



Recent Developments in Preparing Course Assessment Reports at Ajman University

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Outline

- Course Assessment Reports (CARs)
- Development stages of CARs at AU
- Limitations of earlier approaches
- Advantage of current approach employing Blue Software
- Sample outputs
- Closing the Loop with Effectiveness Reports
- Next Step



Purpose of CARs

CARs provide useful information on:

- Course Assessment
- Students' Feedback
- Reflection on the part of the instructor
- Suggested actions/modifications for next offering of the course



Development Stages of CARs at AU

- Prior to 2011
- From 2011 to Fall 2017-18
- From Spring 2017-18 onwards



Students' Course Assessment Survey (SCAS) prior to 2011

The customized SCAS was embedded in the Oracle Registration System.

Limitations:

- Students could only fill the survey on campus.
- Number of respondents was relatively low.
- Output from this survey was generated as a text file and no systematic reports were produced by the system.
- Manual analysis was limited in scope.
- Limited information was available in the course instructor report.

Statistics of Students Feedbacks on Course Evaluation Forms 1 st Semester of the academic year 2010-2011 College: Information Technology Campus: AJMAN Faculty Member: ID: 227 Number of evaluation forms: 45				
This table gives the percentages of students Feedbacks for each category				
No.	Category description	Evaluation Item	Agree	Disagree
1	Course related questions	I felt I had an adequate background for this subject.	%91.1	%8.9
2		The textbook is informative and easy to understand.	%95.8	%4.2
3		The Specified reference books are relevant.	%91.3	%8.7
4		The laboratory work was of great support for the subject.	%90.7	%9.3
5		I found the course useful and interesting.	%95.5	%4.5
6		The approved textbook was a main learning resource for this course.	%100.0	
7	Lecturer related questions	Tutorial sheets/homework/projects were regularly provided by the lecturer.	%97.8	%2.2
8		Coursework Assignments were helpful to understand the subject.	%97.9	%2.1
9		The lectures were presented well and clearly.	%91.8	%8.2
10		The lecturer mastered well the subject.	%95.6	%4.4
11		The lecturer welcomed questions and his answers were convincing.	%95.7	%4.3
12		The lecturer made effective use of the whiteboard/overhead projector and other visual aids.	%100.0	
13		The lecturer attended the lectures on time and regularly.	%100.0	
14		The lecturer was available and helpful during office hours	%95.5	%4.5
15		The lecturer was fair to all students in marking exams and course work evaluation.	%100.0	
16		I like to take another course with this lecturer in the future.	%93.2	%6.8
17		The lectures were completely given in English language.	%93.2	%6.8
18	Examination related questions	The exam questions were related to the materials covered in the lectures.	%76.2	%23.8
19		The exam questions were too difficult and/or too long.	%78.0	%22.0
20	Library/resources related questions	I work regularly in the library.	%79.5	%20.5
21		Useful books related to this course are available in the library.	%80.0	%20.0
22		On-line resources are available.	%97.9	%2.1

