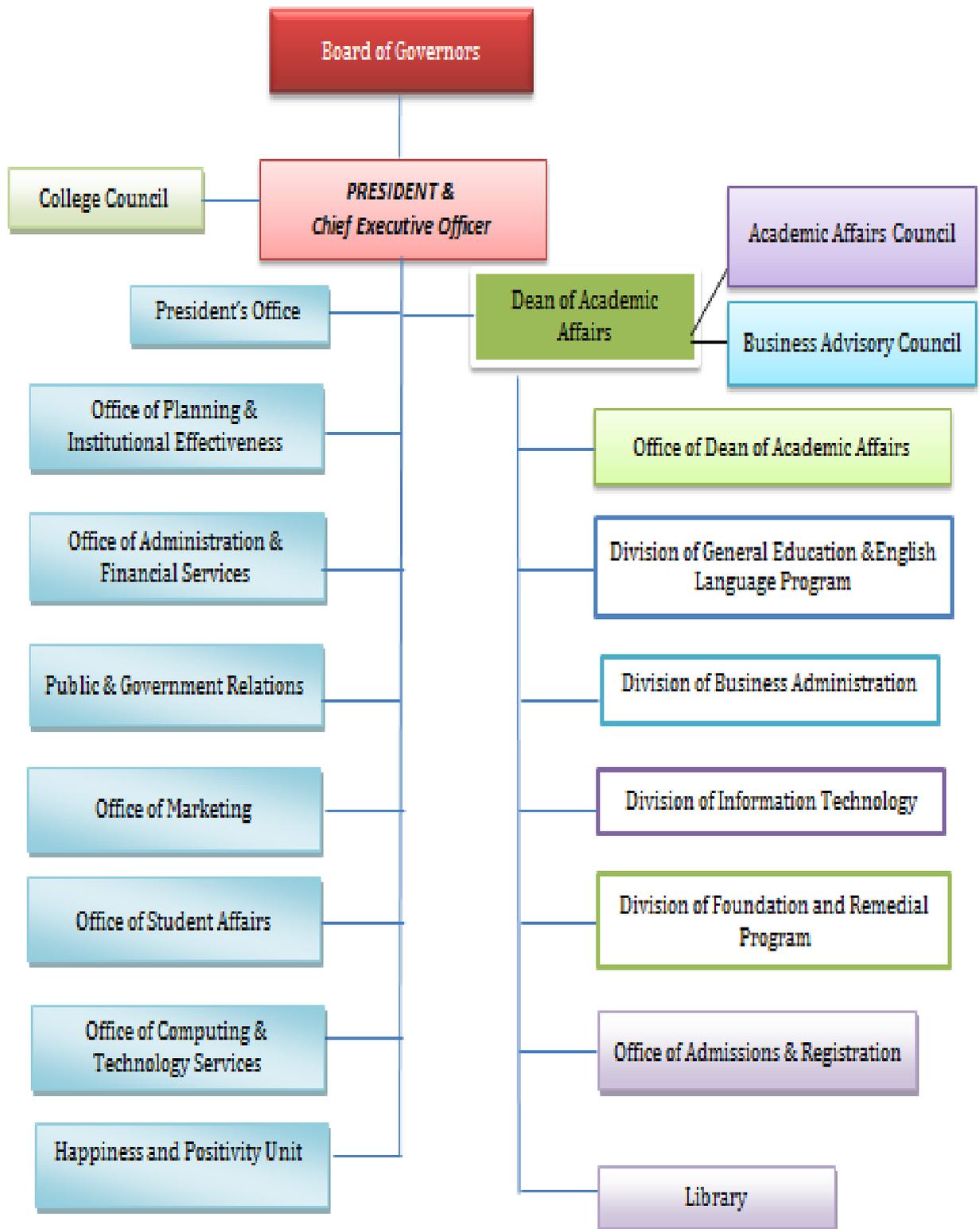
The external exam vendor releases the result within 7-15 working days after the exam. Once the exam certificates are received by the External Exam coordinator, the Admissions and Registration Department informs the test taker to formally receive the external result certificate.

The test taker must present the Original Emirates ID to collect his/her original external exam certificate from ECMIT.

## **APPENDICES**

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## Appendix 1: ECMIT Organizational Chart



## Appendix 2 Assessment Tools Descriptions

.No	Tool	Description	Data sources and use of results
1	Course File Report (CFR)	<p>Each course in the program has a set of learning outcomes (CLOs) associated with it. A primary means of assessing a course is to measure how well the course outcomes are met, as well as evaluating the students' performance. At the end of the semester in which a course is taught, each faculty member is required to submit a CFR reporting information regarding the registered students, incomplete and withdraw (if any), grades distribution, assignments, quizzes, midterm and final exams, a sample of three different students' answers, students' remarks, faculty remarks, evaluation methods used, CLOs achievement, and IT tools used. It also includes the alignment of CLOs with the assessment tools and their schedules. Additionally, it includes a matrix to show the achievement/non-achievement of course outcomes, concluding remarks, and recommendations for change/improvement. These course files are kept at the OPIE and an overall annual CFR is to be prepared by a group of faculty members and presented to the program director who reports it to the dean of academic affairs for review and recommendations. All course files have digitized effective from fall 2015.</p>	<p>By the end of each semester faculty members fill in the CFR, attach the required documentations, get the program director's comments and approval, and submit all the materials to the OPIE. A bi-annual report is to be written for all courses taught at that semester that includes classification of the above-mentioned information presented in tables and statistical charts. A bi-annual report is to be reported by the Curriculum Review and Development committee. An overall annual report is to be prepared by a group of faculty members and presented to the program director, who reports it to the dean of academic affairs for review and recommendations. In addition, a CFR action plan should be prepared for every recommendation for improvement and/or change. These course files must be kept at the data centre or THE OPIE.</p> <p>The findings and the action taken (or to be taken) are used as part of the curriculum evaluation, POs assessment, and program effectiveness.</p>
2	Faculty, Course & Teaching Evaluation by Student	<p>The faculty, course and teaching evaluation' is performed through a survey that is completed by students during the second half of each semester for each course they enroll in. The survey reflects the students' opinions and impressions of each course, instructor, and teaching methods in general terms and aims mainly at monitoring and improving the teaching process. It aims at making course instruction by faculty members, board of governors rigorous and effective, encouraging instructors to seek new and innovative teaching techniques, especially as information technology continues to advance at a rapid pace, and measuring the teaching effectiveness. Students are asked about the</p> <ul style="list-style-type: none"> <li>• Knowledge of the Subject</li> </ul>	<p>This tool has been used since few academic years. It is administered by the (OPIE).This office in coordination with the IT department have built in this form in the ECMIT's ERP system. Data is entered by two persons to ensure accuracy, then the mean values for each section, each course, the overall mean for each instructor, and the overall mean values for each question for the whole college. The analysis results and statistical charts are distributed to each faculty member, dean of academic affairs and a copy in the course files. For institutional effectiveness, each semester, the OPIE writes an evaluation report reporting the statistical analysis results for the whole college. These reports provide</p>

		<ul style="list-style-type: none"> <li>• Classroom Management</li> <li>• Time Management and Fairness</li> <li>• Teaching ability as whole</li> <li>• Course Evaluation</li> </ul> <p>Each student has the opportunity to provide opinions concerning these issues by responding to a five-point scale (5- Strongly Agree, 4-Agree, 3- Neutral, 2- Disagree, 1- Strongly Disagree)</p> <p>Several questions are asked about the objectives and the requirements of the course, topic covered are useful and interesting, the topics in the class deal with modern issues.</p> <p>Students are given an opportunity to provide qualitative remarks/suggestions in connection with any aspect of the course and its teaching methods.</p>	<p>database for continuous improvement. The semester evaluation reports are compiled into the annual QA report. Additionally, a copy of the summary is maintained by OPIE and dean of academic affairs. In accordance with ECMIT policy, the original course and teaching evaluation forms are the property of the OPIE. These reports are published and disseminated as per the distribution list by OPIE to all relevant units.</p> <p>The findings and the action taken (or to be taken) are used as part of the program curricula and outcomes assessment, instructional operations assessment, and program and college effectiveness.</p>
3	<p>Technology Survey (IT Resources)</p>	<p>Technology Resources Evaluation Survey</p> <p>The technology resources evaluation survey consists of the following questions asked from the students about:</p> <ul style="list-style-type: none"> <li>• Computer resources for learning</li> <li>• Level of IT support</li> <li>• Space provided in the computer lab satisfied with wireless internet services</li> <li>• Visual media provided in the lab</li> <li>• Air-conditioning systems in the lab</li> <li>• Class size in the lab</li> <li>• Processing speed of computers</li> <li>• Internet speed</li> </ul> <p>The student has the opportunity to provide opinions concerning the technology issues by responding to each section. The survey is distributed to a random sample from the college students' population before the final exams of each semester. The sample must be so comprehensive that it includes student from all programs. The performance in any of these aspects is measured against a five-point scale (5- Strongly Agree, 4-Agree, 3- Neutral, 2- Disagree, 1- Strongly Disagree)</p>	<p>The survey is distributed to a random sample of the college students every semester as scheduled. The collected data are analyzed by OPIE in a semester evaluation report by using ERP system. The report includes the results in the form of standard descriptive statistics such as frequency, percentage and the means (if needed). Summaries and statistical results from this survey are presented in tables and statistical charts. The two semester's evaluation reports are compiled into the annual QA report by the OPIE, which are the yearly report of results, discussions, and recommendations from this survey. These reports are published and disseminated as per the distribution list by OPIE to all relevant units.</p> <p>The findings and the action taken (or to be taken) are used as part of educational support services evaluation, POs assessment, and program and college effectiveness.</p>
4	<p>Learning Resources Survey (Library)</p>	<p><b>Learning Resources Evaluation Survey</b> includes the following questions asked from the students about:</p> <ul style="list-style-type: none"> <li>• Library Orientation Program</li> </ul>	<p>The survey is distributed to a random sample of the college students every semester as scheduled. The collected data are analyzed by OPIE in a</p>

