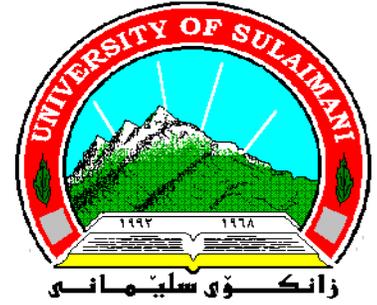


Kurdistan Region - Iraq
Ministry of Higher Education and Scientific Research
University of Sulaimani
Faculty of Engineering
TQA Committee
Self Assessment Report Committee



Quality Improvement Plans

Prepared by TQA committee

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Contents

Chapter 1 - Planning for Development & Review of the Program Educational Objectives PEO's and Program Outcomes PO's

- 1.1 Introduction
- 1.2 Faculty Inputs
 - 1.2.1 Faculty Survey
 - 1.2.2 Instructor Class Evaluation
- 1.3 Alumni Inputs
- 1.4 Employers Inputs
- 1.5 Senior Exit Student Inputs
- 1.6 Program Educational Objectives (PEO)
 - 1.6.1 Preparing a document for (PEO)
 - 1.6.2 Establishing Program Educational Objectives
 - 1.6.3 A Process for Periodic Review of Educational Program Objectives
- 1.7 A System for Continual Improvement
- 1.8 Work load

Chapter 2 - Plans and Recommendations for Improvement the works of TQA, CAD, SAR & Teacher Portfolio Committees

- 2.1 Recommendations to organize the Teaching Quality Assurance (TQA) committee work
 - 2.1.1 Introduction
 - 2.1.2 The Duties of the TQA Coordinator in the department
- 2.2 Continuous Academic Development (CAD)
 - 2.2.1 Introduction
 - 2.2.2 The Duty of the CAD Coordinator
- 2.3 Self Assessment Report (SAR)
 - 2.3.1 Introduction
- 2.4 The Management Structure of TQA Committee of Dept.
- 2.5 Teacher portfolio

Chapter 3 - Plans and & Recommendations for Improvement the Departments of Faculty of Engineering

- 3.1 Department of Dams & Water Resources Engineering
- 3.2 Department of Architectural Engineering
- 3.3 Department of Civil Engineering
- 3.4 Department of Electrical Engineering

Chapter 4 - Schedule of implementing the Plans of Quality Improvement – Faculty of Eng. - University of Sulaimani

Chapter 1

1. Planning for Development & Review of the Program Educational Objectives PEO's and Program Outcomes PO's

1.1 Introduction:

Programs Education Objectives and Program Outcomes in the Faculty is assessed by seeking inputs from (teaching staff, Alumni, Employers, Senior Exit Students) through questionnaire form distributed among them.

The objectives of the Surveys are:

- To assess the quality of graduating students
- To obtain feedback on the Program outcomes
- To obtain feedback on the Program Educational Objectives
- To assess the work environment
- To assess the overall institutional quality
- To establish baseline data

Table (1) shows schedule the Feedback Mechanism at specific time table.

Table (1) Assessment process and timeline

<u>Constituency</u>	<u>Assessment</u>	<u>Time</u>
1. Teaching Staff	Lecturer Survey	every year
	Instructor Class Evaluation	every semester
2. Alumni	Alumni Survey	every year
3. Employers	Employer survey	every year
4. Students	Senior exit Survey	every year

1.2. Teaching Staff Inputs

1.2.1 (Lecturers Survey)

The plan is preparing a survey form contains three parts covering different aspects that the faculty of engineering consider important for teaching staff to assess. Part (1) has four sections that seek the faculty members' evaluation of students regarding the Program Outcomes, Program Educational Objectives, their opinions about the three most important skills that need more emphasis, and finally an open ended question about what should be done to improve engineering education in faculty of engineering. Part (2) has four parts; the first three sections assess the level of satisfaction and the quality of services, facilities, and work environment/benefits at the department, faculty and university levels. The fourth section assesses the time management of activities of the faculty members. Part (3) is about the assessment of overall institutional quality. Appendix 1

1.2.2 Instructor Class Evaluation

All instructors at the faculty should carry out course assessment and submit a course assessment file to their departmental assessment coordinators at the end of the term. Appendix 2

1.3 Alumni Inputs:

Alumni are important constituent group and should be involved in the evaluation process. Survey of the graduates who are pursuing graduate study locally or abroad can be obtained by inviting them to an annual meeting at the faculty and/or e-mailing them the survey. Selected Alumni

from the industry could also be consulted.

