



جامعة البحرين
UNIVERSITY OF BAHRAIN

ANNUAL REPORT

QUALITY ASSURANCE AND
ACCREDITATION CENTER

2023

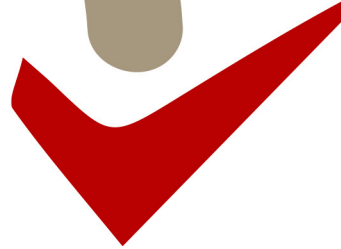


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ABOUT QAAC

The inception of the Quality Assurance and Accreditation Center (QAAC) in the academic year 2009-10 marked a significant milestone in the University of Bahrain's relentless pursuit of excellence in education. As an integral component of our institution's framework, the QAAC stands as a bastion of quality assurance, ensuring the delivery of unparalleled academic services and programs to our esteemed students.

Within the confines of this annual report, we embark on a reflective journey, celebrating our past triumphs while simultaneously charting the course for our collective future. With meticulous attention to detail, we present this report as a testament to our unwavering dedication to fostering academic excellence and advancing quality assurance practices. Through the insights gleaned from our endeavors, we aspire to inspire continued progress and innovation within the academic landscape of the University of Bahrain

VISION

To make the University an eminent institution renowned for its national and international quality standards in Teaching, Scientific Research, and Community Engagement.

MISSION

To support the University in achieving its strategic vision by disseminating the culture of excellence and continuous quality improvement, and to support endeavors to achieve national and international accreditation.

ACADEMIC QUALITY

INTERNAL ACADEMIC REVIEW

The Internal Quality Review is an academic quality improvement process conducted as a rolling plan of peer reviews, in which academic programs and quality management systems at the College and Department levels are reviewed.

In the 2023 the following programs were internally reviewed:

COLLEGE	PROGRAM
College of Engineering	Bachelor of Science in Mechanical Engineering
	Bachelor of Science in Electrical Engineering
	Bachelor of Science in Electronics Engineering
	Bachelor of Science in Chemical Engineering
	Bachelor of Science in Process Instrumentation and Control Engineering
	Bachelor of Science in Civil Engineering
	Bachelor of Science in Interior Design
	Bachelor of Science in Architecture
College of Health and Sport Sciences	Bachelor of Science in Pharmacy
	Bachelor of Science in Medical Laboratory Science
College of Arts	Bachelor of Arts in Mass Communication
	Bachelor of Arts in Tourism
	Master of Arts in Media & Communication
	Bachelor of Arts in Arabic Language and Literature
	Bachelor of Arts in Islamic Studies
	Post Graduate Diploma and Master in Arabic Language
	Bachelor of Arts in History

EXTERNAL PROGRAM REVIEW

In the year 2023, 22 programs had been reviewed by the Education and Training Quality Authority (BQA). The BQA program reviews are specialized exercises, which focus on the academic standards of each program, its delivery and quality assurance arrangements.

A full Review Report for each program that contains an overall judgement and recommendation for improvement is available on the BQA website.

Substantial improvement plans have been put in place for the academic programs that demonstrated shortcomings during the review. The College Quality Assurance Offices at the Colleges monitor the implementation of improvement plans to ensure sufficient and appropriate progress.

PROGRAM TITLE	JUDGMENT	PUBLICATION DATE
Bachelor of Science in Accounting	Confidence	February 2023
Bachelor of Science in Marketing	Confidence	February 2023
Bachelor of Science in Business Management	Confidence	February 2023
Bachelor of Science in Banking and Finance	Confidence	February 2023
Bachelor of Science in Banking and Finance	Confidence	February 2023
Bachelor of Science in Biology	Confidence	June 2023
Master of Science in Nutrition and Dietetics	No Confidence	June 2023
Master of Big Data Science and Analytics	Confidence	June 2023
Master of Environment & Sustainable Development	Confidence	June 2023
Bachelor of Science in Mathematics	Confidence	June 2023
Bachelor of Science in Physics	Confidence	June 2023
Bachelor of Science in Chemistry	Confidence	June 2023

