



Quality Assurance &
Accreditation Center

COURSE EVALUATION REPORT

2024-2025

SEMESTER 2

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2024 / 2025

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ABOUT QAAC

The **Quality Assurance and Accreditation Center (QAAC)** was established at the University of Bahrain to ensure and enhance the academic standards of teaching and learning across the University. Since 1999, the University has operated a Continuous Quality Improvement approach to quality assurance and accreditation. In 2009, the QAAC was established to play a key role in the development, monitoring and reporting across the University. The QAAC implements a holistic, systematic evidence-based quality assurance and accreditation approach covering: institutional quality assurance and accreditation, academic programs and related institutional aspects in order to provide students with best possible academic programs and services to learn and excel. Additionally, the Center operates a number of independent surveys and evaluation systems to provide valuable and essential information for improvement and development.



UOB MISSION

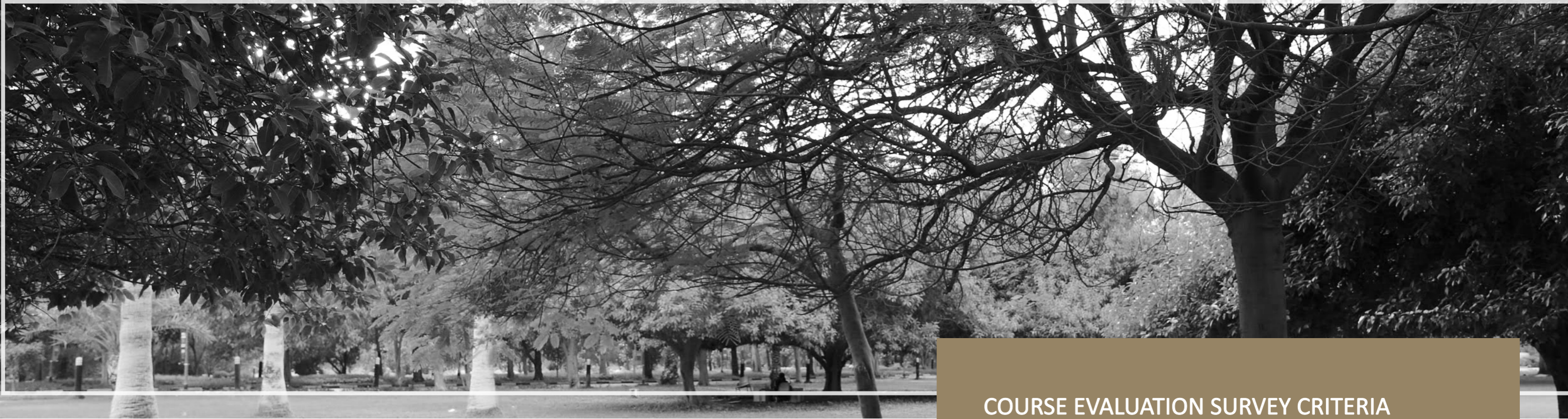
Providing distinguished services in education, scientific research, innovation and entrepreneurship by employing modern methods of advanced technologies to serve the Bahraini community and develop effective partnerships locally, regionally and internationally.



UOB VISION

“A Bahraini higher education institution, leading in education, building a knowledge society, fostering entrepreneurship, and enhancing sustainability, that aims to be one of the best academic institutions in the region, contributing to the Kingdom of Bahrain’s Economic Vision 2030.”





INTRODUCTION

The University of Bahrain (UOB) is committed to transparency and accountability in delivering high-quality education. Student feedback is crucial in the continuous improvement processes, ensuring excellence in teaching, learning, and the overall student experience.

In 2023, UOB introduced Explorance Blue, an advanced survey system seamlessly integrated with the university's Learning Management System (LMS), Blackboard. The system transformed the evaluation process by supporting diverse course formats, including lab, clinical, self-study, and project-based courses. It also added multi-level reporting capabilities, allowing detailed analysis at the faculty, department, and university levels. This improvement enhanced the feedback loop, fostering a culture of continuous improvement and data-driven decision-making.

Building on this foundation, UOB further refined the Course Evaluation Survey in the academic year 2024 / 2025 to assess both course content and faculty performance comprehensively. This refinement ensures a holistic evaluation of the teaching and learning experience, aligning with the university's commitment to academic excellence.

During the evaluation process, students offer feedback on different parts of their courses. The results are carefully compiled into section-specific reports, which faculty members then combine. This method allows for a thorough analysis of the link between course evaluations and faculty performance. To protect confidentiality, student identities remain anonymous throughout. Faculty members can see their evaluation results, while department heads and deans can review evaluations for faculty within their departments.

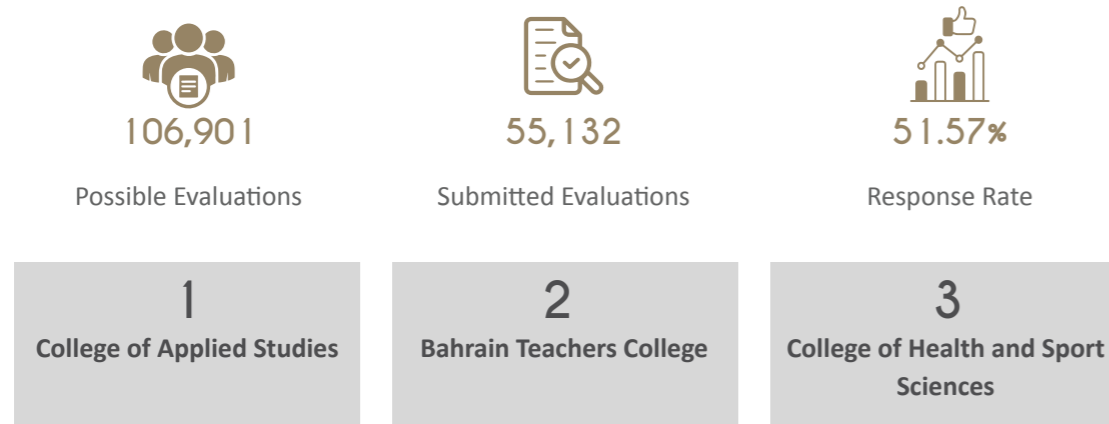
COURSE EVALUATION SURVEY CRITERIA

The course evaluation survey measures student satisfaction across the following key areas:

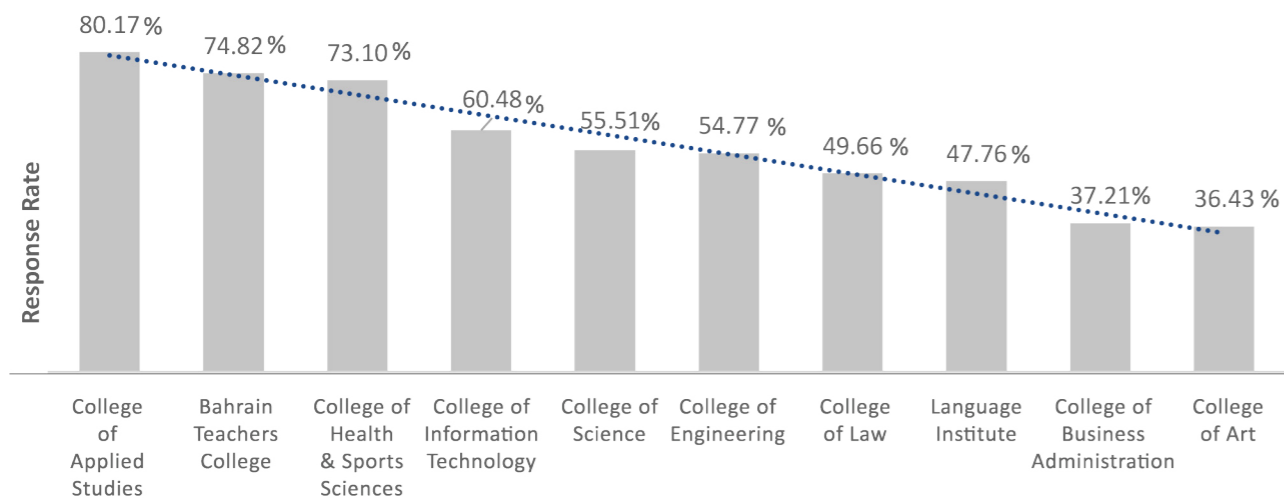
- **COURSE RESOURCES:**
Availability and adequacy of learning materials and tools.
- **SYLLABUS AND COURSE MATERIALS:**
Relevance, clarity, and organization of course content.
- **CONTENT DELIVERY:**
Effectiveness of teaching methods and communication.
- **TEACHING EFFECTIVENESS:**
Instructor's ability to engage and facilitate learning.
- **INSTRUCTOR SUPPORT AND FEEDBACK:**
Timeliness and quality of guidance provided.
- **ASSESSMENT APPROPRIATENESS:**
Fairness and alignment of assessments with course objectives.