For example:

What are the Skills, abilities and attributes?

What is important to employment?

What is level of preparation?

1.4 Employers Inputs:

A survey could be sent to selective employers for their comments. The results of the employer survey which is distributed every year will be used by including questions about the PEO's and PO's for each engineering program at the faculty.

For example:

PEO Statement 1: -----

- | | | |
|---|------------|-----------|
| 1. Is the graduate employed in an Engineering profession? | Yes | No |
| 2. Is the graduate employed in a private sector? | Yes | No |
| 3. Is the graduate employed in a public sector? | Yes | No |

1.5 Senior Exit Student Inputs:

They are most important constituent group. The response from students will formally be discussed and addressed with the faculty during their evaluation process. In general, the students' input is considered during the annual departmental assessment meeting and at regular faculty meeting.

1. Seminar will be offered to inform all students about ABET process and importance of the evaluation of PEO'S.

2. Survey of student forms consists of at least 6 junior and senior students, selected by faculty advisors, student committee or other means.

This could be an initiation of student council for each program.

3. Survey of graduating students who are taking senior project course.

The survey will be for example about:

- A. Advising
- B. Curriculum and Instruction
- C. Facilities and Laboratory Equipment's
- D. Professional Preparation
- E. Program Overall Rating
- F. General Comments

1.6 Program Educational Objectives (PEO)

1.6.1 Preparing a document for (PEO)

The purpose of this document is to state the objectives and then to explain them. It includes:

1. A list of the PEO.
2. A detailed discussion of the objectives, showing how each one is consistent, where it is appropriate, with the mission of the institution, the needs of key constituencies, and with the spirit of continual improvement.
3. A description of the relationship between the objectives and the program's curriculum. *Note: The document prepared at the end of first semester of academic year (2013-2014).*

1.6.2 Establishing Program Educational Objectives

The purpose of this document is to describe the process created for establishing the PEO. It should emphasize the degree of involvement of the key constituencies and the role of the institutional mission in the process. This document ought to include:

1. A list of the key program constituencies
2. A discussion of how and why those constituencies were identified as

key to the process of establishing objectives.

3. A delineation of the way individuals or groups was chosen to represent the key constituencies, how and why they were selected.

4. A description of the initial plan for establishing the objectives and how you arrived at that plan.

5. A detailed outline of the process you followed.

Note: The document prepared at the end of second semester of academic year (2013-2014).

1.6.3 A Process for Periodic Review of Educational Program Objectives.

The purpose of this document is to show that a thorough and realistic procedure is in place and allows to review, in consultation with key constituencies, the extent to which the programs are achieving the objectives and also to review the objectives themselves, all of which leads to a more effective and responsive program. This document should include:

1. A formal outline for the review procedure: assessment cycles, kinds of information to be used for evaluation, how key constituencies will be involved in the review, how the results of the review will be used to improve the effectiveness of the program and/or revise the objectives.

2. Reports for each of the review cycles detailing the particular process undertaken, the results of the review, the recommendations for any changes in the program or changes in the PEO, and the process of implementing the changes.

Note: The document prepared before submitting to attain ABET accreditation.

1.7 A System for Continual Improvement

The purpose of this document is to demonstrate that the various parts of any program contribute to the goal of continual improvement of the whole program. The whole system should be described, the parts of it that influence the PEO, the parts that work together to attain those objectives, and the processes by which various reviews and assessments drive the system toward continual improvement. This document should include:

1. A description of the program as a system. Using the PEO as the core of the description, showing how all the parts of the system are related to them. Some parts, such as the institutional mission and the needs of the key constituents, serve to influence the creation of the objectives. Other parts, such as the curricular outcomes and the faculty and the facilities, serve as the instruments by which the objectives will be achieved. What is important to note, though, is that the objectives provide the crucial link between, say, the mission of the institution and the mission of the department. The description, then, will consist of a graphical and verbal rendering of this system, showing how its parts are strategically and integrally related to its whole.