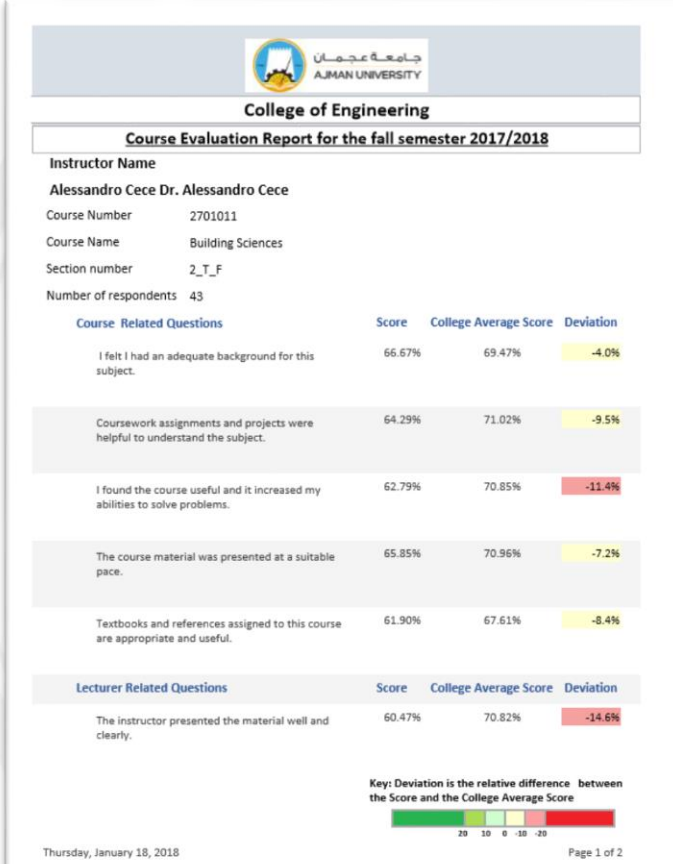


Students' Course Assessment Survey (SCAS) from 2011 to Fall 2017-18

The customized SCAS was embedded in the E-Learning Management System.

Limitations:

- Students could not access a particular registered course until they completed SCAS for all registered courses.
- Generated results were in the form of raw data and no systematic reports were produced by the system.
- Manually produced reports had limited analysis.
- The Course Instructor Report was not comprehensive.



College of Engineering			
Course Evaluation Report for the fall semester 2017/2018			
Instructor Name Alessandro Cece Dr. Alessandro Cece			
Course Number	2701011		
Course Name	Building Sciences		
Section number	2_T_F		
Number of respondents	43		
Course Related Questions	Score	College Average Score	Deviation
I felt I had an adequate background for this subject.	66.67%	69.47%	-4.0%
Coursework assignments and projects were helpful to understand the subject.	64.29%	71.02%	-9.5%
I found the course useful and it increased my abilities to solve problems.	62.79%	70.85%	-11.4%
The course material was presented at a suitable pace.	65.85%	70.96%	-7.2%
Textbooks and references assigned to this course are appropriate and useful.	61.90%	67.61%	-8.4%
Lecturer Related Questions	Score	College Average Score	Deviation
The instructor presented the material well and clearly.	60.47%	70.82%	-14.6%

Key: Deviation is the relative difference between the Score and the College Average Score

Thursday, January 18, 2018

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Students' Course Assessment Survey from Spring 2017-18

Blue Survey Software

- AU adopted Blue survey software in Spring 2017-18
- The customized SCAS is embedded in the E-Learning Management System

Advantages

- Students have flexibility in filling the survey – one course at a time.
- Reports are automatically generated and include various analysis features.
- Students are more responsive



SCAS on Blue



Student Course Assessment for Subject (Secondary Subject)

a. Students' Feedback with respect to Course Related Issues

	Responses					N/A
	Highly Satisfied	Satisfied	Marginally Satisfied	Dissatisfied	Highly Dissatisfied	
I had an adequate background for this subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coursework assignments and projects were helpful to understand the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found the course useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbook and references assigned to this course were appropriate and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

a. Your Comments and Suggestions:

Previous

Next

Submit

Progress 25%



Student Course Assessment for Subject (Secondary Subject)

b. Students' Feedback with respect to Course Instructor:

[CSFN] [CSLN]

	Responses					N/A
	Highly Satisfied	Satisfied	Marginally Satisfied	Dissatisfied	Highly Dissatisfied	
The instructor presented the material well and clearly.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was well-prepared for the lectures.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor started and ended the lectures on time and was regular.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was available and helpful during posted office hours.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was fair in the evaluation of students' course work.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The lectures were given in only one language (English or Arabic).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor identified the course learning outcomes clearly.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor encouraged interaction with students, listened to them, and responded to their questions.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor evaluated the students' work in a timely manner.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, the instructor's performance in this course was excellent.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b. Your Comments and Suggestions:

Previous

Next

Submit

Progress 50%

Mobile Version | Standard Version

blue



جامعة عجمان
AJMAN UNIVERSITY

Main Components of CARs at AU

1. Students' course assessment survey (SCAS)
2. Assessment of CLOs
3. Students' perception of attainment of CLOs
4. Instructor's feedback on attainment of CLOs
5. Instructor's reflection
6. Suggestions/Actions to improve the course



Assessment of CLOs

Submission Form for CLOs-based Assessment 2018 (for Average) - English - Excel

Alman University
College of Engineering
Department of Electrical Engineering

Submission Form for CLOs-based Assessment

Course Name: Electronic Devices and Circuits-II Course No: 2113520 Section: 2

Semester: Fall Academic Year: 2017-18 Instructor's Name:

Instrument: T1 MT T2 T3 T4 T5 T6 T7 T8 T9 T10 T11 T12 T13 T14 T15 T16 T17 T18 T19 T20 T21 T22 T23 T24 T25 T26 T27 T28 T29 T30 T31 T32 T33 T34 T35 T36 T37 T38 T39 T40 T41 T42 T43 T44 T45 T46 T47 T48 T49 T50 T51 T52 T53 T54 T55 T56 T57 T58 T59 T60 T61 T62 T63 T64 T65 T66 T67 T68 T69 T70 T71 T72 T73 T74 T75 T76 T77 T78 T79 T80 T81 T82 T83 T84 T85 T86 T87 T88 T89 T90 T91 T92 T93 T94 T95 T96 T97 T98 T99 T100 T101 T102 T103 T104 T105 T106 T107 T108 T109 T110 T111 T112 T113 T114 T115 T116 T117 T118 T119 T120 T121 T122 T123 T124 T125 T126 T127 T128 T129 T130 T131 T132 T133 T134 T135 T136 T137 T138 T139 T140 T141 T142 T143 T144 T145 T146 T147 T148 T149 T150 T151 T152 T153 T154 T155 T156 T157 T158 T159 T160 T161 T162 T163 T164 T165 T166 T167 T168 T169 T170 T171 T172 T173 T174 T175 T176 T177 T178 T179 T180 T181 T182 T183 T184 T185 T186 T187 T188 T189 T190 T191 T192 T193 T194 T195 T196 T197 T198 T199 T200 T201 T202 T203 T204 T205 T206 T207 T208 T209 T210 T211 T212 T213 T214 T215 T216 T217 T218 T219 T220 T221 T222 T223 T224 T225 T226 T227 T228 T229 T230 T231 T232 T233 T234 T235 T236 T237 T238 T239 T240 T241 T242 T243 T244 T245 T246 T247 T248 T249 T250 T251 T252 T253 T254 T255 T256 T257 T258 T259 T260 T261 T262 T263 T264 T265 T266 T267 T268 T269 T270 T271 T272 T273 T274 T275 T276 T277 T278 T279 T280 T281 T282 T283 T284 T285 T286 T287 T288 T289 T290 T291 T292 T293 T294 T295 T296 T297 T298 T299 T300 T301 T302 T303 T304 T305 T306 T307 T308 T309 T310 T311 T312 T313 T314 T315 T316 T317 T318 T319 T320 T321 T322 T323 T324 T325 T326 T327 T328 T329 T330 T331 T332 T333 T334 T335 T336 T337 T338 T339 T340 T341 T342 T343 T344 T345 T346 T347 T348 T349 T350 T351 T352 T353 T354 T355 T356 T357 T358 T359 T360 T361 T362 T363 T364 T365 T366 T367 T368 T369 T370 T371 T372 T373 T374 T375 T376 T377 T378 T379 T380 T381 T382 T383 T384 T385 T386 T387 T388 T389 T390 T391 T392 T393 T394 T395 T396 T397 T398 T399 T400 T401 T402 T403 T404 T405 T406 T407 T408 T409 T410 T411 T412 T413 T414 T415 T416 T417 T418 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Students' Perception of Attainment of CLOs



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Students' Perception of Attainment of Course Learning Outcomes CLOs

