



Quality Assurance &
Accreditation Center

COURSE EVALUATION REPORT

2024-2025

SEMESTER 1

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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 (CQI) 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, the UOB implemented Explorance Blue, an advanced surveys management system that seamlessly integrate with the university's Learning Management System (LMS), Blackboard. The Explorance Blue Platform has transformed the evaluation processes by supporting diverse course formats, including theoretical, industrial training, thesis, practical, and senior project courses. The platform also introduced multi-level reporting capabilities, enabling detailed analysis at the faculty, department, and university levels. This enhancement strengthened the feedback loop, fostering a culture of continuous improvement and data-driven decision-making.

Building on this foundation, UOB further refined the Student Course Evaluation Survey in the academic year 2024-2025 to comprehensively assess both course content and faculty performance. 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 provide feedback on various aspects of their courses. The results are systematically compiled into section-specific reports, which are then aggregated into faculty reports. This approach allows for a detailed analysis of the relationship between course evaluations and faculty performance. To ensure confidentiality, student identities remain anonymous throughout the process. Faculty members have access to their individual evaluation results, while department heads, college quality assurance directors, and deans can review evaluations for faculty within their respective 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



122,769

Possible Evaluations



71,466

Submitted Evaluations



58.21%

Response Rate

1

Bahrain Teachers College

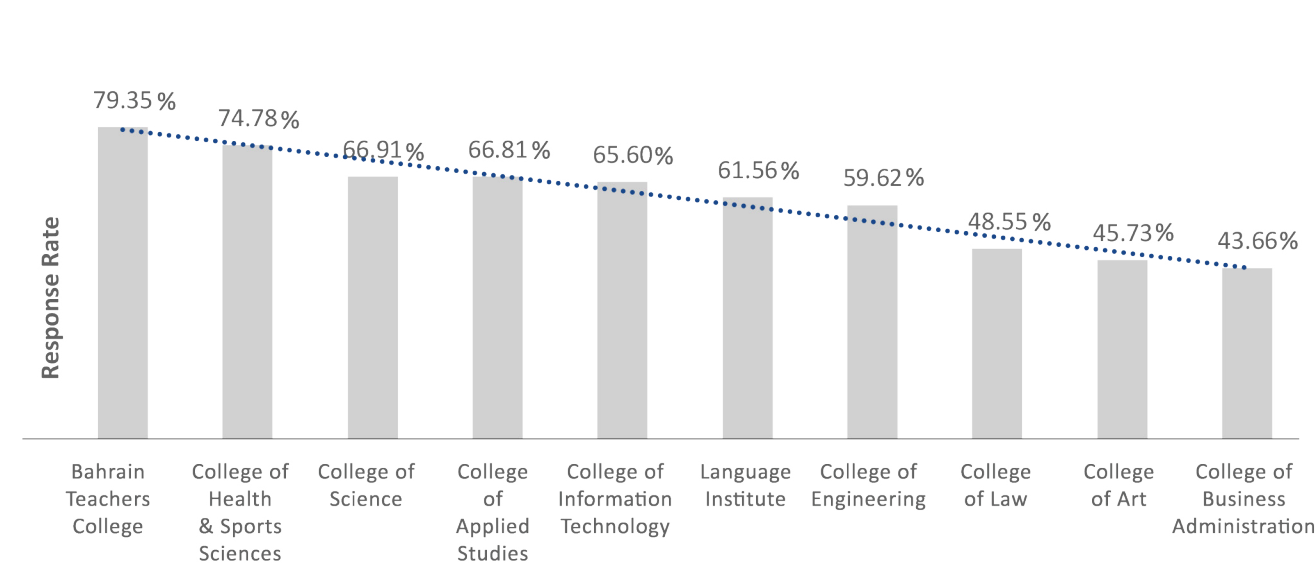
2

College of Health and Sport Sciences

3

College of Science

Distribution of Response Rates by College



FACULTY PERFORMANCE



819

Total Evaluated Faculty



98.23%

The Satisfaction Rate of Students on Faculty Members' Performance (Scores $\geq 70\%$)



90.71%

Student Satisfaction Rate on Faculty performance

1

College of Applied Studies

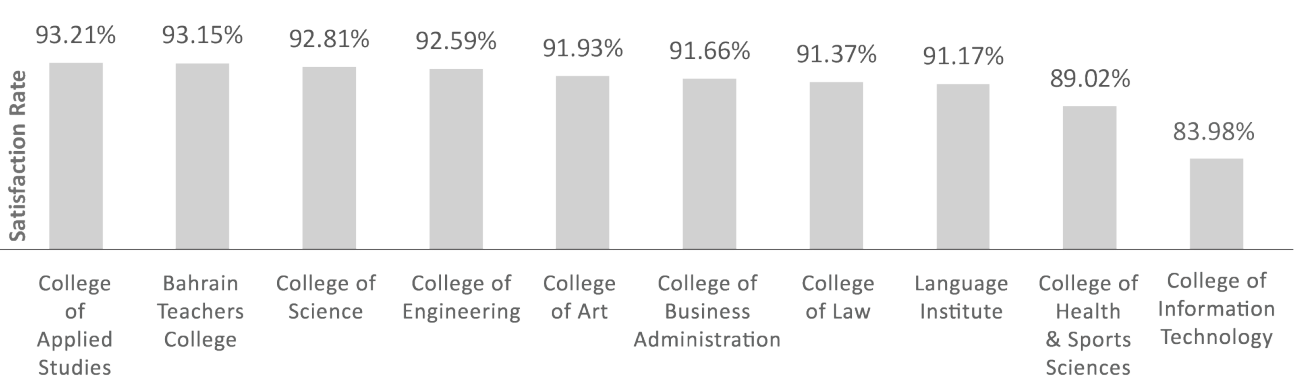
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Bahrain Teachers College

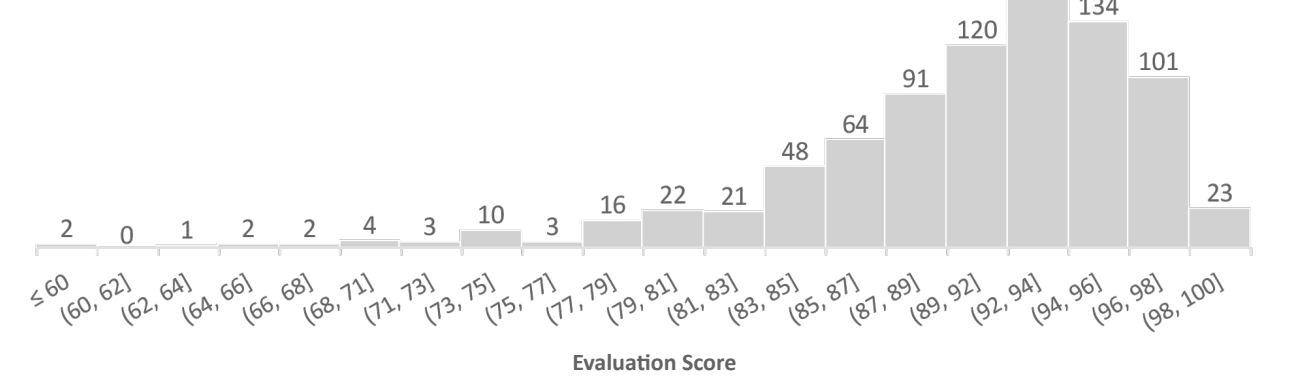
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College of Science

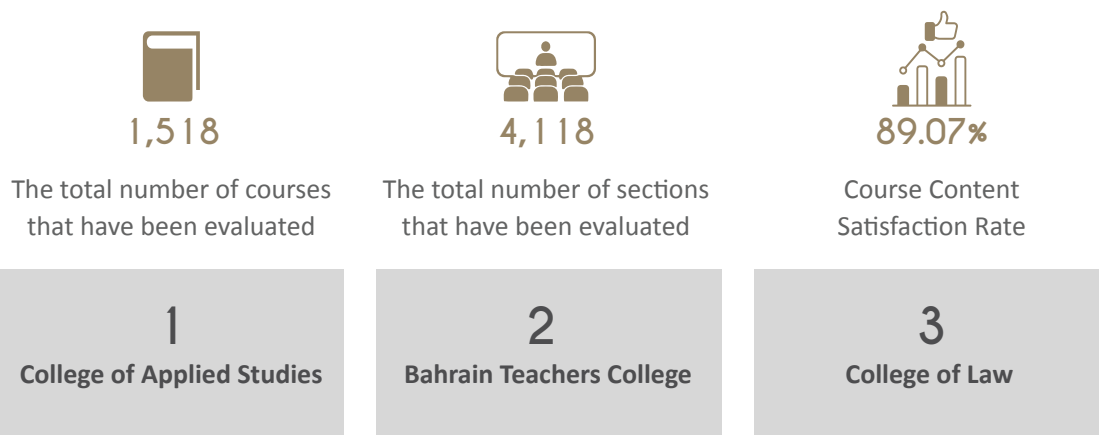
The Overall Statisfaction Rate of the Faculty Performance



