



Multi Source Feedback. An Essential Tool for Enhancing Student Learning and Enriching Future Education

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Contents

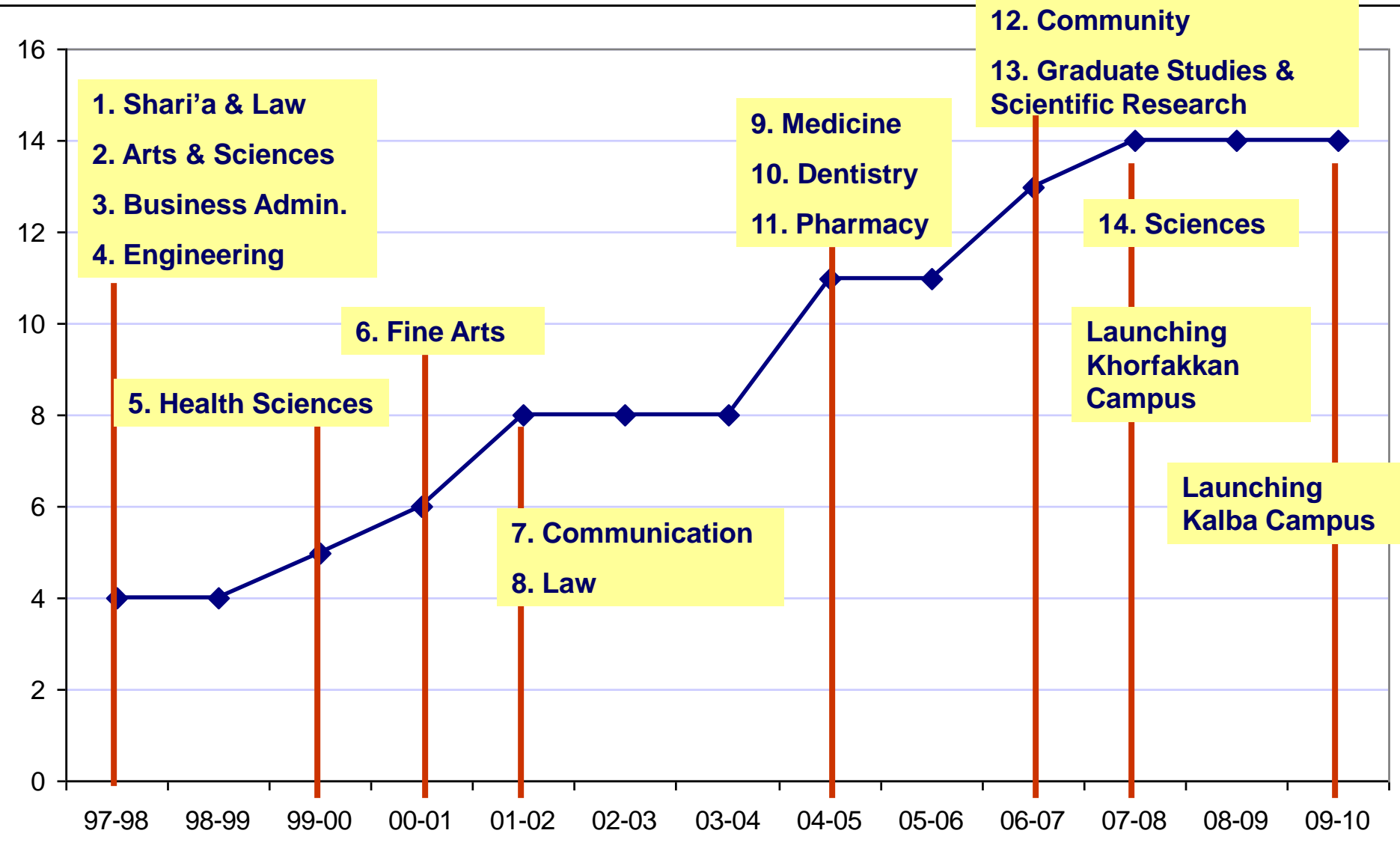
- ✓ UoS at a glance
- ✓ Multi Source Feedback. Concepts and Importance
- ✓ MSF Implementation at UoS
- ✓ Lessons Learnt and Recommendations