2. A description of the system as a means of leading toward continual improvement of the program. The part will focus on the way the various reports and assessments have been used to unite all the parts of the system in the general improvement of the whole. It will summarize the reviews in place, the results of these reviews, and the role that the results have played in making the program better, particularly in terms of the PEO.

1.8 Work load

Table below shows suggested work load for teachers of faculty of Engineering

No	Name	Teaching	B.Sc. Projects	M.Sc. Thesis	Ph.D. Thesis	Management	Journal Papers	Research Income	Notes
		(hrs/academic year)							
1.									
2.									
3.									

Chapter 2

Plans and Recommendations for Improvement the Works of TQA, CAD, SAR & Teacher Portfolio Committees

2.1 Recommendations to organize the Teaching Quality Assurance (TQA) committee work

2.1.1 Introduction

- It is the task of Head of TQA of Faculty to monitor the performance of **4** TQA committees in departments of faculty of Eng.
- It is the task of Head of TQA of Dept. to monitor the TQA process in the department.

2.1.2 The Duties of the TQA Coordinator in the department is:

1. To organize course books for the students;
2. To guarantee student feedback for the lectures. Feedback time will be after 1st semester examination. The feedback will be checked by Head of TQA of Dept., again checked by Head of TQA of faculty then submitted to Directory of TQA in the university.
3. To act as a bridge for communication between students and the administration;

4. To create a channel for communication with students and constantly check e-mails and posts from students;

2.2 Continuous Academic Development (CAD)

2.2.1 Introduction

- It is the task of Head of TQA of faculty to monitor the CAD process in the **4** departments of faculty of Eng.

- It is the task of Head of TQA of Dept. to implement and distribute tasks of CAD process between the coordinators in the department.

2.2.2 The Duty of the CAD Coordinator is:

1. CAD coordinator should lay down a programme for the academic seminars. CAD coordinator submit list of seminars to scientific committees in the department to be approved by it and then by scientific committee of faculty. CAD coordinator publishes a list of seminars with the titles, date and time at the faculty. The next seminar must be published at least 7 days before.

2. Assessment forms should be distributed among attendees at seminars (peer review). CAD coordinator will collect these forms and analyse the data. The peer review feedback lists will be analysed and given back to the lecturer in the end of academic year.

3. Head of TQA of Dept. will collect the scholar's and academic's proof of attendance at every activity. This information will be checked by checked

by Head of TQA of Faculty then submitted to Directory of TQA in the university.

4. CAD coordinator determines seminar Hall, Day & Time in week according to table below:

Day	Time	Dept.	Hall
Sunday	12:00-1:00	AE	-
Monday	12:00-1:00	CE	-
Tuesday	12:00-1:00	DWRE	-
Thursday	12:00-1:00	EE	-

I prefer to have one seminar hall for faculty if not each department must determine one.

Note: I suggest and prefer that the all seminars of faculty held in determined Hall (Called: Seminars Hall). Advertising table need to be hanged beside the entrance of Hall for advertising the seminars that held during the next weeks. The teachers of faculty can visit the advertising table to see the seminars during the week or they can call the CAD coordinator to ask about seminar.

2.3 Self Assessment Report (SAR)

It is the task of Head of TQA of Faculty to prepare the SAR report annually. Head of TQA of Dept. preferred to be member in SAR committee but if he couldn't, coordinator or another person from department can be chosen.

2.4 The Management Structure of TQA Committee of Dept.

The responsibility of 4 coordinators in each TQA Committee of Dept is distributed as:

1. Head of TQA of Dept. is responsible on: TQA, CAD, SAR and Teacher Portfolio process.
2. Coordinator for 1st and 2nd stages.
3. Coordinator for 3rd and 4th stages.
4. Coordinator for CAD process.