External program review

PROGRAM TITLE	JUDGMENT	PUBLICATION DATE
Bachelor of Science in Mechanical Engineering	Confidence	October 2023
Bachelor of Science in Chemical Engineering	Confidence	October 2023
Bachelor of Science in Process Instrumentation and Control Engineering	Confidence	October 2023
Bachelor of Science in Electrical Engineering	Confidence	December 2023
Bachelor of Science in Electronics Engineering	Confidence	December 2023
Bachelor of Science in Architecture	Confidence	December 2023
Bachelor of Science in Civil Engineering	Confidence	December 2023
Bachelor of Science in Interior Design	Confidence	December 2023
Master of Science in Accounting	Confidence	December 2023
Bachelor of Physical Education	Confidence	December 2023

NATIONAL QUALIFICATION FRAMEWORK

During 2023, 45 academic programs were successfully placed at level 8 and level 9 of the National Qualification Framework (NQF) (including revalidation for previously placed programs) after fulfilling the qualification placement requirements, through placement and revalidation processes

The NQF is considered one way to bridge the gap between the labor market and learning outcomes. Programs gaining placement are ensured to have appropriate levels of educational attainment and/or skills and relevance to market needs and occupational levels.

In total, 56 academic programs (including minors) offered by UOB are placed on the NQF.

All placement and revalidation reports are published on BQA website, through the NQF webpage for further information.

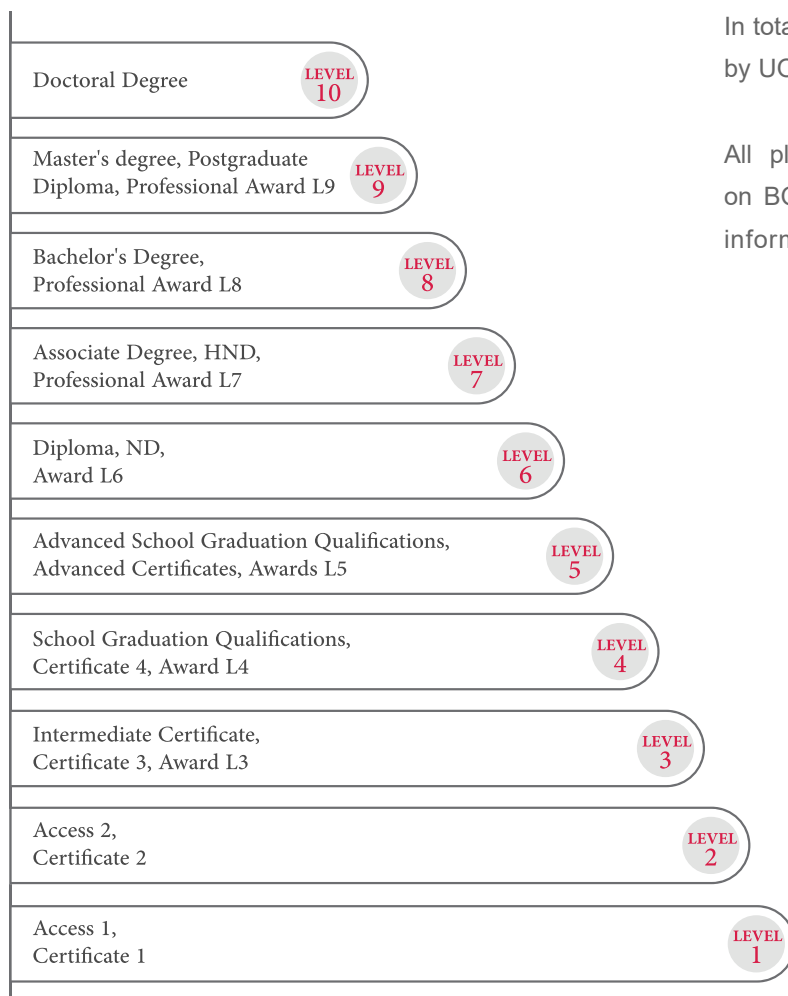


Figure 1: The Level Typology of the NQF

INSTITUTIONAL REVIEW PREPARATION

The Institutional Review (IR) process assesses the effectiveness of the university quality assurance practices against a pre-defined set of standards and indicators and identify areas of strengths and improvements. In line with UOB preparation for the next institutional review, the

QAAC organized an introductory session to UOB leaders giving them an overview of (IR) process, preparations, and the mechanism of collecting support materials.



MEASUREMENT AND EVALUATION

COURSE EVALUATION

Course Evaluation results for the first semester of the Academic Year 2022-23 revealed a positive trend in the satisfaction rate, which reached 84.90%, an increase from the previous year (Figure 2). However, the response rate decreased to 43%, indicating a need for more engagement from the students. Moreover, about 96% of the faculty members achieved an overall satisfaction rate of above 70%, which reflects the quality of teaching at the University of Bahrain.