Contents

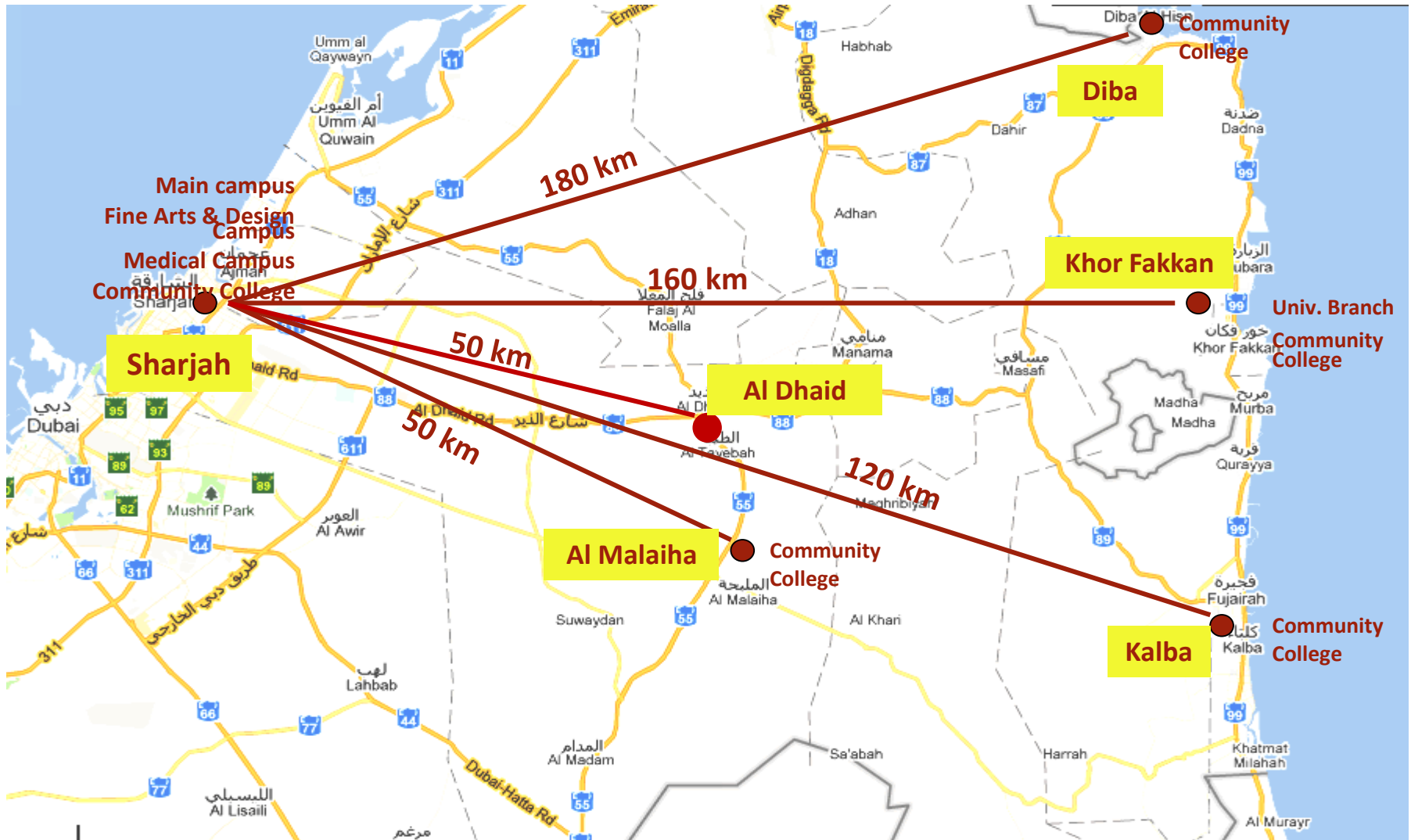
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Development of University Campuses and Colleges