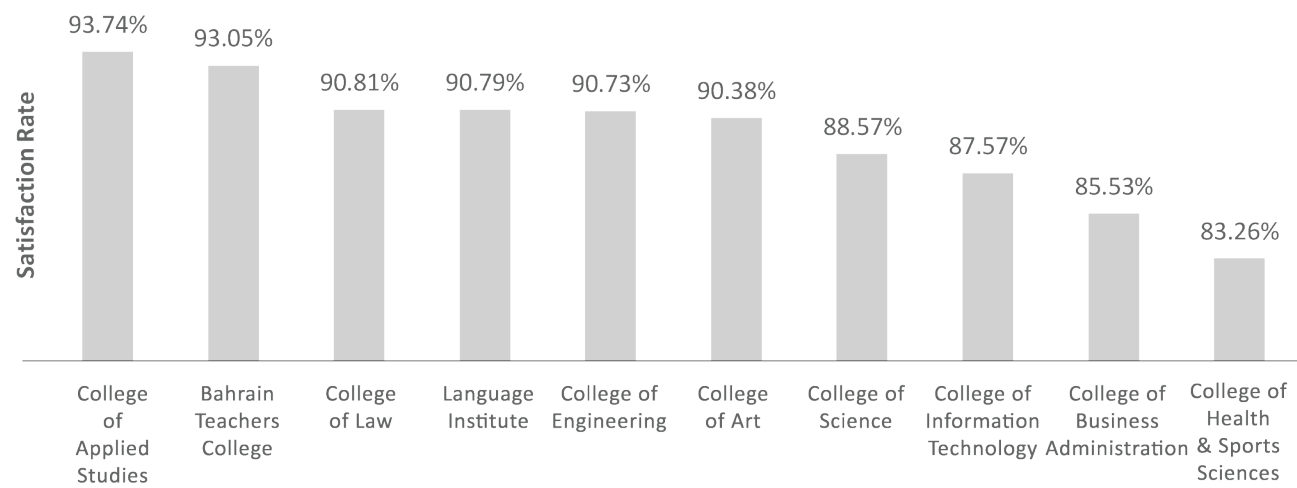
Distribution of Faculty Performance Evaluation Scores



DATA ANALYSIS OF THE COURSE CONTENT



The Overall Statisfaction Rate of the Course Content



QUESTIONS EVALUATION

	Question
1.	The course syllabus was shared and discussed at the beginning of the semester.
2.	The course instructor was prepared and organized in presenting the curriculum.
3.	The instructor explains the course material clearly.
4.	The instructor encourages students to actively participate in class.
5.	The instructor’s teaching methods (e.g., interactive presentations, group discussions, problem-solving exercises, real-world applications, etc.) helped me to understand the course material.
6.	The online platform for the course was used effectively.
7.	The course content was fully covered by the course specification form, and the specified timelines were adhered to (e.g., the topics covered, assessment methods, and schedules, etc.).
8.	The assessment methods and grading criteria were clearly explained (e.g., exams, quizzes, projects, presentations, etc.).
9.	The instructor provided me with constructive feedback on my performance in various assessments, as well as on my overall academic performance, in a timely manner.
10.	The instructor provided the necessary support and guidance to the students throughout the course.
11.	The course instructor was available during office hours or on online platforms (Microsoft Teams, Blackboard) when additional assistance was needed.
12.	I am satisfied with the quality of teaching in this course.
13.	The course topics were fully covered during the scheduled teaching hours.
14	The course topics are well-connected and integrated
15	The course learning outcomes are clearly defined from the beginning of the semester.
16	The course learning outcomes were achieved upon its completion.
17	The instructional materials (i.e., books, readings, handouts, study guides, lab manuals, multimedia, software, and other educational aids and tools) were useful to increase my knowledge and skills in the subject matter.
18	The course provided me with some of the skills required in professional life.
19	Overall, this course is beneficial and valuable.

UOB	BTC	Applied Studies	Arts	Buss. Admin.	Engineering	CHS	IT	Law	Science	Languages Institute
4.60	4.74	4.68	4.59	4.58	4.64	4.62	4.57	4.50	4.49	4.65
4.55	4.67	4.61	4.56	4.54	4.56	4.57	4.49	4.49	4.42	4.59
4.51	4.61	4.60	4.53	4.50	4.49	4.53	4.44	4.45	4.36	4.59
4.50	4.63	4.56	4.51	4.48	4.51	4.55	4.40	4.41	4.36	4.58
4.45	4.58	4.56	4.45	4.44	4.44	4.48	4.38	4.38	4.29	4.53
4.46	4.62	4.54	4.45	4.44	4.45	4.48	4.44	4.37	4.33	4.52
4.53	4.64	4.60	4.54	4.50	4.55	4.54	4.47	4.45	4.41	4.57
4.50	4.59	4.60	4.52	4.47	4.48	4.52	4.44	4.45	4.40	4.58
4.42	4.57	4.53	4.41	4.37	4.42	4.46	4.33	4.34	4.25	4.49
4.47	4.60	4.56	4.47	4.43	4.47	4.50	4.40	4.39	4.33	4.55
4.46	4.63	4.54	4.44	4.42	4.48	4.49	4.42	4.37	4.31	4.50
4.44	4.55	4.55	4.46	4.42	4.41	4.45	4.36	4.37	4.27	4.55
4.54	4.66	4.60	4.55	4.52	4.56	4.55	4.50	4.47	4.41	4.58
4.52	4.61	4.59	4.53	4.49	4.54	4.54	4.46	4.46	4.39	4.56
4.50	4.63	4.57	4.52	4.49	4.50	4.55	4.44	4.43	4.36	4.55
4.49	4.61	4.56	4.50	4.46	4.49	4.53	4.43	4.43	4.33	4.52
4.46	4.59	4.56	4.47	4.42	4.46	4.49	4.40	4.38	4.32	4.50
4.46	4.58	4.55	4.45	4.42	4.49	4.53	4.40	4.39	4.24	4.51
4.49	4.57	4.58	4.49	4.46	4.51	4.52	4.42	4.43	4.31	4.56

Heat Map Key

Excellent (5.00 - 4.00)

Good (3.99 - 2.00)

Satisfactory (1.99 - 1.00)

Fair (0.99 - 0)

Poor (>0)

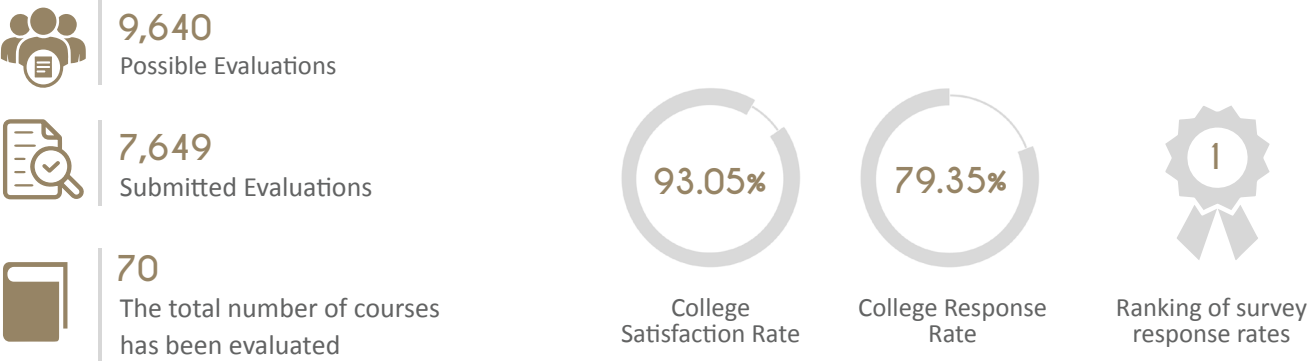
DETAILED RESULT



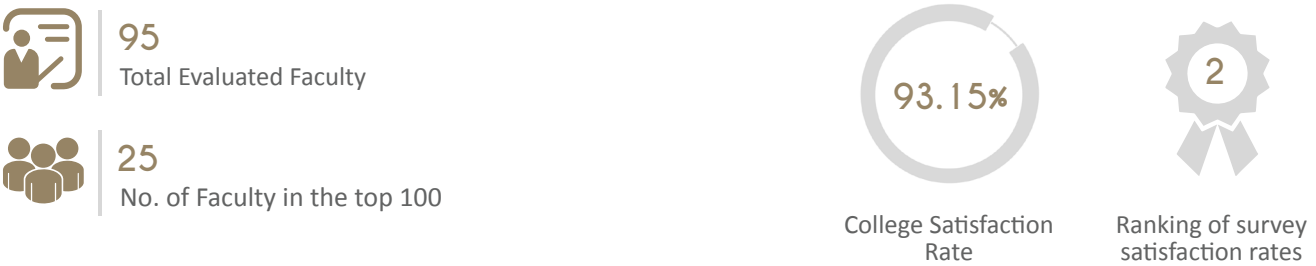
BAHRAIN TEACHERS COLLEGE

Departments	Tot. Evaluated Instructors	Possible Evaluations	Submitted Evaluations	Response Rat	Faculty Performance Satisfaction Rate	Course Content Satisfaction Rate
Arabic Language and Islamic Studies	15	1877	1326	70.64%	4.53	4.56
Education Studies	31	2717	1808	66.54%	4.69	4.67
English Language	23	2593	2013	77.63%	4.67	4.66
Math and Science	26	2453	1965	80.11%	4.68	4.67