2.5 Teacher portfolio:

- It is the task of Head of TQA of Faculty to participate in the committees to evaluate teachers' portfolio of faculty;
- It is the task of (Head of TQA of Dept.) to organize teachers' portfolio for committees of evaluation;

Chapter 3

Plans and Recommendations for Improvement the Departments of Faculty of Engineering

The following actions will be done to fulfill the recommendations in Site Visit Report (SVR) of review group (RG) of UNESCO experts.

3.1 Department of Dams & Water Resources Engineering

1. The staff evaluation system through the “staff portfolio” needs to be re-addressed to make it as an improvement tool rather than a punishment instrument used by the faculty against low performing staff.

The TQA committee recommends that the staff evaluation system giving the active lecturers the official thanks and appreciation document for their good performance and passive lectures the official document to encourage them to be more active like others lecturers.

2. The high number of staff with no international experience needs to be solved. The TQA committee recommends increasing the number of lecturers that send to complete M.Sc. and Ph.D. in abroad. The department need to coordinate it's plans for teaching staff development with HCDP program of MoHE in Kurdistan regional government.

3. The TQA committee recommends activating the room that provided by department for meeting between lecturers and postgraduates students to interact socially and professionally this will be done by suggesting a scientific subject or an engineering problem to be discussed at lunch time by all lecturers and postgraduate students of department in the meeting

room.

4. The TQA committee recommends solving financial problem to invite external assessor to evaluate the education process in faculty and to complete one of activities of TQA process for raise the quality of academic process.

5. The TQA committee recommends that the department should consider adopting a culminating design experience (final year) such that can be completed within a typical semester (15 weeks)). This will be done by adding theoretical lectures to engineering project subject of 4th year (2 hours/week, 1 unit/ hour and 15 week only).

6. The TQA committee recommends enhancement to engineering and process safety teaching could be achieved by additional lecture material and by incorporating a SHE (Safety, Health and Environment) review at the start of the fourth year Design Project)).

7. The TQA committee recommends the department to encourage a culture of research. This is partially can be encouraged by accounting more points in Continuous Academic Development (CAD) process for the staffs who publish their researches in international papers.

8. The TQA committee highly recommends involving the students in Centre of Engineering Berea of faculty in order to get practical and professional experience.

9. The TQA committee highly recommends that Dams and Water Resources Engineering Department to cooperate and share their laboratories and lecturers more with Civil Engineering Department.

10. Develop opportunities for more students – lecturer's interaction in the classroom. This will be done by preparing a social and humanity environment between lecturers and students.

11. The TQA committee strongly recommends that each new appointment lecturer enter a six to eight weeks training in teaching methods to become an effective lecturer.

12. The departments should document and collect data about all activities which has been done within academic year. Those Data are necessary in the process of obtaining accreditation.

13. The TQA committee recommends giving more attention to the students' feedback.

14. The TQA committee recommends activating effective linkage between the department and the directorates relevant to water resources engineering in order to know their problems and doing researches to achieve suitable solutions to the problems especially in the local region.

3.2 Department of Architectural Engineering

1. Decreasing the number of admitted student and making the students' admission system to the Architectural department to be through examination system in free hand drawing, theoretical subjects and interview.

2. Increasing the number of professional lecturers and professors in department by encouraging the lecturers to write papers and reopening the doctoral and master degree study in the department in order to increasing the ratio of Ph.D. degree from 18% to at least 50% of the total number of lecturer staff before 2016.

3. Coordinating and comparing the study systems in our department with the other architectural departments inside and outside the country.

4. Starting a clear strategy for developing scientific research in the

department.

5. Decreasing the number of breaking days that affects the time table of the lectures, in order to finish the syllabus within the time and also increasing the education level of the students.

6. Helping our staff to get chances to develop their education level and their communication with the professional staffs in other universities inside and outside the country.

7. Asking for more budgets in order to help us to develop laboratories and scientific researches requirements.

8. Inviting external assessor in order to evaluate the educational and scientific level in department.

9. Updating syllabus by adding new courses, lectures, and subjects to the undergraduate and postgraduate studies, in order to reach the international studies level in architectural sciences.