		<ul style="list-style-type: none"> <li>• Textbooks and Reference Materials</li> <li>• Printed Journals and Magazines</li> <li>• Online Journals</li> <li>• Library Lending Policies</li> <li>• Staff Services at Library</li> <li>• Learning Atmosphere</li> <li>• Computer Access in the Library</li> </ul> <p>The student has the opportunity to provide opinions concerning the library issues by responding to each section. The survey is distributed to a random sample from the college students' population before the final exams of each semester. The sample must be so comprehensive that it includes student from all programs. The performance in any of these aspects is measured against a five-point scale (5- Strongly Agree, 4-Agree, 3- Neutral, 2- Disagree, 1- Strongly Disagree)</p>	<p>semester evaluation report by using ERP system. The report includes the results in the form of standard descriptive statistics such as frequency, percentage and the means (if needed). Summaries and statistical results from this survey are presented in tables and statistical charts. The two semester's evaluation reports are compiled into the annual QA report by the OPIE, which are the yearly report of results, discussions, and recommendations from this survey. These reports are published and disseminated as per the distribution list by OPIE to all relevant units.</p> <p>The findings and the action taken (or to be taken) are used as part of educational support services evaluation, POs assessment, and program and college effectiveness.</p>
5	Alumni Survey	<p>This survey is designed to update the alumni information in detail such as personal, professional, postgraduate studies, academic, address, contact, employment, professional association/organization, etc. Alumni assessments give information on how well their educational experiences support their professional responsibilities. Alumni are also asked:</p> <ul style="list-style-type: none"> <li>• If the program adequately prepared them for their jobs.</li> <li>• To what degree the POs are relevant to their work.</li> </ul> <p>The alumni are asked to rate their experience concerning the skills, knowledge, abilities, capacities, attitudes, etc. that they found helped them in enhancing their competencies. Additionally, the survey addresses the alumni to give their opinions regarding the program and their general experiences at ECMIT and to provide qualitative remarks. The responses are measured against a five-point scale. This scale ranges from 5 to 1 indicating levels of satisfaction/dissatisfaction expressed in the following terms: Strongly Agree (5), Agree, Neutral, Disagree, and Strongly Disagree (1).</p> <p>A target list of alumni is compiled using ERP. Whenever possible the survey can be directed towards a specific individual graduate in order to maximize response rate. This is considered as one of the very</p>	<p>This survey has been implemented through mailing or personal contact with each program alumni. Evaluation reports should be written by the relevant program director and discussed by faculty. These reports include summaries and statistical results from the alumni surveys. Individual survey forms and a summary of the written comments are kept in the program files and OPIE. The collected data are analyzed using the ERP system.</p> <p>The findings and the action taken (or to be taken) are used as part of the curriculum evaluation, POs assessment, and program and college effectiveness.</p>

		useful tools in case the target person is out of college for five years as the person can provide more mature level of feedback relative to his/her undergraduate and professional experiences.	
6	Employers' Survey	<p>The aim of the employers' survey is to measure the employer's satisfaction with the overall quality of relevant program graduates. It is designed to determine two factors: (1) how the relevant program serves the employers' purposes and (2) the degree to which the POs are relevant to their needs. Its aim is to ensure the graduates educational quality.</p> <p>This survey consists of questions, which cover the most important aspects concerning the program graduates' skills, abilities, capabilities, knowledge and attitudes, etc. Each employer has the opportunity to provide opinions concerning these issues by responding to a five-point scale. This scale ranges from 5-1 indicating levels of agreement/non-agreement (Strongly agree, Agree, Neutral, Disagree, and Strongly disagree). A target list of employers is compiled using local/regional directories, faculty input, and lists provided by ECMIT Registrar department. Whenever possible the survey can be directed towards a specific individual at the company/agency in order to maximize response rate.</p>	<p>This survey has been implemented through emailing to a list of ECMIT's graduates employers. The collected data are analyzed using the ERP system. Evaluation reports are written by the program director and discussed by faculty members. These reports include summaries and statistical results from the employers' surveys.</p> <p>The individual survey sheets and a summary of the written comments are kept in the department files.</p> <p>The findings and the action taken (or to be taken) are used as part of the curriculum evaluation, POs assessment, and program and college effectiveness.</p>
7	Exit Survey	<p>The exit survey is designed to collect information from graduating students on the level of program achievement of its academic advising, outcomes, curriculum, faculty members, and general experience. This survey is distributed to each graduating class at the end of the last semester of their study in the relevant program. Through this survey, a graduating student is asked to assess his/her own skills, attitude, and behavior, as well as provide feedback in terms of his/her views of the quality of the program and their assessment on the achievement of POs. These questions are categorized into:</p> <ul style="list-style-type: none"> <li>• Transfer information</li> <li>• Employment information</li> <li>• Satisfaction with student services and facilities</li> <li>• Academic growth Instruction and advising</li> </ul>	<p>Every semester, the survey is distributed to the graduating students at the semester of their graduation. The collected data are analyzed using the ERP System.</p> <p>Evaluation reports are written by the program director. These reports include summaries and statistical results from the surveys which are presented in tables and statistical charts. The results are discussed by faculty, who use it to continuously improve the program. This tool provides valuable information on the POs from the graduating senior class as they are leaving the program. The individual survey sheets are available in the department files.</p> <p>The findings and the action taken (or</p>

		<ul style="list-style-type: none"> <li>Overall perceptions</li> </ul> <p>Finally, the space being added to the survey for the students to provide qualitative remarks/suggestions.</p> <p>This scale ranges from 5 to 1 indicating levels of satisfaction/dissatisfaction expressed in the following terms: Strongly Agree (5), Agree, Neutral, Disagree, and Strongly Disagree (1).</p>	<p>to be taken) are used as part of the curriculum evaluation, POs assessment, and program and college effectiveness.</p>
	Faculty and staff satisfaction survey	<p>The faculty and staff satisfaction survey is conducted to collect the information regarding the satisfaction level of the faculty and staff. This survey reflects the faculty’s opinions about academic policies, teaching load, policy for promotion, Research facilities and the working environment of the organization. The staff satisfaction survey is divided into four parts:</p> <ol style="list-style-type: none"> <li>Office of Administration and business administration</li> <li>Office of library services</li> <li>Office of advising and registration</li> <li>Office of networking and software services.</li> </ol> <p>This survey also shows that how much staff members are satisfied by asking questions on the staff development policy and about its implementation and promotion policies. Each faculty member and staff member has given the opportunity to provide their opinions by responding to a five-point scale. These responses are measured against a five-point scale. This scale ranges from 5 to 1 indicating levels of satisfaction/dissatisfaction expressed in the following terms: Strongly Agree (5), Agree(4), Neutral(3), Disagree(2), and Strongly Disagree (1).</p>	<p>The survey is distributed to the faculty members and staff members once a year. The collected data are analyzed using the ERP system. Evaluation Reports are written by the OPIE manager. These reports include summaries and statistical results from the surveys which are presented in tables and statistical charts.</p> <p>The findings and the action taken (or to be taken) are used as part of the curriculum evaluation, POs assessment, and program and college effectiveness.</p>
	Students Satisfaction Survey	<p>This survey is conducted to measure the satisfaction level of the students regarding the following points:</p> <ul style="list-style-type: none"> <li>Teaching methods of the faculty members.</li> </ul>	<p>The survey is distributed to the students of the college once a year. The collected data are analyzed using the ERP system. Evaluation reports are written by the OPIE manager.</p>

		<ul style="list-style-type: none"> <li>• IT facilities.</li> <li>• Library facilities.</li> <li>• Classroom facilities.</li> </ul> <p>This survey gives the opportunity to all the students to provide their opinions by responding to a five-point scale. This scale ranges from 5 to 1 indicating levels of satisfaction/dissatisfaction expressed in the following terms: Strongly Agree (5), Agree (4), Neutral(3), Disagree(2), and Strongly Disagree (1). Students are given an opportunity to provide qualitative remarks/suggestions in connection with any aspect of the faculty members and its teaching methods.</p>	<p>These reports include summaries and statistical results from the surveys which are presented in tables and statistical charts.</p> <p>The findings and the action taken (or to be taken) are used as part of the curriculum evaluation, POs assessment, and program and college effectiveness.</p>
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## **Appendix 3: SURVEY FORMS**



## a. Faculty, Course, and Teaching Survey

**Dear Student,**

Your opinion has a great role in developing the educational process in the college. Therefore, you are kindly requested to fill in the following questionnaire. Please be fair and honest in expressing your views. You can be assured that your answers will be treated with full confidentiality. Thank you.

