



Institute of
Management Technology
Dubai



**QUALITY ASSURANCE
AND INSTITUTIONAL EFFECTIVENESS
(QAIE) MANUAL**
DECEMBER 2022

About IMT

Established in 2006 Institute of Management Technology Dubai (IMTD) was envisioned to become a leading institute for research and teaching in the field of management. To make an impact in the region and globally, IMTD was one of the earliest to obtain Commission for Academic Accreditation (CAA) recognition for all its programs from the Ministry of Education UAE. IMTD is an entrepreneurial, modern, research focused institute that is located in the heart of Dubai International Academic City (DIAC). IMTD boasts of a serene campus that has not only the best in class academic infrastructure and learning resources but also provides campus housing and extracurricular facilities for students that enable a world class living and learning experience.

In its continuous pursuit of excellence IMTD recruits qualified faculty from across the world with terminal degrees. Over the years this has enabled IMTD to offer high quality programs at graduate and under graduate levels and also maintain a steady focus on research and publications. The quality of programs at IMTD coupled with the scholarly contributions of the faculty has enabled us to take confident strides towards getting AACSB accreditation.

IMTD has an ever-growing network of international partners who bring both academic and cultural diversity to our programs. IMTD students continue to participate in international exchange programs with our partner institutes.

With over 2000 Alumni globally dispersed and engaged in large MNCs and government bodies, IMTD continues to make a mark in the world of business and society. Over the years our graduates have excelled in the corporate world and many have risen the ranks to become well known leaders in their respective industries. It is a testimony to the uncompromising commitment that IMTD has for student success and the quality of its human capital.

Vision

IMT Dubai aspires to become a leading university in the region for nurturing high quality professionals in management.

Mission

Our mission is to impart quality education to prepare the next generation of ethical business professionals. We adopt interactive teaching pedagogies and undertake applied research by engaging in real issues of the corporate and social sectors.

Strategic Goals and Objectives

Goal-1: Offer high quality programs relevant to business and Industry in the region.

Obj 1a: To design and deliver a portfolio of programs and courses in the areas of business, management, and allied fields.

Obj 1b: To sensitize students to sustainability, environmental and ethical issues related to business and society.

Goal-2: Create a conducive and productive environment for student learning and professional development.

Obj 2a: To adopt innovative pedagogical methods that will enrich student learning and experience.

Obj 2b: To actively pursue student and faculty mobility with international partner universities.

Obj 2c: To develop high quality teaching materials, text books, cases, and reference books to augment teaching and learning experience.

Obj 2d: To provide IT enabled processes for teaching, learning, and related activities.

Goal-3: Attain National, Regional and International Recognition for high quality Academic Programs.

Obj 3a: To benchmark and improve curriculum and academic processes every five years.

Obj 3b: To strive and achieve international accreditations for the programs.

Goal-4: Foster partnerships with industry and government bodies for experiential learning

Obj 4a: To offer executive education programs for professionals and executives.

Obj 4b: To engage with the industry for collaborative projects and strengthen the industry-academia interface.

Goal-5: Promote international outreach with recognized universities and institutions.

Obj 5a: To have a diversified mix of students and faculty from different geographical regions.

Obj 5b: To create and develop a partnership with institutions of repute.

Goal-6: Focus on applied business research relevant to industry, business, and society.

Obj 6a: To support high-quality applied research in corporate and social sectors.

Obj 6b: To encourage faculty and students' research publications in conferences and journals.

About QAIE

Quality Assurance and Institutional Effectiveness manual focuses on the role of Quality Assurance and Institutional Effectiveness (QAIE) office in achieving in the mission and strategic goals of the institution.

Quality assurance policies lay out processes for assessing, monitoring, assuring and improving quality of outcomes for teaching and learning leading to the success of the students and the effectiveness of different departments. Institution effectiveness policy, on the other hand, focuses on the achievement of mission and strategic goals of the institution.

The QAIE manual has been prepared following Standard-2019 (December) of Commission of Academic Accreditation (CAA), Ministry of Education (MoE). IMT followed a consultative approach to include inputs from the Director, Dean, Faculty and Senior Administrative staff at IMT-Dubai. The overall goal of this manual is to guide and enable a strong, integrated, campus-wide effectiveness and assessment process that enhances quality of teaching, learning, and institutional effectiveness and helps in the achievement of the Institute's Mission & Vision.

The QAIE manual intends to help faculty and administrative units to develop, hone, and use effectiveness and assessment plans at every level within IMT-Dubai. Furthermore, this Manual will assist those responsible for assessment in developing their annual assessment reports. Members of the faculty, staff and administration at IMT-Dubai have given helpful feedback in developing this manual.

This manual provides a broad guideline for all academic and non-academic departments to record the data, analysis the results, develop the action plan and implement the plan, Monitor the progress for continuous improvement. The key performance indicators (KPIs) for each department helps the departments to self-assess their performance and rectify the gaps identified for improvement. The Forms, Surveys, and the methods to assessments are presented for easy access and reference.

QAIE manual is easily accessible through IMT website (www.imt.ac.ae) and is widely circulated to all the Faculty members, Staff, Students and other stakeholders.

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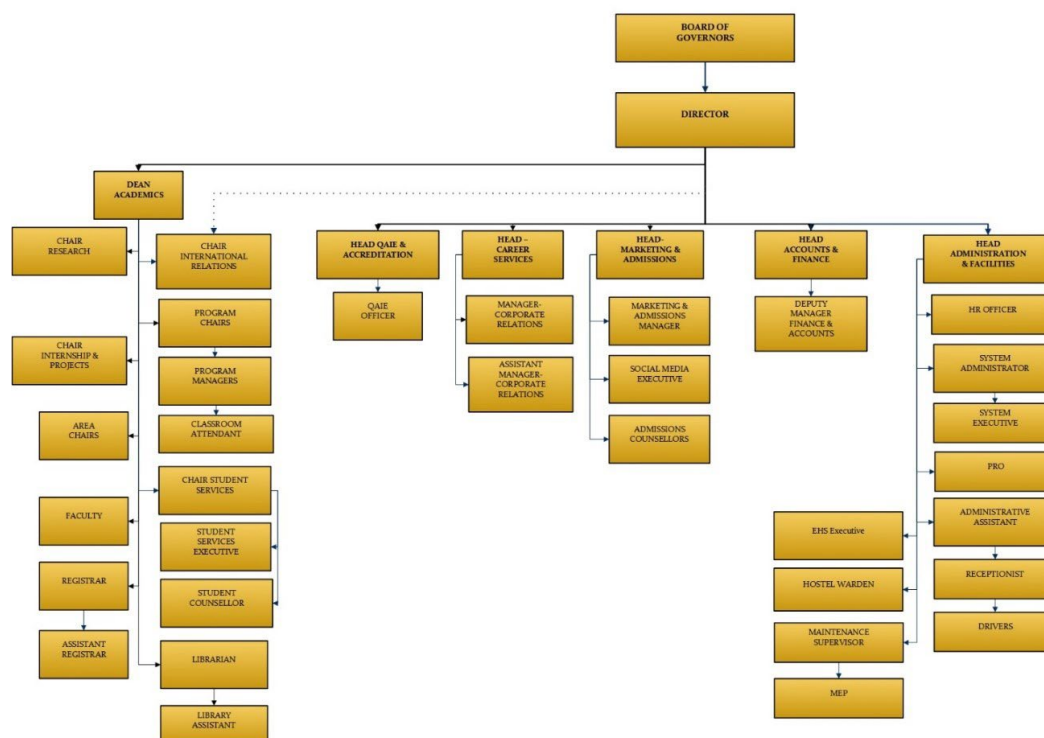
A. Organization of the QAIE unit and its place in the organization chart

QAIE office consists of following personnel, to perform all the functions of the unit:

- Head QAIE & Accreditations
- Two QAIE officers

The organization chart mentioned in Figure 1 has shown QAIE unit and its reporting authority with a red border.

Figure 1: Organization Chart



Head QAIE & Accreditation reports to the Director of the institute.

A.1 Responsibilities of the QAIE Office

The primary responsibilities of the QAIE are to develop quality assessment tools and implementation thereof to ensure the quality of IMTD’s programs as well as effectiveness of various administrative departments. To achieve these responsibilities, the QAIE office undertakes following activities:

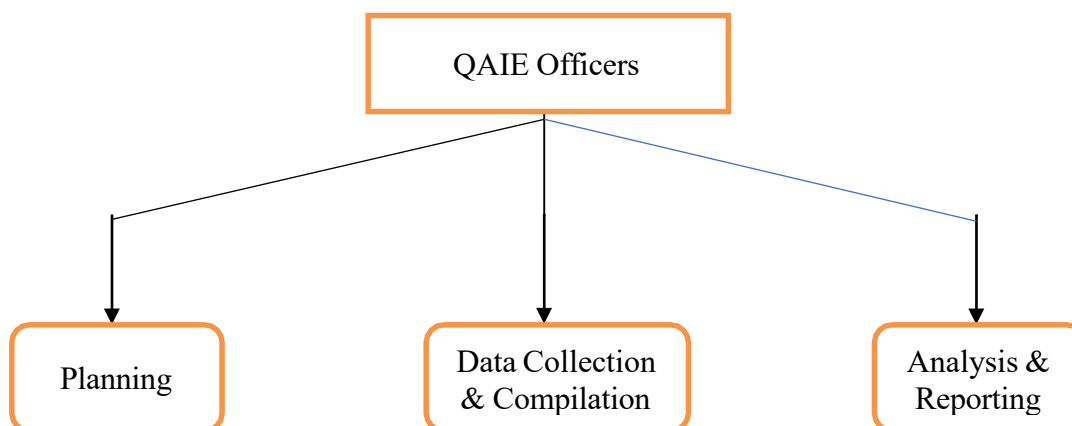
- Coordinate the implementation of Assurance of Learning (AOL) plan for programs offered.
- Collect information regarding effectiveness of Program and Departments through various assessment tools using Direct and Indirect measures.
- Consolidate data collected through direct and indirect measures and prepare reports on time for identifying the gaps.

- Coordinate with other departments to complete self-assessment of various departments based on Key Performance Indicators (KPIs).
- Monitor the implementation of the action plans by the program and other departments.
- Report the progress on the action plans to the relevant stakeholders.
- Maintain all the Manuals, Handbooks, Catalogues and change history.
- Collect course portfolios, check for its completeness on time.
- Coordinate with faculty members to complete peer review process of portfolios.
- Consolidate comments of peer review reports.
- Coordinate International Accreditations related work such as AACSB and IACBE.
- Monitor and ensure the compliance of CAA Standards, QF Emirates framework and MOE Compliance.

A.2 Role of the QAIE Officers

There are three functions of the QAIE officers at IMTD.

Figure 2 Functions of QAIE Officers



i. Planning

The planning function aligns the IMTD strategic plan with the operational plan of the individual academic and administrative departments. It collates all the reports and the feedbacks from the data analysis to the Academic Dean and Director. It also uses the data analyzed for doing a SWOT Analysis and helps in the alignment of the departmental plans to the Strategic Plan.

ii. Data Collection & Compilation

The primary purpose of data collection is to collect feedback from the students, faculty and administrative departments on the various services provided. The QAIE office adheres to the time line for data collection as per the calendar specified in **Sections F.2, G.1 G.2, and G.3.**

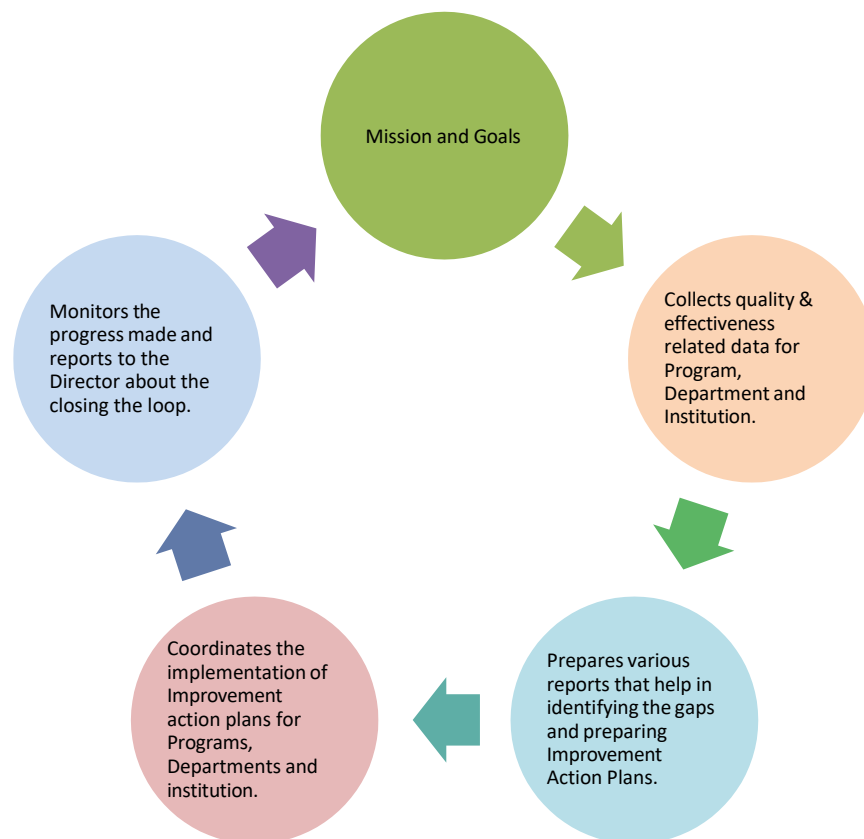
iii. Analysis & Reporting

The key role of the reporting and analysis is to analyze the data collected from the surveys, questionnaires and interview done with the IMT students, alumni members and employers. Using the data analyzed, key feedback and information is used to prepare the semester wise and annual QAIE reports and Fact Book.