The second semester of the same academic year showed a further improvement in the satisfaction rate, which rose to 86% (Figure 2). The response rate, however, remained almost unchanged at 43.14%, suggesting that the same challenge persists. About 96% of the faculty members maintained an overall satisfaction rate of above 70%, confirming their high performance and standards.

The complete reports of the survey feedback are available on the QAAC webpage on the UOB website.

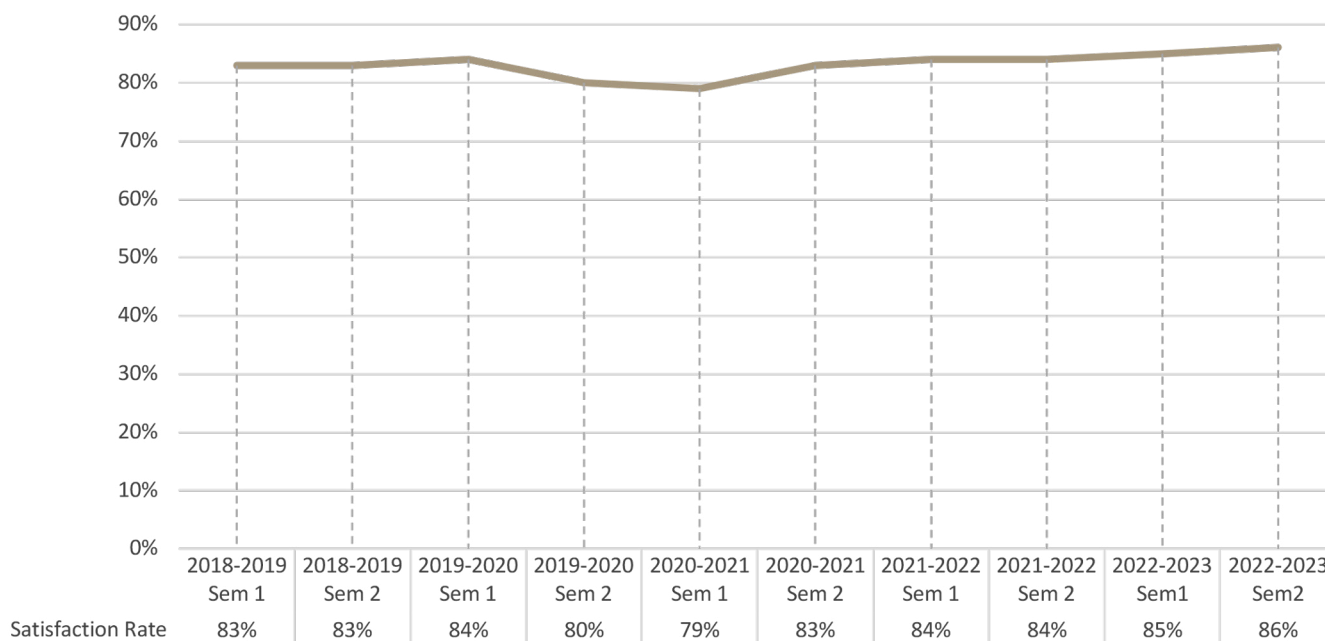


Figure 2: Course Evaluation Satisfaction Trend Analysis

Measurement and Evaluation
Course Evaluation

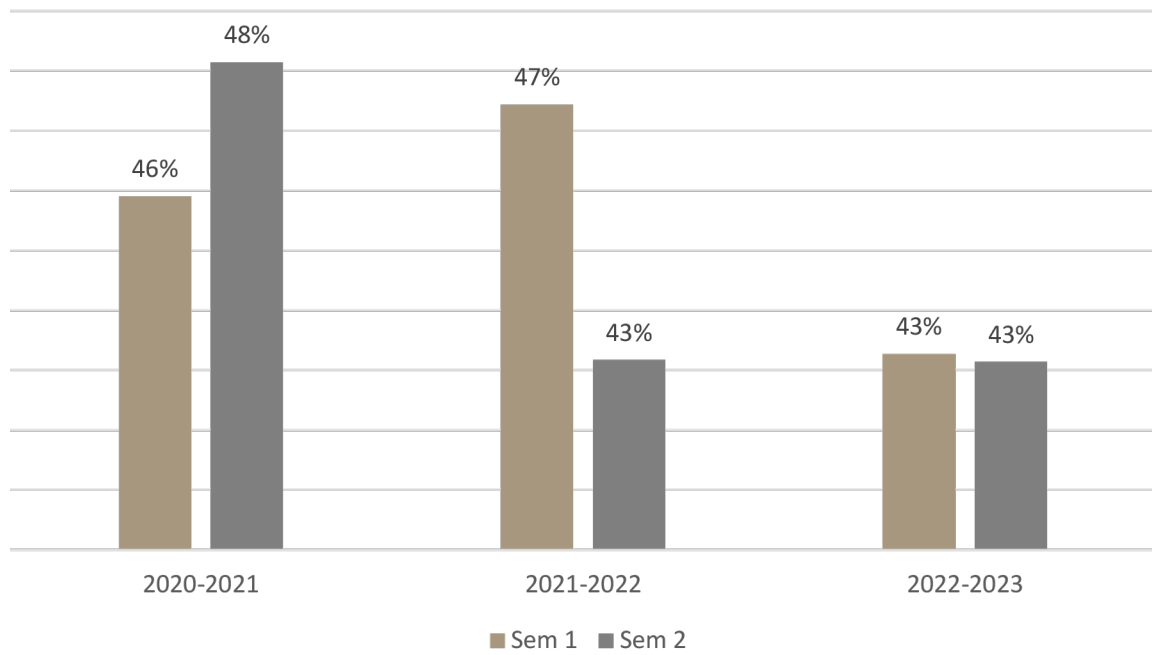


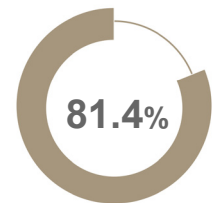
Figure 3: Course Evaluation Responses Rate Trend Analysis

SENIOR EXIT SURVEY 2023

The Senior Exit Survey is an annual survey that collects feedback from senior students, undergraduate and postgraduate, who are about to graduate from UOB. The survey tackles various aspects of their university experience, such as academic advising, curriculum and instruction, learning outcomes, and campus experience. The survey results help the university evaluate its performance and improve its services for future students.

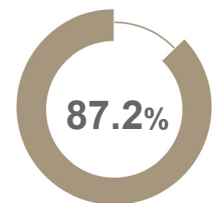