Please tick the circle that reflects your opinion for each of the following statements where :

Strongly Agree = 5, Agree =4, Neutral = 3, Disagree = 2, Strongly Disagree= 1

Course Name: .....

Course Code: .....

Instructor's Name: -.....

Knowledge of the Subject	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Covers all the topics in the course outline adequately in class					
Is organized in class					
Is familiar and at ease with subject					
Introduces new ideas in an interesting manner					
Uses enough examples and illustrations to clarify lessons					
Takes effort to explain concepts slowly and repeats them with sufficient examples if not understood in the first instance					
Proficient in the medium of instruction					
Has the ability to arouse interest and stimulate thinking					
<b>Please give your comments/suggestions:</b> ..... ..... .....					
Classroom Management	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Encourages active class participation					
Is helpful when students have difficulty					
Treats all students alike in the class					
Exercises effective control of class					
Administers fair and regular assessment					
Gives, regular, timely and constructive feedback on student's performance in class					
<b>Please give your comments/suggestions:</b> ..... ..... .....					
Time Management and Fairness	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Starts and ends the class at the allotted time					

Is accessible for consultation after lecture hours					
Is fair in giving examinations					
Is fair in giving mark/grade					
Exhibits punctuality in reporting to class					
Please give your comments/suggestions: ..... ..... .....					
<b>Teaching ability as whole</b>	<b>Strongly Agree (5)</b>	<b>Agree (4)</b>	<b>Neutral (3)</b>	<b>Disagree (2)</b>	<b>Strongly disagree (1)</b>
Rate the teaching ability as a whole					
Please give your comments/suggestions: ..... ..... .....					
<b>About the Course</b>	<b>Strongly Agree (5)</b>	<b>Agree (4)</b>	<b>Neutral (3)</b>	<b>Disagree (2)</b>	<b>Strongly disagree (1)</b>
The objectives and requirements of the course are clear.					
The topics covered in the course are useful and interesting.					
The topics in the class deal with modern issues.					
The course supported learning of other courses.					
The contribution of the textbook to the course is vital.					
The contribution of other learning materials in the class is helpful.					
The learning experience in the class is up to my expectations.					

Please give your comments/suggestions:

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

Thank you for your support.

**Office of Planning and Institutional Effectiveness  
ECMIT, Dubai**



# EMIRATES COLLEGE

For Management & Information Technology

## b. Technology Resource Satisfaction Survey- Students

Dear Student,

Your opinion has a great role in developing the educational process in the College. Therefore, you are kindly requested to fill in the following questionnaire. Please be fair and honest in expressing your views. You can be assured that your answers will be treated with full confidentiality. Thank you.

Please tick the circle that reflects your opinion for each of the following statements where:

Strongly Agree = 5, Agree =4, Neutral = 3, Disagree = 2, Strongly Disagree= 1

Questions on Technology Resource by Students	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Whether the computer resources are adequate for the learning?					
Are you satisfied with the level of IT support for computer Hardware and networking?					
Are you satisfied with the wireless internet services at the campus?					
Are you satisfied with the space provided in the computer lab?					
Are you satisfied with the visual media provided with the lab? (Projector)					
Are you satisfied with the temperature /air conditioning system in the lab?					
Are you satisfied with the class size in the lab? ( No of students in a session)					
Are you satisfied with the processing speed of the computers?					
Are you satisfied with the internet speed inside the camps?					

What are the areas that need improvement with regard to the technology service? Your suggestions.

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Thank you for taking time to provide this valuable feedback. We will use your responses to evaluate our performance and make improvements to our future service. It's our goal of continuously improve our services in order to better support your specific needs.



# EMIRATES COLLEGE

For Management & Information Technology

## c. Learning Resources Survey (Library)

Dear Student,

Your opinion has a great role in developing the educational process in the College. Therefore, you are kindly requested to fill in the following questionnaire. Please be fair and honest in expressing your views. You can be assured that your answers will be treated with full confidentiality. Thank you.

Please tick the circle that reflects your opinion for each of the following statements where :  
 Strongly Agree = 5, Agree =4, Neutral = 3, Disagree = 2, Strongly Disagree= 1

STUDENT ID: -----

SEMESTER: -----

Questions on Learning Resources	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Are you satisfied with the Library Orientation Program?					
Are you satisfied with the adequacy of the text books and reference books for the preparation of notes and assignments?					
Are you satisfied with the printed journals and magazines available in the library for research Purpose?					
Are you satisfied the online journals provided in the library?					
Are you satisfied with the library lending policies?					
Are you satisfied with the staff services in the library?					
Are you satisfied with the learning atmosphere in the library?					
Are you satisfied with the access of the computers in the library?					

Your suggestions to improve the Library and IT services in the library?

-----  
 -----  
 -----  
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Thank you for your support.

**Office of Planning and Institutional Effectiveness**  
**ECMIT, Dubai**



# EMIRATES COLLEGE

For Management & Information Technology

## d. ALUMNI SURVEY

(STUDENTS VIEWS OF BBA GRADUATES)

The Business Administration Program at the Emirates College of Management & Information Technology would like its Alumni database to be as accurate as possible in order to provide the best service to its Alumni and to promote its relationship with them. If you are an ECMIT ASB graduate, you can use the form below to communicate directly to the College about any changes in your personal or professional details. Simply fill in the boxes in this form and click the "Submit" button or you can print the form and fax or mail it to:

### Postal Address

Emirates College for Management & Information Technology  
 University Building, Al Qusais  
 P.O. Box 39292, AlNadha-2,  
 Dubai, UAE  
 Tel: 04-2675016, Fax: 04-2675048  
 Email: [info@ecmit.ac.ae](mailto:info@ecmit.ac.ae), website: [www.ecmit.ac.ae](http://www.ecmit.ac.ae)

### Personal Details

Title *	First Name	Middle Name	Family name
Student ID at ECMIT (if you remember)			

\* (Mr., Mrs., Ms, Miss)

### Academic Details

When did you attend the BBA program?	Start	/ /
	End	/ /

Year of Graduation	Semester	GPA

### Address Details

Street	P.O Box	City and Postcode	Country

### Contact Details

Home Phone *	Home Fax	Mobile

E-mail *	Alternative Email	Website

\* indicates required fields

### Employment Details

Organization / Industry	
Country	

Position	Job Relation to your Degree				
	Within the Area of Specialization	Highly related	Within the general area of Specialization	Somehow related	Not related

Type of employment	Full-time	Part-time	Not employed

### Postgraduate Studies (if any)

Institution	Country	Degree	Period of study		Area of Specialization
			From	To	

Grade Achieved (or Expected)	(or Rank among others)	Institution email	Institution Website

### Professional Association/Organization (if any)

Name	Type of membership	Membership period

Address	E-mail*	Website

### Professional Examinations/Tests (if any)

Name of the institution	Type(or Name) of the Exam./Test	date	Result

Institution Address	E-mail	Website

### Publications (if any)

Title	Publisher	Date	Subject of the paper/book

--	--	--	--

**Conferences/ seminars/ workshops attended (if any)**

Title	Organizer	Date	Place	Type of Participation

**Your opinion of the program**

On scale 1 to 5, with Strongly Agree =⑤, Agree=④, Neutral=③, Disagree=②, and Strongly Disagree=①, please rate the degree to which the BBA program helped you in the skills and abilities areas:

My experience in the BBA program has enhanced or developed my.....

Domain	Strongly agree ⑤	Agree ④	Neutra l ③	Disagree ②	Strongly disagree ①
ability to communicate in English	⑤	④	③	②	①
capacity to use and apply computer skills to daily life and situations and academic tasks	⑤	④	③	②	①
capacity to use and apply mathematical and quantitative skills to sharpen my numerical skills	⑤	④	③	②	①
ability to demonstrate and apply critical thinking skills	⑤	④	③	②	①
competency to communicate effectively orally and in writing	⑤	④	③	②	①
knowledge in information technology and quantitative skills to use them in business and real life situations	⑤	④	③	②	①
ability to identify cultural differences and the manner in which they influence the management processes	⑤	④	③	②	①
ability to apply knowledge of human behavior, environmental and legal factors in solving complex business problems	⑤	④	③	②	①
capacity to interpret and apply key business theories in organizational contexts	⑤	④	③	②	①
capability to use acquired and advanced concepts, to apply in a chosen stream of business and be ethical in all aspects of business operations	⑤	④	③	②	①
ability to analyze, evaluate and interpret information to make informed business decisions	⑤	④	③	②	①
ability to demonstrate knowledge, critical thinking and analytical skills to deal with business problems and formulating appropriate strategic responses	⑤	④	③	②	①
ability to demonstrate an ability to collaborate and work effectively in teams in dynamic business situations.	⑤	④	③	②	①

Please circle the appropriate response indicating your opinion:

The BBA program I studied at ECMIT is valuable.

**Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree**

What program improvement(s) would you recommend? Please state if any.

- 1.
- 2.
- 3.
- 4.

**Your General Experience**

How many semesters did you attend the BBA program?