By systematically collecting and analyzing student feedback, UOB ensures continuous improvement in teaching and learning practices. This commitment to excellence underscores the university's dedication to providing a high-quality educational experience for all students.

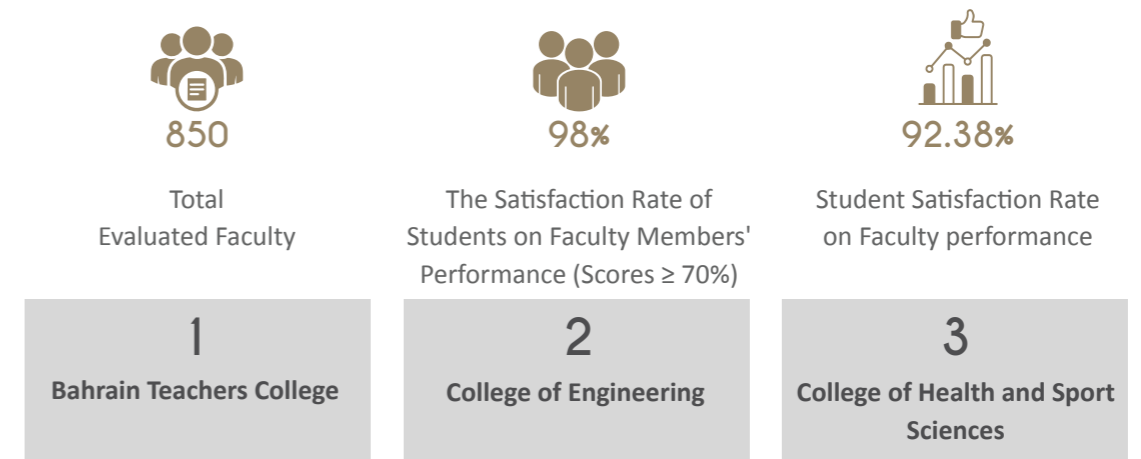
RESPONSE RATES



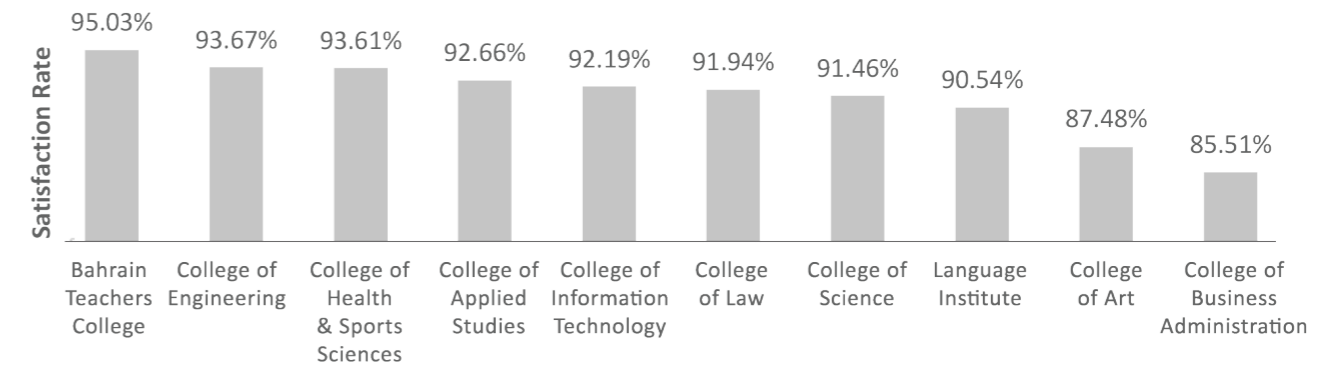
Distribution of Response Rates by College



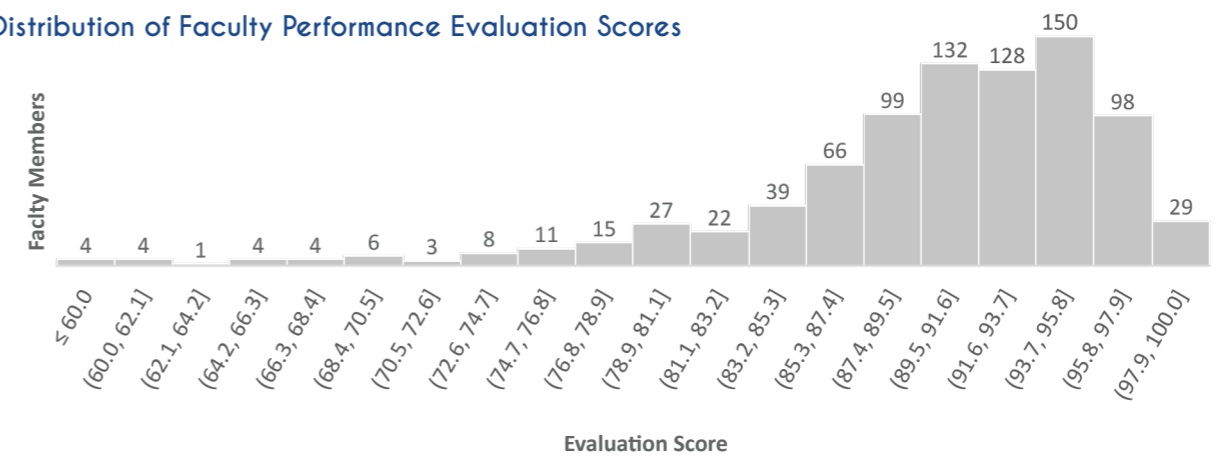
DATA ANALYSIS OF FACULTY PERFORMANCE



The Overall Satisfaction Rate of the Faculty Performance



Distribution of Faculty Performance Evaluation Scores



DATA ANALYSIS OF COURSE CONTENT EVALUATIONS



1,710

The total number of courses that have been evaluated



4,704

The total number of sections that have been evaluated



89.14%

Course Content Satisfaction Rate

1

College of Applied Studies

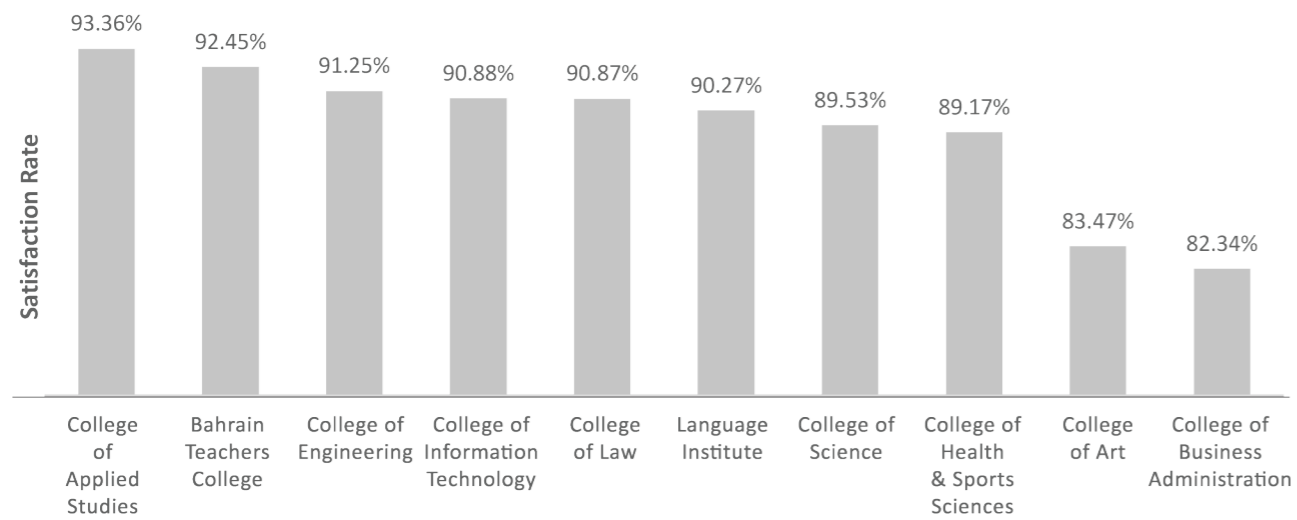
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Bahrain Teachers College