The Survey of 2023 was completed by 3535 undergraduate students and 446 postgraduate students. The results

showed that graduates were highly satisfied with their education at UOB, with an overall satisfaction rate of 81.4% for undergraduate students and 87.2% for postgraduate students (Figure 4) and (Figure 5). Undergraduate students rated their general satisfaction, such as UOB experience and their major, with an average score of 87%. The survey results also indicated that postgraduate students were highly satisfied with their learning outcomes, scoring an average of 90.1%. The full report of the survey feedback can be found on the QAAC webpage on the UOB website.



OVERALL SATISFACTION PER ALL ASPECTS

Figure 4: Overall Undergraduate Students Satisfaction



OVERALL SATISFACTION PER ASPECT

Figure 5: Overall Postgraduate Students Satisfaction

FACULTY SURVEY

The faculty survey aims to measure the level of faculty satisfaction with services, infrastructure, and professional development to support decisions for making the university a better place to work. QAAC Administers the faculty

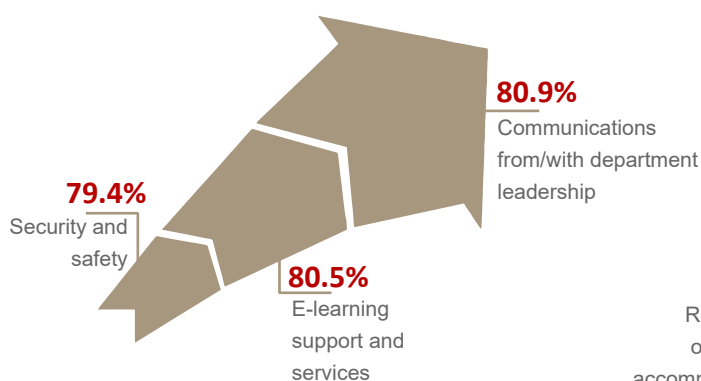
survey once every 2 years to all UOB faculty. The collected information and opinions are analyzed and published in a report to improve decision making.