A.3 QAIE Model

The below diagram summarizes the quality assurance and institutional effectiveness model at the institute.

Figure 2: QAIE Model



Programs level data and evaluation is a continuous process and the results are reported semester wise. Departments evaluation is annually conducted and reported. Institution related evaluation is carried out every 5 years or as and when required.

B. The roles of the QAIE unit in Strategic Planning, Operational planning and preparing Annual reports

Strategic plan is a long-term document and is prepared by taking a consultative approach. The feedback from all the stakeholders are taken for the strategic plan. QAIE office supports and coordinates with the committee members appointed by the Director to prepare the strategic plan. QAIE office monitors the process.

Strategic Planning

QAIE actively participates in the strategic planning process of the institute as per the mission and vision of the institute. QAIE plays an important role by

- Supporting the strategic planning process by preparing various reports about the program, department and institution for improvement
- Helping the decision makers to Identify the gaps for continuous improvement.
- Benchmarking the institute's quality and performance against best local and international practices
- Participating in the process of national and international accreditations
- Ensuring that Vision, Mission and Strategic goals and objective are in alignment, and also objectives derived from the goals and are measurable

Operational Planning

QAIE actively participates in developing and implementing Operational Plan in close cooperation with various departments and support services.

Operational planning of the QAIE office include:

- Assist academic departments to develop and submit annual operational plans.
- Assist administrative departments to develop and submit annual operational plans with KPIs
- Collect relevant data to measure the KPIs for academic programs and administrative departments
- Provide feedback about operational plan and KPI's
- Review annual self-performance reports submitted by academic and administrative departments.
- Monitoring action plans developed by Relevant authorities based on departmental Self-performance report.

Annual Reports

QAIE Office prepare various effectiveness reports based on the analysis of institutional data. These reports include

- Semester-wise faculty-course evaluation report: shared with the respective faculty and the consolidated report is submitted to the Dean-Academics and Director.
- Institute's Annual Fact Book: to publish it to all relevant stakeholders
- Self-evaluation report of the Academic Programs and administrative departments, to identify gaps for continuous improvement
- Self-evaluation report for the institute and submit to relevant stakeholders including MOE.
- Prepare Annual Critical Self Evaluation report and submit the Ministry on a timely manner.

C. Role of the QAIE unit in ensuring that the institution and individual program and operational unit conduct self-studies

The role of the QAIE office is to ensure that the institution, academic programs and all departments conduct self-studies in a systematic manner. All departments conduct an annual self-assessment as per the key performance indicators (KPIs). An indirect assessment is also used for all the departments. These assessments are useful to complete the self-study for different departments and monitor its progress. Self-studies are prepared for the program and the institution every 5 years for renewals of accreditation or as required by the MoE.

QAIE office plays an active role through the below activities for completing the self-studies at all levels

1. Prepare Calendar to conduct self-studies at the institutional level, program level and department level. Section-f explains the details on the timeline of these activities.
2. Coordinate with committees assigned for completing the Self-studies for the Institution, Program and Departments.
3. Provide the results of self-assessed reports, indirect measure assessment reports to various committees preparing the self-study report.
4. Collect and share external data for benchmarking
5. Conduct surveys to collect data for self-study.
6. Gather Institution, Program and Department level data for completing self-study.
7. Meet the deadline of providing data, information and other materials for completing the self-study.
8. Prepare draft write-ups as assigned by the committee.
9. Ensure the self-study is prepared as per the guidelines of the MoE.
10. Alert the Director and/or Senior Manager about any deviations.
11. Send the Self-Study and other documents to the MoE as per the CAA guidelines.

D. Timetable for the periodic review and update of the mission, vision, and strategic plans

Vision and Mission are adopted by the institute on a long-term basis. The Vision and Mission statements shall be reviewed every five years or as and when there is a need. The process of revising the vision and mission involves abstracting the aspirations of different stakeholders and a consensus building exercise.

The calendar for the revision of mission, vision and strategic plan of the institute is as follows:

Description	Revision after Years	Next revision date
Mission	5	2023 or earlier, if needed
Vision	5	2023 or earlier, if needed
Strategic plan	5	September 2021

E. KPI's to evaluate performance of all units and services

Departments and the KPIs

IMT-Dubai is firmly committed to constantly assessing various departments in order to increase efficiency and identify the areas for improvement. All the departments go through an annual self-assessment process to identify the gaps, develop and implement the improvement action plan, monitor the progress for continuous improvement.

The Steps for Assessment of Administrative Departments:

- Mapping of departmental goals and Institutional Strategic goals.
- Identifying Key Performance Indicators (KPIs).
- Selecting and designing direct and indirect instruments for measuring KPIs.
- Data collection, analysis, and compilation of assessment results.
- Distribution of assessment results to the stakeholders.
- Evaluate assessment results, formulate remedial measures, and prepare improvement action plans.
- Implementing and monitoring improvement action plan.

Key Performance Indicators (KPIs) for Departments

There are 13 departments at IMT and the KPIs are systematically derived based on department's goal. These goals are aligned with the Strategic goals of the institution indicated as G-1 to G-6. There are KPIs which are directly self-assessed by the department and also indirect assessment through various surveys conducted by the QAIE department. The assessment surveys and forms are presented in **Appendix 1 to Appendix 8.**

The details of Goals, KPIs and Assessments are as follows:

1. QAIE Department:

QAIE department self-assesses itself using KPIs which includes data of faculty and staff satisfaction surveys as presented in Table 1. This department is also assessed by the members of an *ad hoc* committee appointed by the Director.

Table 1 QAIE: Goals, KPIs and Its Assessment				
Department Goals and alignment with Strategic Goals of IMT	Entity Responsible	Schedule	KPIs	Assessment
Maintain Course portfolios (files) of all the courses offered systematically. (G-1)	QAIE, Faculty	Semester	At least 90% course portfolios are collected within the deadline	Self-Assessment
	QAIE, Faculty	Semester	At least 90% course portfolios should be complete in the first instance	Self-Assessment
Analyze completeness of course portfolios submitted by the faculty and submit the report to the Authority as per the Institutional Policy (G-1)	QAIE	Semester	Submit semester wise report to Dean/Director timely	Self-Assessment
Complete Institutional research (Surveys, feedbacks etc.) and related reports for identifying the Gaps for necessary action (G-1 & G-3)	QAIE	Continuous	100% completion as per the QAIE Calendar.	Self-Assessment
	QAIE, Students and Faculty	Continuous	Increase Survey response rate by 5%	Self-Assessment
	QAIE	Continuous	At least 80% identified action points implemented within the planned period	Self-Assessment
Maintain Program Accreditation and Licensure (G-1 & G-2)	QAIE, Faculty and Staff	Continuous	100 % completion of all the programs Accreditation and Licensure process related work on time.	Self-Assessment
Obtain AACSB Accreditation. (G-2)	QAIE, Faculty and Staff	Annual	Completion of required work on time to achieve AACSB accreditation.	Self-Assessment
Compile departmental self-evaluation reports, Identifying the gaps and follow ups for bridging the gap for continuous improvement (G-3)	QAIE	Annual	100% completion as per the QAIE Calendar	Self-Assessment
	QAIE	Annual	At least 80% identified action points implemented within the planned period	Self-Assessment

Submission of data and analysis reports to stakeholders (CHEDS, KHDA etc.) (G-2)	QAIE, Faculty	Continuous	100% submissions on/before deadline for all stakeholders	Self-Assessment
Provide Course feedback to faculty. Provide results of satisfaction surveys to faculty and staff. (G-2)	QAIE	Continuous	100% feedback dissemination before deadline	Faculty & Staff Satisfaction Surveys
Complete Assurance of Learning (AOL) Cycle (G-2)	QAIE, Program chairs	Continuous	Timely completion of AOL cycle	Self-Assessment
Update the Manuals, Fact book, PPM and other documents and its dissemination (G-2)	QAIE	Annual	100% consistencies in all the manuals and reports.	Faculty & Staff satisfaction surveys
Disseminate changes in MOE policies and standards in a timely manner	QAIE	As and when necessary	All decrees, policies received from MOE to be communicated to internal stakeholders within 48 Hours	Faculty & Staff satisfaction survey
Achieve common understanding of all CAA related policies within the Institute	QAIE	Continuous	At least 80% satisfaction with QAIE led sessions for various departments	Faculty & Staff satisfaction surveys

2. **Registrar Office:** The Goals, Entity responsible, Schedule, KPIs and its Assessment of Registrars' Office are presented in **Table 2**. The KPIs of the registrar office includes maintaining degree audit report of all certificates issued by IMTs.

Table 2 Registrar Office: Goals, KPIs and Its Assessment				
IMT Department Goals	Entity Responsible	Schedule	KPIs	Assessment
Maintain records of students as per the institution policy. (G-1)	Registrar Office	Continuous	100% students record to be up to date and complete	Self-Assessment
Timely issuance of results, transcripts, degree certificates (G-1)	Registrar Office	Continuous	100% results, transcripts, degree certificates to be issued as per the deadline	Self-Assessment
Coordinate with faculty, students, admission and administration to provide efficient services. (G-3)	Registrar Office	Semester	80% Student satisfaction rate with services offered by the registrar office	Student Satisfaction Survey
		Semester	90% faculty satisfaction rate with services offered by the registrar office	Faculty Satisfaction Survey
		Semester	85% rating by Program Chairs, Dean & Director for the services offered by the registrar office	Program chair, Dean & Director
Coordinate with related departments and help submit information to various stakeholders (CHEDS, KHDA and Other agencies) (G-2)	Registrar Office	Continuous	85% satisfaction for the Registrar's office by Other departments	Accounts, Student Service, Program office
Follow academic calendar for registration, breaks, release of results, transcripts and degrees. (G-1 &3)	Registrar Office	Continuous	100% implementation of Academic Calendar	Self-Assessment
Maintain Degree Audit report (G-1)	Registrar Office	Continuous	100% accuracy during degree audit	Outcome of Audit result

3. Library: The Goals, Entity responsible, Schedule, KPIs and its Assessment of Library are presented in **Table 3**.

Table 3 Library: Goals, KPIs and Its Assessment				
IMT Department Goals	Entity Responsible	Schedule	KPIs	Assessment
Enhance learning resources experience for all the stakeholders by providing required the information and training related to library. (G-1)	Librarian	Continuous	90 % satisfaction from Students, faculty for the orientation program	Orientation Survey, Student & faculty Satisfaction Survey
Conduct training programs for Library resources, databases and new technologies (G-3 & 6)	Librarian, IT Services	Continuous	10 training programs to be conducted.	Self-Assessment
Provide library services (both on/ off campus) G-3 & 6	Librarian, IT Services	Continuous	90% student satisfaction rate	Self-Assessment
Procure books, case studies, eBooks etc. before the start of the semester/term. (G-3)	Librarian	Continuous	90% faculty satisfaction rate	Program Chair report/ Faculty satisfaction on Library
Enhance library resource utilization rate (G-3 &6)	Librarian	Continuous	10% increase from the previous year's utilization rate.	Self-Assessment

4. Office of Career Services (OCS): The Goals, Entity responsible, Schedule, KPIs and its Assessment of OCS are presented in **Table 4.**

Table 4. Office of Career Services (OCS) : Goals, KPIs and Its Assessment				
IMT Department Goals	Entity Responsible	Schedule	KPIs	Assessment
Arrange internship opportunities for the students in different programs (G-4)	OCS	Continuous	100 % placements for Internships	Student Satisfaction survey
Improve the Quality of paid Internship (G-4)	OCS	Continuous	Average internship stipend of AED 1500 per month	Self-Assessment
Enhance Placement of students in different programs (G-4)	OCS	Continuous	85% placements for Final Year within 2 months of graduation	Student Satisfaction survey
Enhance quality of Placement for students (G-4)	OCS	Continuous	Average salary of AED 7000	Self-Assessment
Coordinate Alumni Buddy Program for mentoring students towards corporate journey (G-4)	OCS	Continuous	Identify at least 8 Alumni Buddies	Self-Assessment
Organize Alumni Meet (G-4)	OCS	Continuous	Alumni Meets - 2 per year *	Self-Assessment
Connect with Alumni (G-4)	OCS	Continuous	Alumni Spotlight (Focus on Alumni Achievers on Social Media) - 6 Alumni per annum	Self-Assessment
Corporate Connect (G-4)	OCS	Continuous	Guest Session/Speaker series - 12 sessions per annum	Self-Assessment
	OCS	Continuous	Company Talks - 5 Company talks per annum	Self-Assessment
	OCS	Continuous	Career Fair - 30 participating companies in the event*	Self-Assessment
	OCS	Continuous	Industry Visit - 5 visits per annum*	Self-Assessment
Training & Development (G-4)	OCS	Continuous	Employability Skills Training Program - 1 per year	Self-Assessment
	OCS	Continuous	Alumni Coaching Session (Alumni Buddy Program) - 8 contact programs	Self-Assessment
	OCS	Continuous	At least one One-on-One Counselling & mentoring for employability readiness	Self-Assessment

	OCS	Continuous	At least one Mock Interview for non-working students conducted by Industry professionals	Self-Assessment
Corporate Events (G-4)	OCS	Continuous	Conclave / Panel Discussion - 1 event per annum*	Self-Assessment
	OCS	Continuous	Interview series: CXO/Senior Industry Leaders to be transmitted to all members of IMT Dubai—4 per year	Self-Assessment

5. Accounts Department: The Goals, Entity responsible, Schedule, KPIs and its Assessment of Accounts Department are presented in **Table 5**.