3

College of Engineering

The Overall Satisfaction Rate of the Course Content

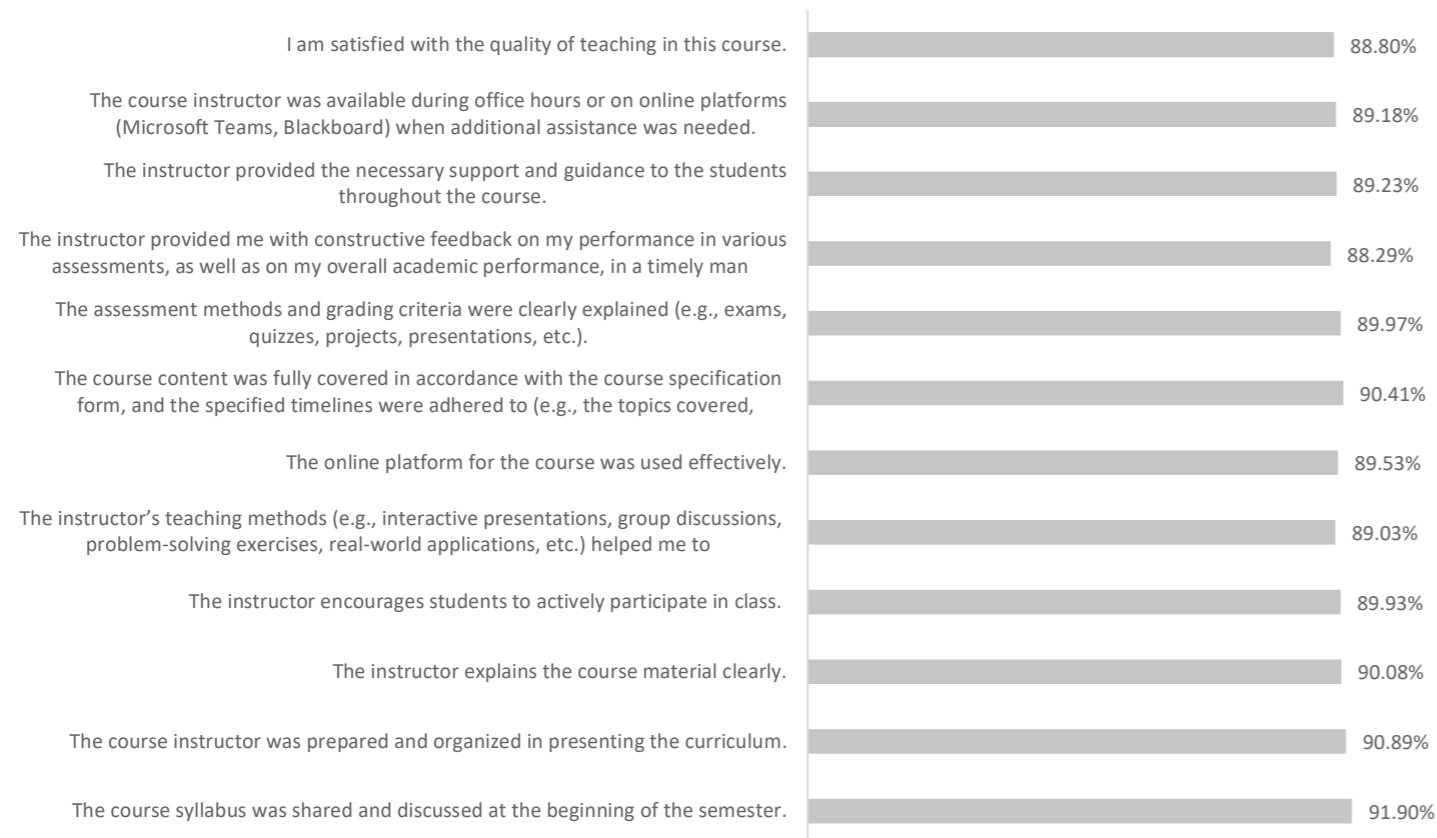


QUESTIONS ANALYSIS



FACULTY EVALUATION

The following figures provide a summary of the overall student evaluation of the questions related to faculty performance at the university level.



Theoretical Courses- Faculty Performance



Laboratory Courses- Faculty Performance



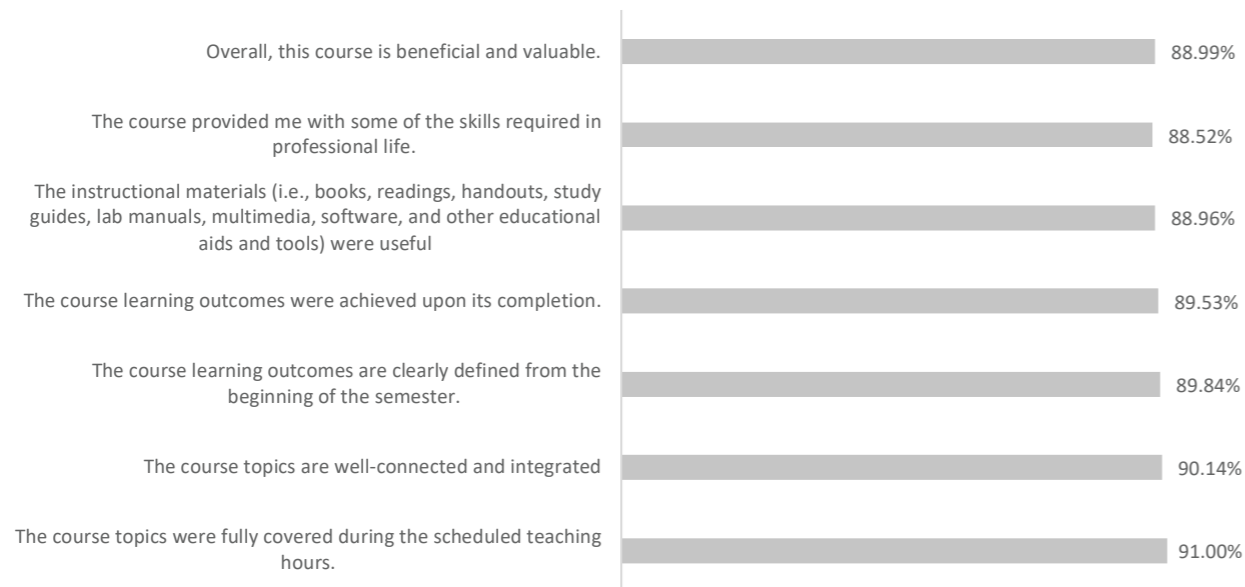
Thesis Courses- Faculty Performance



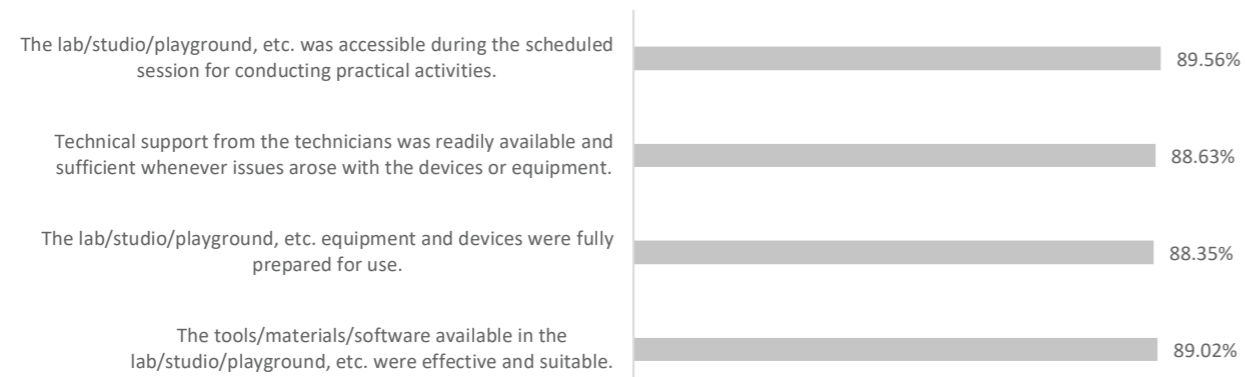
Industrial Training Courses- Faculty Performance

COURSE CONTENT EVALUATION

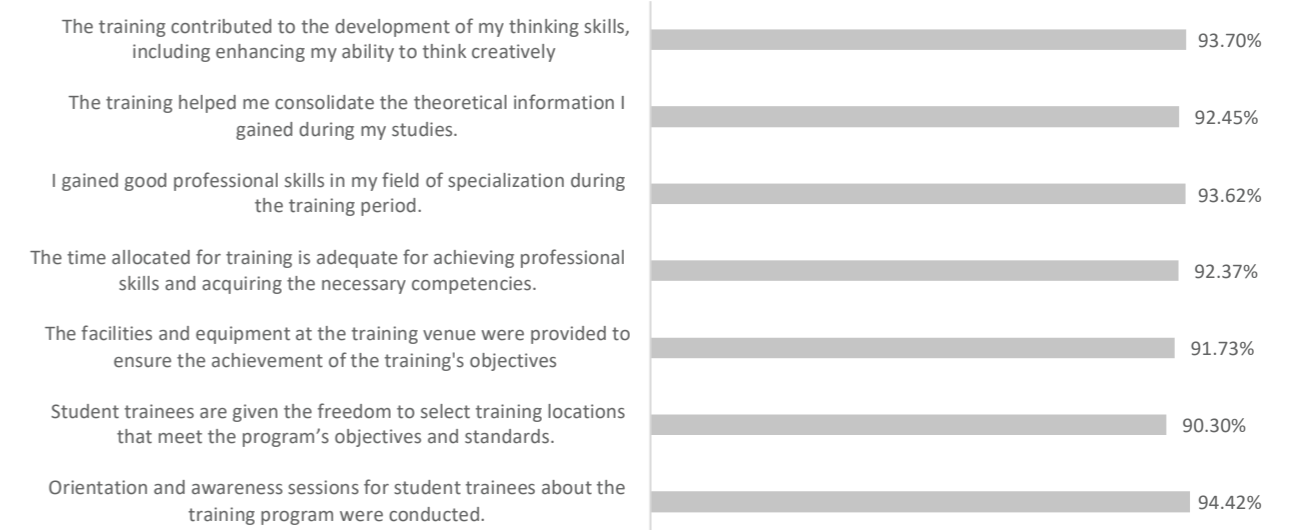
The following figures provide a summary of the overall student evaluation of the questions related to course content at the university level.