SUMMARY RESULTS:

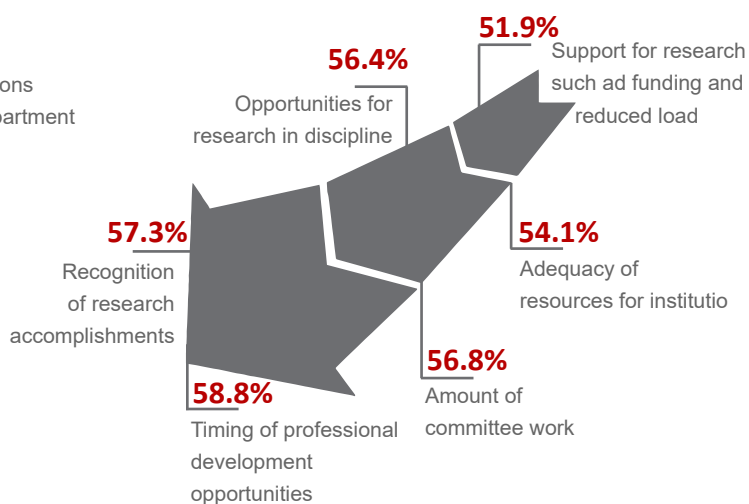
Results by Focus Area



HIGH SATISFACTORY



OPPORTUNITIES FOR IMPROVEMENT



DROPOUT SURVEY

2020 shows the extent of the dropout phenomenon at UOB. One of the recommendations raised in the report was to conduct a comprehensive and detailed study (which comprises surveys and interviews with dropout students) to identify dropout determinants and the reasons why the second-year dropout rate is significantly higher than the other years.

In 2023 the QAAC studied and reviewed the academic data of students that left the university in the past 5 years and identified the variables that affected the probability of dropout. A survey was conducted to collect data from students related to factors that may affect university dropouts such as academic performance, dissatisfaction with their chosen major, and personal issues.

As a result, this report provided insight into the reasons students leave university. Furthermore, the analysis of the dataset provided by the Deanship of Admission and Registration shows that:

- Academic performance is a major cause of students' dropout.
- Students with lower secondary school GPA are more likely to have poor academic performance.

Analysis of the data drawn from the survey confirms that academic performance is a major cause of students' dropout. Moreover, the placement of students in an undesired college or major is another emerging cause of students' dropout.

Finally, amongst the students that left the university, a large majority said that they would resume their studies at UOB in the future, which suggests an inherent trust in the university offering.