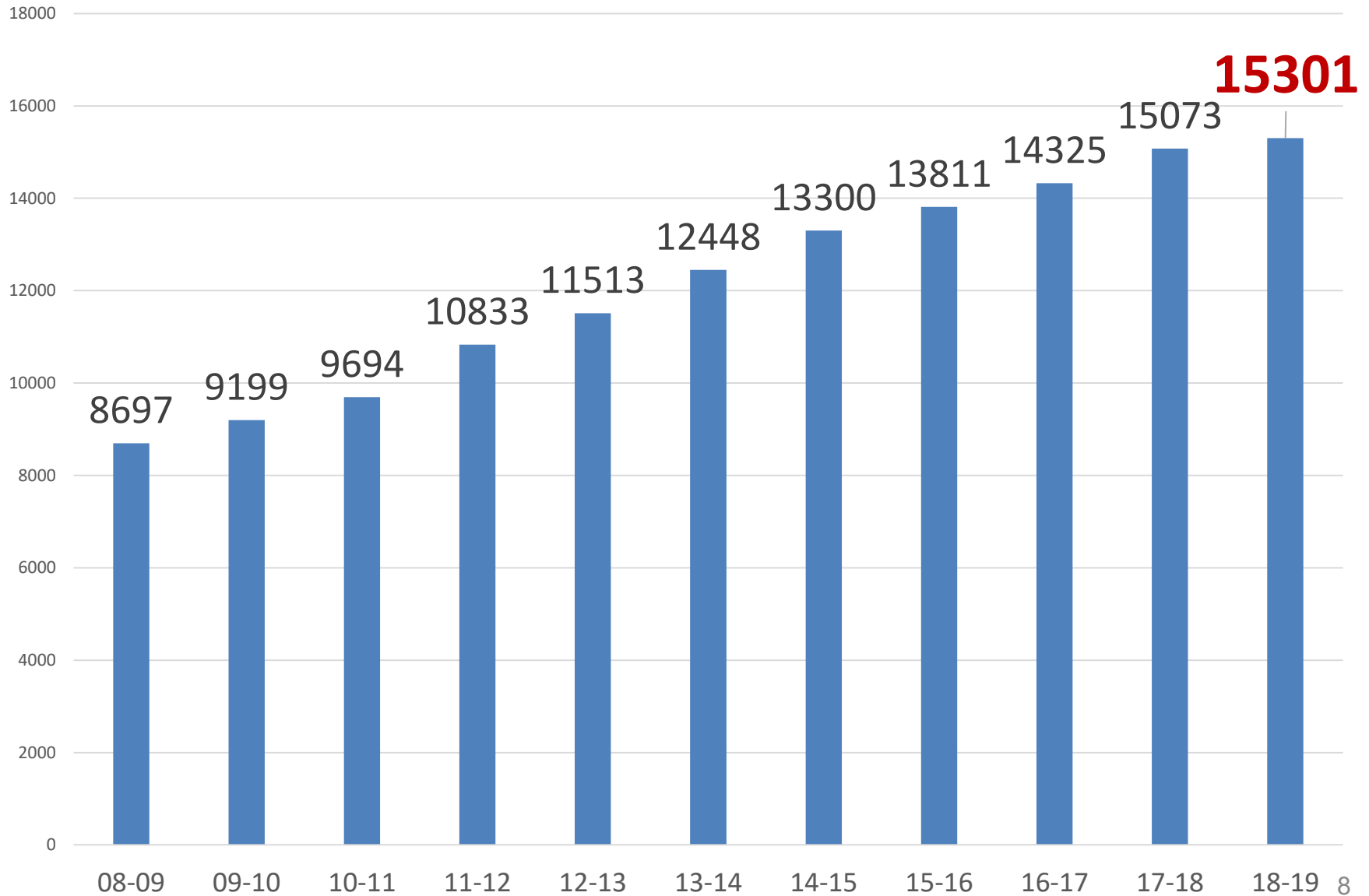
University of Sharjah Campuses



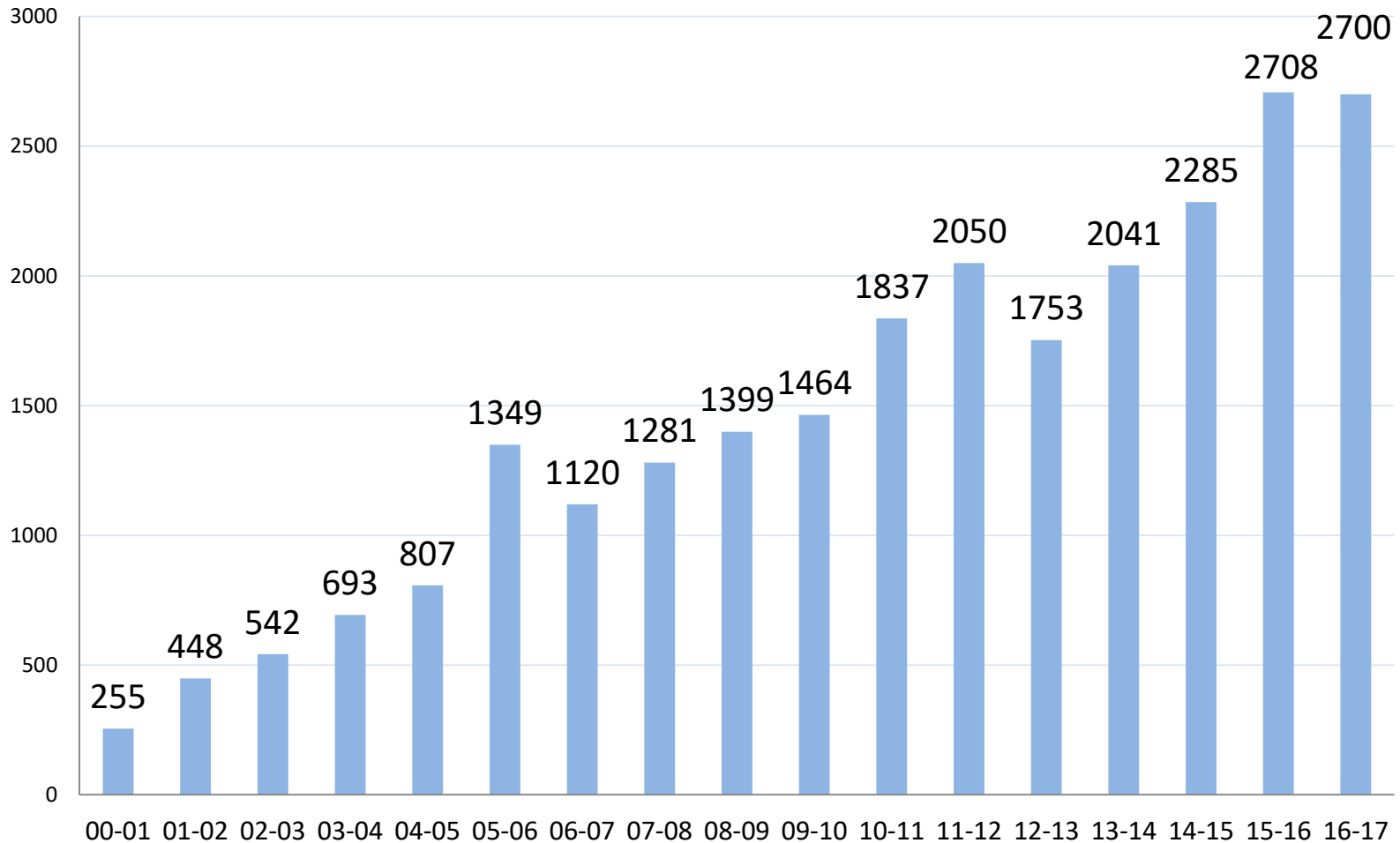
Academic Programs Offered at the University

Program Level	Number
Bachelor	52
Undergraduate Diploma	14
Graduate Diploma	01
Masters	21
Doctorate	11
Total	99