Have you attended another university before attending the BBA program?    Yes                  No  
 If "Yes," why did you transfer?  
 \_\_\_\_\_  
 \_\_\_\_\_

Did your experience at the BBA program meet your expectations?                  Yes                  No  
 If "No," why not?  
 \_\_\_\_\_  
 \_\_\_\_\_

Did the BBA program assist in achieving your goals?                                  Yes                  No  
 If "No," why not?  
 \_\_\_\_\_  
 \_\_\_\_\_

Have you been offered the opportunity to participate in the improvement of ECMIT in any capacity?    Yes    No  
 If "Yes," how?  
 \_\_\_\_\_  
 \_\_\_\_\_

Have you been offered the opportunity to evaluate your educational experience at the BBA program?    Yes    No  
 If "Yes," how?  
 \_\_\_\_\_  
 \_\_\_\_\_

Would you recommend the BBA program to friends and relatives wishing to begin an undergraduate career?  
 Yes    No  
 If "No," please tell us why not:  
 \_\_\_\_\_  
 \_\_\_\_\_

What are some of your best memories at ECMIT?  
 \_\_\_\_\_  
 \_\_\_\_\_

What were some of your favorite classes?  
 \_\_\_\_\_  
 \_\_\_\_\_

Who are the professors you remember most? Who was your favorite professor?  
 \_\_\_\_\_  
 \_\_\_\_\_

What types of social activities were held when classes were held at the ECMIT BBA program?  
 \_\_\_\_\_  
 \_\_\_\_\_

What was your favorite activity?  
 \_\_\_\_\_  
 \_\_\_\_\_

Are there any particular alumni or faculty that you would like to see at this event?

---

---

Do you have any further comments which would help us make the BBA program at ECMIT better?

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

Please give any comments regarding ECMIT services.

(Use the space below to write your comments)

.....  
.....

*Thank you for your time and support.*

Date / /



# EMIRATES COLLEGE

For Management & Information Technology

## e. EMPLOYER SURVEY

(EMPLOYER VIEWS OF BBA GRADUATES)

The Business Administration Program in Emirates College for Management & Information Technology would like to enhance the quality of education of its graduates. Your opinion is of great importance in improving our education services to the community in general and to our graduates in improving their profession in particular. Therefore, you are kindly requested to provide the information related to BBA graduates from your point of view using this form.

BBA Graduate Details			
Title	First Name	Middle Name	Family name

Graduation information (state semester & Year please)	
---	--

Appointment/ Promotion		
Subject	Date	Position (job title)
First employment		
Promotion to current position/job		

Employer Details				
Organization			Industry	
City	P. O. Box	Postcode	Country	
/ Emirate				

Phone	Fax	Website

### Employer Opinion

A. Please give us your opinion concerning the above mentioned name in particular.

- The overall quality of the BBA graduate is generally satisfactory.  
**Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree**
- Percentage of time he/she spent in information systems development/implementation in the work Place? %

B. Please Rate the followings concerning the ECMIT BBA graduate’s skills & abilities in the following areas:

Domain	Strongly Agree (5)	Agree (4)	Neutra l (3)	Disagree (2)	Strongly Disagree (1)
Has excellent ability to communicate in English	⑤	④	③	②	①
Has excellent capacity to use and apply computer skills to daily life and situations and academic tasks	⑤	④	③	②	①
His/her mathematical and quantitative skills are excellent	⑤	④	③	②	①
Has excellent ability to demonstrate and apply critical thinking skills	⑤	④	③	②	①
His/her competency to communicate effectively orally and	⑤	④	③	②	①

in writing is excellent					
Has excellent knowledge in information technology and quantitative skills	⑤	④	③	②	①
Able to identify cultural differences and the manner in which they influence the management processes	⑤	④	③	②	①
Has excellent knowledge of human behavior, environmental and legal factors	⑤	④	③	②	①
Able to interpret and apply key business theories in organizational contexts	⑤	④	③	②	①
Able to use acquired and advanced concepts, to apply in a chosen stream of business and be ethical in all aspects of business operations	⑤	④	③	②	①
Able analyze, evaluate and interpret information to make informed business decisions	⑤	④	③	②	①
Able to demonstrate knowledge, critical thinking and analytical skills to deal with business problems and formulating appropriate strategic responses	⑤	④	③	②	①
Able to demonstrate an ability to collaborate and work effectively in teams in dynamic business situations	⑤	④	③	②	①

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

**Name:**

**Position:**

**Signature:**



# EMIRATES COLLEGE

For Management & Information Technology

## f. Exit Survey for Students

### Bachelor of Business Administration

Dear Student:

Through this exit survey you can contribute in the development of educational process in the College. Hence, you are requested to answer the following questions as fairly and honestly as you can. Rest assured that your answers will be treated with full confidentiality. Thank you.

Please tick the box that reflects your opinion for each of the following statements where:  
 Strongly Agree = 5, Agree =4, Neutral = 3, Disagree = 2, and Strongly Disagree= 1

TRANSFER INFORMATION		YES	NO		
Are you pursuing higher studies?					
If yes, which institution? _____					
Did you experience any problem during admission or transfer of credit?					
If yes, what were they? _____					
	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
How satisfied were you with the transfer preparation of ECMIT?					
How satisfied were you with the transfer procedure of ECMIT?					

EMPLOYMENT INFORMATION		YES	NO
Are you employed?			
If no, are you looking for employment?			
If yes, are you employed in your desired field?			
Are you full-time or part-time? ( <i>encircle your answer</i> )		Full-time	Part-time
What is your job title? _____			

ACADEMIC ADVISING	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
Is your advisor accessible?					
Is your advisor helping you in planning your course intake every semester, your schedule and give advises on academic matters?					
Is your advisor providing you with career information and					

specialization?					
How satisfied are with your academic advisor?					

<b>PROGRAM OUTCOMES</b>	<b>Strongly Agree</b> 5	<b>Agree</b> 4	<b>Neutral</b> 3	<b>Disagree</b> 2	<b>Strongly Disagree</b> 1
My experience in the BBA program has enhanced or developed my...					
ability to communicate in English					
capacity to use and apply computer skills to daily life and situations and academic tasks					
capacity to use and apply mathematical and quantitative skills to sharpen my numerical skills					
ability to demonstrate and apply critical thinking skills					
competency to communicate effectively orally and in writing					
knowledge in information technology and quantitative skills to use them in business and real life situations					
ability to identify cultural differences and the manner in which they influence the management processes					
ability to apply knowledge of human behavior, environmental and legal factors in solving complex business problems					
capacity to interpret and apply key business theories in organizational contexts					
capability to use acquired and advanced concepts, to apply in a chosen stream of business and be ethical in all aspects of business operations					
ability to analyze, evaluate and interpret information to make informed business decisions					
ability to demonstrate knowledge, critical thinking and analytical skills to deal with business problems and formulating appropriate strategic responses					
capacity to demonstrate an ability to collaborate and work effectively in teams in dynamic business situations.					

<b>FACULTY MEMBERS</b>	<b>Strongly Agree</b> 5	<b>Agree</b> 4	<b>Neutral</b> 3	<b>Disagree</b> 2	<b>Strongly Disagree</b> 1
What is your perception of teachers' effectiveness in the following:					
Fair in grading the student's work					
Interested in teaching					
Clear on work expectation					
Offering feedback in reasonable time					
Inspiration to students					
Accessible for course consultation					

<b>STUDENTS SERVICES AND FACILITIES</b>	<b>Strongly Agree</b> 5	<b>Agree</b> 4	<b>Neutral</b> 3	<b>Disagree</b> 2	<b>Strongly Disagree</b> 1

How satisfied are you with the following:					
<b>FACILITIES</b>					
Labs and equipment					
Library					
Recreational Facilities					
<b>STUDENT SERVICES</b>					
Admission and Registration					
Student Affairs					
Finance and Cashier					
Campus life					
Campus Security					
Library Services					
Laboratories Services					

<b>GENERAL PERCEPTIONS</b>	<b>Strongly Agree</b> 5	<b>Agree</b> 4	<b>Neutral</b> 3	<b>Disagree</b> 2	<b>Strongly Disagree</b> 1
Are you satisfied with your decision to earn degree in ECMIT?					
Would you recommend ECMIT to friends and relatives					
Overall, how do you rate ECMIT?					

COMMENTS/SUGGESTIONS:

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Thank you for giving your time to answer this survey.



# EMIRATES COLLEGE

For Management & Information Technology

## g. Faculty Satisfaction survey

In Order to process the data request by the Center for Higher Education Data and Statistics of the UAE Ministry of Education (CHEDS-MOHESR), we request you to fill-up the following questionnaire.

### Questions for Faculty *(Complete all questions)*

Questions	Strongly/ Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. I am satisfied with the Academic policies					
2. The teaching load is satisfactory					
3. The policy for promotion is satisfactory					
4. Research facilities are satisfactory					
5. The library is well equipped					
6. Working environment is satisfactory					

Name of Faculty -----

Faculty Rank -----



# EMIRATES COLLEGE

For Management & Information Technology

## h. Student Satisfaction survey

In Order to process the data request by the Center for Higher Education Data and Statistics of the UAE Ministry of Education (CHEDS-MOE), we request you to fill-up the following questionnaire.

**Questions for Students** *(Complete all questions)*

Questions	Strongly/ Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. Faculty are helpful					
2. I am satisfied with Teaching methods					
3. I am satisfied with IT facilities					
4. I am satisfied with the Library					
5. I am satisfied with Student services					
6. I am satisfied with Classroom facilities					
7. I would recommend this Institution to my friend					

Name of Student (Optional) -----  
 Student ID (Optional) -----



# EMIRATES COLLEGE

For Management & Information Technology

## i. Staff Satisfaction survey

In Order to process the data request by the Center for Higher Education Data and Statistics of the UAE Ministry of Education (CHEDS-MOE), we request you to fill-up the following questionnaire.