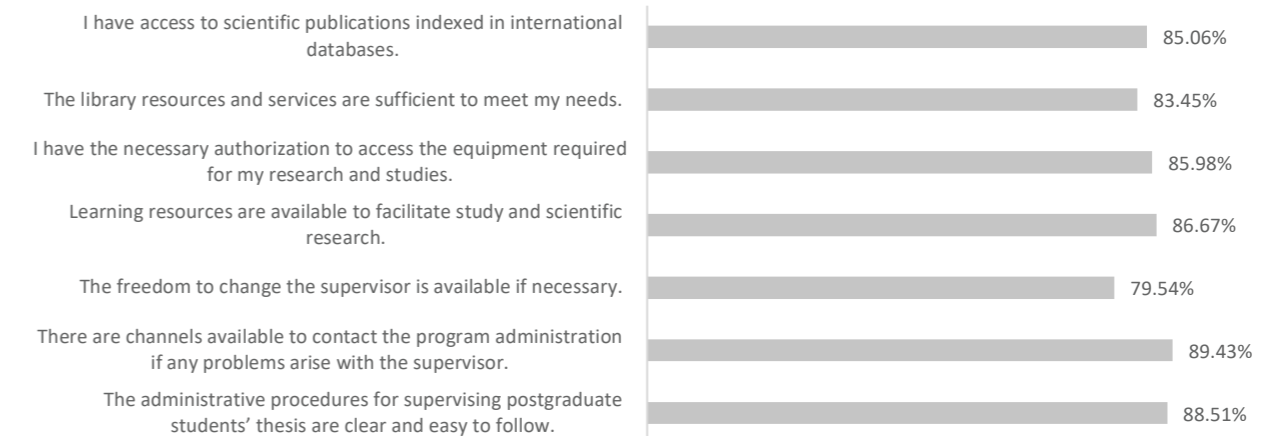
Theoretical Courses- Course Content



Laboratory Courses- Course Content



Industrial Training Courses- Course Content



Thesis Courses- Resources and Procedures

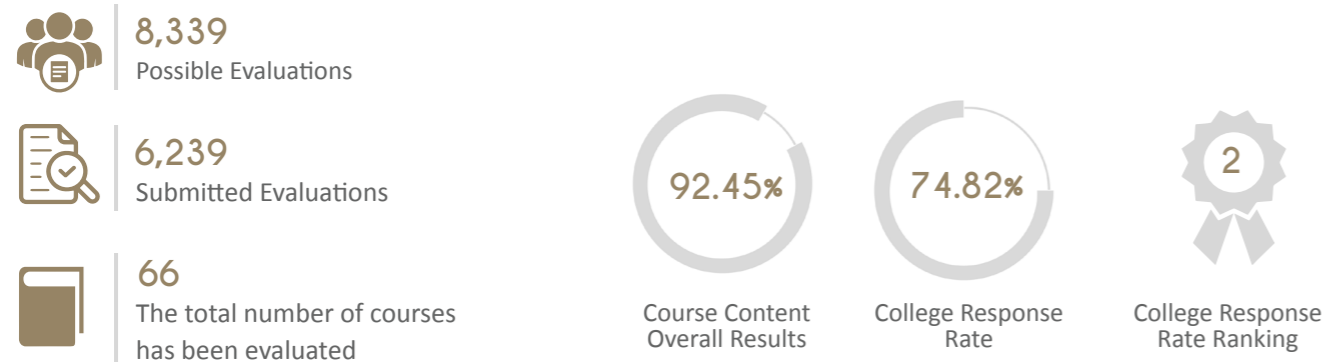
DETAILED RESULTS BY COLLEGE



BAHRAIN TEACHERS COLLEGE

Department	Tot. Evaluated Instructors	Possible Evaluations	Submitted Evaluations	Department Response Rate	Department-wide Faculty Evaluation Results	Department-wide Course Content Results
Arabic Language and Islamic Studies	18	1563	1069	68.39%	4.54	4.53
Education Studies	29	2642	1766	66.84%	4.68	4.65
English Language	21	1916	1292	67.43%	4.67	4.63
Math and Science	25	2218	1619	72.99%	4.73	4.59

Data analysis of course content evaluations:



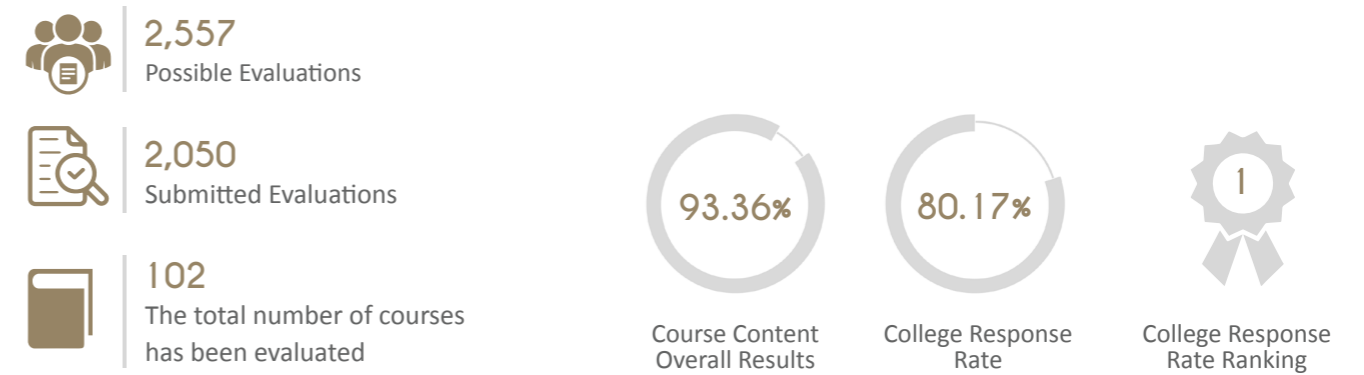
Data analysis of faculty performance:



COLLEGE OF APPLIED STUDIES

Department	Tot. Evaluated Instructors	Possible Evaluations	Submitted Evaluations	Department Response Rate	Department-wide Faculty Evaluation Results	Department-wide Course Content Results
Administration Programs	10	1071	626	58.45%	4.83	4.67
Engineering Programs	9	286	186	65.03%	4.63	4.68
Office Management Program	4	579	470	81.17%	4.58	4.56
Technical Programs	15	1579	500	31.67%	4.59	4.55

Data analysis of course content evaluations:



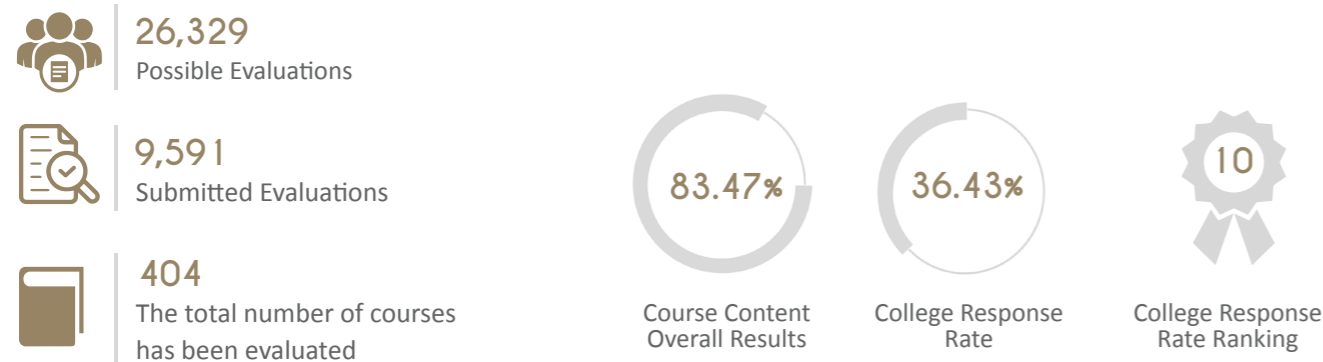
Data analysis of faculty performance:



COLLEGE OF ARTS

Department	Tot. Evaluated Instructors	Possible Evaluations	Submitted Evaluations	Department Response Rate	Department-wide Faculty Evaluation Results	Department-wide Course Content Results
Arabic and Islamic Studies	36	9306	3069	32.98%	4.53	4.58
English Language and Literatures	51	8589	3327	38.74%	4.49	4.29
Mass Communication Tourism and Fine Arts	33	3357	729	21.72%	4.53	4.45
Psychology	8	1888	940	49.79%	4.38	3.95
Social Sciences	13	3189	1469	46.06%	4.52	4.51

Data analysis of course content evaluations:



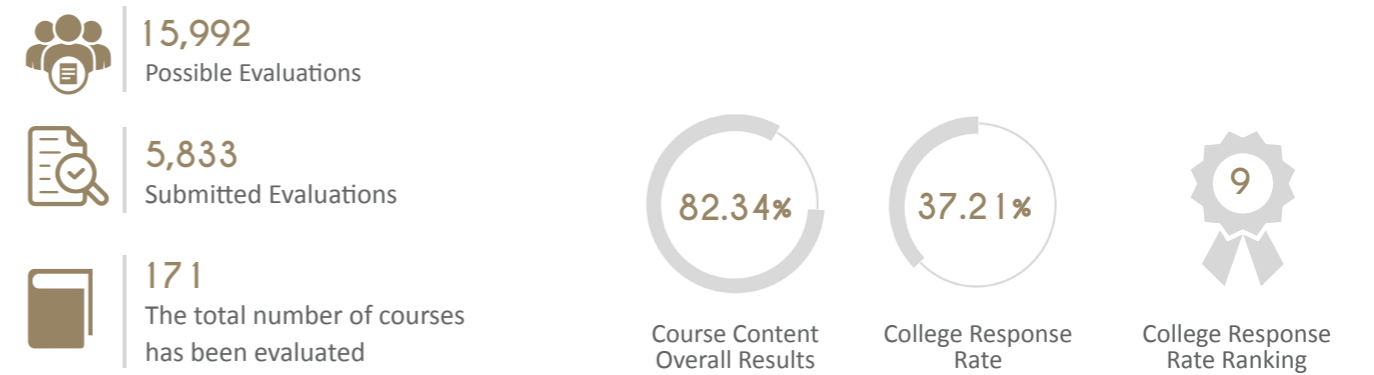
Data analysis of faculty performance:



COLLEGE OF BUSINESS ADMINISTRATION

Department	Tot. Evaluated Instructors	Possible Evaluations	Submitted Evaluations	Department Response Rate	Department-wide Faculty Evaluation Results	Department-wide Course Content Results
Accounting	23	4886	1903	38.95%	4.52	4.57
Economic and Finance	32	5963	2036	34.14%	4.47	4.34
Islamic Banking	10	1718	559	32.54%	4.33	4.35
Management and Marketing	31	7718	2525	32.72%	4.18	3.88

Data analysis of course content evaluations:



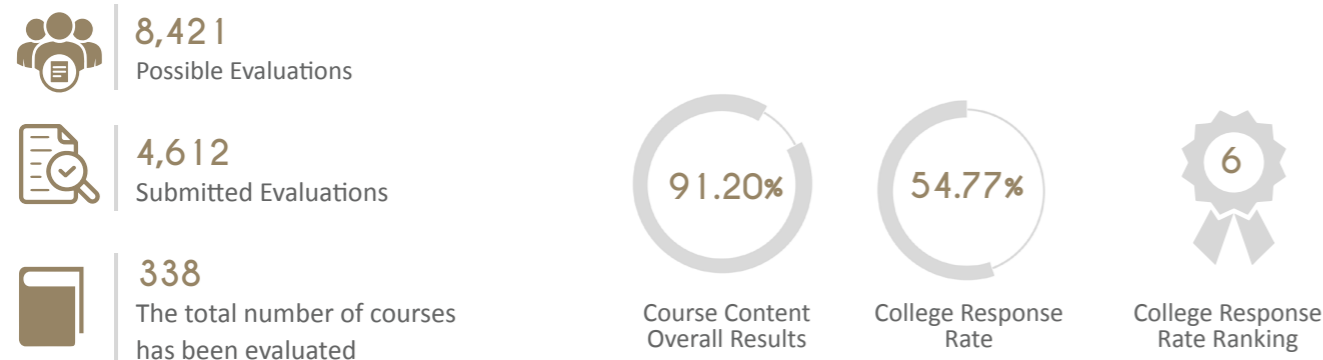
Data analysis of faculty performance:



COLLEGE OF ENGINEERING

Department	Tot. Evaluated Instructors	Possible Evaluations	Submitted Evaluations	Department Response Rate	Department-wide Faculty Evaluation Results	Department-wide Course Content Results
Architecture and Interior Design	55	3435	1933	56.27%	4.71	4.63
Chemical Engineering	22	1144	794	69.41%	4.70	4.41
Civil Engineering	17	1254	695	55.42%	4.64	4.39
Electrical and Electronics Engineering	18	1346	519	38.56%	4.59	4.29
Mechanical Engineering	21	1249	678	54.28%	4.62	4.20

Data analysis of course content evaluations:



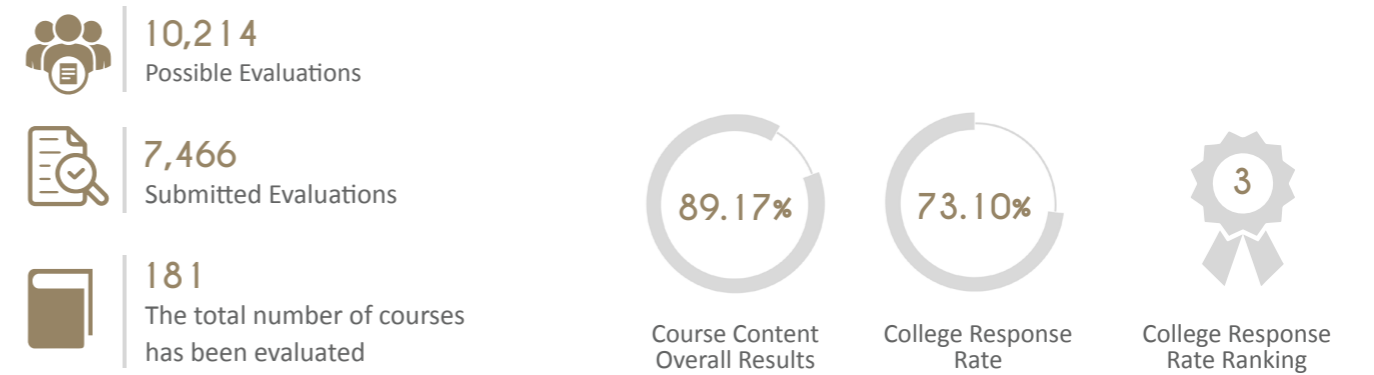
Data analysis of faculty performance:



COLLEGE OF HEALTH SCIENCES AND SPORTS

Department	Tot. Evaluated Instructors	Possible Evaluations	Submitted Evaluations	Department Response Rate	Department-wide Faculty Evaluation Results	Department-wide Course Content Results
Allied Health	26	4127	2393	57.98%	4.38	4.25
English	1	164	156	95.12%	4.73	4.88
Nursing	23	3005	1632	54.31%	4.69	4.40
Physical Education	28	3348	1238	36.98%	4.69	4.67

Data analysis of course content evaluations:



Data analysis of faculty performance:



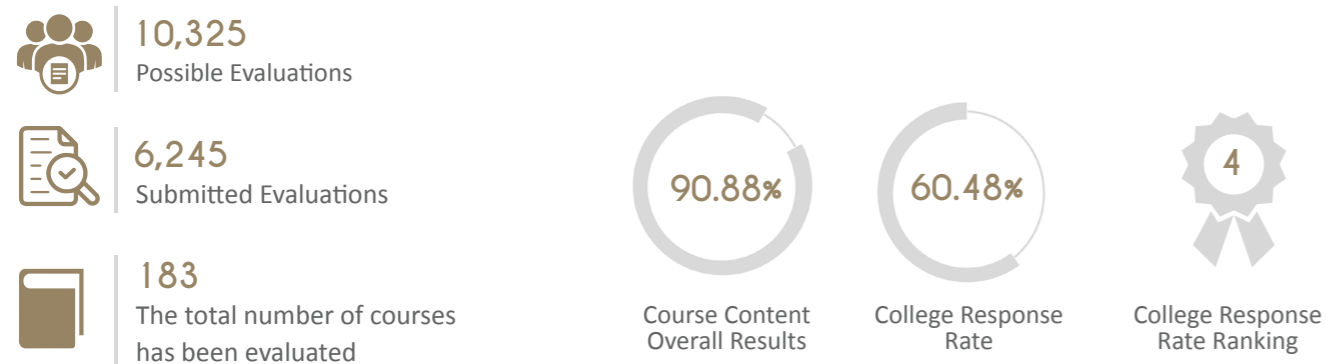
COLLEGE OF INFORMATION TECHNOLOGY

COLLEGE OF LAW

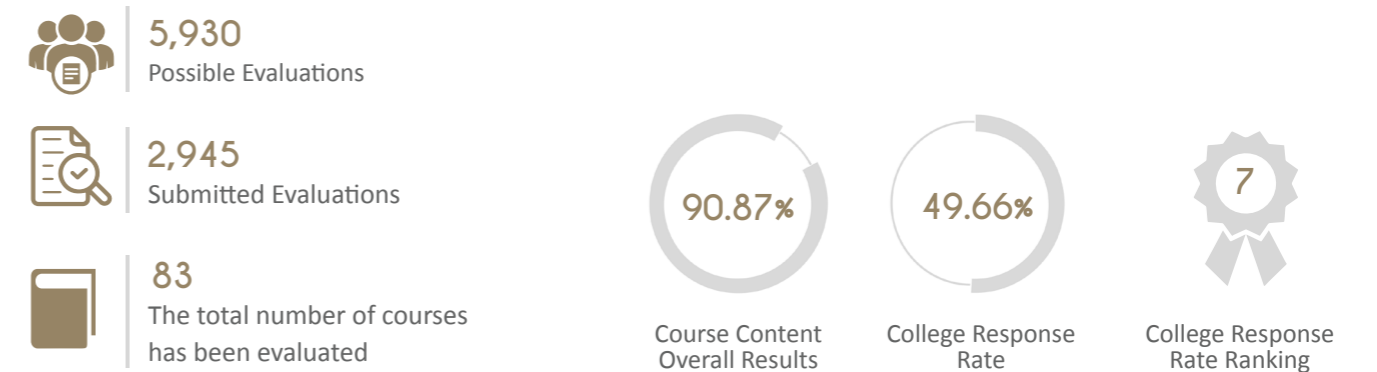
Department	Tot. Evaluated Instructors	Possible Evaluations	Submitted Evaluations	Department Response Rate	Department-wide Faculty Evaluation Results	Department-wide Course Content Results
Computer Engineering	15	2063	1009	48.91%	4.74	4.68
Computer Science	39	5348	2571	48.07%	4.61	4.54
Information Systems	24	4662	2562	54.95%	4.53	4.44

Department	Tot. Evaluated Instructors	Possible Evaluations	Submitted Evaluations	Department Response Rate	Department-wide Faculty Evaluation Results	Department-wide Course Content Results
Legal Clinic	2	1884	647	34.34%	4.52	4.50
Private Law	23	2340	1315	56.20%	4.58	4.42
Public Law	21	1706	970	56.86%	4.56	4.62

Data analysis of course content evaluations:



Data analysis of course content evaluations:



Data analysis of faculty performance:



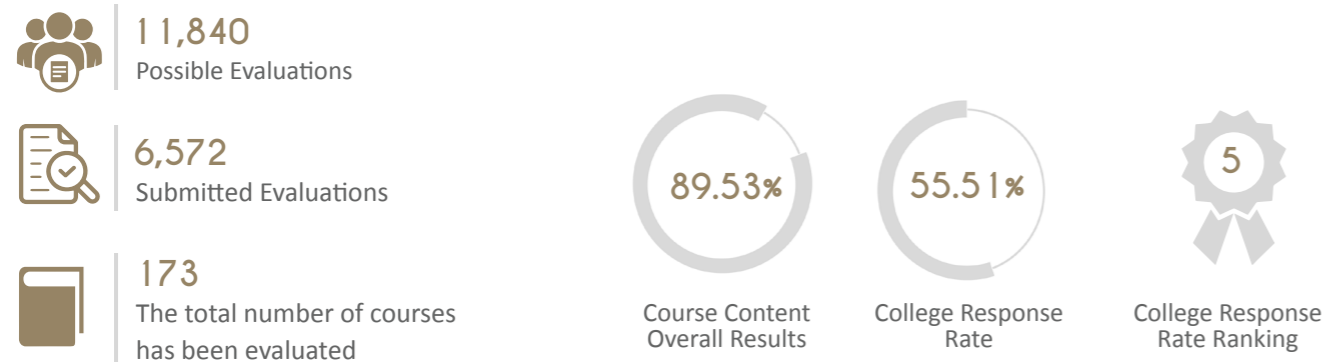
Data analysis of faculty performance:



COLLEGE OF SCIENCE

Department	Tot. Evaluated Instructors	Possible Evaluations	Submitted Evaluations	Department Response Rate	Department-wide Faculty Evaluation Results	Department-wide Course Content Results
Biology	24	2797	1384	49.48%	4.66	4.52
Chemistry	24	3061	1063	34.73%	4.34	4.52
Mathematics	22	6743	3400	50.42%	4.27	4.23
Physics	24	2249	559	24.86%	4.38	4.35

Data analysis of course content evaluations:



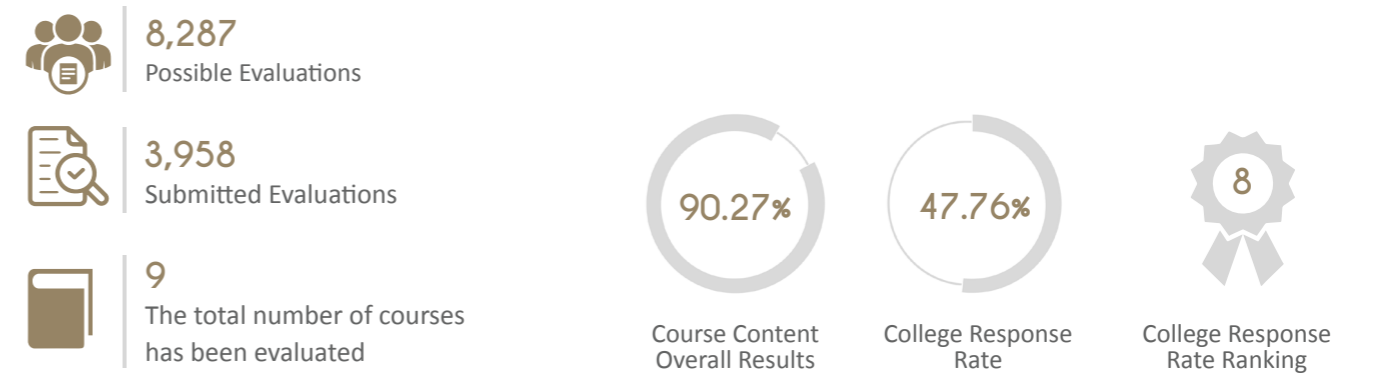
Data analysis of faculty performance:



LANGUAGES INSTITUTE

Department	Tot. Evaluated Instructors	Possible Evaluations	Submitted Evaluations	Department Response Rate	Department-wide Faculty Evaluation Results	Department-wide Course Content Results
Confucius Institute	6	546	178	32.60%	4.38	4.45
English Language Center	46	7662	3751	48.96%	4.53	4.52
Languages Institute	1	79	29	36.71%	4.52	4.59

Data analysis of course content evaluations:



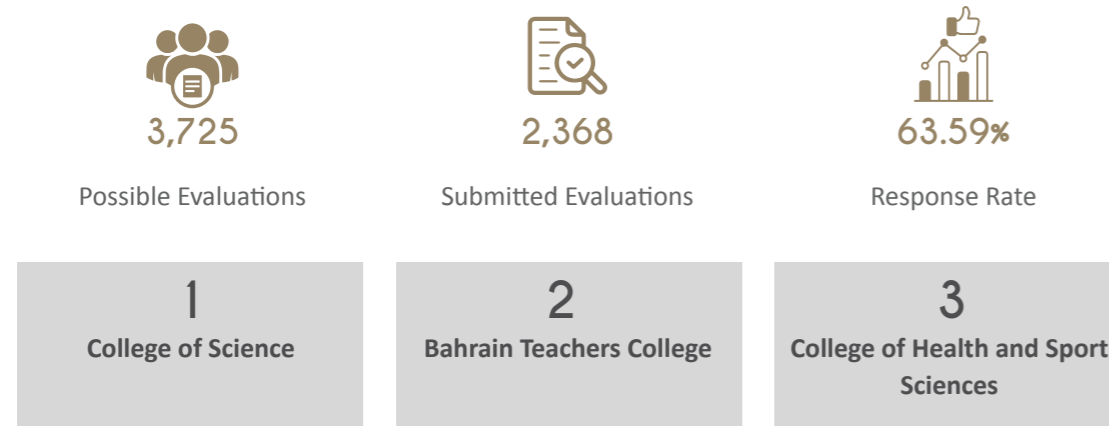
Data analysis of faculty performance:



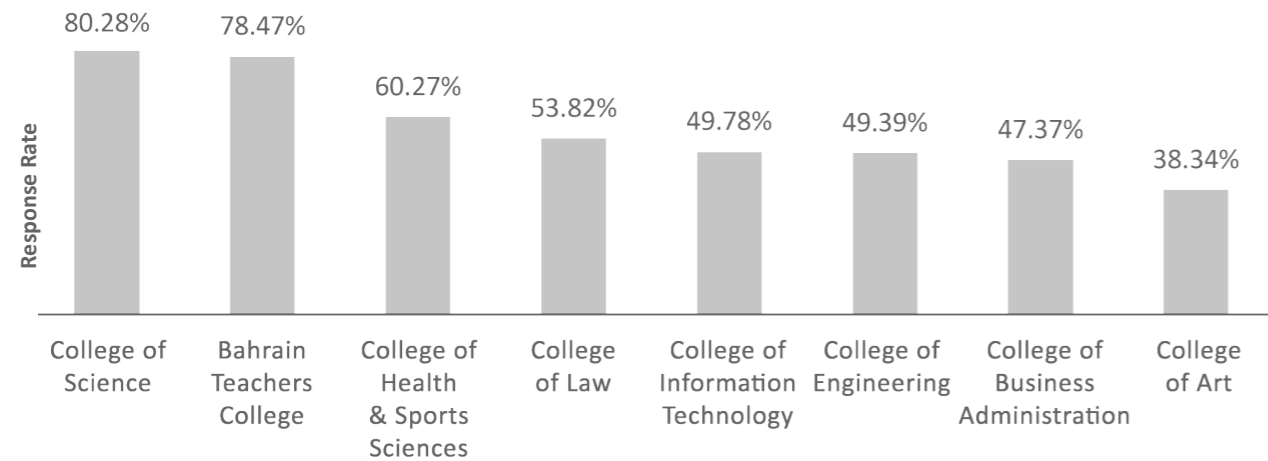
DETAILED RESULTS OF POSTGRADUATE PROGRAMS



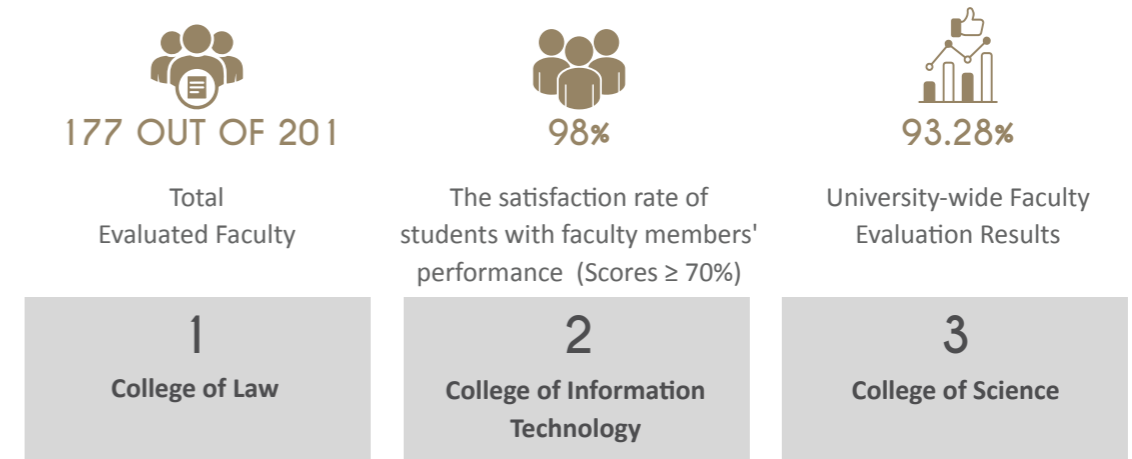
POSTGRADUATE PROGRAMS RESPONSE RATE



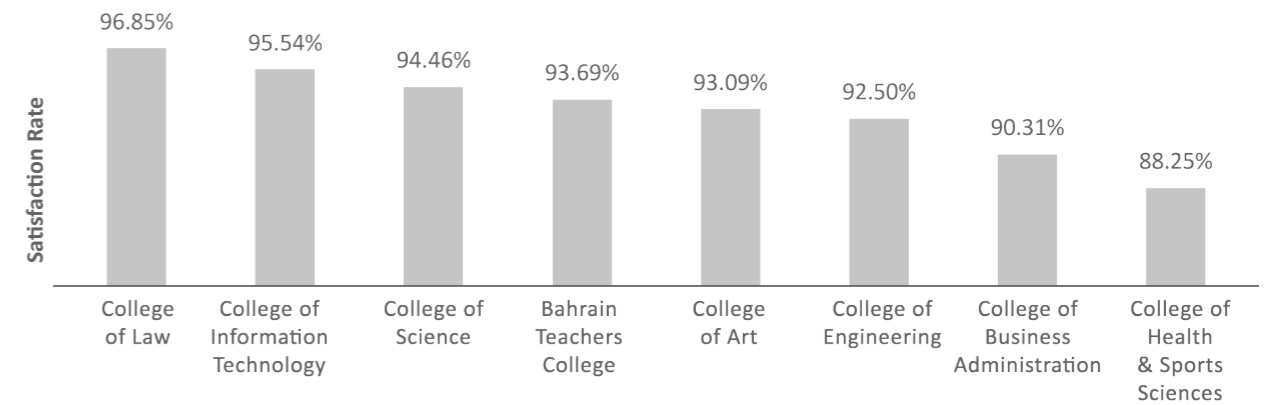
Distribution of Response Rates by College