☐ Course Information

Course Name & Number: 3152010 | Object oriented Programming

Semester: Spring 2018

☐ b. CLOs Assessment

Evaluate your ability to perform each of the course learning outcomes listed below on a scale from 0 to 100 where:

Poor: <60, **Moderate:** 60 – 69, **Good:** 70 – 84, **Excellent:** 85-100

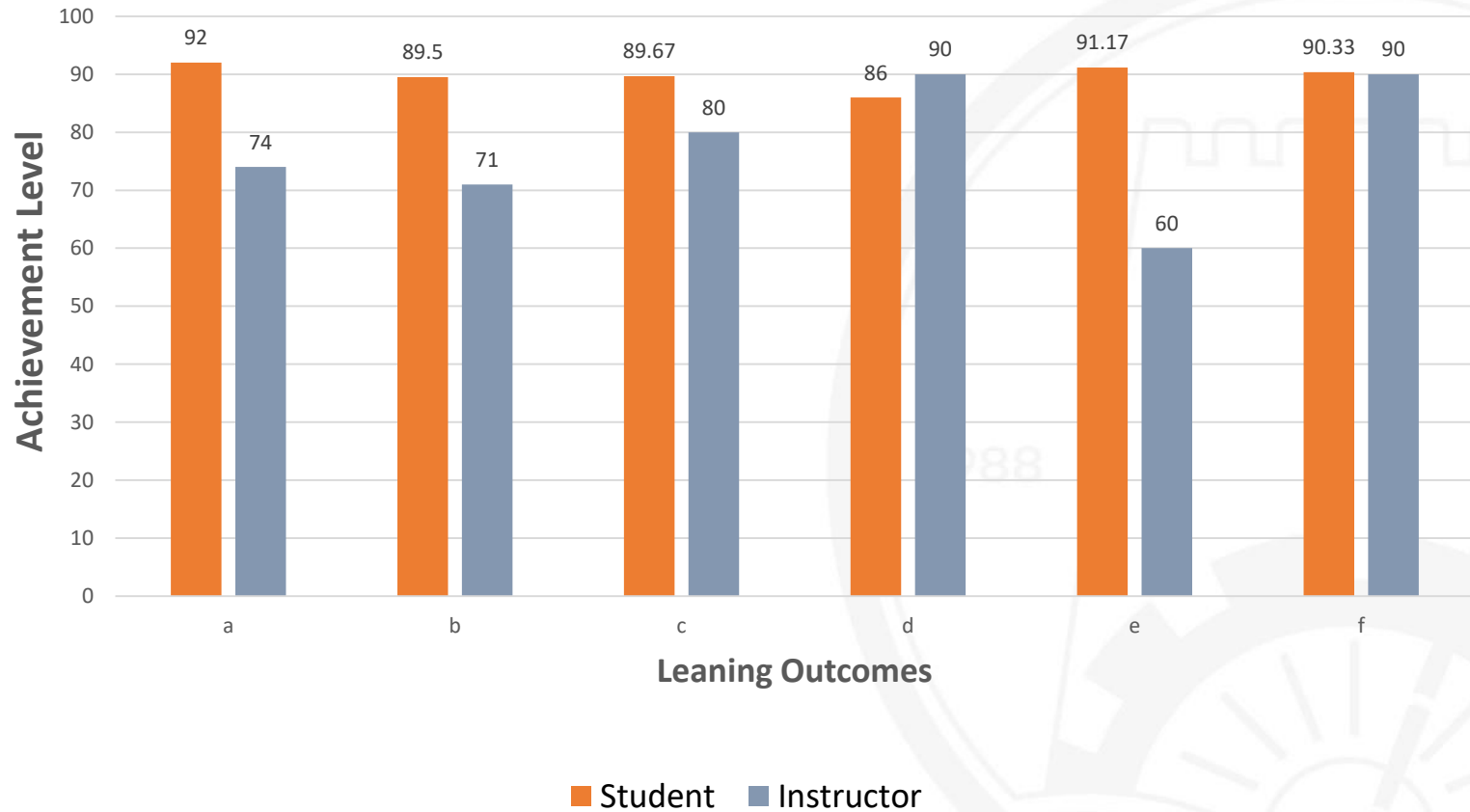
Course Learning Outcomes (CLOs)	Score
a. Design an appropriate set of classes to solve a particular programming problem with multiple objects.	79%
b. Write user-defined class methods that manipulates objects and arrays	81.33%
c. Use class hierarchies, and polymorphism, in writing object-oriented programs	90.83%
d. Use class composition in writing object-oriented programs	80.83%
e. Write programs that uses recursive algorithms.	86.67%
f. Handle events and errors using exception-handling mechanisms.	87.83%