Table 5 Accounts Department: Goals, KPIs and Its Assessment				
IMT Department Goals	Entity Responsible	Schedule	KPIs	Assessment
Provide Timely information regarding fee to the students and collect it accordingly. Update the status of pending fees to relevant authorities (G-1&3)	Accounts Manager	Continuous	Reduce outstanding fee by 10%	Student satisfaction Survey
Timely payments to suppliers and Vendors. (G-3)	Accounts Manager	Continuous	On time payment to All vendors/suppliers	Self-Assessment
Timely processing payroll on monthly basis. (G-1&3)	Accounts Manager	Continuous	No delay in Salary disbursement	Staff and Faculty Satisfaction Survey
Liaising Government Bodies and banks to complete the tasks at hand. (G-2)	Accounts Manager	Continuous	100% meeting deadline for various activities	Self-Assessment
Prepare Budget and coordinate with other departments to complete the process, review budget proposals, highlight issues to competent authority and forecast revenue. (G-1&3)	Accounts Manager	Continuous	On time budget preparation for Board Meeting	Self-Assessment
Prepare monthly financial statements and other reports for the decision making. (G-2)	Accounts Manager	Continuous	All Monthly statements to be prepared on time	Self-Assessment
Coordinating with Auditors and other departments for completing Audit report and Final Accounts. (G-2)	Accounts Manager	Continuous	Audit exercise to be completed on stipulated time	Self-Assessment

6. Information Technology (IT) Department: The Goals, Entity responsible, Schedule, KPIs and its Assessment of IT Department are presented in **Table 6**.

Table 6. IT Department: Goals, KPIs and Assessment				
IMT Department Goals	Entity Responsible	Schedule	KPIs	Assessment
Continuously upgrade IT related infrastructure (G-1 &2)	IT Staff	Continuous	1. Equip the IT server room with suppression system by the end of September 2021. 2. 100% software and Hardware upgrade. 3. 90% satisfaction from Student and Faculty	Student and Faculty Satisfaction Survey
Ensure Smooth functioning of LMS (G-1 &2)	IT Staff	Continuous	At least one training on LMS provided to faculty, student and other stakeholders. At least 95% up time of LMS.	Self-Assessment
Ensure sufficient support for LMS during the semester. (G-1&2)	IT Staff	Continuous	Resolve the issues encountered within shortest possible time.	Self-Assessment
Respect and protect the Privacy of the Users (G-3)	IT Staff	Continuous	All systems to have upgraded firewalls All request for support to be responded within 24 hours	Self-Assessment
Archive and retrieve data safely (G-3)	IT Staff	Continuous	100% Safety for archived data and its retrieval	Self-Assessment

7. **Office of Student Services (OSS):** The Goals, Entity responsible, Schedule, KPIs and its Assessment of OSS Department are presented in **Table 7**.

Table 7. Office of Student Services (OSS) : Goals, KPIs and Assessment				
IMT Department Goals	Entity Responsible	Schedule	KPIs	Assessment
Enhance student life experiences by conducting events, competitions and extracurricular activities (G-2)	Student Services Executive	Academic year	80% Satisfaction for the department by the students	Student Satisfaction Survey
			Organize 10 students related events in a year.	Self-Assessment
			Participate in 5 inter college events.	Self-Assessment
Conduct Orientation Program to provide all the relevant information to the students for a smooth transition to IMT Campus life.(G-2)	Student Services Executive	Academic year	80% Satisfaction for the orientation program related to student life	Orientation Survey
Process Visa and related requirements and Health insurance on time (G-2)	Student Services Executive along with Public Relations office	Academic year	100 % Timely completion of issuance of Entry permit, arrival of students, Medical test, and Visa stamping process.	Student Satisfaction Survey
Educate students with the rules and regulations of the UAE and Academic city (G-2)	Student Services Executive along with Warden and Disciplinary panel	Academic year	Conduct at least one information session with incoming students	Self-Assessment

8. Facilities Department: The Goals, Entity responsible, Schedule, KPIs and its Assessment of Facilities Department are presented in **Table-8**.

Table-8. Facilities : Goals, KPIs and Assessment				
IMT Department Goals	Entity Responsible	Schedule	KPIs	Assessment
Maintenance Services : Provide excellent maintenance services for the smooth conduct of facilities at the campus (G-2)	Head Administration and Facilities	Academic year	Campus digital surveillance system to be implemented by the end of December 2021. 80% and above Satisfaction related to maintenance	Faculty, Student and Staff Satisfaction Survey
Sports and Gym facilities: Provide excellent sports Gym facilities for all the stakeholders (G-2)	Head Administration and Facilities	Academic year	1. Walls to be made rubberized to absorb impact by end of September 2021. 2. Make provisions for Male and female changing rooms in the Gym by September 2021	Faculty, Student and Staff Satisfaction Survey
Start a clinic in campus with all the requirements as per the Health Authorities	Head Administration and Facilities	Academic year	Start the clinic in campus by the end of September, 2021	self-assessment
Food quality at IMT Mess: Coordinate with the vendor to provide excellent food as per the requirement of the stakeholders. (G-2)	Head Administration and Facilities	Academic year	80% satisfaction by Students and other stakeholders	Faculty, Student and Staff Satisfaction Survey
Renew and maintain Building permits, Insurance, Fire & Health Safety as per the regulation (G-2)	Head Administration and Facilities	Academic year	Timely renewal of Permits, Licenses and insurance. Evacuation plan for all buildings in the campus to be prepared by September 2021.	Self-Assessment

9. Admission Office: The Goals, Entity responsible, Schedule, KPIs and its Assessment of Facilities Department are presented in **Table 9**.

Table 9. Admission Office : Goals, KPIs and Assessment				
IMT Department Goals	Entity Responsible	Schedule	KPIs	Assessment
Participate in different forums, events and schools to generate leads for different programs offered at IMT (G-5)	Admission Manager	Semester	Increase lead generation by 20%	Self-Assessment
Design and Develop IMT Brand in different platforms. (G-5)	Admission Manager	Semester	Increase IMT presence on various platforms by 15%.	Self-Assessment
Enhance Student enquiry for different programs (G-5)	Admission Manager	Semester	Increase of 15% Program wise enquiry every year.	Self-Assessment
Increase competition to attract good students (G-5)	Admission Manager	Semester	Reduce acceptance rate by 10%	Self-Assessment
Attract good international students from abroad (G-5)	Admission Manager	Semester	5% increase in the international students	Self-Assessment
Improve response time to enquiries (G-5)	Admission Manager	Semester	To reach the target response time of program enquires of 1 day.	Orientation Survey
Search engine optimization for IMT website (G-5)	Admission Manager	Continuous	Improve page rank by 40%.	Self-Assessment

10. HR office: The Goals, Entity responsible, Schedule, KPIs and its Assessment of HR Office are presented in **Table 10**.

Table 10. Human Resource Office : Goals, KPIs and Assessment				
IMT Department Goals	Entity Responsible	Schedule	KPIs	Assessment
Treat Employees without any discrimination or biases (G-2)	HR officer	Continuous	80% satisfaction from faculty and staff for the Department	Faculty and Staff Satisfaction Survey
Conduct Annual Appraisal process efficiently (G-2)	HR officer	Continuous	Coordinate performance appraisal activities on time	Faculty and Staff Satisfaction Survey
Prepare Manpower planning report to identify the employment requirement (G-2)	HR officer	Continuous	Coordinate faculty recruitment to increase the faculty strength to 40 and coordinate staff recruitment activities for the appointment of registrar, Health and safety office, Nurse, counselor, Program officer by the end of the year.	Faculty and Staff Satisfaction Survey
Prepare Training needs of different departments for increasing efficiency and self-development (G-2)	HR officer	Continuous	Prepare training calendar and implement the plan as per calendar	Faculty and Staff Satisfaction Survey
Maintain the Rules and regulations related to Leave and personal record (G-2)	HR officer	Continuous	Error free leave records of the employees	Faculty and Staff Satisfaction Survey
Maintain Faculty and Staff Files (G-2)	HR officer	Continuous	All files are Complete and up to date with relevant information	Self-Assessment

11. Program Office: The Goals, Entity responsible, Schedule, KPIs and its Assessment of program Office are presented in **Table 11**.

Table 11 Program Office: Goals, KPIs and Assessment				
IMT Department Goals	Entity Responsible	Schedule	KPIs	Assessment
Ensure efficient operation of the academic activities in close coordination with Program Chair. (G-1)	Program Officer	Continuous	80% satisfaction from faculty, staff and Students for the Department	Faculty, Student and Staff Satisfaction Survey
Scheduling of all courses, classes and assigning class rooms (G-1)	Program Officer	Continuous	80% satisfaction from faculty, staff and Students for the Department	Faculty, Student and Staff Satisfaction Survey
Assist in conducting student orientation, handle course registration for students. Assist in preparing teaching plan/course load. (G-1)	Program Officer	Continuous	80% satisfaction from Students for the Department	Student Satisfaction Survey; Orientation Survey
Maintain attendance records for students and prepare reports (G-1)	Program Officer	Continuous	Improve average attendance by 5% every year.	Self-Assessment

12. Research & Development: The Goals, Entity responsible, Schedule, KPIs and its Assessment of Research & Development are presented in **Table 12**

Table 12. Research & Development: Goals, KPIs and Assessment				
IMT Department Goals	Entity Responsible	Schedule	KPIs	Assessment
Promote conducive environment for research (G-6)	Chair Research	Continuous	Increase the utilization of database, journals, software by 5%.	Self-Assessment
Conduct research as per the UAE National Agenda 2030		Continuous	20% of the research publications in this area	Self-Assessment
Publication of journal articles in reputed journals as per the research policy (G-6)		Continuous	Two publications per faculty every three years.	Self-Assessment
Encourage application of faculty research for improving curriculum delivery (G-6)		Continuous	Increase the number of cases and books and other materials by 5%	Self-Assessment
Encourage conference participation, seminar and other management development programs (G-6)		Continuous	Ensure more than 80% faculty are scholarly academic	Self-Assessment
		Continuous	Relevant faculty publications to be included in curriculum	Self-Assessment
		Continuous	Organize one international conference every year	Self-Assessment

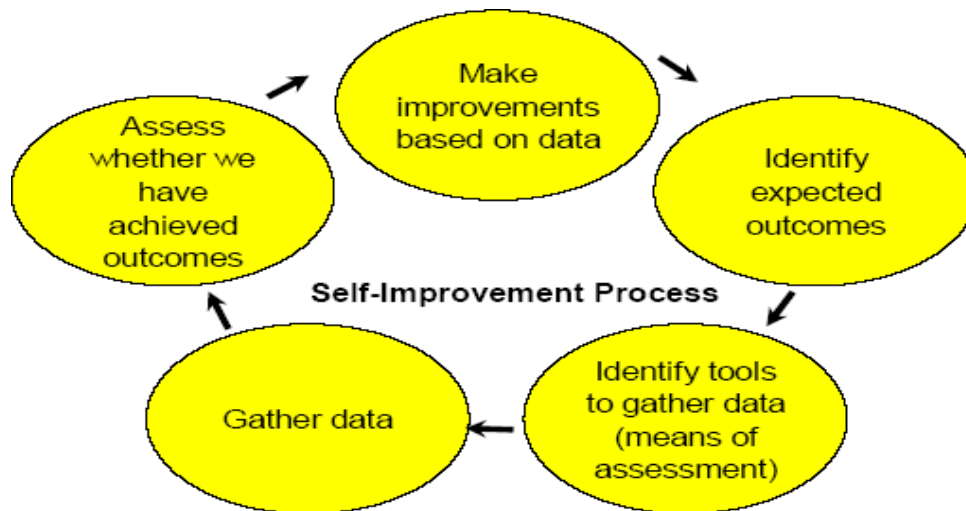
13. Community Engagement: The Goals, Entity responsible, Schedule, KPIs and its Assessment of Community Engagement Office are presented in **Table 13**

Table 13. Community Engagement: Goals, KPIs and Assessment				
IMT Department Goals	Entity Responsible	Schedule	KPIs	Assessment
Reach out to young adults to create awareness about various issues. (G-5)	Community Engagement Committee Supported by other Departments of the Institution	Continuous	At least 3 workshops and events to be conducted every year.	Self-Assessment. Feedback from the attendees
Support needy stakeholders in the community by conducting programs and events for their benefit.(G-5)		Annual	at least 3 events for the benefits of the needy.	Self-Assessment.
Engage with Alumni and Employers for exchange of ideas for mutual benefit. (G-5)		Continuous	1. Guest Lectures by Employers (12) 2. Meeting of Industry advisory board (2) 3. Alumni Meets and events (1)	Self-Assessment
Continue supporting PRIME and Global Connect initiatives (G-5)		Continuous	Plan activities and submit reports on time	Self-Assessment

F. Processes and established timetable to evaluate all programs, courses, processes and services

The general process for evaluating all academic programs, courses, processes and services is depicted in the below Figure 3.