**Questions for Staff** *(Complete all questions)*

Questions	Strongly/ Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
8. I am satisfied with working conditions					
9. Staff development policy is defined and implemented					
10. Promotion policy is defined and implemented					
11. I am satisfied with my line manager					
12. Senior management appreciates my efforts					

Name of Staff -----

Position Title -----



# EMIRATES COLLEGE

For Management & Information Technology

## j. Graduates’ Students Satisfaction survey

In Order to process the data request by the Center for Higher Education Data and Statistics of the UAE Ministry of Education (CHEDS-MOE), we request you to fill-up the following questionnaire.

### Questions for Graduates

#### Part A

Question	Strongly Disagree	Disagree	Do not know	Agree	Strongly agree
I am competent in my specialization					
If I was to attend a Graduate/PhD program, I would choose the same institution					
The program was an important element in my professional success					
I was satisfied with the teaching facilities					

#### Part B/

Question	Answer		
	yes	No	Not applicable
I was employed before graduation			
I was offered or started a job within 12 months from my graduation			
I was offered an admission to GR program in less than 12 months from graduation			
I was satisfied with my score in professional exam			

Thank you for your time and support

## Appendix 4: ECMIT Councils

### ECMIT COUNCILS

In an effort to monitor ECMIT performance in both Institutional and Academic levels, two main councils are established as detailed below:

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#### 1. College council

##### Composition:

- President & CEO (Chair)
- Dean of Academic Affairs & Chair, GE Division -Member
- Chair, Business Administration Division -Member
- Coordinator, IT Division -Member
- Manager of Admissions and Registration-Member
- Manager, OPIE (Facilitator)
- Manager of Finance and Administration-Member
- Manager of Student Affairs -Member

##### Other Information:

<b>Reporting to:</b>	Chair of BOGs
Meeting Frequency:	Three times per semester.

##### Terms of Reference:

1. The aim of this committee is to provide counsel to the President for collective decision making. The committee acts as a forum for collective decision making and responsible for operational policy setting and approval. The College Council is concerned with the study of all the issues related to the College's general policy in the fields of planning, coordination, organization, follow-up and evaluation. It is especially concerned with the following:
  - a) Follows up the operations of administrative and other services to ensure the required supports for the academic programs.
  - b) Ensures effective communication within all levels of the institution and across divisional areas with the effective exchange of information through the careful composition of the committee.
  - c) Suggests policies for the President and BOG approvals.
  - d) Ensures the institutional effectiveness, integrity and financial viability of the institution.
  - e) Sets up and coordinates the College's general policy in the fields of education, training, academic research, and community service.
  - f) Proposes the establishment, the merging or the cancellation of academic divisions and centers.
  - g) Proposes the conditions for student admission and registration.
  - h) Proposes drafts of policies, the annual budget and submits them to the Board of Governors.

- i) Sets up executive instructions, on the bases of the Policy and Procedures, related to academic, administrative, and financial affairs.
  - j) Evaluates the plans of the academic and administrative units and the trends of development.
  - k) Follows up the implementation of the College's Strategic plan.
  - l) Proposes the estimation of tuition fees and service charges as well as the fees of using laboratories, workshops and all other activities.
  - m) Appoints faculty members and looks into anything related to their jobs within the approved budget.
  - n) Approves the Academic Calendar.
  - o) Awards the College degrees and the various academic certificates on the basis of the conclusions reached by the Academic Affairs council.
  - p) Studies and approves scientific, cultural, and vocational project agreements in which ECMIT is a party.
  - q) Assures quality in all the College's policies and procedures.
  - r) Takes the appropriate decisions in the issues that the Board of Governors or the College President & CEO refers to it.
2. The Meetings of the Council are valid with the attendance of its members' majority of 75%.
  3. The Council takes the collective decisions by majority (75%) approval. In case of equal votes, the side where the president stands is given preponderance.
  4. The College Council has the right to form (from among its own members or from among the faculty members) councils or consultative and executive committees as it judges appropriate to look into issues that fall under its jurisdiction.
  5. The afore-mentioned committees which emanate from the College Council assume their Terms of References so as to realize its objectives within the limits of the policies in the ECMIT Policy and Procedures Manual. All the meetings of the committees are valid with the attendance of their members' majority. They also make their decisions with the majority votes of those attending. In case of equal votes, the side where the chairman stands is given preponderance.
  6. The Councils and Committees that are formed by virtue of these regulations convene their ordinary and extraordinary meetings by calls from their chairmen or their deputy chairmen in case the former are absent.
  7. The Chairman of any of these councils, committees and divisions that are formed by virtue of the policies in the ECMIT Policy and Procedures Manual and the instructions issued hereupon has the right to invite experts and specialists to their meetings in order to seek their advice without giving them the right to vote.
  8. If any council or committee discusses an issue related to any of its members, the concerned member should leave the meeting for as long as his issue is in discussion, unless the council or the committee judges otherwise.
  9. Any of the councils formed by virtue of these regulations has the right to delegate some of its authorities to the committees emanating from it or to the councils and units just below in level.
  10. It is possible to object to the decisions made by any council to the council immediately above it, in accordance with the authorities given to each council.

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## 2. Academic Affairs Council

The College's academic Affairs is made up of academic units in the form of Divisions, each of which offers specific academic programs leading to the Associate degree diploma, Bachelor, the first College degree, or the Master's in various specializations. The divisions cooperate with each other to design programs and offer them. They assume the responsibilities of education, training, scientific research, and community service with the aim of completing all the requirements of awarding the academic degree. The academic divisions within the

college have the right to coordinate and cooperate with each other in order to realize the College's sought objectives.

#### Composition:

- Dean of Academic Affairs (Chair)
- Chair of Business Administration Division -Member
- Director of Research -Member
- Coordinator, IT Division -Member
- Chair, Exam Board Committee -Member
- Chair, Gen Education (facilitator)
- Business Faculty-Member
- Manager, Student Affairs-Member

#### Other Information:

**Reporting to:** President  
**Meeting Frequency:** Monthly and as and when required.

#### Terms of Reference:

The academic affairs council assumes the responsibility of organizing the academic affairs related to teaching, academic research, and counseling. It proposes to the College Council any matter that contributes to the realization of the objectives of both the College. It especially assumes the following responsibilities:

1. Sets up project plans of curricula and programs in the college, laboratories and equipment; then it submits them to the College Council for consideration and approval.
2. Coordinates the academic divisions in the college.
3. Proposes the Syllabi and the conditions of awarding academic degrees.
4. Evaluates the student level of academic performance and achievement.
5. Coordinates the various activities of the academic units and follows up their educational activity.
6. Recommends for the approval of the admissions & registration plan in the college.
7. Sets up the plan for the external projects and activities for the service of the community.
8. Supervises the organization and evaluation of teaching in the college including exam results after they are issued.
9. Supervises student academic advising.
10. Supervises the organization and evaluation of academic research and postgraduate studies in the college in coordination with the body responsible for academic research and postgraduate studies.
11. Proposes the appointment of faculty members in the college provided that it attaches to this proposal a list of the applicants, their qualifications, and all the information about them.
12. Proposes the promotion, the confirmation, the transference, the recruitment, the secondment, the leave-granting, and the delegation of faculty members.
13. Prepares a projected budget for the academic divisions and submits it to the College President & CEO.

14. Looks into the annual report written by the Dean of Academic Affairs.
15. Looks into any other matter related to the job of the academic affairs, be it academic or research-oriented including student affairs, educational resources, libraries, scientific and cultural relations, etc. that the dean presents to it.
16. Approves the academic degrees and the academic certificates.
17. The meetings of the Academic Affairs Council are valid with the attendance of its members' majority of 75%.
18. The Council takes the collective decisions by majority (75%) approval. In case of equal votes, the side where the chairman stands is given preponderance.
19. Has the autonomy and authority to debate, discuss and approve academic programs, curricula, admission, study rules and regulations, faculty hiring plan, faculty promotion, academic budget and graduation list.
20. Presents the voice of the faculty where issues affecting faculty welfare and interests are openly discussed.
21. Serves as a collective bargaining body for and on behalf of the faculty.

---

### 3. ECMIT Division Councils

#### a) *Business Division*

##### **Composition:**

- Chair, Business Administration Division (Chair)
- Four Faculty Members

##### **Terms of Reference:**

1. It proposes the curricula leading to the awarding of academic degrees and certificates and submits them to the Academic Affairs Council.
2. It specifies the course contents and reviews them. It also specifies the faculty members for such courses.
3. It organizes teaching, research and advising after the approval of the Dean of Academic Affairs.
4. It proposes practical programs and expansion plans of the division to the Dean of Academic Affairs.
5. It proposes the appointment of new faculty members in the division to the Dean of Academic Affairs.
6. It proposes the promotion, the confirmation, the transference, the recruitment, the secondment, the leave-granting, and the delegation of faculty members to the Dean of Academic Affairs.
7. It supervises the organization and the evaluation of teaching in the division including the exam results after they are issued.
8. It supervises student academic advising.

9. It prepares the division budget project and submits it to the dean of academic affairs.
10. It looks into any other matter related to the job of the division that the division chairman submits to it.
11. The division council chooses a reporter to organize, file its meetings and follow up its decisions.