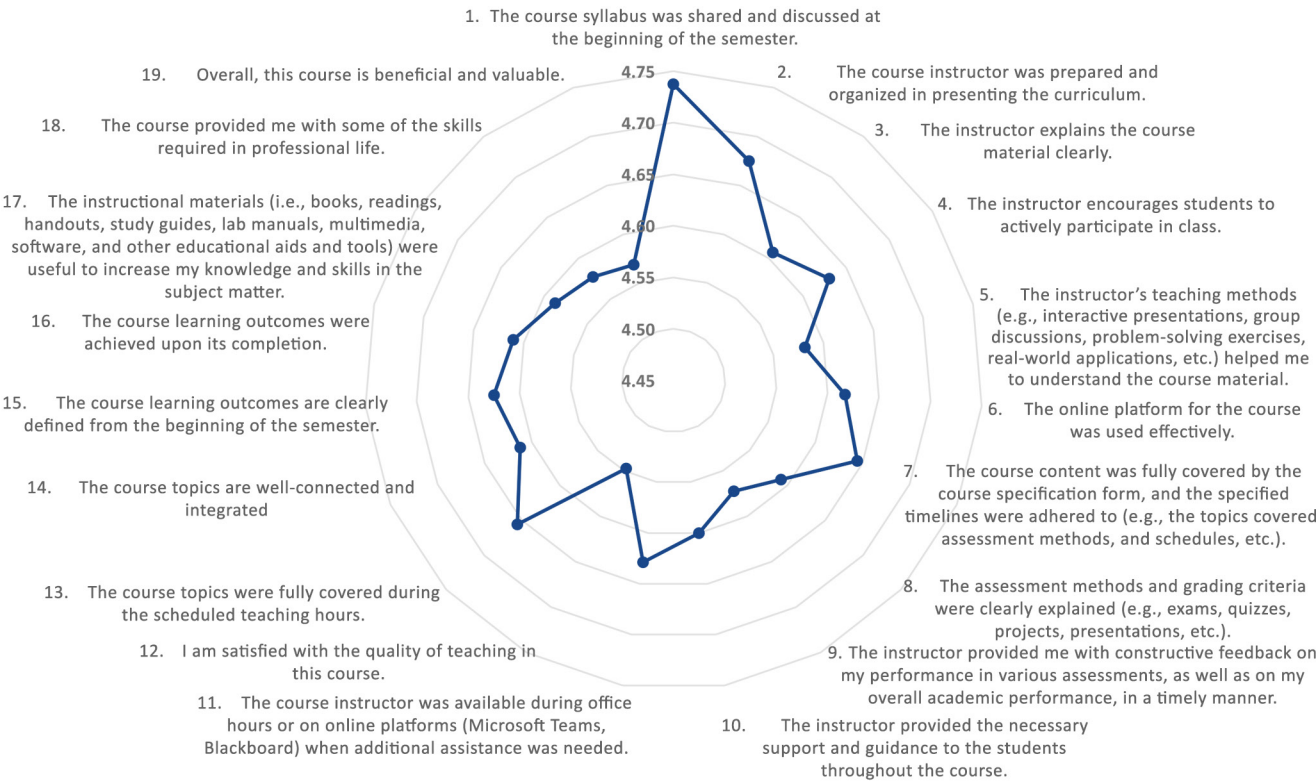
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Data analysis of the faculty performance:



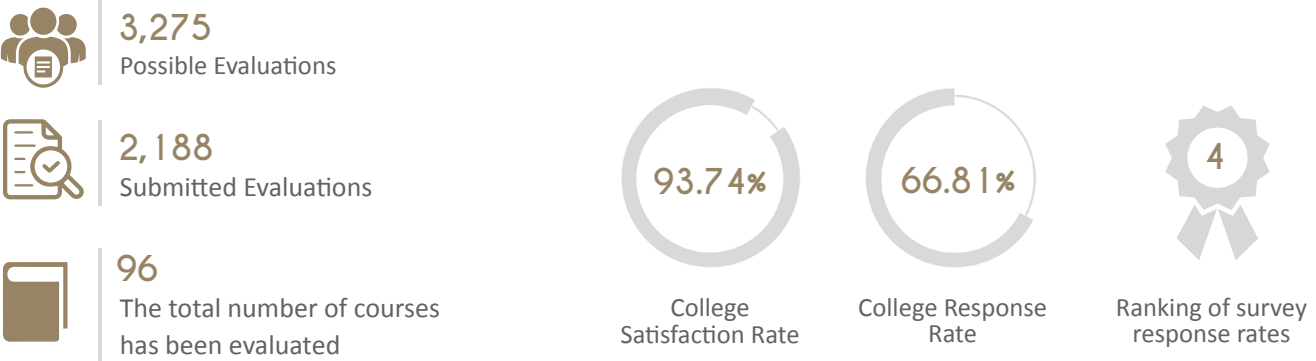
Questions Evaluation:



COLLEGE OF APPLIED STUDIES

Departments	Tot. Evaluated Instructors	Possible Evaluations	Submitted Evaluations	Response Rat	Faculty Performance Satisfaction Rate	Course Content Satisfaction Rate
Administration Programs	13	1435	886	61.74%	4.69	4.75
Engineering Programs	8	228	176	77.19%	4.69	4.69
Office Management Program	4	953	619	64.95%	4.54	4.53
Technical Programs	7	659	402	61.00%	4.30	4.09

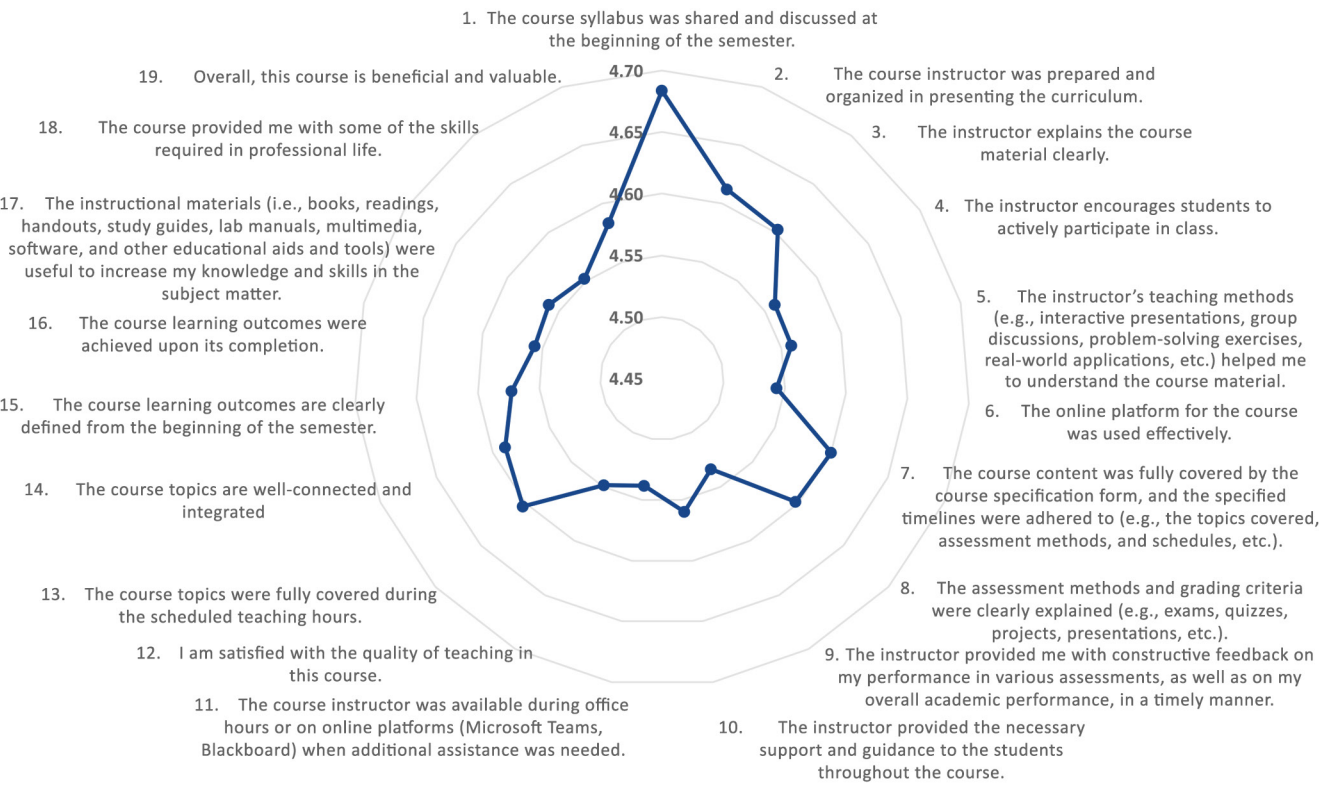
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Data analysis of the faculty performance:



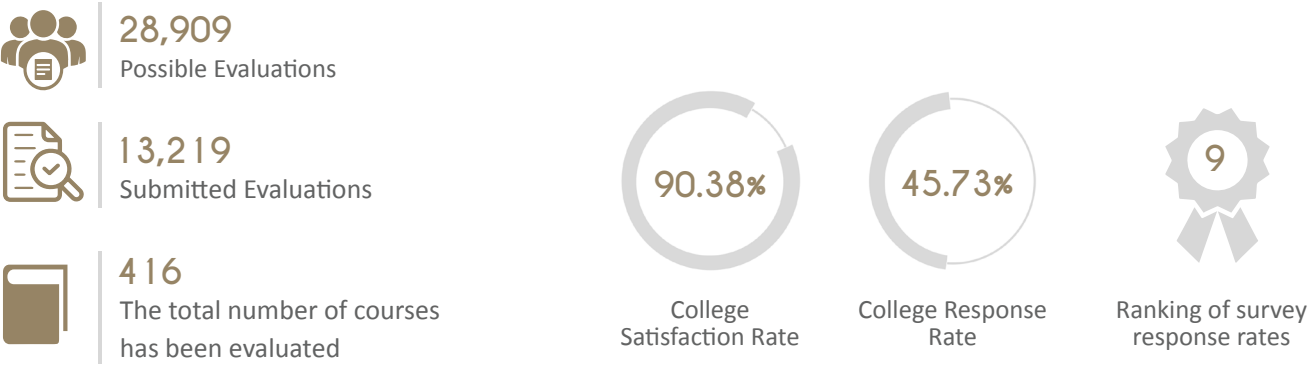
Questions Evaluation:



COLLEGE OF ARTS

Departments	Tot. Evaluated Instructors	Possible Evaluations	Submitted Evaluations	Response Rat	Faculty Performance Satisfaction Rate	Course Content Satisfaction Rate
Arabic and Islamic Studies	36	10861	4488	41.32%	4.48	4.50
English Language and Literature	54	8639	4190	48.50%	4.68	4.60
Mass Communication, Tourism and Fine Arts	37	3642	1438	39.48%	4.47	4.47
Psychology	9	1837	993	54.06%	4.63	4.76
Social Sciences	13	3930	2056	52.32%	4.48	4.48

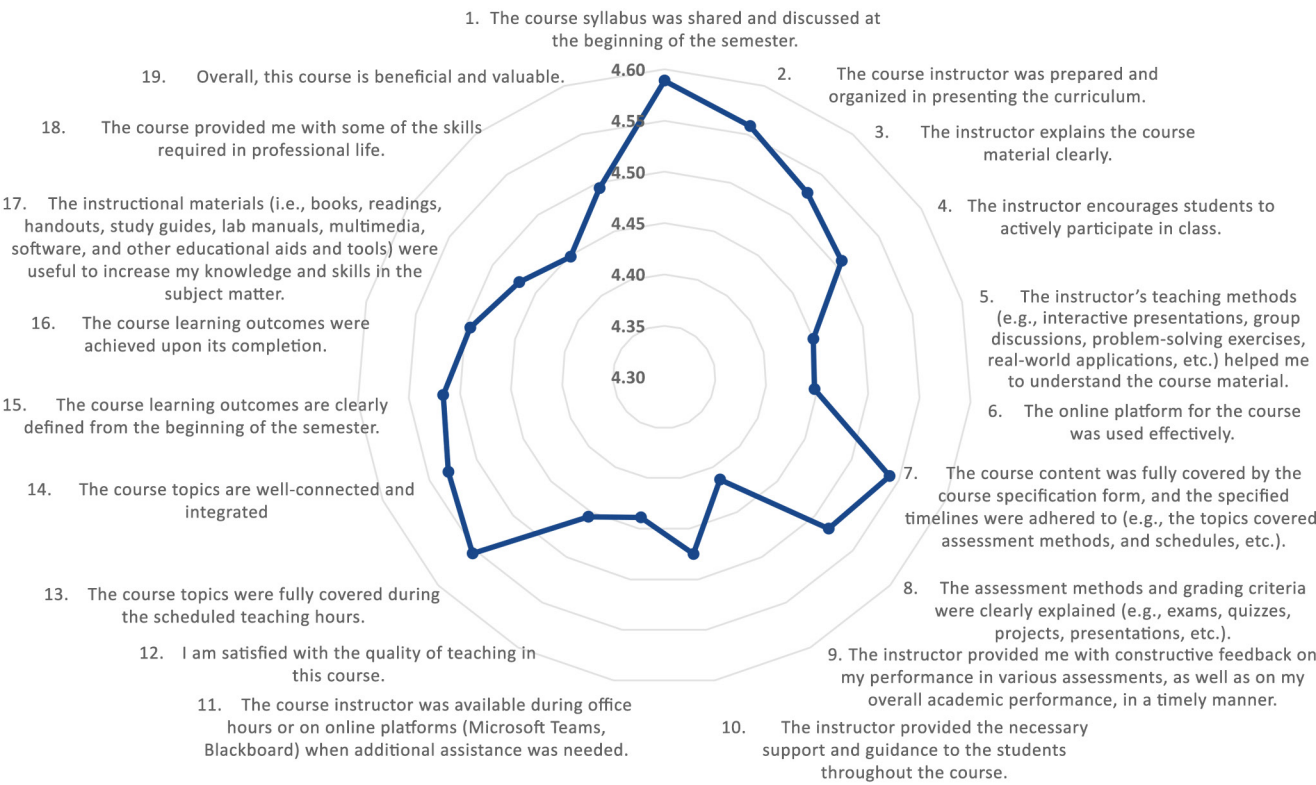
Data analysis of the course content:



Data analysis of the faculty performance:



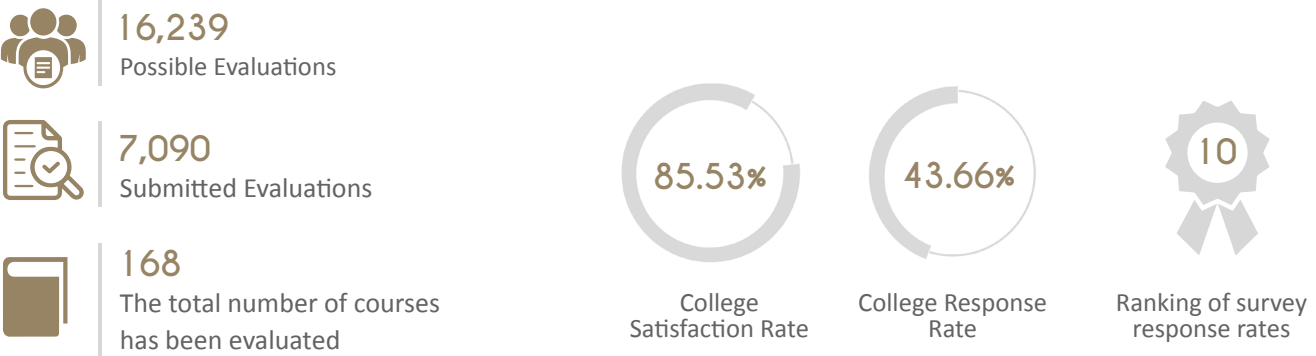
Questions Evaluation:



COLLEGE OF BUSINESS ADMINISTRATION

Departments	Tot. Evaluated Instructors	Possible Evaluations	Submitted Evaluations	Response Rat	Faculty Performance Satisfaction Rate	Course Content Satisfaction Rate
Accounting	20	3608	1535	42.54%	4.53	4.30
Economics and Finance	24	4717	2253	47.76%	4.60	4.00
Islamic Banking	10	1193	357	29.92%	4.49	4.52
Management and Marketing	28	6721	2892	43.03%	4.44	4.32

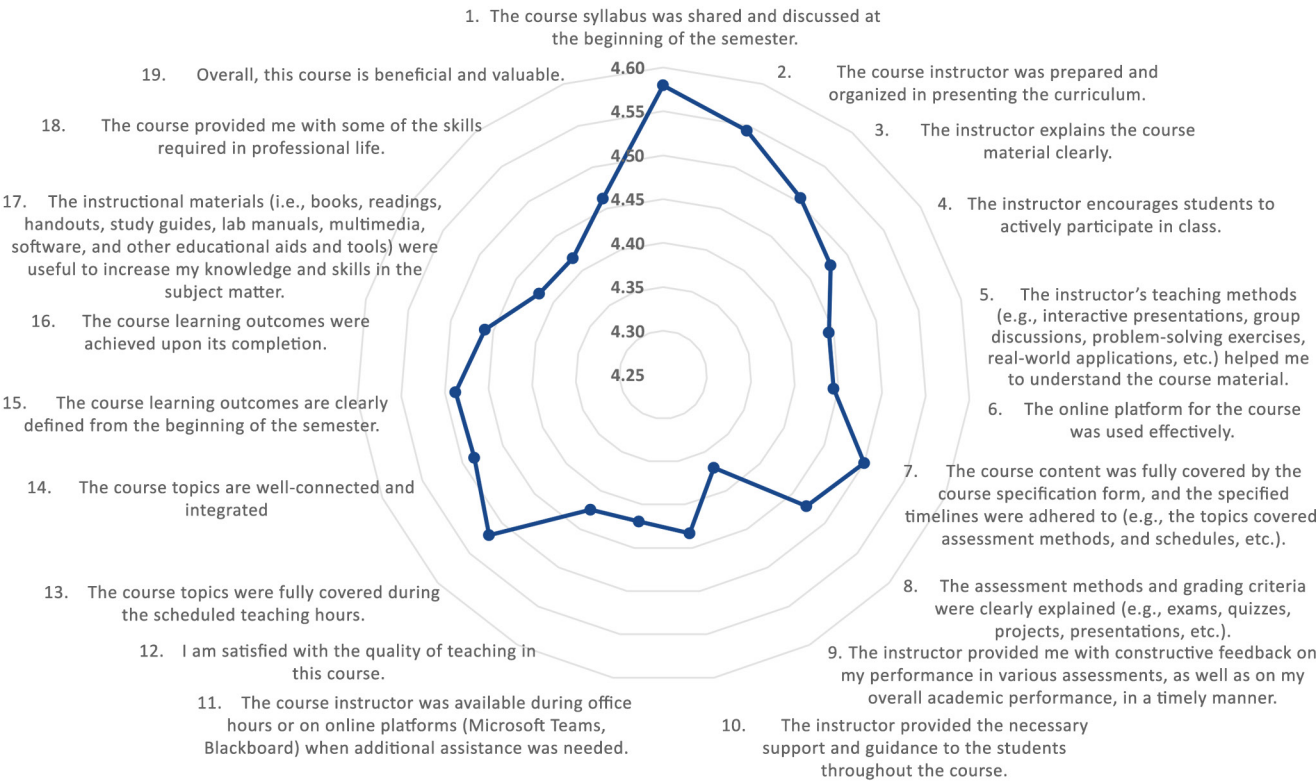
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Data analysis of the faculty performance:



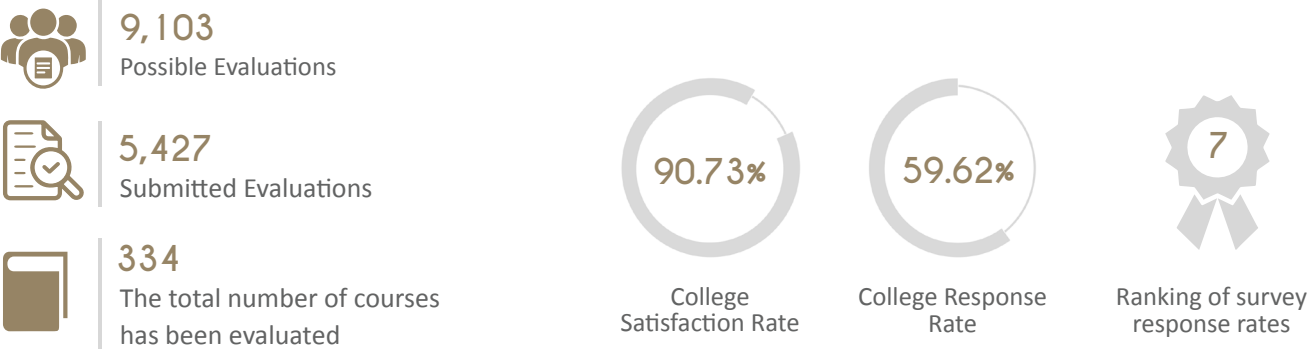
Questions Evaluation:



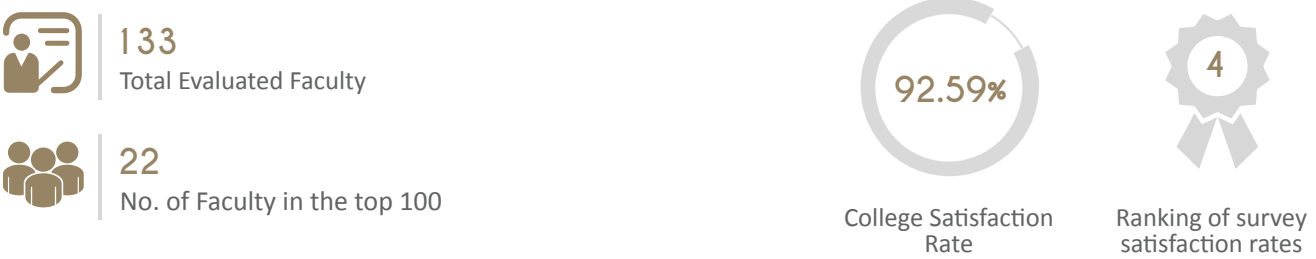
COLLEGE OF ENGINEERING

Departments	Tot. Evaluated Instructors	Possible Evaluations	Submitted Evaluations	Response Rat	Faculty Performance Satisfaction Rate	Course Content Satisfaction Rate
Architecture and Interior Design	57	3722	2142	57.55%	4.71	4.64
Chemical Engineering	22	1321	962	72.82%	4.45	3.86
Civil Engineering	18	1411	839	59.46%	4.48	4.50
Electrical and Electronics Engineering	16	1464	794	54.23%	4.60	4.54
Mechanical Engineering	20	1185	669	56.46%	4.26	4.12

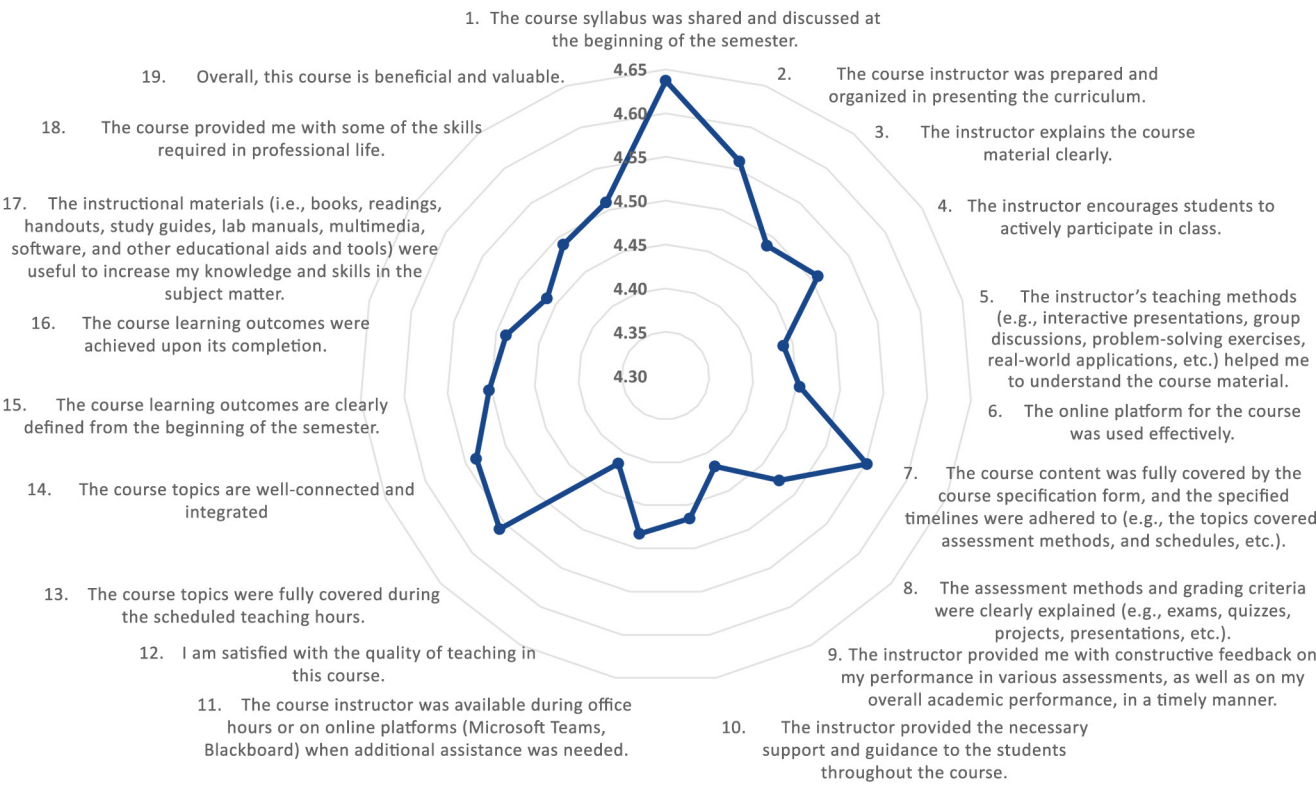
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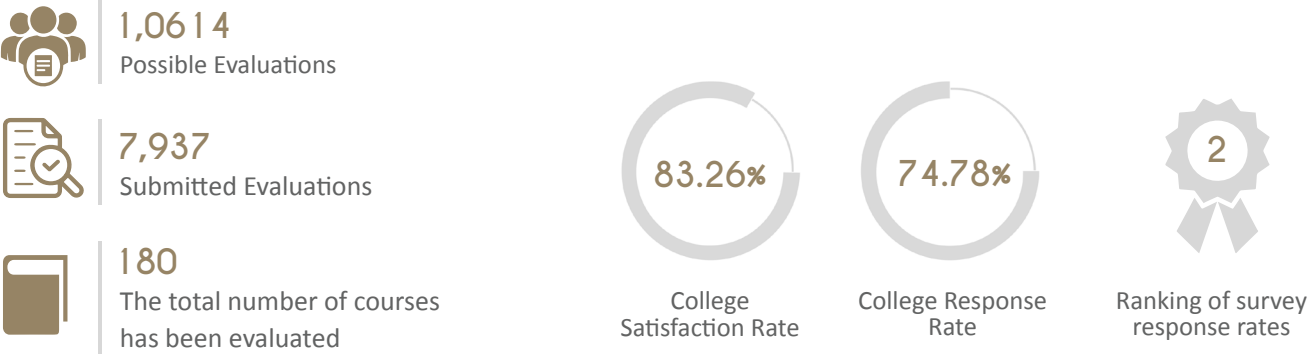
Questions Evaluation:



COLLEGE OF HEALTH AND SPORT SCIENCES

Departments	Tot. Evaluated Instructors	Possible Evaluations	Submitted Evaluations	Response Rat	Faculty Performance Satisfaction Rate	Course Content Satisfaction Rate
Allied Health	25	3947	3145	79.68%	4.41	4.43
English	2	396	352	88.89%	4.62	4.59
Nursing	23	2352	1381	58.72%	4.74\$\$\$\$	3.83
Physical Education	29	3919	2743	69.99%	4.30	4.32