☐ c. General Comments and Feedback:



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Comparison of Instructor and Students' Feedback



Suggestions/Actions to Improve the Course

5. Continuous Quality Improvement

a. Improvements relative to previous offering of the course:

Course Learning Outcomes NOT Attained in the Last Offering (Semester: 2016-2)	Approved Actions for Improvements by ACIC and CEC Committees	Feedback on Actions Implemented this Semester by Instructor and their Effectiveness
Design an appropriate set of classes to solve a particular programming problem with multiple objects.	More exercises in the lab	Extra examples in the class room raised achievement from 65% to 74%.
Write programs that uses recursive algorithms.	More exercises in the lab	Two weeks were allocated to recursion, improved students achievement from 30% to 71% which is a substantial improvements.

b. Recommended improvements for course learning outcomes not achieved in the current offering if any:

Course Learning Outcomes NOT Attained in the CURRENT Semester	Suggested Actions for Improvements by Course Instructor
Write user-defined class methods that manipulates objects and arrays	<ul style="list-style-type: none"> Students find it difficult to manipulate arrays especially when passed to functions as parameters. Passing arrays of objects obviously is even more difficult. The next offering of the course should give this topic more emphasis in the class and the lab through more exercises. Giving more emphasis to arrays in the prerequisite course (Algorithms and Problem Solving).

c. General Feedback by Instructor for improving students' learning experience:

Item	Instructor's Comments
a. Appropriateness of the course learning outcomes	They have been refined as part of the reaccreditation process
b. Extent to which the syllabus was covered	Completely.
c. Appropriateness of textbook and other learning resources	Adequate and additional MATLAB material were provided to students
d. Appropriateness of prerequisites	Appropriate

d. Learning barriers and general comments on issues encountered in the course, if any:

- Male students in particular do not allocate adequate time to practice programming.
- Lack of problem solving skills. Adding a tutorial session would improve the situation.



Sample Outputs

Instructor's Report on Individual Courses

Features:

- ✓ It provides different types of breakdown analysis (Tabular or Charts).
- ✓ Statistical analysis of all questions.
- ✓ Satisfaction rate for each question.



Sample Instructor's Report

Demographic Gender Break

MAJ

Statistical Analysis of Questions

Frequency Analysis on Course Questions

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Satisfaction

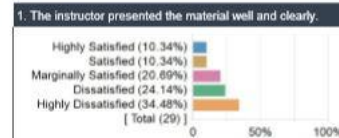
Question

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Coursework as:

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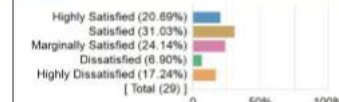


Statistics	Value
Response Count	29
Mean	2.38
Median	2.00
Standard Deviation	1.35



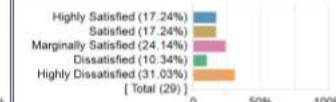
Statistics	Value
Response Count	29
Mean	2.59
Median	3.00
Standard Deviation	1.43

3. The instructor started and ended the lectures on time and was regular.



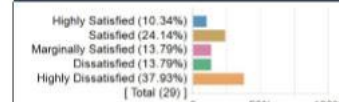
Statistics	Value
Response Count	29
Mean	3.31
Median	4.00
Standard Deviation	1.37