STUDENTS DROPOUT / ENROLLED PER COLLEGE

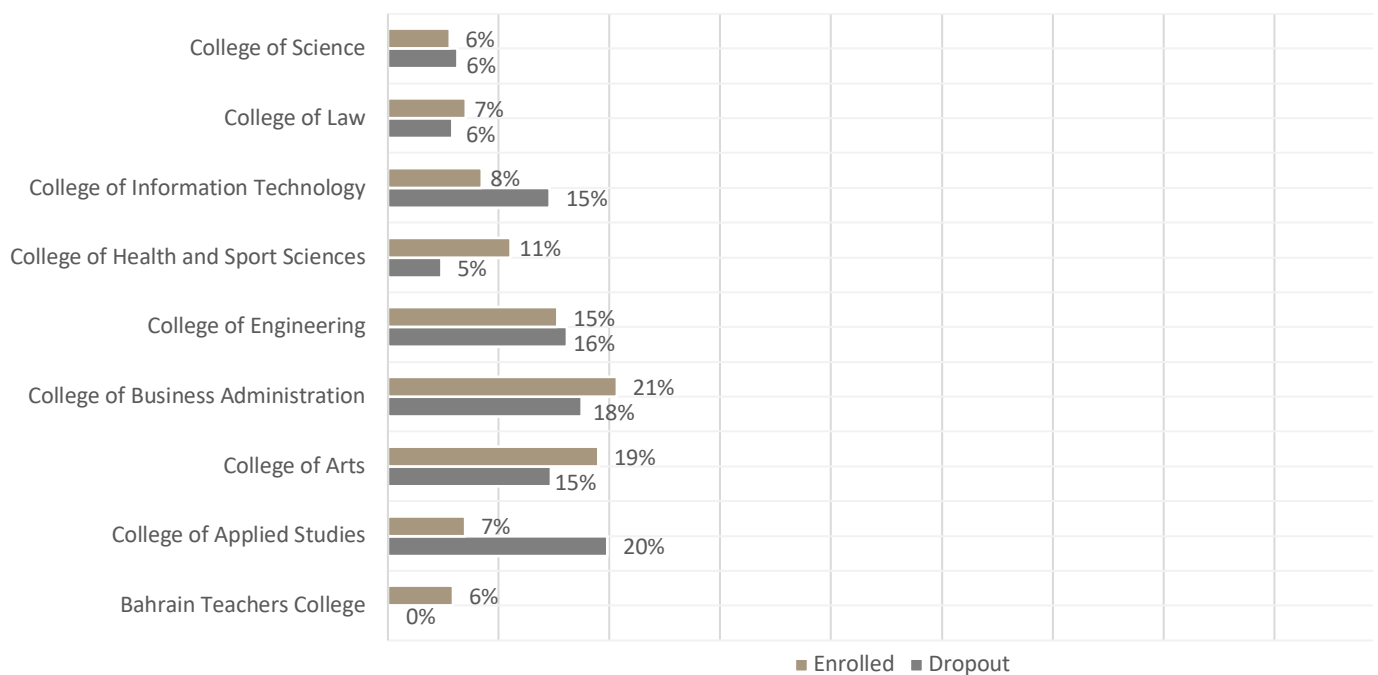


Figure 6: Dropout vs. Enrollment by Colleges

The majority of the students who left the university were from the College of Applied Studies, College of Business Administration and College of Engineering. The next highest rates of dropout occurred in the College of Arts and College of Information Technology.

According to UOB's overall enrolment statistics, most students were enrolled in the College of Business

Administration and the College of Arts, followed by the College of Engineering and College of Applied Studies. As can be seen there is not a significant difference between the enrolment and dropout rates of the colleges cited and a similar proportion of students who are enrolled in the different colleges tend to leave the University without completing.

CAPACITY BUILDING

The QAAC and College Quality Assurance Offices, and the BQA organized several capacity building and awareness events.

ORGANIZER	WORKSHOP TITLE	DESCRIPTION/ OBJECTIVES OF THE WORKSHOP	WORKSHOP LECTURER	DATE OF WORKSHOP	NUMBER OF ATTENDEES
Dr. Amani Alhalwachi– Director of QA office College of Arts	The latest updates and good Practice in academic advising at the College of Arts	This workshop aims to raise awareness about the good Practice in academic advising	Dr. Salaman Busaeed	28/10/2022	61
Dr. Amani Alhalwachi– Director of QA office College of Arts	BQA Visit preparation Workshop (in Arabic)	This workshop aims to prepare the faculty members for the BQA Visit.	Dr. Amani Alhalwachi	1/11/2022	43
Dr. Amani Alhalwachi– Director of QA office College of Arts	BQA Visit preparation (in English)	This workshop aims to prepare the faculty members for the BQA Visit	Dr. Amani Alhalwachi	7/11/2023	4
Dr. Amani Alhalwachi– Director of QA office College of Arts	Preparing the Course description and Portfolio	The workshop aims to increase the skills of the faculty members in preparing the academic course description and Portfolio	Dr. Amani Alhalwachi	29/11/2022	59

Capacity Building

ORGANIZER	WORKSHOP TITLE	DESCRIPTION/ OBJECTIVES OF THE WORKSHOP	WORKSHOP LECTURER	DATE OF WORKSHOP	NUMBER OF ATTENDEES
Dr. Amani Alhalwachi– Director of QA office College of Arts	Writing CILOs of the Academic Courses	The workshop aims to increase the skills of faculty members in Writing CILOs of the Academic Courses	Dr. Mohmad Abdallah	27/11/2022	27
Dr. Amani Alhalwachi– Director of QA office College of Arts	Writing Exam Question	The workshop aims to increase the skills of faculty members in writing exam questions	Dr. Ahmad Saad	21/03/2023	37
Dr. Amani Alhalwachi– Director of QA office College of Arts	NQF Placement Workshop	This workshop aims to prepare the faculty members for the NQF Placement	Dr. Mohmad Abdallah Dr. Hessa Alfadhel	5/4/2023	32
Dr. Jawad Alsaei- College of Science	Quality Assurance (Basics)	General overview of the QA practices that include all aspects of teaching, assessment, curriculum, etc. An overview of the related UOB policies is also included.	Dr. Jawad Alsaei	4/3/2023	37
Dr. Zainab Mohammed Redha- Director of QA office- College of engi-neering	NQF Introductory Work-shop	To introduce the faculty of the college of engi-neering to the National qualification framework and its requirements.	Dr. Bassam Alhamed	29/11/2023	40