---

### ***b) Information Technology Division***

#### **Composition:**

- Chair of Information Technology Division, (Chair)
- One Faculty Member

#### **Terms of Reference:**

1. It proposes the curricula leading to the awarding of academic degrees and certificates and submits them to the Academic Affairs Council.
2. It specifies the course contents and reviews them. It also specifies the faculty members for such courses.
3. It organizes teaching, research and advising after the approval of the Dean of Academic Affairs.
4. It proposes practical programs and expansion plans of the division to the Dean of Academic Affairs.
5. It proposes the appointment of new faculty members in the division to the Dean of Academic Affairs.
6. It proposes the promotion, the confirmation, the transference, the recruitment, the secondment, the leave-granting, and the delegation of faculty members to the Dean of Academic Affairs.
7. It supervises the organization and the evaluation of teaching in the division including the exam results after they are issued.
8. It supervises student academic advising.
10. It prepares the division budget project and submits it to the dean of academic affairs.
11. It looks into any other matter related to the job of the division that the division chairman submits to it.
12. The division council chooses a reporter to organize, file its meetings and follow up its decisions.

---

### ***c) General Education Division***

#### **Composition:**

- Chair, General Education Unit (Chair)

- Two Faculty Members

**Terms of Reference :**

1. It proposes the curricula leading to the awarding of academic degrees and certificates and submits them to the Academic Affairs Council.
2. It specifies the course contents and reviews them. It also specifies the faculty members for such courses.
3. It organizes teaching, research and advising after the approval of the Dean of Academic Affairs.
4. It proposes practical programs and expansion plans of the division to the Dean of Academic Affairs.
5. It proposes the appointment of new faculty members in the division to the Dean of Academic Affairs.
6. It proposes the promotion, the confirmation, the transference, the recruitment, the secondment, the leave-granting, and the delegation of faculty members to the Dean of Academic Affairs.
7. It supervises the organization and the evaluation of teaching in the division including the exam results after they are issued.
8. It supervises student academic advising.
10. It prepares the division budget project and submits it to the dean of academic affairs.
11. It looks into any other matter related to the job of the division that the division chairman submits to it.
12. The division council chooses a reporter to organize, file its meetings and follow up its decisions.

## Appendix 5: ECMIT Committees

In an effort to involve faculty and students in the decision making process of the institution, ECMIT functions through a number of standing committees that fall in two categories:

### Recomposed ECMIT Committees: 2018-2019

#### (A) Management Committees at Institutional level

- 1) Institutional Effectiveness Planning & Assessment Committee (IEPAC)
- 2) Finance & Budgeting Committee
- 3) Enrolment Management and Marketing Committee
- 4) Technology Committee
- 5) Student Affairs Committee
- 6) Faculty and Staff Promotion & Retention Committee
- 7) Institutional Disciplinary & Grievance Committee (IDGC)
- 8) Risk Management Committee

#### (B) Academic Committees at Academic Affairs level

- 1) Program Effectiveness and Assessment Committee (PEAC)
- 2) Credit Transfer Committee
- 3) Library Committee
- 4) Program Review, Curriculum Planning & Development Committee (PRCPDC)
- 5) Student Disciplinary & Grievance Committee
- 6) Exam Board Committee
- 7) Research, Professional Development, and Community Services Committee

#### (A) Management Committees at Institutional level

##### 1. Institutional Effectiveness Planning and Assessment Committee

###### Composition:

- Dean of Academic Affairs (Chair)
- Chair of Business Division
- Coordinator of IT, Division
- Manager of Administration and Finance
- Manager of Admissions and Registration
- Manager of Student Affairs and Happiness & Positivity
- Manager of OPIE (Facilitator)

###### Other Information:

**Reporting to:** President  
**Meeting Frequency:** Once a month and as and when required.

###### Terms of Reference :

- The committee is responsible for monitoring the implementation of the College's quality assurance framework.
- This committee is responsible for coordinating, synchronizing and monitoring of planning and effectiveness activities of the entire institution.

- The committee develops policy, criteria and indicators for assessing institutional and unit effectiveness within the framework of the institutional goals and objectives.
- It sets performance targets for each unit and monitors progress and compliance.
- The committee receives and delivers on unit reports, compiles a consolidated institutional report and forwards it to the College Council for further consideration.
- The committee works closely with the OIPE in generating, collecting and evaluating data for institutional review purpose.
- The committee works closely with the OIPE in making decisions based on the collected data and generated evaluation reports of all College operations.
- Working in tandem with Program Effectiveness and Assessment Committee, this committee ensures that the academic programs, delivery system and program assessment model satisfy the institutional goals and objectives.

## 2. Finance and Budgeting Committee

### Composition:

- President and CEO (Chair)
- Dean of Academic Affairs
- Manager, Administration and Finance (Facilitator)

### Other Information:

**Reporting to:** Presidents Council  
**Meeting Frequency:** Annually and as and when required.

### Terms of Reference :

- This committee is responsible for developing college annual budget and presents it to the BOG. The committee is coordinated by the CFO.

### 3. Enrolment Management and Marketing Committee

#### Composition:

- Business Faculty (Chair)
- Business Faculty- Member
- Manager of Student Affairs and Happiness & Positivity -Member
- Registration Officer -Member

#### Other Information:

Reporting to: Dean of Academic Affairs  
Meeting Frequency: Once a month and as and when required.

#### Terms of Reference :

- Develops an Action Plan for ECMIT Promotion and Student Recruitment based on Marketing Strategy.
- Considers student concerns on admission, registration, advising and suggest remedies.
- It studies the Admission and Placement policies and their impacts on the admissions, ensure compliance with MOE regulations and suggest improvements.
- Develops an information package that contains summary information on admissions, entrance examinations, tuition and discount policies etc.
- Develops ECMIT promotion film, place it on the website and use it for recruitment and promotional purpose.
- Develops innovative program leaflets.
- Organizes student orientation and introduce them to ECMIT policies and procedures, and support services.
- Organizes open houses.
- Modernizes the registration and tuition payment system, which is more student-friendly.
- Develops a calendar for year round TOEFL & Other tests, introduces adequate training sessions, and publishes the full information on the website and other promotion materials in advance.
- Ensures that class schedules are developed by the registration at least two weeks ahead of the beginning of a semester. Works with the students to understand and addresses their concerns.
- Reviews the base tuition fees in consideration of the market economic conditions and those of the competitors by appropriate recommendations.
- Studies the tuition discount policies and makes awareness to students and companies.
- Conducts survey on offering weekend classes.
- Tracks student retention, attrition and graduation rates, and conducts surveys on the cause of each issue.
- Modernizes ERP to introduce online registration, admission and counseling system.

### 4. Technology Committee

#### Composition:

- Coordinator of IT Division (Chair)
- Business Faculty - Member
- Computing and Technology Services Manager (Facilitator)
- Librarian -Member

- Manager of OPIE -Member

**Other Information:**

<b>Reporting to:</b>	President
Meeting Frequency	As and when required.

**Terms of Reference :**

- This committee ensures that the provision of adequate safeguards for the electronic storage and backup of students records;
- This committee ensures proper budgeting for technology resources has been allocated to support for meeting student learning outcomes of institutions mission and goals and recommending the budget for all operations of the information technology unit;
- This committee liaise with academic affairs to ensure that there is optimum infusion of technology in the teaching of all courses;
- This committee ensures provision of training to all staff and faculty as required in the usage of essential software;
- This committee liaises with other college staff to design and implement software systems for academic and administrative use;
- This committee oversees the procurement, maintenance and upgrade of all computing and other technology resources in accordance with college's purchasing policies.
- This committee also ensures that all members of Office of computing and technology services are well informed about the latest advances in computing and other technologies.
- This committee is responsible for conducting annual self-evaluation on strengths and weaknesses of ECMIT's technology resources and includes it in a report to the President for independent review and evaluation.
- This committee is charged with ongoing qualitative assessment of the technology support requirements of students and faculty.
- This committee oversees the technology plan, action plan, short-term and long-term plans and recommends the rapid change in the technology.

## 5. Student Affairs Committee

**Composition:**

- Manager, Student Affairs (Chair)
- Manager of OPIE -Member
- Registration Officer (Facilitator)
- Admission Officer-Member
- Student-Member

**Other Information:**

<b>Reporting to:</b>	President
Meeting Frequency:	As and when required.

**Terms of Reference :**

- This committee helps to create a campus culture that is student-oriented which promotes strong personal concern for the welfare, development, and success of all students;
- This committee ensures to maintain an effective advising system which assists students with their elective educational decisions and career choices;

- This committee coordinates an effective internship program, career development services for students and alumni;
- This committee organizes and coordinates an appropriate student activities program including student government; oversee student publications;
- This committee administer student conduct policies and related disciplinary and grievance procedures; establish a wellness program for students and coordinate alumni relations;
- This committee initiates the process of conducting series of annual surveys of student activity participants, existing students, alumni and employers. This committee also coordinates the “Exit” survey for graduating and existing students which will gather information about transfer and employment patterns as well as student satisfaction with their experience at ECMIT.
- This committee evaluates the above survey results to gain immediate feedback on the success of student programs and services and to guide necessary adjustments as needed.
- This committee prepares, recommends and administer the budget for the various offices in the division;
- It supervise and direct subordinates who assist students in addressing performance at the best possible levels in their courses within the limits of the resources and staff of the college;
- This committee assists in developing student discipline policies and their enforcement and be responsible for student discipline outside the classroom;
- This committee reports the performances of students, characteristics, and other studies needed to the functions of the student development.
- This committee oversees development of an orientation program for new students, conduct of student government and extracurricular activities conducive to promoting the personal development of students to coordinate intramural athletics in relation to the overall extracurricular program of the college;
- It consults and cooperates in matters involving placement and career services.