Total Enrolled Students

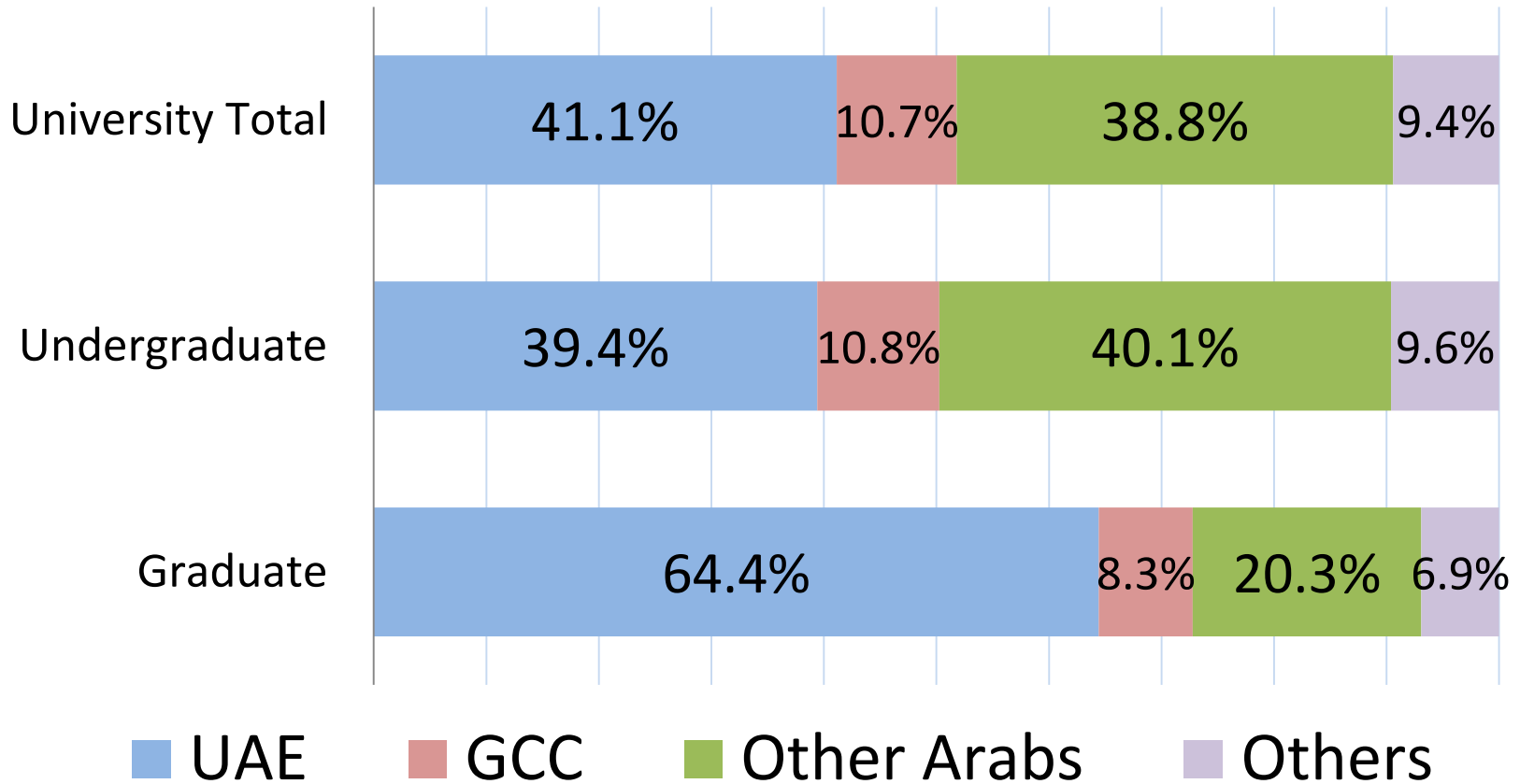


Graduated Students



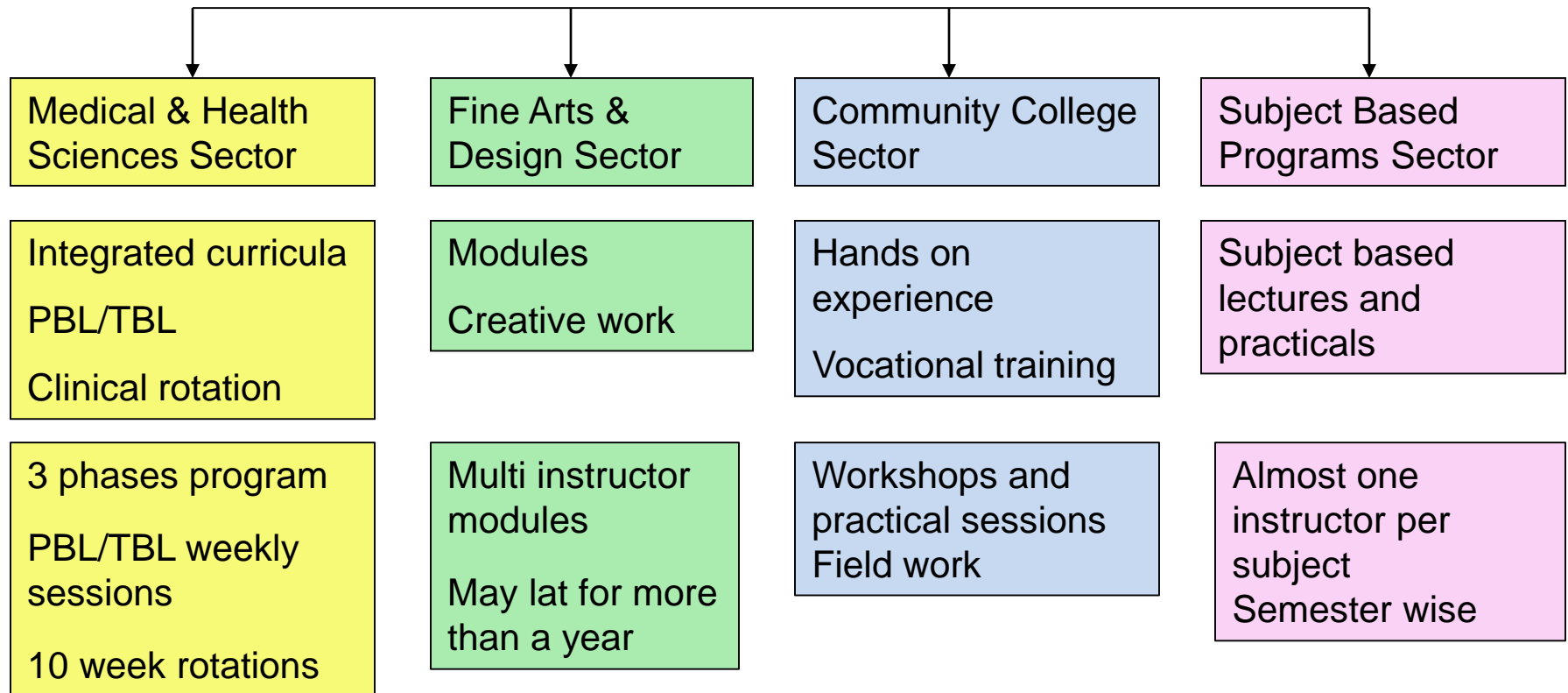
The University graduated **26,900** students by the end of 2017/2018