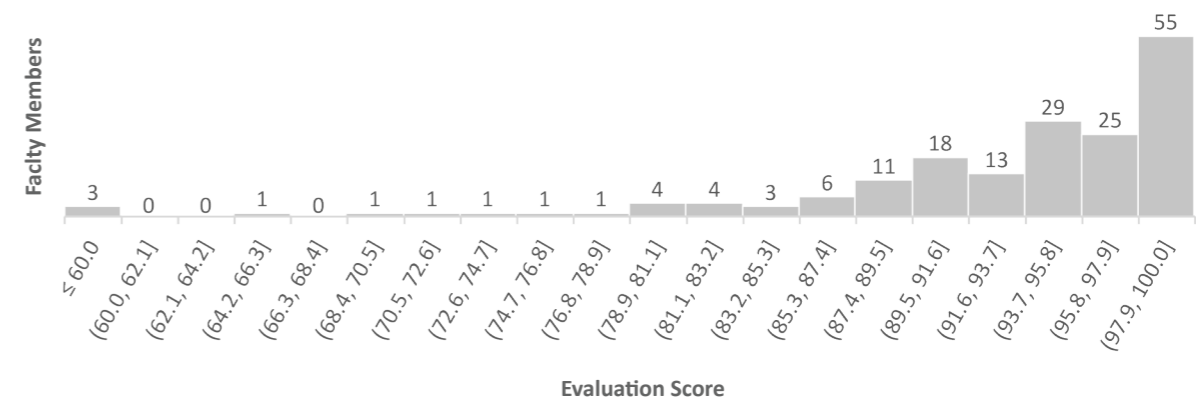
POSTGRADUATE PROGRAMS FACULTY PERFORMANCE SATISFACTION



The Overall Satisfaction Rate of the Faculty Performance



Distribution of Faculty Performance Evaluation Scores



POSTGRADUATE PROGRAMS DATA ANALYSIS OF COURSE CONTENT EVALUATIONS



221

The total number of courses that have been evaluated



417

The total number of sections that have been evaluated



90.68%

University-wide Course Content Results

1

College of Law

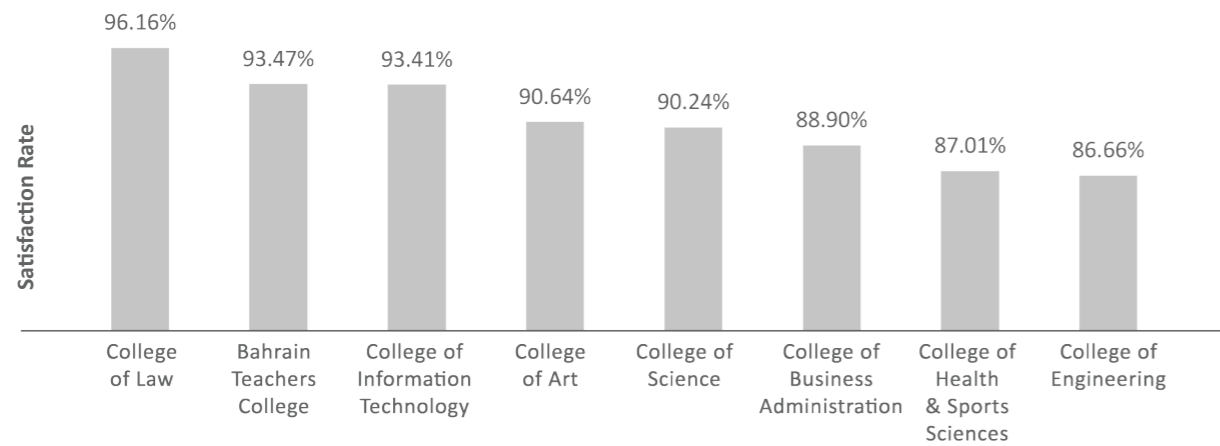
2

Bahrain Teachers College

3

College of Information Technology

The Overall Satisfaction Rate of the Course Content



TREND ANALYSIS

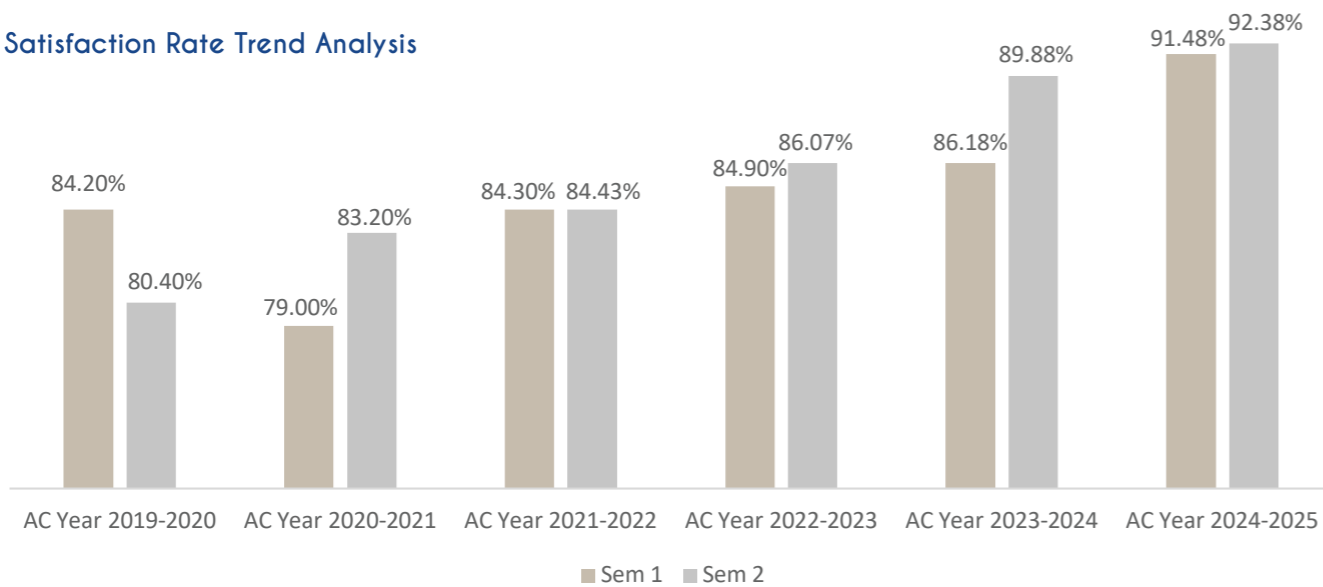




SATISFACTION RATE

Evaluation trends indicate improvements in both faculty and course satisfaction compared to previous semesters, reflecting a positive response to the revised survey criteria and enhanced teaching practices.

Satisfaction Rate Trend Analysis

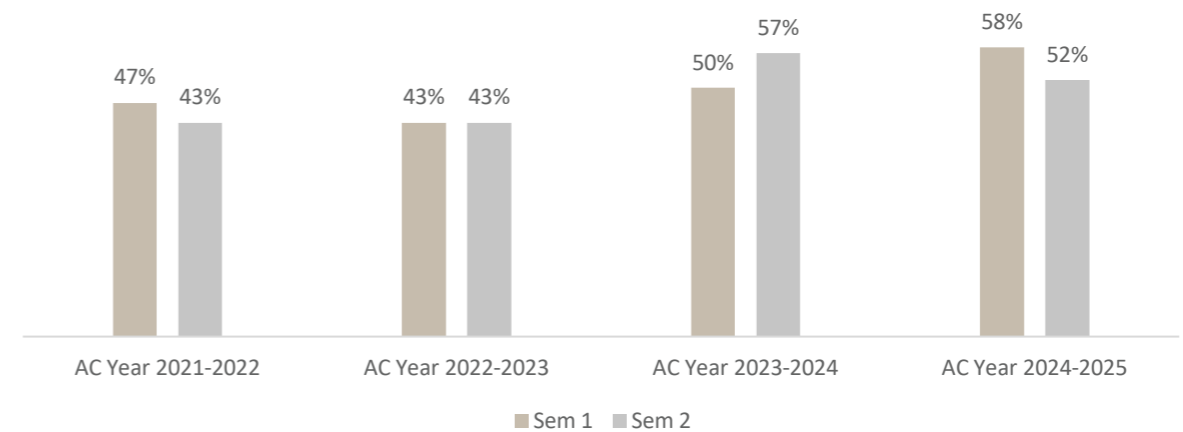


RESPONSE RATE

Course evaluation response rates have steadily increased over the past five academic years, reaching a peak of 58% in Semester 1 of the 2024 / 2025 academic year. However, the rate slightly declined to 52% in Semester 2 of the same academic year.



Response Rate Trend Analysis



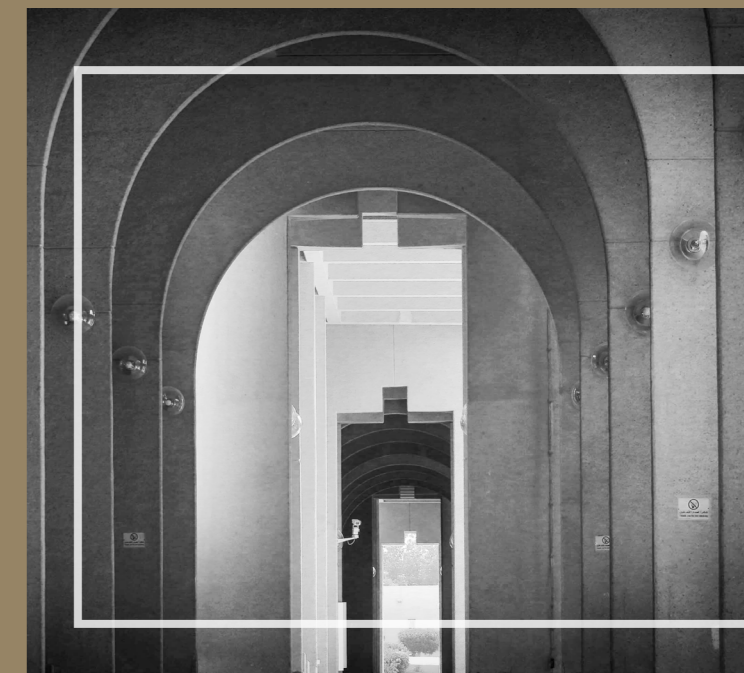
KEY FINDINGS

1. UNDERGRADUATE PROGRAMS

- The response rate slightly declined to 52%. This is because the extension of the withdrawal period with a grade of (W) shortened the evaluation window, which negatively impacted student attendance and participation in the final weeks of the semester. Additionally, the early scheduling of the mandatory withdrawal period (WF), which overlapped with the course evaluation phase, further contributed to decreased attendance and a subsequent drop in participation rates.
- Top-performing colleges by response rate:
 1. College of Applied Studies (80.17%)
 2. Bahrain Teachers College (74.82%)
 3. College of Health and Sport Sciences (73.10%)
- 850 faculty members were evaluated, with 830 (98%) achieving satisfaction scores of 70% or higher.
- The University-wide Faculty Evaluation Result was 92.38%.
- Colleges with the highest faculty satisfaction rates:
 1. Bahrain Teachers College (95.03%)
 2. College of Engineering (93.67%)
 3. College of Health and Sport Sciences (93.61%)
- A total of 1710 courses and 4704 sections were evaluated.
- The University-wide Course Content Result was 89.14%.
- Colleges with the highest course content satisfaction rates:
 1. College of Applied Studies (93.36%)
 2. Bahrain Teachers College (92.45%)
 3. College of Engineering (91.25%)

2. POSTGRADUATE PROGRAMS

- Achieved a student response rate of 63.59%.
- Top-performing colleges by response rate:
 1. College of Science (80.28%)
 2. Bahrain Teachers College (78.47%)
 3. College of Health and Sport Sciences (60.27%)
- University-wide Faculty Evaluation Result: 93.28%.
- University-wide Course Content Result was 90.68%.
- Colleges with the highest faculty satisfaction rates:
 1. College of Law (96.85%)
 2. College of Information Technology (95.54%)
 3. College of Science (94.46%)
- Colleges with the highest course content satisfaction rates:
 1. College of Law (96.16%)
 2. Bahrain Teachers College (93.47%)
 3. College of Information Technology (93.41%)



**Quality Assurance &
Accreditation Center**