## 6. Faculty and Staff Promotion and Retention Committee

### Composition:

- President and CEO (Chair)
- Dean of Academic Affairs - Member
- Director of Research - Member
- Manager, Administration and Finance - Member
- HR Officer (Facilitator)

### Other Information:

#### Reporting to:

College Council

#### Meeting Frequency:

As and when required.

### Terms of Reference :

- The Faculty Promotion and Retention Committee review the promotion portfolio to determine if the portfolio is complete and accurate.
- The Committee determines if the portfolio is sufficient for the rank desired. If the portfolio is sufficient, the committee informs the candidate and Dean of Academic Affairs in writing that the portfolio is satisfactory, and will be considered in February for the committee's recommendation.
- The committee makes its recommendation to the Dean of Academic Affairs, if the Dean of Academic Affairs is satisfied with the recommendation; the case is forwarded to the President for final approval.
- If the President is satisfied, the case is referred back to the Dean of Academic Affairs with President's approval after which the candidate is informed by the Dean of Academic Affairs in writing of the committee's decision. A copy of the letter is sent to the HR for record and onward action.
- In cases of adverse decisions, a candidate can file an appeal to the President within two weeks of the receipt of the letter. The appeal letter must clearly outline the reasons of the decision and support the arguments with appropriate documentary evidence where needed. The Appeal committee makes its recommendations to the President that is final and that cannot be overturned by any other officer or committee.
- This committee is responsible for staff review, promotion and retention etc., Review and promotion criteria are detailed in the staff handbook.
- All promotions must be finally approved by the President.

## 7. Institutional Disciplinary and Grievance Committee (IDGC)

### Composition:

- Dean of Academic Affairs (Chair)
- Chair of Business Division -Member
- IT Faculty -Member
- Manager of Admissions and Registration (Facilitator)
- Manager of Student Affairs & Happiness and Positivity-Member
- One Student in case of student's grievance-Member

### Other Information:

**Reporting to:** President  
**Meeting Frequency:** As and when required.

### Terms of Reference :

- The Committee broadly deals with all kind of professional and personal misconducts and non-academic grievances of both students and employees.
- This committee serves as the appeals committee for students of ECMIT involving issues of academic dishonesty leading to academic suspension or expulsion for one academic year or more.
- The Committee serves for one year.
- The Committee makes recommendations to the President.
- Faculty and students serve to this committee cannot serve on the Student Disciplinary Committee at academic level.

- If a member of this committee is involved in the disciplinary action as either the initiator or alleged violator, then he/she will be replaced by an alternative representative as appointed by respective unit (s).
- The decision of this committee can only be over turned by the President at the recommendation of the President's Council.
- Any disruption of on-going educational activities of the College which warrants disciplinary action.
- Sexual harassment of an employee, student, or applicant for a position or program at the College, or retaliation against a person for complaining of sexual harassment or for cooperating in a investigation of alleged sexual harassment.

## 8. Risk Management Committee

### Composition:

- Dean of Academic Affairs (Chair)
- Manger of Finance & Administration-Member
- Manager of Information Technology -Member
- Manager of OPIE –(Facilitator)
- HR officer-Member

### Other Information:

**Reporting to:** President  
**Meeting Frequency:** once a semester

### Terms of Reference :

- The Committee broadly deals with assessing, monitoring and managing risk in ECMIT.
- The Risk management policy is detailed in policy 8.5.
- This policy deals in four main areas of risk namely financial Viability, IT Infrastructure, facilities, health and hazards.
- The Committee should review and update risk register as detailed in policy 8.5.
- The committee should maintain a risk log register every semester.

## B) Academic Committees at Academic Affairs Level

### 1. Program Effectiveness and Assessment Committee (PEAC)

#### Composition:

- Chair of Business Division (Chair)
- IT Faculty -Member
- Business Faculty (Management Concentration)-Member
- Business Faculty (HR Concentration)-Member
- Business Faculty (Marketing Concentration)-Member
- English faculty-Member
- Manager, OPIE (facilitator)

#### Other Information:

**Reporting to:** Dean of Academic Affairs

**Meeting Frequency:** Every two weeks and as and when required.

#### Terms of Reference:

- This committee plans, assesses and monitors program effectiveness against the indicators set in the Assessment Plan of the Goals and against the program goals and objectives.
- The Committee reviews the goals, objectives and learning outcomes of each program and courses, and ensures that the course delivery and assessment tools employed for each course are consistent with the learning objectives of the program.
- The committee reviews the program structure, program curriculum course syllabus and textbooks employed once in every semester and make recommendations to the Dean of Academic Affairs.
- In particular this committee assesses the effectiveness of the program delivery, syllabus coverage, course file documentation and ensures that the assessment schemes for each course covers the length and breadth of the course syllabus and the expected learning outcomes for that course.
- The committee initiates student satisfaction surveys on Program Quality in collaboration with the IPE Unit in order to get feedback on program quality, delivery system effectiveness, resources available to support the program and other views of the students.
- The committee discusses the findings with Dean of Academic Affairs who introduces measures to address the problems and weaknesses.
- The Committee also reviews, evaluates and takes action on the following in order to gauge the program effectiveness:
  - (a) Student success in graduation;
  - (b) Student success in securing credit transfers to other institutions for advanced studies;
  - (c) Student success in finding jobs and achieving career advancement.

### 2. Credit Transfer Committee

#### Composition:

- Business Faculty (Chair)
- Chair of Business Division -Member
- Manager of Admissions and Registration-Member
- IT faculty -Member

- Business Faculty -Member

**Other Information:**

**Reporting to:** Dean of Academic Affairs  
**Meeting Frequency:** As and when required.

**Terms of Reference:**

- Student who applies to join ECMIT may ask for credit transfers.
- The applicant's previous institution must be recognized by MOHE& SR.
- Transfer of credits may be given when at least 70% of the content of the proposed transfer courses are deemed to be equivalent to the ECMIT course by the Transfer committee.
- Credits to be transferred to any program should be at least C grade.
- The maximum approved credits must not exceed 50% of the total credits of the program for which transfer of credit is sought at ECMIT.
- Students should submit official transcripts as well as official course descriptions or syllabi from the previous institution to the Admission department in order to process the transfer of credits.
- The Committee's decision regarding all transferred credits should be approved by the Dean of Academic Affairs who forwards it to the Admissions and Registration Department for recording and filing.

**3. Library Committee****Composition:**

- Business faculty (Chair)
- IT faculty -Member
- Accountant-Member
- Librarian (Facilitator)
- English faculty-Member

**Other Information:**

**Reporting to:** Dean of Academic Affairs  
**Meeting Frequency:** Once in a month and as and when required.

**Terms of Reference:**

- This committee assures that information resources are adequate to meet the needs of the ECMIT students;
- This committee ensures the personal assistance to library research, adequate hours of operation and accessibility;
- This committee also ensures that sufficiency of space and equipment, proper cataloging and circulation system, access to electronic library resources, adequate collection development and sufficient staffing.
- This committee recommends annual budget for the support of learning resources;
- This committee plans, directs, and integrates learning resource services and programs and policies so as to promote fulfillment of the college's mission and goals;
- This committee approves division requisition and purchase orders for supplies and equipment;
- This committee acts as advocate for the libraries with the administration, faculty staff and students;
- This committee conducts research in library management and in general field of librarianship in order to deal more effectively with administrative issues and to conduct annual review of this process;

- This committee is responsible for responding to the results of the library satisfaction surveys of faculty and students every semester concerning the adequacy and quality of library resources.

#### 4. Curriculum Planning and Development Committee

##### Composition:

- Dean of Academic Affairs (Chair)
- Chair of Business Division-Member
- IT Faculty-Member
- Chair, Gen Education-Member
- Business Faculty-Member
- English faculty (facilitator)
- Librarian-Member

##### Other Information:

**Reporting to:** Dean of Academic Affairs  
**Meeting Frequency:** Once in a month and as and when required.

##### Terms of Reference:

- This committee is fully composed of faculty members who have full freedom to make appropriate recommendations to the Academic Affairs Council.
- It has the full authority and autonomy to deliver and take decisions on curriculum and program matters, study policy and regulations and faculty welfare.
- According to ECMIT Policy, any member of the ECMIT Community and the ECMIT student body are free to propose new programs, modifications in the existing programs and modifications in the study rules and regulations. Such proposals are first submitted to this Committee who considers, evaluates and delivers on the proposal.
- The recommendations together with an action plan are submitted to the full body of the Academic Affairs Council for consideration. The Academic Affairs Council's approval is then sent to the College Council by the Dean of Academic Affairs for consideration in so far as the budget and financial matters are concerned.
- This Committee is responsible for monitoring the integrity, quality and effectiveness of academic programs and their delivery.
- The main task of this Committee is to ensure that the goals of the programs are being achieved and that the students are learning what they are supposed to learn.
- The Committee, in tandem and collaboration with the OPIE division, regularly studies the survey results, course syllabi, library holdings and classroom delivery effectiveness and addresses students' concerns in its efforts to maintain the standard of learning at the college.
- The Committee discusses its findings and observations in the Academic Affairs Council where an action plan is undertaken to address weaknesses and deficiencies in the system.