Enrolled Students by Nationality



University students come from 98 different nationalities

UoS Education Systems according to Curriculum Structure and Main Delivery Methods



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MSF models allow:

- (1) formative decisions and feedback about teaching improvement;
- (2) summative decisions and feedback for merit pay and contract renewal;
and
- (3) formative decisions and feedback about professional behaviors in the academic setting.

can be configured for faculty to obtain feedback for formative and summative decisions on teaching performance

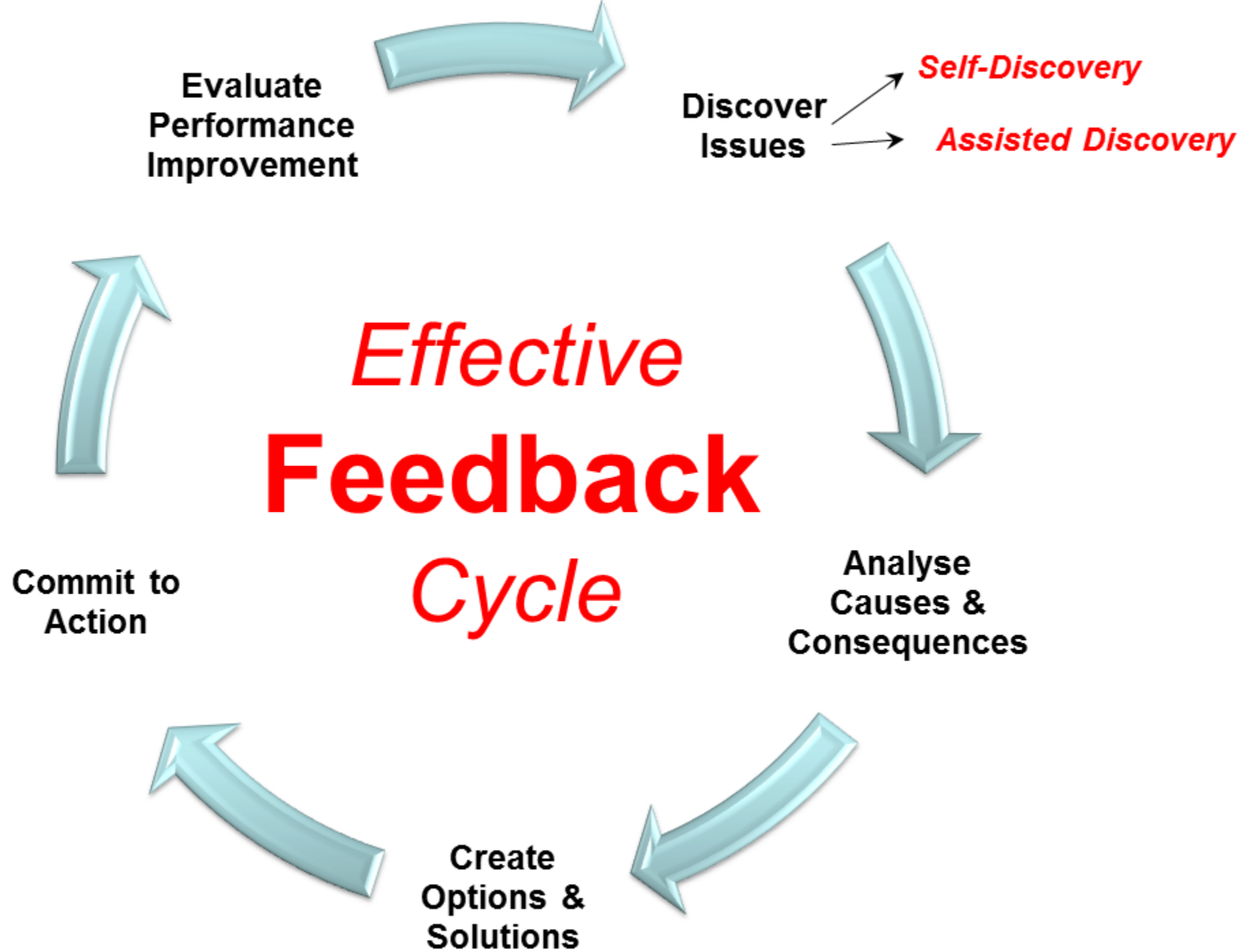
can be adapted to provide feedback on professional behaviors of faculty in the academic as well as clinical setting.