4. The instructor was available and helpful during posted office hours.



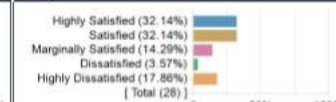
Statistics	Value
Response Count	29
Mean	2.79
Median	3.00
Standard Deviation	1.50

5. The instructor was fair in the evaluation of students' course work.



Statistics	Value
Response Count	29
Mean	2.55
Median	2.00
Standard Deviation	1.48

6. The lectures were given in only one language (English or Arabic).



Statistics	Value
Response Count	28
Mean	3.57
Median	4.00
Standard Deviation	1.45

100%

%
Satisfied

55.17%

38.46%

44.83%

46.43%



College Report

Features:

- ✓ Mean score by question for all instructors in the College.
- ✓ Statistical analysis of questions for all instructors in the College.
- ✓ Satisfaction rate for each College.



Sample College Report.

Demograp

Gender Br

FEMAL

CourseID	Course Name	Invited	Resp	Response rate	Mean	% Satisfied
2114910A_20172 / 2705890A_20172	Graduation Project I	30	3	10.00 %	2.67	66.67 %
211493A_20172 / 2124920A_20172 / 212493A_20172 / 2144930A_20172 / 2705900A_20172 / 2904030A_20172	Graduation Project II	414	137	33.09 %	4.45	94.89 %
2122210A_20172	Signals & Systems	165	123	74.55 %	3.73	84.55 %
2123150A_20172	Principles of Communication	4	2	50.00 %	5.00	100.00 %
2124241A_20172	Digital Communication	17	1	5.88 %	2.00	0.00 %
2124660A_20172	Microwave Engineering	42	11	26.19 %	3.27	72.73 %
2124900A_20172	Selected Topics in Comm.	53	45	84.91 %	3.93	88.89 %
212495A_20172	Directed Study in Communication	2	2	100.00 %	4.00	100.00 %
213140A_20172 / 2182210A_20172	Computer Programming	165	129	78.18 %	3.91	86.82 %
2132350A_20172	Logic Design	70	26	37.14 %	3.73	84.62 %
213250A_20172	Engineering Analysis	1	1	100.00 %	5.00	100.00 %
2143220A_20172	Instrumentation & Measurements	140	50	35.71 %	4.10	96.00 %
2143520A_20172	Control Systems	150	55	36.67 %	4.16	98.18 %
2144440A_20172	Computer-Based Instrumentation & Control	2	1	50.00 %	3.00	100.00 %
2144510A_20172	Fuzzy Logic & Neural Networks	3	2	66.67 %	4.50	100.00 %
214478A_20172	Power System Protection & Control	28	23	82.14 %	3.91	95.65 %
2144900A_20172	Selected Topics in Instrumentation & Control	33	27	81.82 %	4.30	96.30 %
2152110A_20172	Circuit Analysis I	88	30	34.09 %	4.03	90.00 %
2152120A_20172	Circuit Analysis II	162	54	33.33 %	3.70	81.48 %
215335A_20172	Electrical Machines and Power Systems	52	47	90.38 %	4.38	95.74 %
2164010A_20172	Engineering Management	2	1	50.00 %	5.00	100.00 %
216402A_20172	Financial Management	63	44	69.84 %	3.48	86.36 %
2171410A_20172	Chemistry for Engineers	178	56	31.46 %	4.13	96.43 %
2173210A_20172	Report Writing and Presentation	130	89	68.46 %	4.26	93.26 %
2181180A_20172	Biochemistry	194	71	36.60 %	3.54	85.92 %
2181516A_20172	Introduction to Biomedical Eng.	61	48	78.69 %	3.94	91.67 %
2182420A_20172	Human Anatomy	132	40	30.30 %	3.85	85.00 %
2182450A_20172	Human Physiology	82	28	34.15 %	4.21	89.29 %
2183460A_20172	Electrophysiology	176	76	43.18 %	3.76	86.84 %

b)



Campus Report

Features:

- ✓ Mean score by question for all instructors in the Campus.
- ✓ Statistical analysis of questions for all instructors in the Campus.
- ✓ Satisfaction rate for the campus.