10. Encouraging staffs and students to participate in national and international lectures, conferences and exhibitions.

3.3 Department of Civil Engineering

1. Preparing (50 to 99) questions with answers for any subjects and preferred that most questions related to practical applications so that the students can use it as useful resource during their studding and after graduation.

2. Design computer program package containing information about courses and questions and answers in order to student check his/her scientific abilities in the subject.

3. It is preferred to increase the number of student feedback from one

feedback in the academic year to two or three times because it is useful for teaching process in department.

4. The mathematics and science courses are needed because most of them are not covered in high school; therefore we propose more advanced subjects in mathematics, physics, and related subjects to be added to curriculum.

5. Elective courses for Civil Engineering subjects are recommended.

6. The textbooks currently used in library for civil engineering department need to be increased and updated.

7. Lecturers in leadership positions should take short courses in leadership.

8. If a course is taught in English, it is important that the lecturers have excellent English skills.

9. Lecturers must keep their computer knowledge and skills up to date.

10. To improve teaching abilities, lecturers should enroll in Civil Engineering Education workshops held annually by internal or external national organizations.

11. Classrooms appear sufficient but the furniture appears to be insufficient and some of them in poor condition. The size and capacity of the classrooms appear to be less than adequate in some cases.

12. It is recommended to open a data bank unit in the department to register all the data about statistical information such as number of male and female of students, succeed percentage, sport activities and the seminars which submitted by the students.....etc

3.4 Department of Electrical Engineering

1. The laboratories are developed by buying more and modern devices, the teachers abilities in academic field is developed by training courses outside the country.

2. The percentages of unites for laboratories subjects is 20% with respect to total unities and can be considered that it is good percentage.

3. Continuous academic development process helps lecturers in department to increase their scientific and academic ability.

4. Some course materials have been deemed to be outdated; it needs to update it.

5. The course materials (curriculum) need to contain elective courses.

6. The textbooks currently used in library for Electrical Engineering Department need to increase and updated.

7. Facilitate & encourage the lecturers to join professional organizations like IEEE.

8. Find ways to motivate lecturers to publish. Currently only 50% of the lecturers publishes. In order to encourage more publishing:

8.1) Electrical Engineering Department can motivate lecturers to bring research through the consultant bureau.

8.2) The Ministry of Higher Education can prohibit lecturers to seek consulting work outside the university and facilitate publishing activity.

8.3) The Dean can control financial resources and allot a certain amount toward publishing activities.

9. Prepare an engineering conference every two years at least.

10. Send engineers and lecturers who are working in the department to

participate in developmental courses within and outside the country.

11. Encourage cooperation between our university and universities in Europe and America.

12. Encourage contact graduate projects and studies in the areas of serving the development process in the province of Kurdistan.

13. Find funds to hold a workshop and conference for students each year to help their research projects.

14. Contact with state institutions for the purpose of facilitating the work of students, grantee financial support to provide studies to institutions by students.

Chapter Four

Schedule of implementing the Plans of Quality Improvement – Faculty of Engineering - University of Sulaimani

Impact measure	1. To develop the Curriculum				
Action	Outcome/ Success Criteria	Deadline	Responsibility	KPIs	Comments
1. Year one to include university level Technical English and Scientific debate subjects. 2. Decreasing number of subjects' hours per week. 3. Establish program topic basic requirements. 4. Established set required courses and electives. 5. Year four to include university level Eng. Project subject. 6. Modify courses to demonstrate the use of Eng. standers and constraints.	1. Quality of graduating students 2. Quality of Program outcomes 3. Implementing Program Educational Objectives.	2 Yrs	Curriculum Development Committee	1. Faculty Survey	1. Seminar to explain the importance of survey 2. Survey to Teaching staff, Alumni, Employers

Impact measure	2. To develop teaching staff abilities				
Action	Outcome/ Success Criteria	Deadline	Responsibility	KPIs	Comments
1. Base and formulate the program teaching approach to the desired outcome. 2. Provide training for lecturers. 3. Teaching workshops for junior faculty.	1. Quality of Instructor Class Evaluation 2. Active work load. 3. Time Management	2 Yrs	Continuous Academic Development committee	1. Students feedbacks 2. Quality and quantity of lecturers researches	Seminar to explain the importance of students' feedback and research.