Figure 3: Self-Improvement Process



1. Quality Assurance Process -Academic Program

Below steps describe the processes for Academic Program Assessment

- Academic programs are aligned with the mission and strategic goals of the institute.
- Each program has measurable Programs Learning Outcomes (PLOs).
- Programs Learning Outcomes (PLOs) are aligned with appropriate levels at QF-Emirates Strands and consistent with CAA *Standard-2019 (December)*.
- All the courses offered in different programs have measurable Course Learning Outcomes (CLOs) which are mapped with PLOs.
- Objectively achievement of PLOs is captured through measurement of CLOs achievement every semester/term
- Assurance of Learning (AOL) is captured through various Direct and Indirect measurement as per the AOL Plan every semester/ term.
- Peer review report of the Portfolio submitted by the faculty is used to capture the gaps for continuous improvement, every semester/term.
- The data collected is consolidated by the QAIE for preparing the report and submits the report to the Program Chair.
- The respective Program Chair analyzes program effectiveness using the data collected by the QAIE along with other information and submits the Program Chair report to the QAIE
- The QAIE office submits the data and Program Chair reports to the Academic Committee for suitable action.

- Action plans, if any, prepared by the Academic Committee or any other committees shall be monitored by the QAIE.
- Periodic action plan progress of all departments is submitted to the Director.

1.1 Assessing Program Effectiveness

The QAIE office facilitates the analysis of data collected from direct and indirect measures for the purpose of assessing effectiveness of various IMTD programs annually.

The respective Program Chair analyzes program effectiveness using the data collected by the QAIE along with other information and refer back to the QAIE.

1.2 Process of Evaluation

- Each of the selected measures is analyzed individually and results are collated and cross checked for internal validity
- Data of five years are examined and compared
- Quality Assurance reports are analyzed and subsequent outlines monitored for compliance with recommendations.
- Faculty analysis of their respective course include the following:
 - Subject overview
 - Area of focus
 - Learning outcomes and how they ensure that students are being assessed on these outcomes
 - Tracking of changes in texts, assignments, learning outcomes
 - Identification of strengths and areas of improvement
 - Plans for improvement.

1.3 Identifying Strengths and Weaknesses

- A thorough analysis of the direct and indirect measures identifies various areas of strengths and areas of potential improvements in the Program. The success of the Program is judged by ensuring that the respective learning outcomes are met. Students are also made aware of the significance of the learning outcomes.
- Certain areas of improvement are also identified by this process of review. Improvements and changes are made in response to the identified problems.

The QAIE office submits the data and reports based on the evaluation to the academic committee for suitable action.

2. Quality Assurance process – Departments

The QAIE office follows the following steps to evaluate various departments and units.

- Each department self-reports KPIs achievement target based on their annual operation plan.
- QAIE conducts Surveys of departments as per the scheduled calendar
- QAIE collects the data and prepares Department Evaluation Report.
- The report is shared with the Director/ Unit Head for preparing improvement action plan for continuous improvement.
- Improvement action plan is implemented by the respective department and monitored by the QAIE office.
- Mid-term review of action taken is conducted by QAIE along with the Director.
- Progress is monitored for the next cycle of Department evaluation.

Template for Administrative department performance report is provided in **Appendix 12**.

Table 14 Month-Wise Time Table for Major Evaluation

Months	Task-1	Task-2	Task-3
September	Orientation Survey – Fall intake, Analysis and Reporting	IE training for Administrative offices	IE training for Academic Assessment, AOL
October	Faculty Satisfaction Survey, Analysis & Reporting	Staff Satisfaction Survey, Analysis & Reporting	
November	Student Satisfaction Survey, Analysis and Reporting of Satisfaction		
December	First Semester Academic assessments for all Programs (Course Evaluations)	Assurance of Learning (AOL) for relevant courses	
January	Reporting of Course Feedback	Assurance of Learning (AOL) reports for fall semester	Graduate Exit Survey – EMBA, MBA
February	Orientation Survey – Spring Intake, Analysis and Reporting		
April	Alumni Survey, Analysis & Reporting		
May	2nd Semester Academic Assessments for all Programs (Course Evaluations)	Assurance of Learning (AOL) for relevant courses	Collect Self-Evaluation report from All department
June	Reporting of Course Feedback	Assurance of Learning (AOL) reports for Spring semester	Graduate Exit Survey BBA, EMBA
July	Prepare and submit Annual self-evaluation Report of the institute		
August	Employer Survey		

Table 15 Time Table for Surveys conducted by QAIE office

S. No	Survey Name	When conducted?	Surveys Conducted for
1	Orientation Survey (Fall intake, Spring Intake, Summer Intake)	January, June, September	All new Students
2	Faculty Satisfaction Survey	October	All IMTD Full-Time Faculty Members
3	Staff satisfaction Survey	October	All IMT Staff Members
4	Student satisfaction Survey	November	All enrolled students
5	Graduate Exit Survey-EMBA, MBA, BSBA/BBA	January, August, October	All Graduate Students
6	Alumni Survey	April	All Alumni Students BBA/BSBA MBA,EMBA
7	Course Feedback	Before Examination	Registered students in the course
8	Employer Survey	August	Employers of MBA
9	Graduate Destination Survey GDS (From MOE)	Yearly twice (May, March)	Sent to Graduates
10	Longitudinal Graduate Destinations Survey (LGDS)-(From MOE)	Yearly twice (May, March)	Sent to Graduates(3.5 years older)
11	Student Satisfaction Survey on Hostel services	Yearly twice	Hostel inmates

All the survey results are compiled in 10 days' time after the deadline and summary report is sent to the concerned stakeholders. For more detail on Dissemination, refer to **Section-J**

3. Quality Assurance Process – Institution

At the institution level the effectiveness of Strategic goals and objectives are assessed annually through the program learning outcomes and other targets set by the institution before the start of the academic year. The PLOs achievement process is explained in **Section G 1.3** and other intended outcomes are objectively identified and presented in Table 16.

Table 16 Outcome Assessment of Strategic Goals and Objectives

#	Strategic Goals:	Objectives	Instrument	Target	Achievement
G1	Offer high quality programs relevant to business and Industry in the region.	Obj 1a: To design and deliver portfolio of programs and courses in the areas of business, management and allied fields.	Placement record of Institute from career services	70 % of the students to be placed within 6 months of graduation.	
		Obj 1b: To sensitize students to sustainability, environmental and ethical issues related to business and society.		100% Internship for MBA and BSBA program	
G2	Create conducive and productive environment for student learning and professional development.	Obj 2a: To adopt innovative pedagogical methods that will enrich student learning and experience.	Student satisfaction on facilities, Course and Faculty	<ul style="list-style-type: none"> • A minimum score of 7 on a scale of 10 in their feedback. • Student Satisfaction for facilities and departments of 4 on a scale of 5. 	
		Obj 2b: To actively pursue student and faculty mobility with international partner universities.			
		Obj 2c: To develop high quality teaching materials, text books, cases and reference books to augment teaching and learning experience.			
		Obj 2d: To provide IT enabled processes for teaching, learning and related activities.			
G3	Attain National, Regional and International Recognition for High Quality Academic Programs	Obj 3a: To benchmark and improve curriculum and academic processes every three years.	Annual report of QAIE	<ul style="list-style-type: none"> • Obtain Local renewal of accreditation on time. • Complete IACBE re-affirmation process. • Apply for rankings 	
		Obj 3b: To strive and achieve international accreditations for the programs.			
G4	Foster partnership with industry and government bodies for experiential learning	Obj 4a: To offer executive education programs for professionals and executives.	List of workshops, Report on Corporate Engagement	<ul style="list-style-type: none"> • At least 70% courses will invite at least one Guest Speaker • At least 2 workshops for students in each program. • At least 2 MDPs for the academic year 2018-2019 • At least 2 memberships of professional/ Industry Bodies 	
		Obj 4b: To engage with industry for collaborative projects and strengthen industry-academia interface.			
G5	Promote international outreach with recognized universities and institutions.	Obj 5a: To have a diversified mix of students and faculty from different geographical regions.	Report on Exchange students	<ul style="list-style-type: none"> • At least 10% increase in numbers of incoming and outgoing exchange students. 	
		Obj 5b: To create and develop partnership with institutions of repute.	Partnership Agreement with reputed Universities		
G6	Focus on applied business research relevant to industry, business and society.	Obj 6a: To support high quality applied research in corporate and social sector	Faculty Publication report	<ul style="list-style-type: none"> • Increase at least 10% budget for promoting research activities. • At least one publication per faculty (cases, books, research articles etc.) 	
		Obj 6b: To encourage faculty and students research publications in conferences and journals.	Number of conferences attended by faculty		

G. The instruments used and the type of evidence to be collected and analyzed

QAIE Office uses a wide range of instruments to collect quantitative and qualitative evidences for analyzing and reporting. The data is collected using a number of direct and indirect measures. Direct measures are mostly collected through self-assessment reports, course embedded assessment tools, assessment of Course Learning Outcomes and Program Learning Outcomes etc. Indirect measures include orientation surveys, exit surveys, satisfaction surveys, Students feedback on course and faculty etc.

These direct and indirect instruments collect various types of evidences for quality enhancement. The details of these Instruments are discussed below. The details of assessment instruments and type of evidence collected is provided in the Appendix-1 to 8.

1. Assessment of Academic Programs: Direct Measurements:

1.1 Course Embedded Assessment Instrument:

Academic programs follow Assurance of Learning (AOL) plan to assess its effectiveness through various courses. These courses evaluate various competencies using different instruments such as case study, project reports, presentations etc. For example, communication skill as a competency is evaluated by project report and presentation in Internship (BBA 346). This method of assessment is distinctive because the courses themselves become the instruments for assessing various intended competencies acquired by the students. Faculty evaluation of students' work in these courses is a means of assessing student learning outcomes. The 5-year AOL Plan is presented in **Appendix 13**.

1.2 Course Portfolio Evaluation:

The course portfolio is a compilation of documents prepared by Faculty at the end of the semester which comprises the following documents:

1. Course syllabus;
2. Course review report;
3. Copies of all teaching materials;
4. Copies of all assessments (such as Quizzes, Assignments, Projects, Case Analyses etc.,) with answer keys, marking schemes, and samples of students' submissions along with feedback (best, average and poor performance); Plagiarism check samples.
5. Plagiarism incident report; Examination incident report if any
6. Mid-term exam paper with answer keys, marking schemes, and samples of students' submissions along with feedback (best, average and poor performance);
7. Final exam paper with answer keys, marking schemes, and samples of students' submissions along with feedback (best, average and poor performance), Moderation Form, Fairness of evaluation letter of the Area Chair;
8. Grade Sheet (with graphical presentation);
9. Attendance Sheet;
10. Course Feedback obtained from students; and
11. Examination and Grade Moderation committee report (EGMC);

12. Portfolio review report.

The course portfolio is submitted by the faculty within 40 days after submission of the grades to the Registrar's office. The QAIE office checks the completeness of the portfolio submitted by the faculty. The complete portfolio is peer reviewed by a faculty member of the same subject area to be allocated by the Area Chair. The peer review report is compiled and summary report is prepared with the feedback of the peer review for improving the quality of program.

1.3 Assessment of Program Learning Outcomes (PLOs) through Course Learning Outcomes (CLOs)

1.3.1 Assessment through CLOs and PLOs

Assessment system at IMT of program learning outcomes and course learning outcomes are as follows:

- **Mapping Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs):** This is done at the time of designing the course.
- **Designing evaluation tools:** Course evaluation tools like Quiz, Assignments, Mid-term examination, Case studies, Project and Final examination are used by faculty to achieve CLOs assessment.
- **Course Assessment:** Course assessments are carried out by the faculty members using the evaluation tools to quantitatively measure the achievement of each CLO which is predominantly related to a particular PLO. IMT follows a policy to establish one to one correspondence of one CLO with one PLO on the basis of dominant contribution of a particular CLO to a particular PLO.
- **PLO achievement:** Weighted average of CLO achievement is treated as PLO achievement. CLO achievement is weighted by respective credits of the course. The detailed process of PLO achievement is detailed in **Appendix 1** – PLO achievement as described based on various subjects and their credit weight.
 - **Semester-wise Report of PLO achievement-** Once the assessment of CLOs is prepared by the faculty in each course, the QAIE office collects the information and compile semester-wise assessment of PLOs. This is a process by adding weighted achievements of CLOs for each PLOs in every semester. Credit assigned to each course is taken as weight for calculating weighted average score.

Semester-wise PLO Achievement

Semester-1							
Emirates QF strands	PLO	Weighted achievement of CLOs					Weighted average
		Course-1	Course-2	Course-3	Course-4	Course-5	
Knowledge	PLO1						
Skill	PLO2						
Autonomy	PLO3						
Role in context	PLO4						
Self-Development	PLO5						

- **Batch-wise PLO achievement Report-** After assessing the semester-wise achievement of PLOs, batch-wise achievement of PLOs is also assessed by aggregating the information of the semester-wise report. This information is used for curriculum review process and overall long-term development of the program.

Batch-wise PLO achievement

Emirates Qualification Framework strands	PLO	Semester1	Semester2	Summer	Semester3	Semester4	Overall achievement Level: Weighted Average of all the semesters*
Knowledge	PLO1						
Skill	PLO2						
Autonomy	PLO3						
Role in context	PLO4						
Self-Development	PLO5						

*Semester credits are taken as weight.