#### 5. Student Disciplinary and Grievance Committee (Academic)

##### Composition:

- IT Faculty (Chair)
- Business Faculty-Member
- Business Faculty-Member

- Manager, Student Affairs (Facilitator)
- One Student To be nominated by Student Council-Member

**Other Information:**

**Reporting to:** Dean of Academic Affairs  
**Meeting Frequency:** As and when required.

**Terms of Reference:**

This committee deals with Student disciplinary issues and grievances as follows:

- All issues that affect academic integrity such as:
  - a. cheating,
  - b. plagiarism, and
  - c. Collusion, etc.
- Student grade appeals and academic grievances.
- Reports to the Dean of Academic Affairs.
- The decision of this Committee can only be over turned by the Dean of Academic Affairs
- Only cases that involve academic suspension for one academic year or more and/or permanent expulsion from ECMIT can be appealed to the ECMIT Disciplinary and Grievance Committee.
- It serves for one year.

**6. Exam Board Committee****Composition:**

- Business Faculty (Chair)
- Chair, Gen. Education -Member
- Business faculty -Member
- English faculty (Facilitator)

**Other Information:**

**Reporting to:** Dean of Academic Affairs  
**Meeting Frequency:** During Exams and as and when required.

**Terms of Reference:**

The committee is responsible for the orderly conduct of the examinations. It takes care of the following responsibilities:

- Create the examination schedules including exams halls.
- Prepares the proctors list.
- Receives exams papers and return the answers sheets to faculty members.
- Makes sure that exams are conducted with full control.
- Receives supposed cheating cases and forward them to the Disciplinary and Grievance Committee.
- Keeps all exams papers in the exam cell and makes sure that a protection condition is maintained.

## 7. Research, Professional Development and Community Services Committee

### Composition:

- Director of Research, Chair, Business Division (Chair)
- Business faculty-Member
- IT Faculty-Member
- Business Faculty (Facilitator)
- Manager, Student Affairs & Happiness and Positivity-Member

### Other Information:

**Reporting to:** Dean of Academic Affairs

**Meeting Frequency:** Monthly and as and when required.

### Terms of Reference:

The responsibilities of this committee are as follows:

- Sets a reach plan for the College in consultation with all faculty members.
- Organizes seminars, workshops and conferences in the fields of interest.
- Coordinates with HE institutions locally, regionally, and internationally to participate in conferences of interest.
- Studies and suggests workshops, Seminars internally or externally to the Dean of Academic Affairs for faculty member participation.
- Study's the feasibility of issuing an academic journal.
- Encourages Faculty members to attend training and other professional development activities
- Encourages Faculty members to form Special Interest Research Groups to facilitate focused research
- Encourages Faculty members to publish papers in reputed Journals
- Encourages Faculty members to acquire membership in professional associations

## Appendix 6: Performance Evaluation of OPIE

<b>Department Name:</b>	_____	<b>Date of Review</b>	_____
<b>Evaluator</b>			
<b>President</b>	<b>Name</b>	<b>Signature</b>	<b>Remarks</b>
<b>Chair of IEPAC Committee</b>	_____	_____	
<b>Evaluation Period</b>			

This Performance Evaluation of is based on the performance indicators as mentioned above and evaluated by the ECMIT President and Institutional Effectiveness Planning and Assessment Committee (IEPAC) every academic year.

### Performance Evaluation Ratings

- SER Substantially Exceeded Requirements – Clearly and consistently exceeded many requirements
- ER Exceeded Requirements – Clearly exceeded some, and met all other requirements
- MR Met Requirements – Clearly met all requirements, or balance minor need for improvement in one area with exceptional performance in another
- MSR Met Some Requirements – Met some requirements, but clearly needs to improve in one or more areas to fully meet requirements
- NMR Did Not Meet Requirements – Clearly needs significant improvement in one or more areas to fully meet requirements
- N/A Not Applicable

My signature bellows indicates neither agreement nor disagreement with this Performance Evaluation, but it does indicate that I have read the Performance Evaluation and the evaluator or supervisor has discussed with me.

**OPIE Manager:**

**Date:**

I acknowledge that I have reviewed this appraisal with the employee.

**Evaluator(s) Signature:**

**Date:**

**Evaluation of IE Unit**

	SER	ER	MR	MSR	NMR
Coordination of the broad based and purpose driven evaluation plan to assess the achievement of institutional and unit goals and objectives					
effectiveness used in variety of assessment methods in order to maintain the quality and effectiveness					
Evaluation results used to improve the quality of the program and institutional operations.					
Ensuring Achievements of the student learning outcomes.					
Ensuring the Achievements of overall institutional operations.					
Effectiveness of this unit has evaluated and documented the administrative support services and their effectiveness to improve their operations.					
Developed Institutional research activities conducted which is integral to ECMIT's planning and evaluation.					
Satisfaction of the CAA and other stakeholder's need for statistical reports and information.					

**Performance Factors Rating:** Using the following definitions, rate the department performance for each of the performance factors as it relates to the department job duties/responsibilities.

(1- Poor    2- Satisfactory    3-Good    4-Very Good    5- Excellent)

1- Poor- Did Not Meet Requirements – Clearly needs significant improvement in one or more areas to fully meet requirements.

2- Satisfactory - Met Some Requirements – Met some requirements, but clearly needs to improve in one or more areas to fully meet requirements.

3-Good- Met Requirements – Clearly met all requirements, or balance minor need for improvement in one area with exceptional performance in another

4- Very Good- Exceeded Requirements – Clearly exceeded some, and met all other requirements.

5- Excellent -Substantially Exceeded Requirements – Clearly and consistently exceeded many requirements

PERFORMANCE FACTORS	RATING	COMMENTS/AREAS FOR IMPROVEMENT
Completion of IE Report		
Completion of Annual Report		
Completion of Fact Book Report		
Completion of CHEDS data & Reports to CAA		
Achievement of KPIs <ul style="list-style-type: none"> <li>• New Student Enrollment</li> <li>• Student Enrollments by Programs</li> <li>• Student Progress</li> <li>• Attrition Rate</li> <li>• Retention Rate</li> <li>• Full-Time Student workload</li> <li>• Student Faculty Ratio</li> <li>• Student Staff Ratio</li> <li>• Faculty Staff Ratio</li> <li>• Job Opportunities, Placements and Career Development Services</li> <li>• Demographics</li> <li>• Learning Resources</li> <li>• Instructional Cost Ratio</li> <li>• Professional Development</li> <li>• Honors List</li> <li>• Space Utilization</li> <li>• Satisfaction Surveys</li> </ul>		

**Performance Factors Rating:** Using the following definitions, rate the department performance for each of the performance factors as it relates to the department job duties/responsibilities.

PERFORMANCE FACTORS	RATING	COMMENTS/AREAS FOR IMPROVEMENT
<p><b><u>Constituent Service Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Builds relationships with members of the ECMIT units/ departments.</li> <li>• Deals appropriately with confidential information and maintains discretion.</li> </ul>		
<p><b><u>Other Professional Skills:</u></b> <b><u>Professionalism</u></b></p> <ul style="list-style-type: none"> <li>• Promotes and treats peers with mutual respect.</li> <li>• Demonstrates integrity and deals well with ethical and confidential issues.</li> <li>• Demonstrates commitment to the Seminary's stated missions and goals.</li> </ul>		
<p><b><u>Initiative/Innovation</u></b></p> <ul style="list-style-type: none"> <li>• Self-directed, resourceful, creative toward meeting job objectives.</li> <li>• Introduces new concepts and processes using independent and original thought.</li> </ul>		
<p><b><u>Motivation</u></b></p> <ul style="list-style-type: none"> <li>• Displays drive, energy and a positive attitude in completing assigned tasks.</li> <li>• Eagerly takes initiative.</li> <li>• Handles several responsibilities concurrently and comfortably.</li> </ul>		
<p><b><u>Interpersonal Skills and Teamwork</u></b></p> <ul style="list-style-type: none"> <li>• Works effectively with other employees/departments.</li> <li>• Develops positive working relationships.</li> <li>• Helps improve work processes.</li> <li>• Helps to accomplish specific tasks.</li> </ul>		
<p><b><u>Planning Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Ability to establish short and long-term goals and objectives.</li> <li>• Ability to develop a well-defined plan according to established goals and objectives.</li> <li>• Ability to execute a plan in an organized fashion.</li> </ul>		
<p><b><u>Leadership and Staff Development:</u></b></p> <ul style="list-style-type: none"> <li>• Influences others to achieve department and organizational goals.</li> <li>• Promotes ethical behavior.</li> <li>• Provides on the job training and development.</li> <li>• Provides timely and constructive feedback.</li> <li>• Encourages and enhances teamwork</li> </ul>		

**Overall Rating:** \_\_\_\_\_

**Overall Comments:**

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**Performance Development:** Use this section to identify development that sustains, improves and builds performance, and enables the department to contribute to organizational effectiveness. This section should also be used to identify career development activities, and should be completed by the Evaluators(s) in collaboration with the OPIE Manager.

Performance Development That Applies To Major Responsibilities (Essential Functions), Projects, and Goals	Development Activities/Resources	Time Frame	Expectations