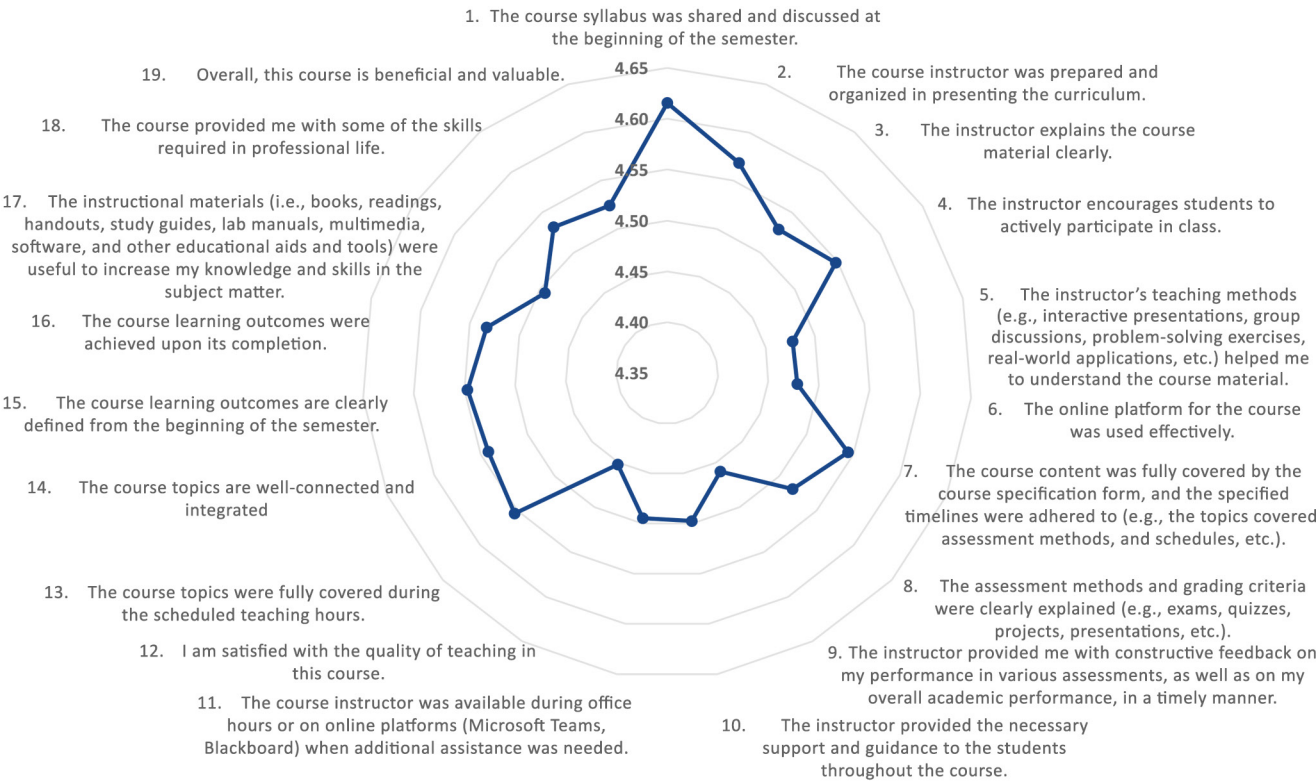
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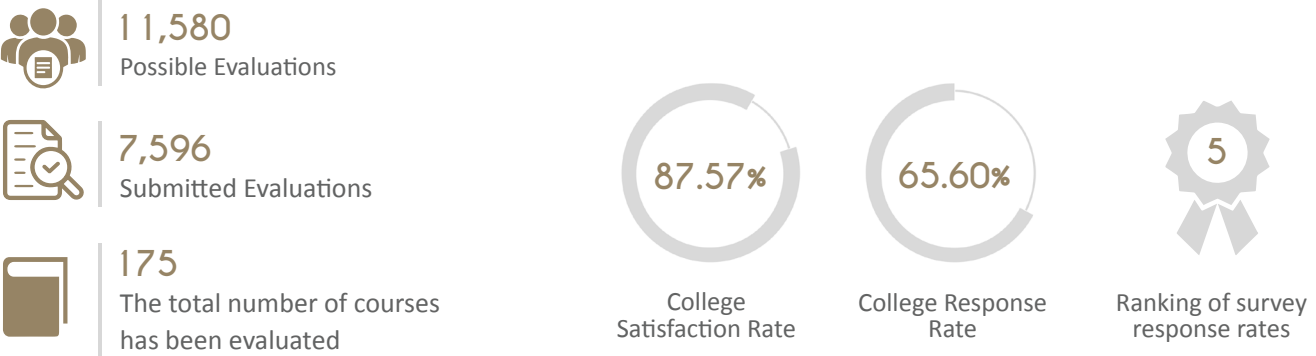
Questions Evaluation:



COLLEGE OF INFORMATION TECHNOLOGY

Departments	Tot. Evaluated Instructors	Possible Evaluations	Submitted Evaluations	Response Rat	Faculty Performance Satisfaction Rate	Course Content Satisfaction Rate
Computer Engineering	15	1577	1108	70.26%	4.55	4.57
Computer Science	32	4513	2927	64.86%	4.19	4.42
Information Systems	24	5490	3550	64.66%	4.28	4.24

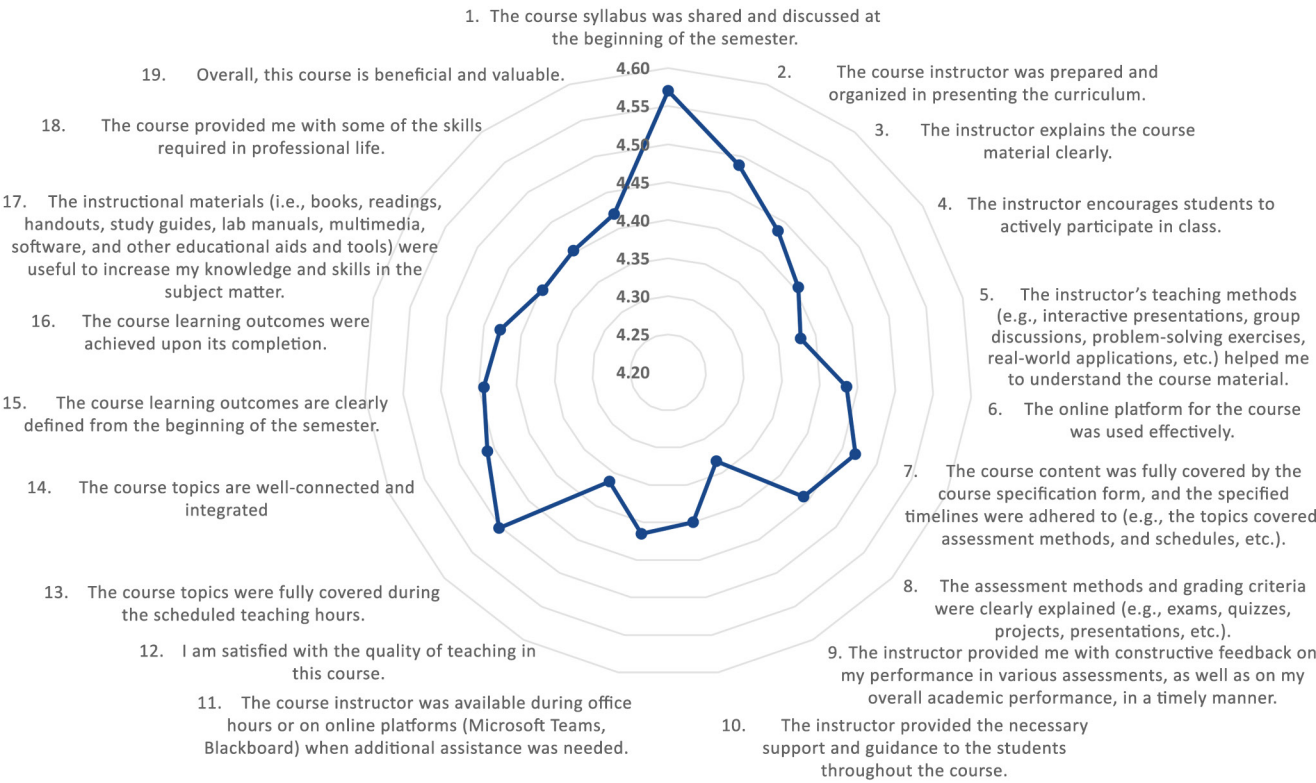
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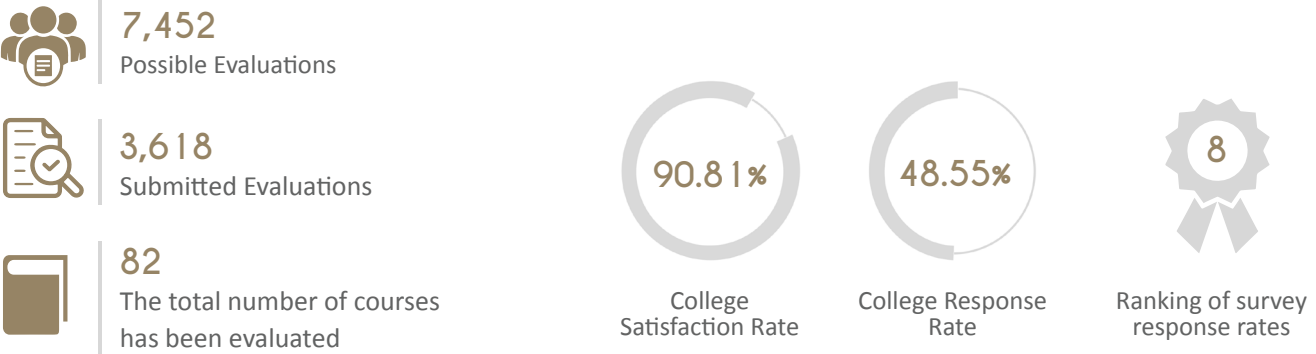
Questions Evaluation:



COLLEGE OF LAW

Departments	Tot. Evaluated Instructors	Possible Evaluations	Submitted Evaluations	Response Rat	Faculty Performance Satisfaction Rate	Course Content Satisfaction Rate
Legal Clinic	2	2608	802	30.75%	3.95	3.99
Private Law	26	2857	1619	56.67%	4.60	4.53
Public Law	21	1987	1184	59.59%	4.60	4.62

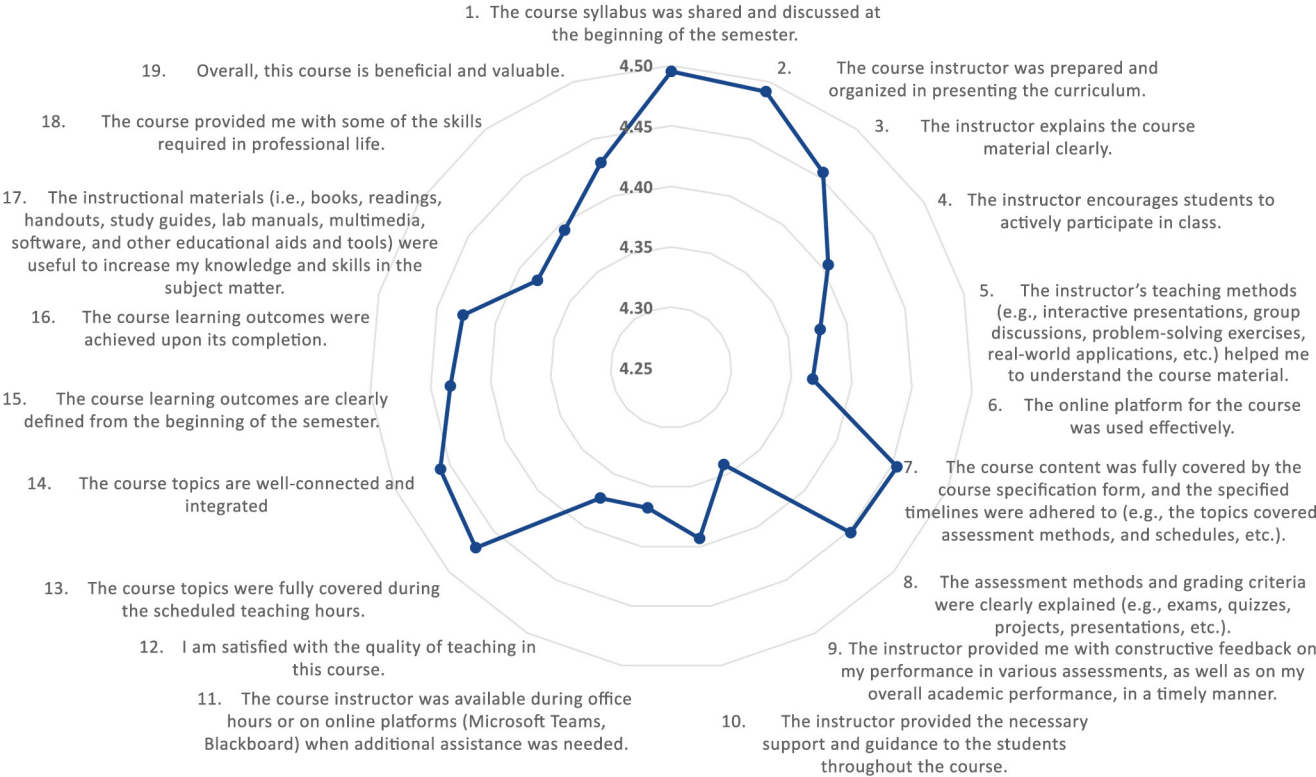
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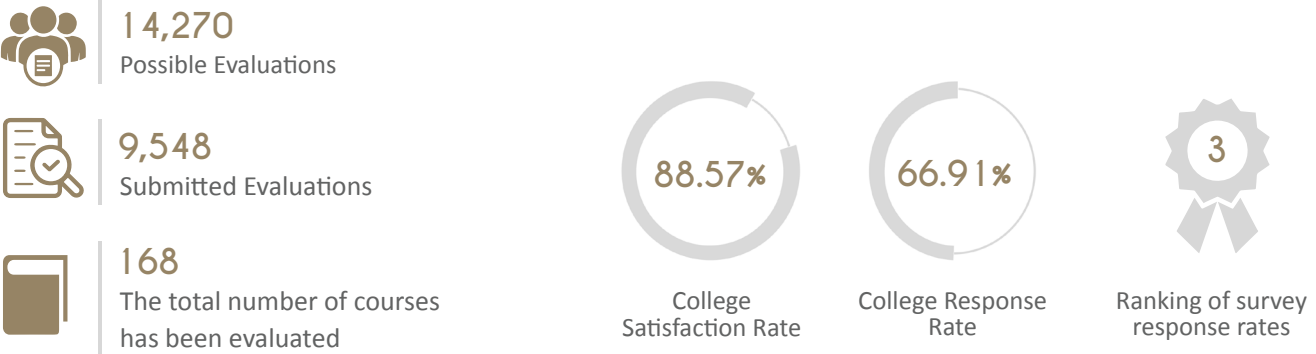
Questions Evaluation:



COLLEGE OF SCIENCE

Departments	Tot. Evaluated Instructors	Possible Evaluations	Submitted Evaluations	Response Rat	Faculty Performance Satisfaction Rate	Course Content Satisfaction Rate
Biology	15	1950	1532	78.56%	4.60	4.41
Chemistry	19	2389	1828	76.52%	4.57	4.55
Mathematics	23	8194	5082	62.02%	4.56	4.20
Physics	17	1737	1093	62.92%	4.45	4.40

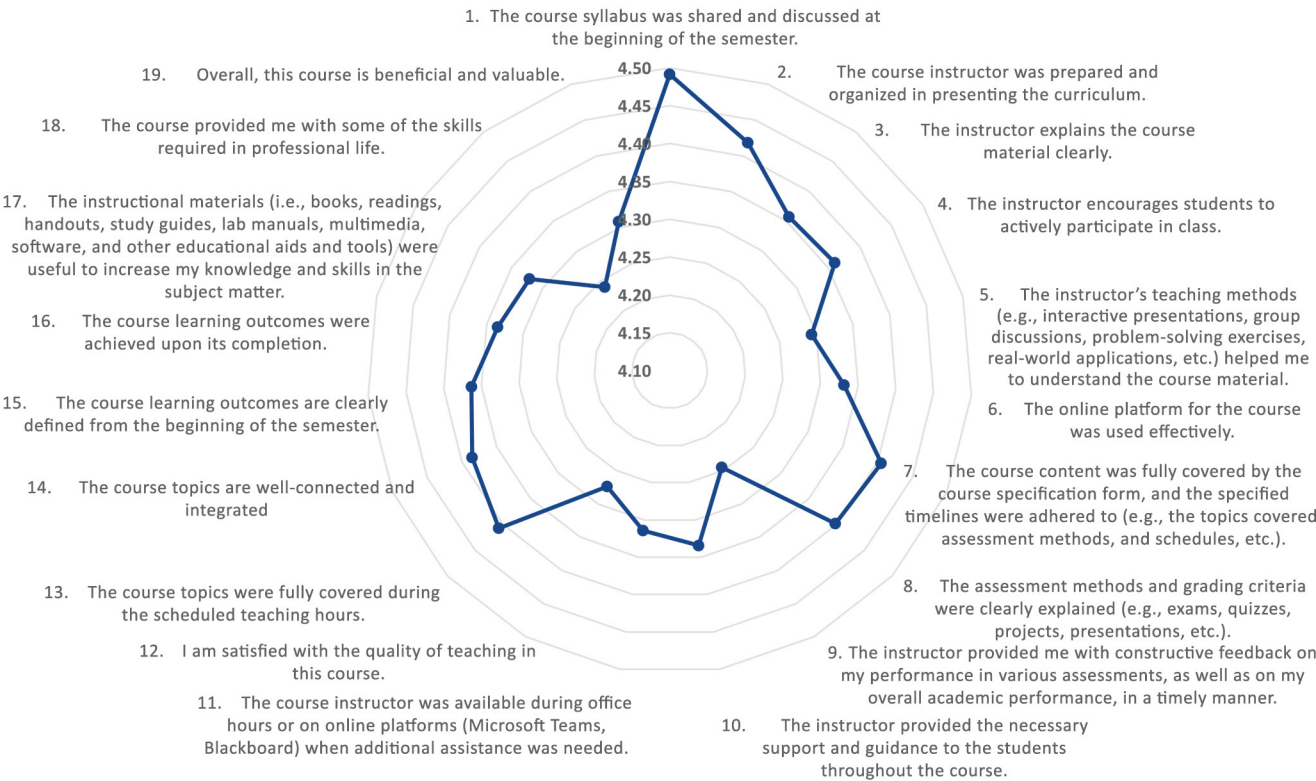
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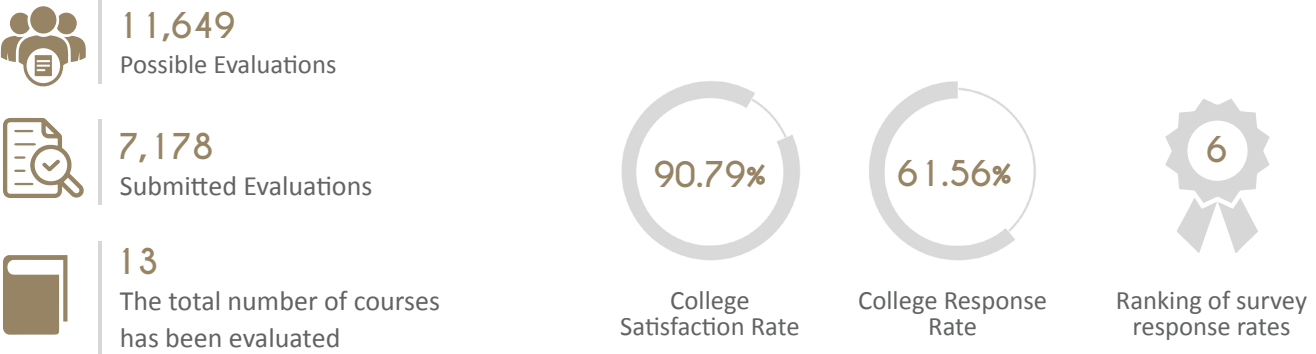