2. Assessment of Academic Programs: Indirect Measurements:

These assessments include surveys carried out by the administrative departments such as QAIE and Program Office and Internship evaluation by the company supervisor. The indirect measures of student learning outcome used at IMTD are given in Table 17:

Table 17 Survey Instruments for Indirect Measures

S. No	Survey Name	Explanation about the Survey	When Conducted?
1	Orientation Survey (Fall intake, Spring Intake, Summer Intake)	This is a survey that is conducted within a week of the induction of new students. This is used to assess the overall quality of the Orientation Program, the Housing Rules, regarding feedback on the Social Activities conducted as a part of the Orientation Program and all its other aspects	January, June, September
2	Faculty Satisfaction Survey	This survey collects the satisfaction of faculty on program, policies, facilities research and other departments	October
3	Staff satisfaction Survey	This survey collects the satisfaction of staff, policies, facilities and other departments	October
4	Student satisfaction Survey	This survey is used to evaluate the extent of students' satisfaction with various offices at IMT-Dubai namely Office of Admissions, Library, IT Office, Office of Student Services, Accounts Department, Program Office, Office of Registrar, Office of Internships and Projects, Office of Career Services and Facilities Department.	November

Table 17 Survey Instruments for Indirect Measures (Continued)

S. No	Survey Name	Explanation about the Survey	When Conducted?
5	Graduate Exit Survey-EMBA, MBA, BSBA/BBA	A comprehensive Program Evaluation Survey/Graduate Exit has been prepared recently and will be administered to students in the last semester of the program. This survey will assess students' levels of achievement of the intended Learning Outcomes of the program.	January, August, October
6	Alumni Survey	To check with their progress and also the effectiveness of the program	April
7	Course Feedback	This survey is administered to the students at the end of each semester before the commencement of each semester's final exams. This survey assesses three aspects of the course delivery – Methods of Course Delivery, Adequacy of Material used for Course Delivery and the Skills of each Instructor. This evaluation serves the purpose of assessing both the course and the learning process. IMT-Dubai asks students to participate in the course evaluation so that the Institute is aware of students' perceptions and make improvements accordingly.	Before Examination
8	Employer Survey	The internship is a key element of the learning process of IMT-Dubai and an integral part of the program. Internship provides students with opportunity to work in organizations and to apply tools and skills learned during the course of their study to real business situations. It is closely supervised and monitored by the company's supervisor. The internship reports and student's performance are assessed by the company's supervisor. Appropriate rubrics have been developed in-line with intended Program Learning Outcomes to evaluate students' readiness for employment.	August
9	Graduate Destination Survey GDS (From MOE)	Conducted by MoE	Yearly twice (May, March)
10	longitudinal Graduate Destinations Survey (LGDS)-(From MOE)	Conducted by MoE	Yearly twice (May, March)
11			

3. Assessment of Administrative departments: Indirect Measurements

Table 18 summarizes the indirect assessments for various departments.

Table 18 Department wise Indirect Assessments

Department	Data	Indirect Measures/instruments
QAIE	Consistencies in all the manuals and reports	Faculty & Staff satisfaction survey
	Communication of all decrees, policies received from MOE to internal stakeholders within 48 Hours	Faculty, Staff satisfaction survey
	Satisfaction rate for QAIE led sessions for various departments	Faculty, Staff satisfaction survey
Registrar Office	Student satisfaction rate with services offered by the registrar office	Student Satisfaction Survey
	Faculty satisfaction rate with services offered by the registrar office	Faculty Satisfaction Survey
Library	Satisfaction rate from Students, faculty for the orientation program	Orientation Survey Student & faculty Satisfaction Survey
Office of Career Services (OCS)	Satisfaction rate for placements for Internships	Student Satisfaction survey
	Placements rate for Final Year within 2 months of graduation	Student Satisfaction survey
Accounts Office	Timely information regarding fee to the students	Student satisfaction Survey
	Salary disbursement Timelines	Staff and Faculty Satisfaction Survey
IT Services	Continuous Software and Hardware upgrade	Student and Faculty Satisfaction Survey
Office of Student Services (OSS)	Satisfaction rate on student life experiences by conducting events, competitions and extracurricular activities	Student Satisfaction Survey
	Satisfaction for the orientation program related to student life	Student Satisfaction Survey
	Timelines for the completion of issuance of Entry permit, arrival of students, Medical test, and Visa stamping process.	Student Satisfaction Survey
Facility	Satisfaction related to maintenance of facilities	Faculty, Student and Staff Satisfaction Survey
	Satisfaction rate for Sports, Gym facilities for all the stakeholders	Faculty, Student and Staff Satisfaction Survey
	Satisfaction rate for the Food quality at IMT Mess	Faculty, Student and Staff Satisfaction Survey

Table 18 Department wise Indirect Assessments (Continued)

Department	Data	Indirect Measures/instruments
Admission Office	Improvement of response time to enquiries	Orientation Survey
HR Office	Treat Employees without any discrimination or biases: satisfaction from faculty and staff for the Department	Faculty and Staff Satisfaction Survey
	Annual Appraisal process efficiently: satisfaction rate from faculty and staff for the Department	Faculty and Staff Satisfaction Survey
	Prepare Manpower planning report to identify the employment requirement: satisfaction rate from faculty and staff for the Department	Faculty and Staff Satisfaction Survey
	Prepare Training needs of different departments for increasing efficient and self-development: satisfaction rate from faculty and staff for the Department	Faculty and Staff Satisfaction Survey
	Maintain the Rules and regulations related to Leave and personal record: satisfaction rate from faculty and staff for the Department	Faculty and Staff Satisfaction Survey
Program Office	Ensure efficient operation of the academic activities in close coordination with Program Chair: satisfaction rate from faculty, Student and Staff for the Department	Faculty, Student and Staff Satisfaction Survey
	Scheduling of all courses, classes and assigning class rooms: satisfaction rate from faculty, Student and Staff for the Department	Faculty, Student and Staff Satisfaction Survey
	Assist in conducting student orientation, handle course registration for students. Assist in preparing teaching plan/course load: student satisfaction rate	Orientation Survey Student Satisfaction Survey
Office of Community Engagement	Student satisfaction rate on community engagement activities	Student Satisfaction Survey

H. The entities responsible for each aspect of evaluation and quality assurance

The QAIE office is responsible for coordinating the assessment processes and creating continuous improvement plans. A detailed list of all the entities responsible for various assessments is listed in Section E.

I. The process of reviewing the results of evaluation in the development of approved action plans that includes projections of required budgets and resources.

The following steps describe the process for reviewing the results of evaluation in the development of approved action plan, including required budgets and resources

1. The detailed department specific evaluation reports are disseminated to respective Head of Departments for analysis and implementation as per Section J.
2. Department prepares self-evaluation reports based on their respective KPIs [refer to Section E and Appendix 12].
3. Department-wise action plans for improvement are prepared based on self-evaluation reports by an *ad hoc* committee comprising of two faculty members and staff members.
4. Departmental improvement plan along with projected budget and resources is presented by the *ad hoc* committee to the Director for approval.
5. QAIE office compiles the data collected through various direct and indirect measures as discussed in Section G and prepares report semester wise for academic programs. For the departments and services, the report is prepared annually.
6. The overall self-evaluation report is summarized in QAIE report which is also prepared annually. This report must be completed within three months of the completion of academic year. A copy of the report is presented to the Board of Governors by the Director.
7. This detailed evaluation report is disseminated to relevant internal and external stakeholders including Chair Research, Dean-Academics, Director, relevant departments at the MOE.
8. The Improvement Action Plan is periodically reviewed by the QAIE office to check the progress and reports the status to the Director.
9. Action plan for improvement for academic programs and service related issues are prepared by the appropriate authorities stated in Section J following the process stated in Section K.

J. Process of disseminating the results of evaluation

The evaluation reports are served as a basis for all future improvement plan. It is critical that the departments have easy access to all the related reports prepared by QAIE office. All the evaluation reports shall be disseminated within ten working days of compilation as mentioned in Table 19.

Table 19 QAIE Evaluation Report Dissemination Protocol

Evaluation report	Results disseminated to
Academic Programs	Program Chairs, Dean-Academics, Director
Registrar Office	Registrar, Dean-Academics, Director
Library	Librarian, Dean-Academics, Director
Office of Career Services	Office of Career Services, Director
Accounts	Accounts, Director
IT Services	System Administrator, Head Administration and Facilities, Director
Office of Student Services	Student Service Executive, Facility Manager, Director
Facility	Head Administration and Facilities, Director
Admission Office	Head Marketing & Admissions, Director
HR office	HR Officer, Director
Program Office	Program Chairs, Dean-Academics, Director
QAIE	Director
Research	Dean Academics, Chair Research, Director
Institutional self-evaluation report	Dean Academics, Director, MOE
QAIE Annual Report	Director shall disseminate to BoG

K. The process for monitoring the implementation of improvement plans

The respective authorities as stated in section-j shall prepare necessary action plan within one month for addressing the issues covered in various survey and assessment reports submitted by QAIE. All improvement plans are to be implemented in a timely manner. In order to facilitate proper execution of improvement plans, QAIE follows the following process mentioned below.

- Every department will prioritize areas of improvement along with the timelines and communicates to QAIE.
- QAIE office and respective department will meet periodically for the continuous monitoring of implementation of improvement plans.
- QAIE office reports any deviations/ delay to the Director for further action.

L. Provisions to ensure the quality assurance at branch campuses

The institute does not have any branch campus.

M. Process of benchmarking its quality and performance against best local and international practices.

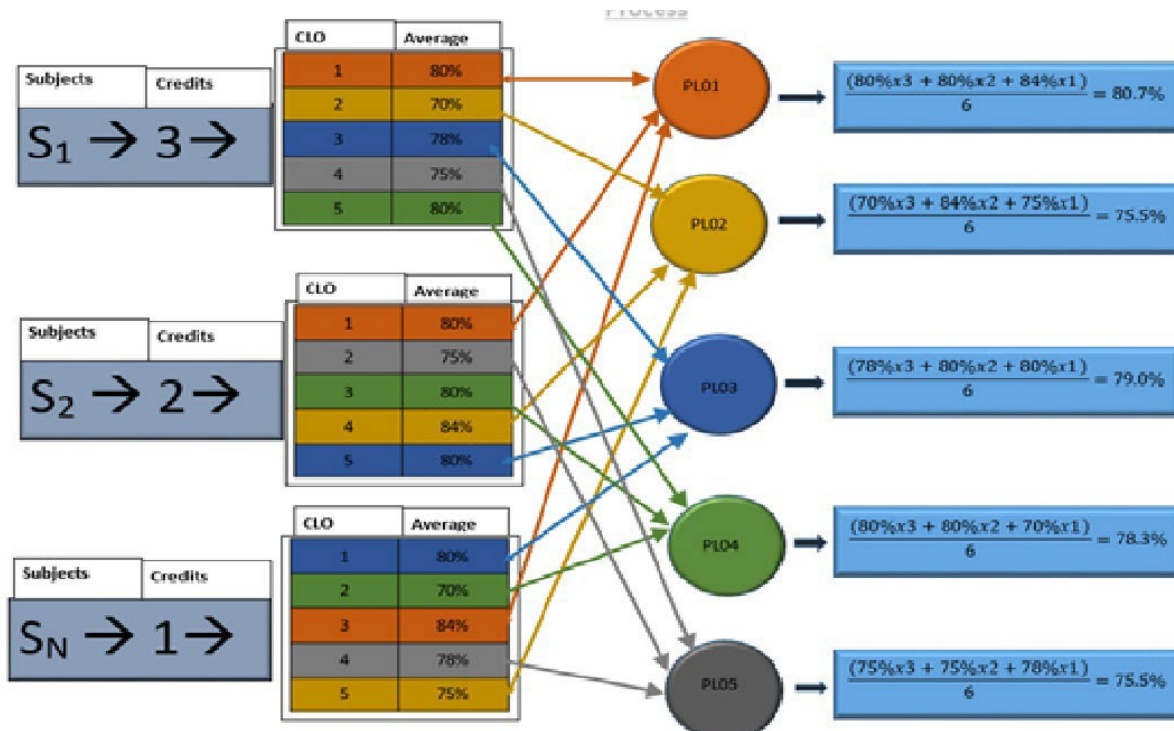
The institute follows the below process for benchmarking as and when required.

1. Based on the self-evaluation reports, QAIE will identify programs, and services which requires improvement.
2. These reports and evidences are presented to the Director and Head of Departments as required.
3. The Director shall create appropriate task force for various areas of benchmarking
4. QAIE office supports the task force by providing institutional data, and reports.
5. Benchmarking is carried out based on publicly available information on local and international best practices in Higher Education
6. External experts from reputed institutions are invited as resource persons, if required.
7. Taskforce recommendations are discussed at appropriate level before implementation.

APPENDICES

Appendix 1 Process of Program Learning Outcome (PLO) Evaluation

Figure 4 PLO Evaluation Process Chart



Process of CLO assessment

Assessment of CLO is carried out in the course assessment process by the faculty. The method of assessment of CLO assessment is as follows:

- a. Course evaluation tools like quiz, assignments, mid-term, case studies, project and final examination are used as per the course outline. The effectiveness of each tool is reviewed by the faculty based on previous assessments and comments of curriculum review committees if any.
- b. The weight assigned on these course evaluation tools are decided by the faculty members as per the requirement of the course. For example, in a typical course the weights assigned for various assessment tools are as shown in Table 20: Illustrative Assessment Tools.

Table 20 Illustrative Assessment Tools

Assessment Tool	Weight
Quiz	10
Assignment	10
Mid-term	20
Case	10
Project	10
Final	40
Total	100

Each assessment tool may contribute to more than one CLOs. Weight of various assessments tools contributing to different CLOs are decided by the faculty in a balanced manner as shown in Table 21: Illustrative Assessment Tools with its contribution to CLOs and illustrated in detail in Table 22: Evaluation of CLO achievement in a course. It can be seen that 20% of quiz contributes in achieving CLO-1. Similarly, 25% of mid-term examination and 12.5% of final examination contribute in achieving CLO-1.