Impact measure	3. To develop the faculty facilities				
Action	Outcome/ Success Criteria	Deadline	Responsibility	KPIs	Comments
1. Improve facilities to accommodate student classroom and lab. requirements. 2. Increase opportunities for	1. Quality of work environment. 2. Quality of	3 Yrs	Head of departments	1. Assessment of work environment by lecturers. 2. Student	Seminar to explain the importance of lecturers and students' feedbacks.

<p>student experiment work rather than subject them to simple experiments.</p> <p>3. Increase essential equipment to allow many students access as possible.</p> <p>4. Documentation for laboratory equipment needs to be provided.</p> <p>5. A teacher in each department to be in charge of facilities (space & equipment).</p> <p>6. Review facilities requirements on an annual basis</p>	<p>service.</p> <p>3. Quality of the facilities.</p>			<p>feedbacks.</p>	
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Impact measure	4. To develop the Program Educational Objectives (PEO)				
Action	Outcome/ Success Criteria	Deadline	Responsibility	KPIs	Comments
<p>1. Interview stakeholders to modified objectives of departments and faculty.</p> <p>2. Formalize program objectives based on stakeholder input.</p>	<p>1. Skills, abilities and knowledge of graduated students.</p> <p>2. Alumni Inputs</p> <p>3. Employers Inputs</p>	<p>3 Yrs</p>	<p>Scientific committees of departments</p>	<p>1. Lecturers survey.</p> <p>2. Alumni survey.</p> <p>3. Employers</p>	

<p>3. Justification of individuals or groups used as the stakeholders.</p> <p>4. Link stakeholders to the faculty mission.</p> <p>5. A description of the relationship between PEO and curriculum.</p> <p>6. Establish periodic review cycle of objectives.</p> <p>7. Present a clear method of using the data for continual improvement of the program.</p>	<p>4. Senior Exit Student Inputs</p> <p>5. Relations between PEO objectives and the program's curriculum</p>			<p>survey</p> <p>4. Senior Exit Student survey.</p>	
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Impact measure	5. To establish relationships with Professional Organizations				
Action	Outcome/ Success Criteria	Deadline	Responsibility	KPIs	Comments
<p>1. Chose professional organizations that best benefit each Eng. department.</p> <p>2. Contact organizations with request for membership.</p>	<p>1. Number of contracts with professional organizations.</p> <p>2. Number of students projects and</p>	<p>2 Yrs</p>	<p>Scientific committees of departments and faculty</p>	<p>No. of contracts equal or more than three.</p> <p>2. No. projects and</p>	

<p>3. Assign lead to manage relationship with the organization.</p> <p>4. Establish realistic objectives for the Organizations that serve to meet the needs of the students.</p> <p>5. Develop projects that can execute by teachers', Ph.D. students, M.Sc. students' and 4th stage projects.</p> <p>6. Engage students by providing them access to the data bases of the organizations for research and case study work.</p>	<p>researches.</p>			<p>researches equal or more than ten.</p>	
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Impact measure	6. To establish Program Outcomes				
Action	Outcome/ Success Criteria	Deadline	Responsibility	KPIs	Comments
<p>1. Based on PEO, establish the desired outcomes.</p> <p>2. Establish the desired outcomes based on the</p>	<p>1. Quality of graduated students.</p>	<p>2 Yrs</p>	<p>Scientific committees of departments and faculty</p>	<p>Lecturers, alumni, employers, senior exit student</p>	

<p>department mission.</p> <p>3. Establish the process for the regular assessment of facilities to measure outcome.</p> <p>4. Assign courses as the sources of the outcome- test outcome through those courses.</p> <p>5. Relate the teaching methodology to outcome- how can the lecturers' reviews be structured to define then measure outcome.</p> <p>6. Develop test questions for each outcome for each course.</p>				surveys.	
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Impact measure	7. To support Quality Improvement				
Action	Outcome/ Success Criteria	Deadline	Responsibility	KPIs	Comments
1. Engage MOHE in adoption of changes to curriculum to meet	1. Quality of curriculum. 2. No. of technical	2 Yrs	Teaching Quality Assurance committees in departments and	1. Leaderships and administrators survey.	