Capacity Building

ORGANIZER	WORKSHOP TITLE	DESCRIPTION/ OBJECTIVES OF THE WORKSHOP	WORKSHOP LECTURER	DATE OF WORKSHOP	NUMBER OF ATTENDEES
Mrs. Anwar Buzaboon- Director of QA office- College of Applied Studies	NQF Placement workshop Part 1	Structure and requirements of the National Qualifications Framework and an overview of Scorecards	Dr Hessa Al Fadhel	8/11/2023	Representatives from college of Applied Studies, QA directors and QAAC members
BQA	(Introductory workshop on the general framework for reviewing the performance of higher education institutions)	Introduction to the general framework for reviewing the performance of higher education institutions	BQA representatives	12/9/2023	Representatives from different institutions
BQA	BQA Ambassador Training (Several Workshops)	This workshop aims to provide In-depth explanation of the programmatic review framework, Institutional review and NQF placement	BQA representatives	8 to 27 February 2023	Representatives from different institutions
BQA	(Training workshop to prepare for the third cycle of institutional review)	Introduction to the general framework of higher education institutional review and its requirements.	BQA representatives	28/11/2023	Representatives from different institutions

Capacity Building

ORGANIZER	WORKSHOP TITLE	DESCRIPTION/ OBJECTIVES OF THE WORKSHOP	WORKSHOP LECTURER	DATE OF WORKSHOP	NUMBER OF ATTENDEES
BQA	Introductory workshop on the general framework for reviewing the performance of higher education institutions	Introduction to the general framework for re-viewing the performance of higher education institutions	BQA representatives	12/9/2023	Representatives from different institutions
BQA	NQF Q&A Session	Q&A session to clarify any inquiry about the NQF Placement	BQA	12/21/2023	14

DIGITAL TRANSFORMATION

COURSE EVALUATION REPORTS 2021/2022:

The Survey Management System (SMS) is a new system proposed by the Quality Assurance and Accreditation Center in March 2023. The system aims to enhance the quality assurance processes by facilitating the creation, distribution, and analysis of survey forms. The system also helps to improve communication, process management, and decision support across the university.

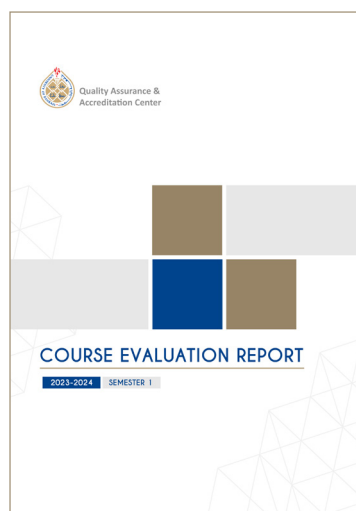
The SMS is a platform tailored specifically for higher education institutions and incorporates numerous best

practices from which the UOB can benefit significantly. The platform is intended to measure the fulfillment of all the quality assurance requirements, including surveys of courses evaluation, student senior exit, alumni, employers, and other forms of surveys, as well as meet program and course objectives. The new platform is seamless integration with the UOB internal systems (SIS, LMS, etc.) which will provide a fully automated approach to data gathering. The SMS project is anticipated to begin in the first quarter of 2024.

PUBLICATIONS

COURSE EVALUATION REPORTS 2023/2024:

The course evaluation survey provides an institutional system for collecting feedback on key elements of teaching, learning, and students experience. Feedback is obtained and utilized to improve academic courses and programs, learning environments, and teaching and learning.