Table 21 Illustrative Assessment Tools with its contribution to CLOs

Course Learning Outcomes	Method of assessment	Total marks	Weight*	% contribution
1	2	3	4	5=(4/3)x100
CLO-1	Quiz	10	2	20
	Assignment	10	0	0
	Mid-term	20	5	25
	Case	10	0	0
	Project	10	0	0
	Final	40	5	12.5
	total	100	12	

**Weights are decided based on the contribution of various elements of a particular evaluation.*

- c. For a detailed method of CLO assessment refer to Table-3, where a course with five CLOs is linked to five PLOs corresponding to five strands of Emirates Qualification framework (EQF). For example, total weight of various assessment tools contributing to CLO-1 is 12 out of 100. Average weight as mentioned in column-8 of Table-3 is calculated based on weight assigned, total marks and class average.

$$Average\ Weight = \frac{Weight\ Assigned}{Total\ Marks} \times 100$$

For example, in Quiz average weight is 1.2 for assessing CLO-1 which is derived from (2/10) X 6.00 = 1.2. Similarly, all other average weights are calculated for all the assessment tools assessing CLO-1. Total of average weight is sum of Column-8 for CLO-1 which in the present case is 9.2. Achievement of CLO-1 is calculated by dividing Column-9 with the total weight. In

the present case the value is $(9.2 \div 12) \times 100 = 76.67\%$. It means the on an average, students could achieve 76.67% of CLO-1 based on the assessment tool used. Similarly, achievement levels of all the course learning outcomes for this course are shown in Column-10. Over all achievement level of this course is around 78.07 %. Hence, we conclude that the students on an average are able to learn 78.07% of what is expected to achieve at the end of the course work.

Table 22 Evaluation of CLOs Achievement in a course

Emirates Qualification Framework strands	PLO	Course Learning Outcomes	Method of assessment	Total marks	Weight	Class Average	Average weight	Total Score	Achievement (%)
Knowledge	PLO1	CLO 1	Quiz	10	2	6.00	1.2	9.2	76.67
			Assignment	10	0	8.00	0		
			Mid-term	20	5	16.00	4		
			Case	10	0	8.00	0		
			Project	10	0	8.00	0		
			Final	40	5	32.00	4		
			total	100	12				
Skill	PLO2	CLO 2	Quiz	10	2	6.00	1.2	13.2	77.65
			Assignment	10	5	8.00	4		
			Mid-term	20	5	16.00	4		
			Case	10	0	8.00	0		
			Project	10	0	8.00	0		
			Final	40	5	32.00	4		
			total	100	17				
Autonomy	PLO3	CLO 3	Quiz	10	2	6.00	1.2	27.6	78.86
			Assignment	10	5	8.00	4		
			Mid-term	20	10	16.00	8		
			Case	10	10	8.00	8		
			Project	10	0	8.00	0		
			Final	40	8	32.00	6.4		
			total	100	35				
Role in context	PLO4	CLO 4	Quiz	10	0	6.00	0	13.6	80.00
			Assignment	10	0	8.00	0		
			Mid-term	20	0	16.00	0		
			Case	10	0	8.00	0		
			Project	10	5	8.00	4		
			Final	40	12	32.00	9.6		
			total	100	17				
Self-Development	PLO5	CLO 5	Quiz	10	4	6.00	2.4	14.4	75.79
			Assignment	10	0	8.00	0		
			Mid-term	20	0	16.00	0		
			Case	10	0	8.00	0		
			Project	10	5	8.00	4		
			Final	40	10	32.00	8		
			Total	100	19		Average Achievements	78.07	
			Sum Total		100				

Note: Contributions of different evaluation tools is weighted on the basis of class average marks obtained for that particular assessment tool.

Appendix 2 Course Review Report

Course Code	
Course Name	
Semester	

Faculty Name		Start Date	
Program		End Date	
Semester		Credits	
No. of Students Registered			

1. Appropriateness of the Course Learning Outcomes.

Evaluate learning outcomes as per the approved syllabus. In case any of the learning outcomes is considered inappropriate, suggest improvements.

Learning Outcomes	Appropriate (Yes/No)	Remarks
1.		
2.		
3.		
4.		
5.		
6.		

2. Extent to which the syllabus was covered (List topics not covered and suggestions for complete coverage).

--

3. Appropriateness of Prerequisites, as per syllabus.

If not appropriate please specify reasons.

Particulars	Name of the course	Mention whether the Prerequisites are appropriate
Prerequisites for the course, if any		

4. Appropriateness of Textbooks and other learning resources.

If any of the reading materials are considered not appropriate please specify reasons

Particulars	Title of the Text Book / Description of Other Learning Resources	Mention whether the Text Book, learning resources are appropriate
Text Book		
Other Learning Resources		

5. Appropriateness of assessment instruments in relation to learning outcomes and appropriateness of the balance of the assessment.

Learning Outcomes	Mention the appropriateness of assessment tools	Mention the appropriateness of balance of weights of assessment tools

6. Extent to which learning outcomes were met (with evidence).

Instructor shall map assessment tool to course learning outcomes and program learning outcomes.

Learning Outcomes	Relationship to Program Learning Outcomes	Method of Assessment	Weight Points	Average	Total Points	%

7. Final Examination

Items	Yes /No	Remarks
Question paper Moderation		
Fairness of Evaluation		

8. Quantitative Analysis of Grade Distribution.

Grade	No. of Students	%

9. Instructor’s comments on students’ performance.

10. Any other comments/suggestions for improvement in the course delivery.

Signature of the Faculty

Date

Course Portfolio Peer Review Report

Program	
Semester/Module	
Course Code	
Course Name	
Course Faculty	

Description	Yes/No	Remarks
1. Intended learning outcomes of the course are stated and evaluated clearly.		
2. Answer Key / Rubrics are provided for all assessments.		
3. Information about out-of-class assignments with due dates for submission are provided.		
4. Teaching and Learning methodologies are clearly stated.		
5. Text Book(s), recommended readings and other reference materials stated are current and relevant.		
6. Course Review Form filled by faculty is complete.		
7. Sample student work (best, average & poor performance) for all assessments are provided.		

Comments on the Course Portfolio:

--

Suggestions for improvement:

--

Date

Peer Reviewer
(Name & Signature)

Program Chair
(Name & Signature)

Appendix 3 Orientation Survey

Program: _____

Date: _____

Please fill out the following question on the Orientation program you have just gone through. We would like you to be forthright with your opinions and comments in order for us to improve the program in the future.

	Indicate whether you agree or disagree with the following statements:	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
		1	2	3	4	5
1.	The overall quality of the Orientation Program					
2.	The overall time duration of the Orientation Program					
3.	Experience with the Admissions office					
4.	Introduction to Faculty					
5.	Introduction to the Program					
6.	Overview of the Program Office					
7.	Course registration process by Program office					
8.	Session on Student Life: Office of student services provided all the relevant information to the students for a smooth transition to IMT Campus life					
9.	Session on Student Services & Facilities					
10.	Library and Introduction to resources, and training on Library Resources					
11.	Overview of IT & CANVAS LMS, and Training					
12.	Introduction to Case Study Methods					
13.	Overview of Office of Career Services					
14.	Ice breaking sessions					
15.	Team Building Activities					
16.	Session on Committees and Clubs					

Appendix 4 Student Satisfaction Survey

STUDENT SATISFACTION SURVEY

Program Title: _____	Batch: _____	Sem: _____	Date: _____
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This survey is used to evaluate the extent of students' satisfaction with various offices at IMT namely Office of Admissions; Library; IT Office; Office of Student Services; Program Office; Office of Registrar; and the Office of Career Services. On a scale of "1 to 5", please provide your response to the questions mentioned below. At the end of the survey, there is a section labeled "Comments/ Suggestions" where we request you provide suggestions for improving the various services that could enhance your learning experience. Thank you in advance for your feedback.

"1" indicates Strongly Disagree, "2" indicates Disagree, "3" indicates Neutral, "4" indicates Agree and "5" indicates Strongly Agree.

		1	2	3	4	5
I	OFFICE OF ADMISSIONS					
1	The Admission Office was helpful assisting me with admission related queries.					
2	The Information provided to me about different programs being offered at IMT, Dubai					
3	The timeliness of the response to my admission related queries					
II	LIBRARY					
1	The Library responded to all my informational related requests.					
2	The current library working hours suit my studying timings.					
3	The library has a range of books available related to most general business and contemporary topics					
4	The Library has essential textbooks and prescribed reading materials					
5	The electronic information services are sufficient for reference and research purposes					
6	The Library access off campus is easy and hassle free					
7	Library provides sufficient training to access learning resources such as databases, online resources					
III	IT OFFICE					
1	The IT Office responds well to solving my IT related problems					
2	I am satisfied with the quality of internet services provided.					
3	I am satisfied with the LMS related support services by IT Department					
4	I am satisfied with the training provided for various IT enabled services.					
5	I am satisfied with up-to-date IT infrastructure in the campus					

IV OFFICE OF STUDENT SERVICES						
1	The Office of Student Services responds to my queries and assist me with various tasks.					
2	I am satisfied with the Campus residential services					
3	I am satisfied with the extra-curricular activities arranged by OSS					
4	I am satisfied with the provision of Insurance and Health services?					
5	The personal counselling services provided by the Office is useful.					
6	I am satisfied with the events, competitions and extracurricular activities held in the campus					
7	Visa and related requirements and Health insurance is processed on time					
8	I am satisfied with community events organized by the institute					
		1	2	3	4	5
V PROGRAM OFFICE						
1	I am satisfied with the Program office with respect to Course allocation, class schedules and time table and other related information					
2	I am satisfied with the efficient operation of academic activities by the Program Office					
3	The Program Office responds well to Program related queries.					
4	I am satisfied with assistance provided by Program Office in preparing load.					
5	I am satisfied with the timely and comprehensive information provided on exchange program opportunities.					
		1	2	3	4	5
VI OFFICE OF REGISTRAR						
1	I am satisfied with the Office of Registrar for responding to my queries related to grades and academic standing.					
2	I am satisfied with the timely information provided on various academic matters.					
3	I am satisfied with the process of issuing Degree and Transcripts.					
VII OFFICE OF CAREER SERVICES						
1	Office of Career Service is responsive in regarding to my Internship / Projects queries.					
2	I am satisfied with the Internship/Career Service opportunities arranged by the Career services.					
3	I am satisfied with the quality of Internships/Projects offered in terms of diversity of industries; company profiles and nature of the Internship/Project.					
4	I am satisfied with the supervision and methodological guidance for Internships and Project assignments.					

6	I am satisfied with the quality of the pre-placement workshops and other supports.					
7	I am satisfied with the support provided for job placement?					
VIII	FACILITIES AND FOOD CAFETERIA					
1	I am satisfied with the facilities on campus					
2	I am satisfied with the cafeteria on campus and the quality of food.					
3	I am satisfied with the service provided by the staff in the cafeteria.					
4	I am satisfied with the seating area in the cafeteria.					
5	I am satisfied with the car parking on campus.					
6	I am satisfied with the common room area.					
7	I am satisfied with Sports, Gym & Fitness Center & services					
8	I am satisfied with Health and Safety facilities in the campus					
9	I am satisfied with the facilities department and its maintenance services for smooth conduct of the classes					
10	I am satisfied with the upkeep of residences/ rooms/					

IX	ACCOUNTS DEPARTMENT					
1	The Office of Accounts Department responds to my quires and assist me when approached.					
2	I am satisfied with the frequency of the reminder emails sent to me every semester regarding fee and other requirements					
3	I am satisfied with the payments process					
X	OVERALL FEEDBACK					
1	Office of Admissions					
2	Library					
3	IT Office					
4	Office of Student Services					
5	Program Office					
6	Office of Registrar					
7	Office of Career Services					
8	Facilities and Food Cafeteria					
9	Accounts Department					

Comments/Suggestions:

Appendix 5 Faculty Satisfaction Survey

Faculty Satisfaction Survey

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I	Questions					
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	Library provides sufficient training to access learning resources such as databases, online resources					
7	Library provides timely response to the request for books and other library services.					
8	Working environment is satisfactory.					
9	Register office provides efficient services related to examination and grading processes.					
10	Overall satisfaction related to Registrar office					
11	I am satisfied with the timely processing of payroll on monthly basis.					
12	Overall satisfaction related to Accounts office					
13	I am satisfied with up-to-date IT infrastructure in the campus					
14	Overall satisfaction related to IT facilities					
15	I am satisfied with the LMS related support services by IT Department					
16	I am satisfied with the facilities department and its maintenance services for smooth conduct of the classes and offices.					
17	Quality of food served in the cafeteria					

18	Sports, Gym & Fitness Center & services					
19	I am satisfied with attendance, leave and other policies related to HR office					
20	Training and workshops conducted by HR office is satisfactory					
21	I am satisfied with the Program office with respect to Course allocation, class schedules and time table and other related information					
22	I am satisfied with the efficient operation of academic activities by the Program Office					
23	I am satisfied with the research policy of the institute					
24	I have opportunity to participate in conferences/ workshops/ seminars					
25	Institute provides sufficient resources for research					
26	QAIE office provides all required information related to course outlines, feedbacks and portfolios					
27	QAIE office provides all required information related to Manuals, Fact book, PPM and other documents					
28	Overall satisfaction with QAIE department					