<p>accreditation requirement.</p> <p>2. Create budget for faculty support to attract and retain high quality faculty capable of supporting set objectives.</p> <p>3. Budget for technical seminars and workshops for lecturers.</p> <p>4. Budget for curriculum modifications- training materials, experimental work.</p> <p>5. Budget for operations and maintenance of existing and new lab. equipment.</p> <p>6. Recourses for library and research material</p> <p>7. Recourses for research</p>	<p>seminars.</p> <p>3. Quality of classrooms, labs, lecturers room.</p>		<p>faculty</p>	<p>2. Lecturers and students survey.</p>	
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Appendix 1

Part (1) - Assessment of Engineering Students

Section (A) - skills, abilities and knowledge of students

An ability to:	Assessment of students					
	<i>Very well prepared</i>	<i>Well prepared</i>	<i>Prepared</i>	<i>Somewhat prepared</i>	<i>Not prepared</i>	<i>Cannot evaluate</i>
1. design and conduct experiments						
2. analyze and interpret data from experiments						
3. design a system or a component to meet a desired need						

Section (B) - graduates to professionally:

	Assessment of students					
	<i>Very well successful</i>	<i>Well successful</i>	<i>Successful</i>	<i>Somewhat successful</i>	<i>Not successful</i>	<i>Cannot successful</i>
1. contribute to the well-being of society and environment						
2. engage in continuous professional development						
3. adapt to rapid changes in work						

Section (C) - The three most useful skills, abilities or attributes that need more emphasis in the engineering programs at Faculty of Engineering?

- 1) _____
- 2) _____
- 3) _____

Section (D) - What should be done to improve engineering

education at Faculty of Engineering?

Part (2) - Assessment of Work Environment for Faculty Members

Section (A) - Quality of service:

	<i>Assessment of students</i>					
	<i>Very well satisfied</i>	<i>Well satisfied</i>	<i>Satisfied</i>	<i>Somewhat satisfied</i>	<i>Not satisfied</i>	<i>Cannot satisfied</i>
1. Office of Department Chair						
2. Secretaries						
3. Office of computer						

Section (B) - Quality of the facilities:

	<i>Assessment of students</i>					
	<i>Very well satisfied</i>	<i>Well satisfied</i>	<i>Satisfied</i>	<i>Somewhat satisfied</i>	<i>Not satisfied</i>	<i>Cannot satisfied</i>
1. Classrooms						
2. Engineering laboratories						
3. Libraries						

Section (C) - Work environment / benefits:

	<i>Assessment of students</i>					
	<i>Very well satisfied</i>	<i>Well satisfied</i>	<i>Satisfied</i>	<i>Somewhat satisfied</i>	<i>Not satisfied</i>	<i>Cannot satisfied</i>
1. Clarity of objectives and plans for the next few years in the faculty						
2. Identity and sense of community in the faculty						
3. Faculty development opportunities in the faculty						

Section (D) - Time Management:

Activity	Current	Ideal
Teaching	%	%
Research	%	%
Administration and committee Work	%	%
Community Services	%	%
	100%	100%

Part (3) - Assessment of Overall Institutional Quality

	Assessment of students				
	Excellent	Good	Fair	Poor	Cannot be evaluated
1. Quality of overall teaching in my department					
2. Quality of overall research in my department					
3. Quality of graduate students in my department					

Appendix 2

Course Number and Title:

Teacher:

Semester:

Number of times that you taught this course:

EVALUATION METHOD	GRADING SYSTEM
-----	-----
-----	-----
-----	-----
-----	-----
TOTAL	100 %

Program Outcomes	Relevance				Performance					Explanation Activities and Practices	Interpretation & Evidence
	Not Relevant	Somewhat Relevant	Moderately Relevant	High Relevant	Very Weak	Weak	Satisfactory	Very Good	Excellent		
1. Apply mathematics, science, and engineering	<input type="checkbox"/>										
2. Design and conduct experiments and analyze and interpret data	<input type="checkbox"/>										