can provide more accurate, reliable, fair, and equitable decisions than the one based on just a single source.

Most significant practical concerns

Timely standardized
administration, processing,
interpretation, and feedback the.

Multisource ratings → Quality feedback →
Action plan to Improve → Improved
performance



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Feedback tools

- ✓ Student senior exit survey
- ✓ Student satisfaction survey
- ✓ Alumni survey
- ✓ Employer survey
- ✓ Faculty feedback
- ✓ Accreditation bodies feedback
- ✓ Advisory boards
- ✓ External evaluators

Portfolios used at UoS

- ✓ Course e-portfolio
- ✓ Program e-portfolio
- ✓ Faculty e-portfolio
- ✓ Field Placement/Practical training/Internship e-portfolio

Program e-portfolio

General Information

Standing Requirements

Program Mission

Program Goals

Program Learning Outcomes

Alignment of Courses to

Program Learning Outcomes

+ 2014-2015 Assessment Cycle

+ 2015-2016 Assessment Cycle

+ 2016-2017 Assessment Cycle

+ 2017-2018 Assessment Cycle

▼ Directions

A program mission statement is a concise statement of the general values and principles, which guide the curriculum and include a description of the purpose of the program and learning environment. This part should answer the following questions: what program is it, what it does, and for whom it does it.

1. To begin, please **Check Out** this requirement and then click the **"Edit"** button. This will open the Mission Statement content window where you will be able to input (or copy/paste) the appropriate program mission statement into the window.
2. When you are satisfied, click the **Submit** button.
3. In order for others to access this requirement you will need to **Check In** the requirement when you are finished.

► Review Method

The mission of the department of Nursing is to prepare competent graduates and future leaders of the profession who will actively promote the health and well-being of society .

Student Success Rate

Grade and GPA Distribution

Summary of Freshman Survey

Summary of Student Satisfaction Survey

Summary of Faculty Satisfaction Survey

Summary of Senior Exit Survey

Summary of Alumni Survey

Summary of Employer Survey

Practical Training (Internship)

Graduation Project

Capstone Course (If Applicable)

Student Portfolios (if applicable)

Program Advisory Board Reports

External Evaluator Feedback

Other Program Assessment Tools (if applicable)

Summary of Instructor(s) Feedback

Program Outcome Assessment Plan

Program Outcome Assessment Findings

Additional Recommendations for Program Improvement

Action Plan for Implementing the Recommendations

Closing the Loop (to be Completed Next Cycle)

Conclusion

Summary of Senior Exit Survey

VIEW LOG

WORD

PDF

PRINT

SHARE

?

CHECK

Help on this page

▼ Directions

This survey collects feedback from graduating students on their perception of the educational experience that they have had at the University of Sharjah. It also measures the degree to which the Educational Program Outcomes were achieved for the raters.