Appendix 6: Staff Satisfaction Survey

Staff Satisfaction Survey

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I	Questions					
1	Staff development policy is implemented					
2	Senior management appreciates my efforts					
3	I am satisfied with my Line Manager					
4	Promotion policy is implemented/ Conduct Annual Appraisal process efficiently					
5	I am satisfied with working conditions					
6	Registrar Office efficiently coordinates with my department to provide requested information for various stakeholders (CHEDS, KHDA and Other agencies)					
7	Overall satisfaction related to Registrar office					
8	I am satisfied with the timely processing of payroll on monthly basis.					
9	Overall satisfaction related to Accounts office					
10	I am satisfied with the facilities department and its maintenance services for smooth conduct of the classes and offices.					
11	Quality of food served in the cafeteria					
12	Sports, Gym & Fitness Center & services					
13	HR Office treats Employees without any discrimination or biases					
14	HR Office prepares Manpower planning report to identify the employment requirement in my department					
15	I am satisfied with attendance, leave and other policies related to HR office					
16	Training and workshops conducted by HR office is satisfactory					
17	I am satisfied with the Program office with respect to Course allocation, class schedules and time table and other related information					
18	I am satisfied with the efficient operation of academic activities by the Program Office					
19	QAIE office provides all required information related to Manuals, Fact book, PPM and other documents					
20	Overall satisfaction with QAIE department					

Appendix 7 Course Feedback and faculty evaluation survey



Feedback Form

Program:

Semester:

Course:

Faculty:

Batch:

Date:

Rating:		Lowest: 1			Mid			Highest: 10			
		1	2	3	4	5	6	7	8	9	10
1.	Learning value of the course										
2.	Achievement of course objective										
3.	Extent and depth of course coverage										
4.	Course material: Adequacy and relevance										
5.	Sequencing of topics and organization of the course										
6.	Communication skill of the instructor, articulation and comprehensibility										
7.	Interest generated by the instructor										
8.	Fairness in evaluation										
9.	Communication on internal assessment: feedback: Sufficient and timely										
10.	Overall rating for the course										
E-Learning (If applicable)											
11	Overall satisfaction with CANVAS LMS										
12	Overall satisfaction with E-learning										

Which topics did you enjoy the most?	
--------------------------------------	--

Your Suggestions to improve the course?	
---	--

Appendix 8 Graduates Exit Surveys (BBA, MBA, EMBA)

Graduate Exit Survey (BBA Program)

Introduction and Purpose: As part of our continuing efforts to improve the Bachelors' programs offered by IMT Dubai, we are interested in your honest assessments regarding various aspects of bachelors' program and learning environment. This student exit survey is an important tool in our program of continuous improvement, and it provides valuable data and information that will be used to identify areas where changes and improvements are needed.

Survey Composition: The survey is composed of the following four parts:

Part I: Evaluation of Student's Learning in the Bachelors Program.

Part II: Evaluation of the Bachelors Program and its Learning Environment.

Part III: Other Comments

Part IV: Demographic Information

General Instructions:

1. Please give careful consideration to all of the survey items and provide thoughtful, candid, and accurate responses to each of the applicable items.
2. For each survey item, please also provide specific comments and suggestions for changes and improvements.
3. Your identity will remain anonymous in any reports that are produced from this survey. Your responses will be combined with those of other graduates in your program of study to create summary reports that will be used by faculty and administrators to improve the institute

PART I: EVALUATION OF YOUR LEARNING IN THE BACHELORS' PROGRAM

The institute has identified Program Learning Outcomes (PLOs) that it expects students to have achieved upon completion of the Bachelors Program. For each of the following PLOs, mark the box in the rating scale that most closely corresponds to your assessment of your level of achievement of that outcome. Please also provide comments and suggestions for changes and improvements.

	1 = Marginal	2 = Adequate	3 = Proficient	4 = Advanced
Program Learning Outcomes	1	2	3	4
1. Students will be able to apply business and management principles and concepts in business and general decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
2. Students will be able to use interpersonal and general business skills to solve complex and multidimensional business issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
3. Students will be able to solve business and other issues independently by analyzing available alternatives and by creating solutions unknown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
4. Students will be able to Initiate and lead change for the performance of the organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
5. Students will be able to Identify the ways to sustain and improve self and organizational performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

PART II: YOUR EVALUATION OF THE BACHELORS PROGRAM AND LEARNING ENVIRONMENT OF THE INSTITUTE

This section contains a listing of various aspects of the Bachelor’s degree program and the overall learning environment at the institute. For each item, mark the box in the rating scale that most closely corresponds to your evaluation of the quality of that aspect of the institute’s Bachelor’s program/learning environment. Please also provide comments and suggestions for changes and improvements. If an item does not currently apply to you or you are unable to evaluate the item, mark the box in the rating scale labeled N/A.

Evaluation Items	N/A	1	2	3	4
1. Faculty Teaching in the Bachelors program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
2. Creativity of Your Professors in the Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
3. Teaching pedagogy/ methods of the Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
4. Teaching materials/Cases/ books/articles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
5. Curriculum in the Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
6. Internship opportunity availability in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
7. Industry Interactions during the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
8. Placement opportunity availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
9. Guest Lectures from the Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
10. Exchange opportunities during the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
11. Learning and Technological Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
12. Library Resources(databases, articles, research papers in the area of Business Management)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
13. Academic Support Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

N/A = Not Applicable or Unable to Evaluate	1 = Poor	2 = Fair	3 = Good	4 = Excellent
--	----------	----------	----------	---------------

Evaluation Items	N/A	1	2	3	4
14. Overall Quality of the Program and the institute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

PART III: OTHER COMMENTS

We would also very much appreciate your comments pertaining to the following items:
Mention the aspects of the Bachelor’s program and the institution that you are most satisfied with.
Comments:
Mention the aspects of the Bachelor’s program and the institution that you are least satisfied with.
Comments:
If you could start over again, would you still choose to attend the institute.
Comments:
Do you have other comments and/or suggestions that you would like to share?
Comments:

PART IV: DEMOGRAPHIC INFORMATION

Gender: Female Male

Age: Under 22 22 23 24

25 26 27-30 Over 30

Enrollment Status: Weekdays Weekend

Thank you very much for your assistance in this important process of continuous improvement. The valuable input that you provided in this survey will help us to improve the programs at IMT Dubai.

Graduate Exit Survey (MBA Program)

Introduction and Purpose: As part of our continuing efforts to improve the MBA programs offered by IMT Dubai, we are interested in your fair assessments regarding various aspects of MBA program and learning environment. This student exit survey is an important tool in our program of continuous improvement, and it provides valuable data and information that will be used to identify areas where changes and improvements are needed.

Survey Composition: The survey is composed of the following four parts:

Part I: Evaluation of Student's Learning in the MBA Program.

Part II: Evaluation of the MBA Program and its Learning Environment.

Part III: Other Comments

Part IV: Demographic Information

General Instructions:

1. Please give careful consideration to all of the survey items and provide thoughtful, candid, and accurate responses to each of the applicable items.
2. For each survey item, please also provide specific comments and suggestions for changes and improvements.
3. Your identity will remain anonymous in any reports that are produced from this survey. Your responses will be combined with those of other graduates in your program of study to create summary reports that will be used by faculty and administrators to improve the Institute.

PART I: EVALUATION OF YOUR LEARNING IN THE MBA PROGRAM

The institute has identified Program Learning Outcomes (PLOs) that it expects students to have achieved upon completion of the MBA Program. For each of the following PLOs, mark the box in the rating scale that most closely corresponds to your assessment of your level of achievement of that outcome. Please also provide comments and suggestions for changes and improvements.

	1 = Marginal	2 = Adequate	3 = Proficient	4 = Advanced
Program Learning Outcomes	1	2	3	4
1. Students will be able to analyze business issues in an uncertain socio-economic environment using concepts models and tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
2. Students will be able to develop innovative solutions by adopting appropriate methodologies through synthesis of knowledge in a variety of complex situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
3. Students will be able to display the ability to work independently as well as in teams and take judicious decisions for leading professional teams in a multi-cultural environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
4. Students will be able to plan and take responsibility to professionally manage systems and processes for achieving strategic goals in a global framework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
5. Students will be able to recognize changes in a dynamic environment, take measures to bridge the knowledge & proficiency gaps in a fair and ethical manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

PART II: YOUR EVALUATION OF THE MBA PROGRAM AND LEARNING ENVIRONMENT OF THE INSTITUTE

This section contains a listing of various aspects of the MBA degree program and the overall learning environment in the Institute. For each item, mark the box in the rating scale that most closely corresponds to your evaluation of the quality of that aspect of the institutes MBA program/learning environment. Please also provide comments and suggestions for changes and improvements. If an item does not currently apply to you or you are unable to evaluate the item, mark the box in the rating scale labeled N/A.

N/A = Not Applicable or Unable to Evaluate		1 = Poor	2 = Fair	3 = Good	4 = Excellent
Evaluation Items	N/A	1	2	3	4
1. Faculty Teaching in the MBA Courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
2. Creativity of Your Professors in the Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
3. Teaching Methods of Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
4. Faculty Advising in the MBA Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
5. Curriculum in the MBA Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
6. Internship Opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
7. Guest Lectures from Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
8. Placement Opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
9. Industry Visits during the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
10. Exchange opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
11. Learning and Technological Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
12. Library Resources in the Areas of Business, Commerce, and Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
13. Academic Support Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

N/A = Not Applicable or Unable to Evaluate	1 = Poor	2 = Fair	3 = Good	4 = Excellent
--	----------	----------	----------	---------------

Evaluation Items	N/A	1	2	3	4
14. Overall Quality of the MBA Program and the institute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

PART III: OTHER COMMENTS

We would also very much appreciate your comments pertaining to the following items:
With what aspect(s) of the MBA program and the Institute were you the most satisfied?
Comments:
With what aspect(s) of the MBA program and the institute were you the least satisfied?
Comments:
Do you have other comments and/or suggestions that you would like to share?
Comments:

PART IV: DEMOGRAPHIC INFORMATION

Gender: Female Male

Age: Under 22 22-25 25-30 30-35

Over 35

Thank you very much for your assistance in this important process of continuous improvement. The valuable input that you provided in this survey will help us to improve the programs at IMT Dubai.

Graduate Exit Survey (EMBA Program)

Introduction and Purpose: As part of our continuing efforts to improve the EMBA programs offered by IMT Dubai, we are interested in your fair assessments regarding various aspects of EMBA program and learning environment. This student exit survey is an important tool in our program for continuous improvement, and it provides valuable data and information that will be used to identify areas where changes and improvements are needed.

Survey Composition: The survey is composed of the following four parts:

Part I: Evaluation of Student’s Learning in the EMBA Program.

Part II: Evaluation of the EMBA Program and its Learning Environment.

Part III: Other Comments

Part IV: Demographic Information

General Instructions:

1. Please give careful consideration to all of the survey items and provide thoughtful, candid, and accurate responses to each of the applicable items.
2. For each survey item, please also provide specific comments and suggestions for changes and improvements.
3. Your identity will remain anonymous in any reports that are produced from this survey. Your responses will be combined with those of other graduates in your program of study to create summary reports that will be used by faculty and administrators to improve the Institute.

PART I: EVALUATION OF YOUR LEARNING IN THE EMBA PROGRAM

The institute has identified Program Learning Outcomes (PLOs) that it expects students to have achieved upon completion of the EMBA Program. For each of the following PLOs, mark the box in the rating scale that most closely corresponds to your assessment of your level of achievement of that outcome. Please also provide comments and suggestions for changes and improvements.

	1 = Marginal	2 = Adequate	3 = Proficient	4 = Advanced
Program Learning Outcomes	1	2	3	4
1. Students will be able to exhibit knowledge and understanding of concepts, theories and principles in business management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
2. Students will be able to apply appropriate tools and techniques for effective decision making and problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
3. Students will be able to critically analyze business issues and communicate effectively in a variety of scenarios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
4. Students will be able to analyze systems and processes and assume responsibility of its effective governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
5. Students will be able to motivate individuals and lead teams to achieve the desired objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
6. Students will be able to analyze business problems, identify gaps and suggest creative solutions in an ethical manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

PART II: YOUR EVALUATION OF THE EMBA PROGRAM AND LEARNING ENVIRONMENT OF THE INSTITUTE

This section contains a listing of various aspects of the EMBA degree program and the overall learning environment in the institute. For each item, mark the box in the rating scale that most closely corresponds to your evaluation of the quality of that aspect of the institute’s EMBA program/learning environment. Please also provide comments and suggestions for changes and improvements. If an item does not currently apply to you or you are unable to evaluate the item, mark the box in the rating scale labeled N/A.

N/A = Not Applicable or Unable to Evaluate 1 = Poor 2 = Fair 3 = Good 4 = Excellent					
Evaluation Items	N/A	1	2	3	4
1. Faculty Teaching in the EMBA Courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
2. Creativity of Your Professors in the Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
3. Teaching Methods of Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
4. Teaching Materials, cases, Articles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
5. Curriculum in the EMBA Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
6. Relevance of Courses to Your Career Goals or Further Study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
7. Variety of Course Offerings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
8. Placement/ Career Advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
9. Classroom Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
10. Research based teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
11. Library Resources in the Areas of Business, Commerce, and Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
12. Academic Support Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
13. Overall Quality of the EMBA Program and the institute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					

PART III: OTHER COMMENTS

We would also very much appreciate your comments pertaining to the following items:
With what aspect(s) of the EMBA program and the Institution were you the most satisfied?
Comments:
With what aspect(s) of the EMBA program and the Institution were you the least satisfied?
Comments:
If you could start over again, would you still choose the institution for your EMBA?
Comments:
Do you have other comments and/or suggestions that you would like to share?
Comments:

PART IV: DEMOGRAPHIC INFORMATION

Gender: Female Male

Age: Under 25 25-30 30-35 35-40
 Over 40

Enrollment Status: Sponsored Non-Sponsored

Thank you very much for your assistance in this important process of continuous improvement. The valuable input that you provided in this survey will help us to improve the program.

Appendix 9: Employer Survey of IMT Graduates

Dear Employer,

This survey is used to (indirectly) assess the Program Learning Outcomes of the program, for our Graduates employed at your esteemed organization.