Closing the Loop with Effectiveness Report

3.6 Analysis of the Results for the CLO's

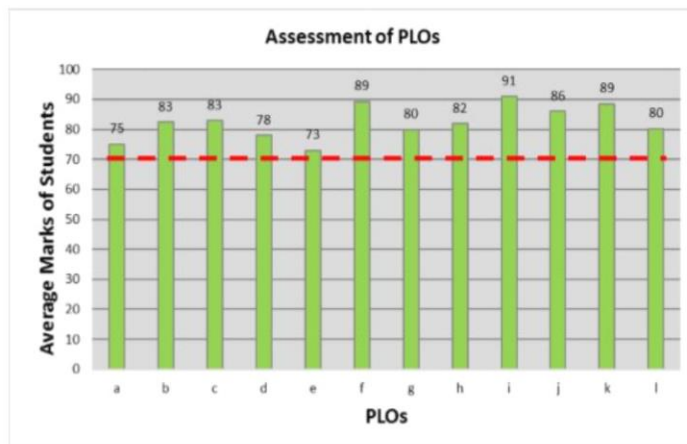
Achievement of CLOs: CLOs for each course achieved the required target of 70% with four exceptions –

- CLO2, CLO6 and CLO7 for the course Medical Electronics
- CLO2 for the course Medical instrumentation II.

The course teachers have submitted explanations and recommended actions in the instructor course assessment report. These responses are also appended in this section.

Explanations regarding CLO achievement in Medical Electronics (2183640) and Medical Instrumentation II (2184660):

3.7 Results of Program Learning Outcomes



3.8 Analysis of the PLO's Assessment



All the PLOs for the program B. Sc. in Biomedical Engineering achieved the required target of 70%.





3.9 Remedial Actions to be Taken Based on the Final Results of the PLOs and CLOs Assessment.

Course Name	CLO	Remedial Action	Responsibility	Follow-up
Medical Electronics	CLO 2	This particular CLO achieved 65% and is very close to the threshold of 70%. In order to improve the attainment of this CLO it is planned to include simulations during the lectures so that students will get a feel of how the different stages of the power supply operate.	Course Instructor	Department Head
	CLO 6	Due to time limitations resulting from public holidays and several assessment tools used in the course it was not possible to cover and assess this particular CLO. However, it is planned that in the upcoming semester it will be covered and assessed accordingly.		
	CLO 7	This particular CLO achieved 68% and is very close to the threshold of 70%. In order to improve the attainment of this CLO it is planned to include simulations for the practical sessions like using Multisim and Proteus.		
Medical Instrumentation II	CLO 2	Due to time limitations resulting from public holidays and several assessment tools used in the course, it was not possible to cover and assess this particular CLO. However, it is planned that in the upcoming semester it will be covered and assessed accordingly.	Course Instructor	Department Head




Next Step: Integration of data with the new Intelligent Learning Platform (ILP)

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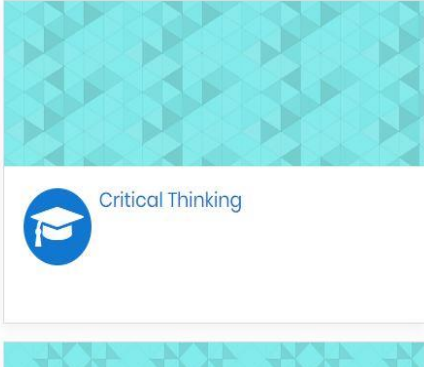
[Dashboard](#)
[Calendar](#)
[My courses](#)
Critical Thinking
Communication Skills in Arabic Language (For Arabs)
Organizational Behavior
Business English
Managerial Accounting
Intermediate Accounting I

[Customise this page](#)

Course overview

Timeline Courses

In progress Future Past





Questions?

THANK YOU