Questions Evaluation:



Departments	Tot. Evaluated Instructors	Possible Evaluations	Submitted Evaluations	Response Rat	Faculty Performance Satisfaction Rate	Course Content Satisfaction Rate
Confucius Institute	6	392	144	36.73%	4.49	4.50
English Language Center	48	11257	7034	62.49%	4.56	4.54
Languages Institute	1	38	16	42.11%	3.89	4.07

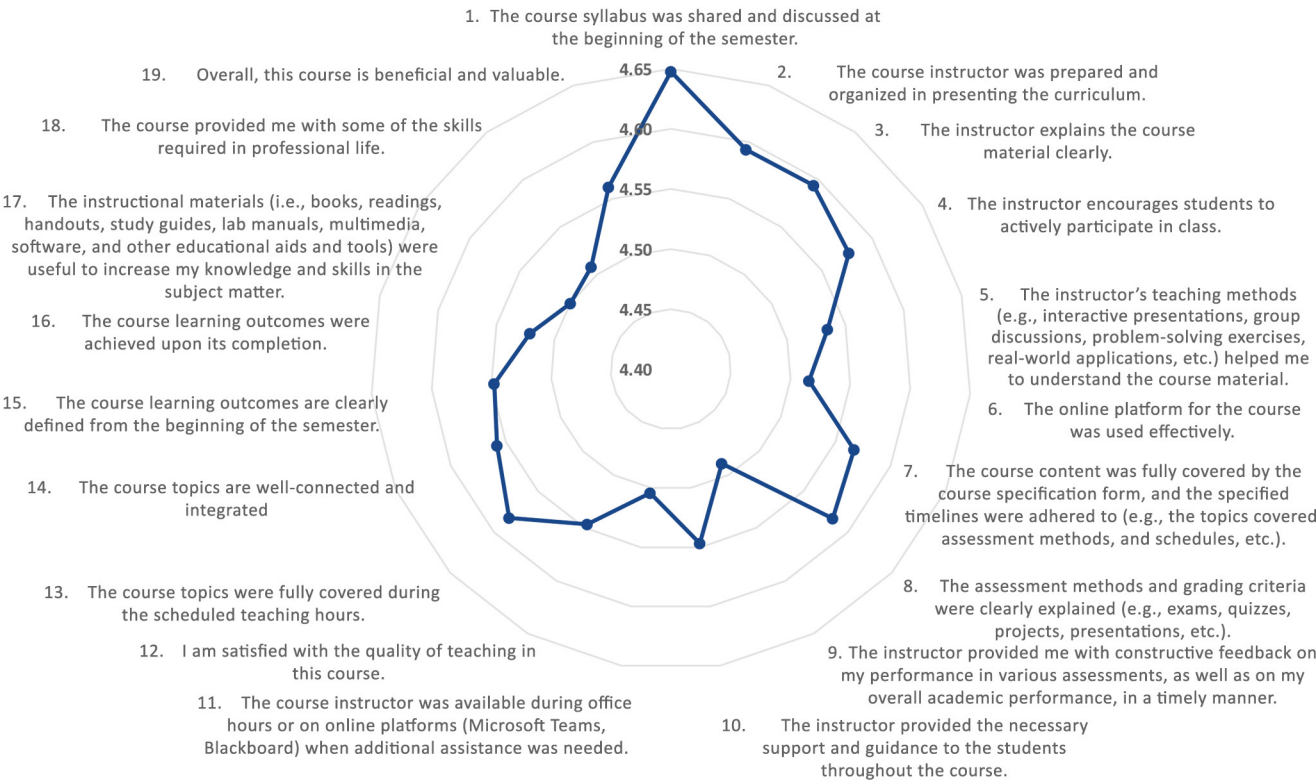
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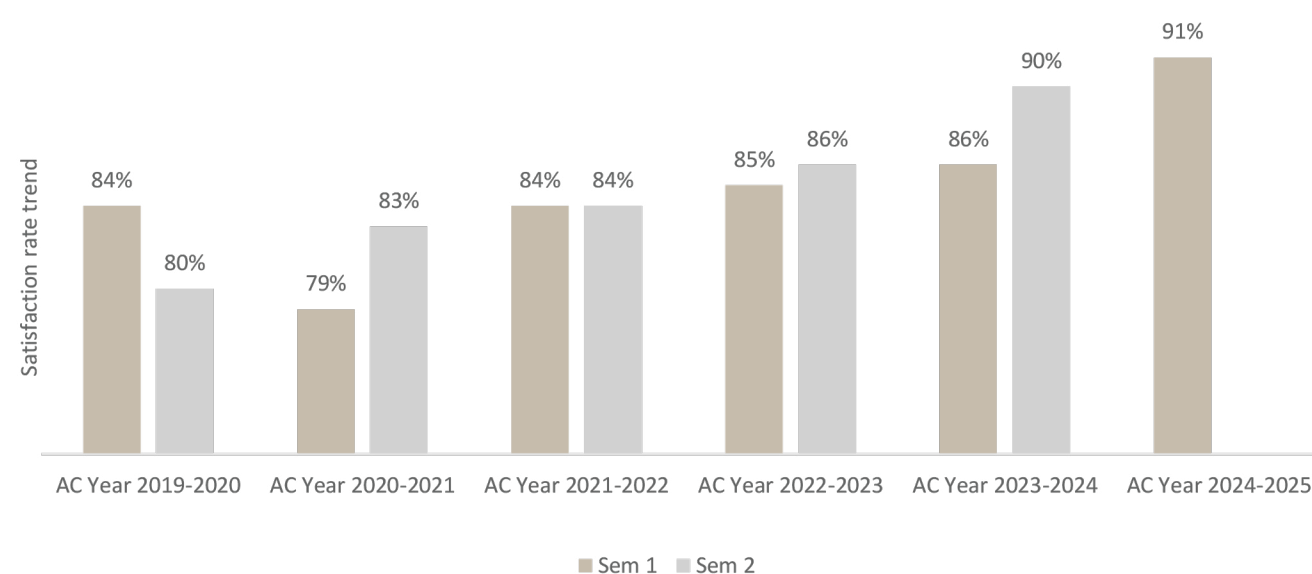




TREND ANALYSIS

The course evaluation results show a positive trend, with overall faculty and course satisfaction rates improving compared to previous semesters.

Satisfaction Rate Trend Analysis



KEY FINDINGS

1. OVERALL RESPONSE RATE

- The university response rate was 58.21% in the first semester.
- The top three colleges with the highest response rates:
 1. Bahrain Teachers College
 2. College of Health and Sports Sciences
 3. College of Science

2. FACULTY PERFORMANCE SATISFACTION

- 98.8% of students expressed satisfaction ($\geq 70\%$) with faculty performance.
- Colleges with the highest faculty satisfaction rates:
 1. College of Applied Studies
 2. Bahrain Teachers College
 3. College of Science

3. COURSE CONTENT SATISFACTION

- The overall course content satisfaction rate was 89.1%.
- Colleges with the highest course satisfaction:
 1. College of Applied Studies
 2. Bahrain Teachers College
 3. College of Law

4. STUDENT FEEDBACK ON COURSE COMPONENTS

- Across the university, students rated their course experiences positively, with an average rating between 4.40 and 4.70 in most categories.
- The highest-rated aspects included:
 - Course syllabus clarity (4.60)
 - Instructor organization (4.55)
 - Course topic coverage (4.54)



**Quality Assurance &
Accreditation Center**