Your feedback is very important for IMT Dubai, and you are requested to participate in the survey.

1. Name of the Employee

2. Name of the Employer / Company Name *

3. How long the graduate been employed by your company? *

- Less than 6 Months
- 6 Months to 1 Year
- 1 Year to 2 Years
- More than 2 Years

4. Which of the following area is the graduate currently employed? *

- Human Resource Management
- Finance
- Marketing and Retail
- Project and Operations
- Digital Business
- Other (Please specify)

5. On a scale 1 to 4, where 4 is the Best/Highest Score, How would you rate this Employee in each of the following areas? *

	Not Applicable	Poor(1)	Fair(2)	Good(3)	Excellent(4)
Functional Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analytical Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual Performance in teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. In what areas do you feel that our graduate was best prepared for his/her present position?

7. In which areas do you feel additional skills would be helpful for our graduates

Appendix 10: Alumni Survey

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
I	Questions	1	2	3	4	5	
1.	I am competent in my specialization.						
2.	If I was to attend a Graduate/PhD program, I would choose the same institution.						
3.	The program was an important element in my professional success.						
4.	I was satisfied with the teaching facilities.						
5	I was employed before graduation.						
6	I was offered or started a job within 12 months from my graduation.						
7	I was offered an admission to Masters' program in less than 12 months from graduation.						

Appendix 11. Student Satisfaction Survey on Hostel services

STUDENT SATISFACTION SURVEY ON HOSTEL SERVICES					
	Strongly agree	agree	Not sure	disagree	Strongly disagree
Recreational facilities					
Gym equipment					
Lounge facilities					
Multiple purpose sports court					
Vending machines					
Clinic equipment					
Availability of nurse					
Dining/catering facility					
Quality of food					
Quantity of food					
Cleanliness of dining facility					
Quality of cutlery provided for dining					
Accommodation facilities:					
Privacy in bedroom					
Quality of bed and mattress					
Security of property in bedroom					
Lightening adequacy in bedroom					
Ventilation in bedroom					
Furniture in bedroom					
Wi-fi in campus					
Cleanliness in the bathroom					
Air conditioning					
Water flow					
Laundry services					
Pantry services provided in residential floor					
Fire alarms and sprinklers equipped inside the room					
Prayer room:					
Availability of prayer rooms					
Other facilities:					

Other facilities:					
Easy access to warden					
Easy access to security guard					
Adequate lightening in the campus					
Parking facility					
Elevator facility					
Easy access washroom for people of determination					
Training for firefighting evacuation drill					
Easy access to firefighting equipment					
CC camera coverage throughout the campus					

Appendix 12: Program Chair's Report

PROGRAM CHAIR'S REPORT

Program Name :		Program Chair's Name :	
Semester :		Academic year :	

I. Statistics during the Semester

Indicators	Remarks by Program Chairperson	Source
No. of Students enrolled in courses in previous semester		
No. of Students currently enrolled in courses		
No. of Courses offered		
No. of Full time Faculty		
No. of Part time Faculty		
No. of Teaching Assistants Faculty		
No. of Students in Internship or Capstone Projects		
No. of external companies engaged in internships or Capstone Projects		
No. of Students to graduate after the semester		
No. of field visits done		
No. of exchange students send from IMT		
No. of exchange students revived at IMT		

II. Feedback on the Program

	Key decisions taken on the Program	Source
Graduating Student Feedback on program		
IT Labs and software used		
Library resources used		
Financial support provided		
Research and Conferences conducted		
Publications and scholarly work conducted		
External Review on the Program		
Employer Feedback on the Program		

III. Standing Committee Decisions taken during the semester

Committees	Key decision taken on the Program	Source
Academic Committee (AC)		
Student Admissions Committee (SAC)		
Student Disciplinary Committee (SDC)		
Examination and Grade Moderation Committee (EGMC)		
Curriculum Committee (CC)		
Course Mapping Committee (CMC)		
Research Committee (RC)		
Student Grievance Committee (SGC)		
Library Committee (LC)		
Any Other Committee		

IV. Program Objectives / Program Outcome Achievement

Source: program learning outcome (PLO)- Course Learning Outcome (CLO) matrix

The achievement of PLOs is categorized into three categories: High, Medium and Low, as per the grading standards of EMBA program.

Achievement level of PLOs		
PLO Achievement	Criteria	Corresponding grading standard
High	more than 75%	Good
Medium	71-75%	Average
Low	70% or less	Below average

The achievement of PLOs by each course are presented in the Table 23.

Table 23 PLOs Achievement Analysis

Contribution of courses to the achievement of PLOs									
S.NO	Course Code	Course Name	Semester	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
1									
2									
3									
4									
Average PLO									
Achievement of PLOs level (refer to table 1)									

V. Overall Comments:

VI. Areas of Improvement

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

VII. Closing the loop (follow up from the previous reports' areas of improvement):

Signature of Program Chairperson

Signature of Dean-Academics

Appendix 13 Administrative Department Performance Report

ADMINISTRATIVE DEPARTMENT PERFORMANCE REPORT

Department :		Department Head Name :	
Semester :		Academic year :	

I. Goals of the Department

- a. _____
- b. _____
- c. _____

II. Key Performance Indicators (KPIs)

Goals	KPIs	Data Source	Achievements	Remarks

III. Areas of Improvement

- a. _____
- b. _____
- c. _____

IV. Overall Comments

- a. _____
- b. _____
- c. _____

V. Signatories

Signature of Department Head

Date _____

Appendix 14: Assurance of Learning (AOL) Plan for BBA, MBA and EMBA

5-year AOL Assessment Plan for FOUR YEAR BBA Program									
UAE Qualification Framework: Strands	Program Learning Outcome (PLO) BBA Program	Competency	Semester	Direct Measures				Indirect Measures	
				Where Assessed? (Courses)	How assessed?	Instrument used	When assessed?	Survey	When assessed?
Knowledge	PLO-1: Apply business and management principles and concepts in business and general decision-making. (Knowledge)	Basic Business Functional Knowledge	7	Strategic Management (BBA 402)	Case study	Report	Year 1 & 3	Exit Survey	Annual
			1	Financial Accounting 1 (BBA 215)	Exercise	Report	Year 1 & 3	Exit Survey	Annual
			1	Theory and Practice Management (BBA 213)	Project	Report	Year 1 & 3	Exit Survey	Annual
			2	Principles of Marketing (BBA 222)	Exercise	Report	Year 1 & 3	Exit Survey	Annual
Skill	PLO 2 - Use interpersonal and general business skills to solve complex and multidimensional business issues. (Skill)	Communication skills	8	Internship-II (BBA 405)	Project	Presentation	Year 1 & 3	Employers Survey	Annual
			4	English Essay writing (BBA 344)	Case Assignment	Report & presentation	Year 1 & 3		
			1	Introduction to Arabic Language (BBA 211)	Case Assignment	Report	Year 1 & 3		
		Analytical Skills	3	Business Research	Project	Report	Year 1 & 3		

				Methodology (BBA 334)					
			2	Statistics for Business Decisions (BBA 223)	Topical question	Written exam	Year 1 & 3		
Autonomy & Responsibility	PLO 3 – Solve business and other issues independently by analyzing available alternatives and by creating solutions unknown. (Autonomy & Responsibility)	Individual performance in teams	2	Teamwork and Collaboration (BBA 227)	Exercise	Presentation	Year 1 & 3	Employers Survey	Annual
		Team performance	2		Exercise	Presentation	Year 1 & 3		
Role In Context	PLO 4 –: Initiate and lead change for the performance of the organizations. (Role in Context)	Professionalism	8	Internship-II (BBA 405)	Project	Report & Presentation	Year 1 & 3	2 years Old Alumni Survey	Annual
			2	Creativity and Innovation (BBA 225)	Project	Report	Year 1 & 3		
		Sensitivity to Regional issues	8	Internship-II (BBA 405)	Project	Report & Presentation	Year 1 & 3		
			2	UAE society and Islamic civilization (BBA 221)	Case Assignment	Presentation	Year 1 & 3		
Self-Development	PLO 5 –: Identify the ways to sustain and improve self and organizational performance. (Self-Development)	Professional Ethics	4	Corporate Governance & Business Ethics (BBA 343)	Case study	Report	Year 1 & 3	Employers Survey	Annual
		Social responsibility	4		Case study	Report	Year 1 & 3		

AOL for MBA

5 year AOL Assessment Plan for MBA (1 year) Program								
UAE Qualification Framework: Strands	Program Learning Outcome (PLO) MBA Program	Competency	Direct Measures				Indirect Measure	
			Where Assessed ? (Courses)	How assessed?	Instrument used	When assessed?	Survey	when assessed?
Knowledge	PLO-1: Analyze business issues in an uncertain socio-economic environment using concepts models and tools.	Basic Business functional Knowledge	Strategic Management (MBA 731)	Case study	Report	Year-1 & Year 3	Exit Survey	Annual
			Accounting for Decision making (MBA 711)	Exercise	Report			
			Marketing Management (MBA 723)	Project	Report			
Skill	PLO-2 : Develop innovative solutions by adopting appropriate methodologies through synthesis of knowledge in a variety of complex situations	Communication skills	Applied Industry Project (IOP 702)	Project	Report & presentation	Year-1 & Year 3	Employers Survey	Annual
		Analytical Skills	Statistics for Business (MBA 714)	Topical question	Written exam	Year-1 & Year 3		
			Strategic Management (MBA 731)	Case study	Report	Year-1 & Year 3		
Autonomy & Responsibility	PLO 3 -- : Display the ability to work independently as well as in teams and take judicious decisions for leading professional teams in a multi-cultural environment	Individual performance in teams	Workshop on working effectively (IRP 704)	Team Activities	Presentation	Year-1 & Year 3	Employers Survey	Annual
		Team performance		Team Activities	Presentation	Year-1 & Year 3		
				Entrepreneurship, Creativity & Innovation (MBA 712)	Project	Report	Year-1 & Year 3	Employers Survey

Role In Context	PLO 4 – : Plan and take responsibility to professionally manage systems and processes for achieving strategic goals in a global framework	Professionalism	Applied Industry Project (IOP 702)	Project	Report & presentation	Year-1 & Year 3	2 years Old Alumni Survey	Annual
			Organization behavior & Human resource Management (MBA 725)	Case study	Case study analysis & presentation	Year-1 & Year 3		
		Sensitivity to Regional issues	Applied Industry Project (IOP 702)	Project	Report & presentation	Year-1 & Year 3		
Self-Development	PLO 5 – : Recognize changes in a dynamic environment, take measures to bridge the knowledge & proficiency gaps in a fair and ethical manner	Professional Ethics	Business Ethics (MBA 721)	Case study	Report	Year-1 & Year 3	Employers Survey	Annual
		Social responsibility			Report	Year-1 & Year 3		

Revised as per Faculty council meeting 2/9/2022

5 year AOL Assessment Plan for EMBA Program*								
UAE Qualification Framework: Strands	Program Learning Outcome (PLO) EMBA Program	Competency	Direct Measure				Indirect Measure	
			Where Assessed ? (Courses)	How assessed?	Instrument used	When assessed ?	Survey	when assessed?
Knowledge	PLO-1: Exhibit knowledge and understanding of concepts, theories and principles in business management	Basic Business functional Knowledge	Strategy and Leadership (STL 841)	Essay based evaluation	Written examination	year-1, year-3	Exit Survey	Annual
Skill	PLO-2 : Apply appropriate tools and techniques for effective decision making and problem solving	Analytical Skills	Business Research Methods (BRM 611)	Research Project	Report	year-1, year-3	Employers /Exit Survey	Annual
	PLO-3: Critically analyze business issues and communicate effectively in a variety of scenarios	Communication skills	Business Communication (MGC 501)	Class Project	Report & Presentation	year-1, year-3		
Autonomy & Responsibility	PLO 4: Analyze systems and processes and assume responsibility of its effective governance	Social responsibility	Business Ethics & Corporate Governance (BEG 821)	Case study	Report	year-1, year-3	Employers /Exit Survey	Annual
Role In Context	PLO 5: Motivate individuals and lead teams to achieve the desired objectives	Individual performance in teams	Marketing Management (MKT 601)	Case study/Project report	Individual Presentation	year-1, year-3	2 years Old Alumni/Exit Survey	Annual
		Team performance		Case study/Project report	Group report	year-1, year-3		
Self-Development	PLO 6 : Analyze business problems, identify gaps and suggest creative solutions in an ethical manner.	Professional Ethics	Business Ethics & Corporate Governance (BEG 821)	Case study	Report	year-1, year-3	Employers /Exit Survey	Annual

- EMBA Program is currently inactive

Document Change Record

Version: December 2022

Date of Approval of the BoG: 27th December 2022

Sl.no	Change summary	Section	Page no. of previous version- October 2022	Page no. of current version- December 2022
1	Revised Organization chart is replaced	F : Organization chart of the institute	8	8
2	AOL assessment plans for BBA and MBA are updated	Appendix 13	80, 81,82,83	83, 84,85,86
3	Included Student satisfaction Survey on Hostel services	Table 15	31	31
4	Included Student Satisfaction Survey on Hostel services	Appendix 11	NA	76-77

Version: October 2022

Date of Approval of the BoG: 26th September 2022 :

Sl.no	Change summary	Section	Page no. of previous version- August 2022	Page no. of current version- October 2022
1	Revised Organization chart is replaced	F : Organization chart of the institute	8	8
2	AOL assessment plans for BBA and MBA are updated	Appendix 13	80, 81	80, 81,82,83