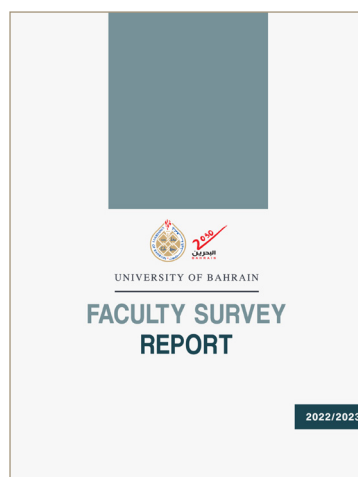
SENIOR EXIT SURVEY REPORT 2023:

Providing quality education is one of University of Bahrain primary goals. Therefore, to measure the success of that goal, the Quality Assurance & Accreditation Center is managing the process of conducting a Senior Exit Survey (SES) at the end of every semester, it covers both undergrad and postgrad students. This Report presents students' satisfaction about teaching and learning, advising, admission, registration, facilities, learning resources, curriculum, and the overall experience of the program.



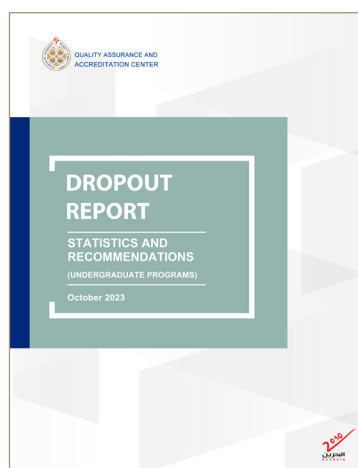
FACULTY SURVEY REPORT 2023:

This report presents the outcome of the faculty survey conducted by QAAC during the 2022 / 2023 academic year. The faculty survey aims to measure the level of faculty satisfaction with services, infrastructure, and professional development to support decisions for making university a better place to work.



DROPOUT REPORT 2023:

This report presents the reasons behind students dropout from University of Bahrain, the Quality Assurance and Accreditation Center (QAAC) reviewed the academic data of students that left the university in the past 5 years and identified the variables that affected the probability of dropout. Moreover, a survey was conducted to identify the factors affecting university dropout, in order to collect data related to factors may affecting university dropout such as academic performance, unsatisfaction with their chosen major, personal issues.



OTHER INITIATIVES

POLICY DEVELOPMENT

ACADEMIC PROGRAM LIFECYCLE:

The Academic Program Life-cycle approach for the development and review of academic programs at the UOB was developed in December of 2023 to streamline and organize quality assurance and compliance processes and operations. The approach enhances transparency and manageability of programs for academic units and ensure that the necessary information is disseminated uniformly across the University.

As a clear reflection of the ADRI model, and the inclusion of internal and external verification layers, the Program Lifecycle is divided into 5 stages:

INTERNAL QUALITY REVIEW POLICY AND PROCEDURE:

The Internal Quality Review policy was reviewed based on recommendations received from the National Audit Office. These amendments are relevant to specifying the criteria for selecting the programs to be internally reviewed, seeking consistency and for resources optimization. In addition, the policy amendments included specifying the procedures for postponement/cancellation of any planned review, through specifying the communication flow and the information required, relevant to this postponement cancellation. The policy with the aforementioned changes was approved, on October 26th, 2023.

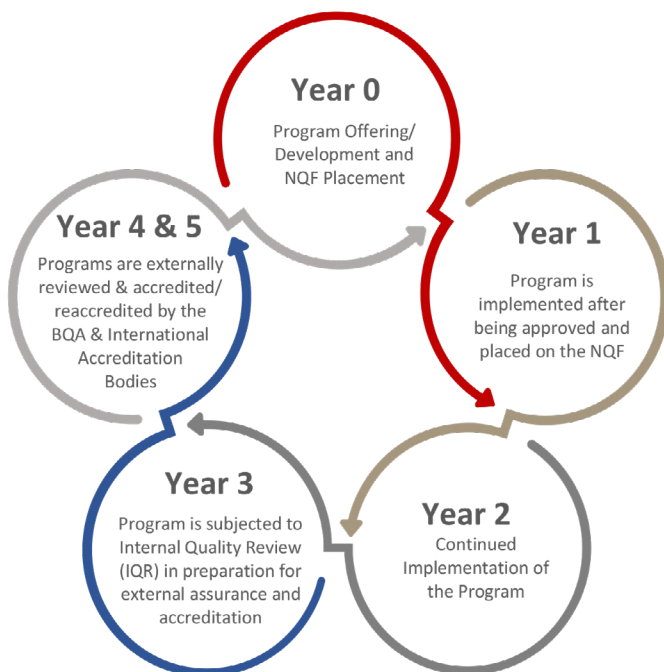


Figure 7: Program Lifecycle



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