You get reports of the senior exit survey from DQAIE. Summarize the findings and attach the report.

1. To begin, please **Check Out** this requirement.
2. Choose the type of content you wish to add to this area. By clicking on :
 - Add **Text & Image**, you can enter your text and attach an image to this section.
 - **Attachments**, you can attach the necessary documents to support your statements in this section.
 - You can also attach a **Slideshow** and **Web Links**.
3. In order for others to access this requirement you will need to **Check In** the requirement when you are finished.

▶ Review Method

▼ Attachment Section

Files:

- [Senior Exit Survey Analysis for Bachelor of Science in Nursing.pdf](#)
- [Summary of exit survey analysis 2016-17.doc](#)

▼ Directions

Help on this page

Programs and colleges usually form an advisory board from professionals that give feedback on the program structure, functions, etc. Meetings of the Board should be documented in reports.

Pr

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▶ Review Method

▼ Attachment Section

Files:

- [Advisory board report 2016-2017 \(4\).docx](#)

2016-2017 Assessment Cycle

- Student Success Rate
- Grade and GPA Distribution
- Summary of Freshman Survey
- Summary of Student Satisfaction Survey
- Summary of Faculty Satisfaction Survey
- Summary of Senior Exit Survey
- Summary of Alumni Survey
- Summary of Employer Survey

- Program Advisory Board Reports
- External Evaluator Feedback
- Other Program Assessment Tools (if applicable)
- Summary of Instructor(s) Feedback
- Program Outcome Assessment Plan
- Program Outcome Assessment Findings
- Additional Recommendations for Program Improvement
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- Conclusion

- Reports
- External Evaluator Feedback
- Other Program
- Assessment Tools (if applicable)
- Summary of Instructor(s) Feedback
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Goal: Recommendation 3

The CEE Department is planning to offer a well developed training program in collaboration with Sharjah Municipality in Su training sections: Licensing, testing, inspection and maintenance.

▼ **Action: Practical Training**

Action details:	The CEE Department is planning to implement a new training program in colla This program will include four training sections: Licensing, testing, inspection a
Implementation Plan (timeline):	1 year cycle.
Key/Responsible Personnel:	Department Chair, Undergraduate Committee
Measures:	Registration of 5 students in this training program.
Budget approval required? (describe):	Not applicable
Budget request amount:	≈0.00
Priority:	Medium

Course e-portfolio

General Information

▣ Standing Requirements

▣ Course Description

▣ Course Learning Outcomes

▣ Course Assessment Activity Map (Optional)

+ Fall 2014-2015 Assessment Cycle

+ Fall 2015-2016 Assessment Cycle

+ Fall 2016-2017 Assessment Cycle

+ Fall 2017-2018 Assessment Cycle

+ Fall 2018-2019 Assessment Cycle

Work In Progress

▼ Directions

Course Description: A brief description of the course, as mentioned in the University catalogue, defining summary of the topics to be covered during the course delivery period.

1. To begin, please **Check Out** this requirement and then click the "**Edit**" button. This will open the Mission Statement content window and you will be able to input (or copy) Description into the window.
2. When you are satisfied, click the **Submit** button.
3. In order for others to access this requirement you will need to **Check In** the requirement when you are finished.

▶ Review Method

This course examines the actual and/or potential physiological alterations and psychosocial impact of common health problems on adult/elderly illness, illness prevention, health promotion, and rehabilitation are presented in the context of a healing and caring nursing practice. Assessment procedures, and pharmacological principles are integrated into the nursing process using problem-based and team based learning approach

- Course Syllabus & Teaching Material
- Student Enrollment & Grade Distribution
- Assignments & Exams
- Student Feedback
- Instructor Feedback
- Course Outcome Assessment Plan
- Course Outcome Assessment Findings
- Additional Recommendations for Course Improvement
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- Results from the course experience survey.
- Students satisfaction for learning / teaching methods and tools
- What the students gain from the course
- Any comments and complains from students

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Review Method

Attachment Section

Files:

- [reflection on students feedback.docx](#)
- [student feedback.pdf](#)

- Course Syllabus & Teaching Material
- Student Enrollment & Grade Distribution
- Assignments & Exams
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Action details: more problem based learning based on real case studies

Implementation Plan (timeline): fall 18-19

Key/Responsible Personnel: instructor of the course

Measures: written exam

Budget approval required? (describe): no need

Budget request amount: \$0.00

Priority: High

Status for changes

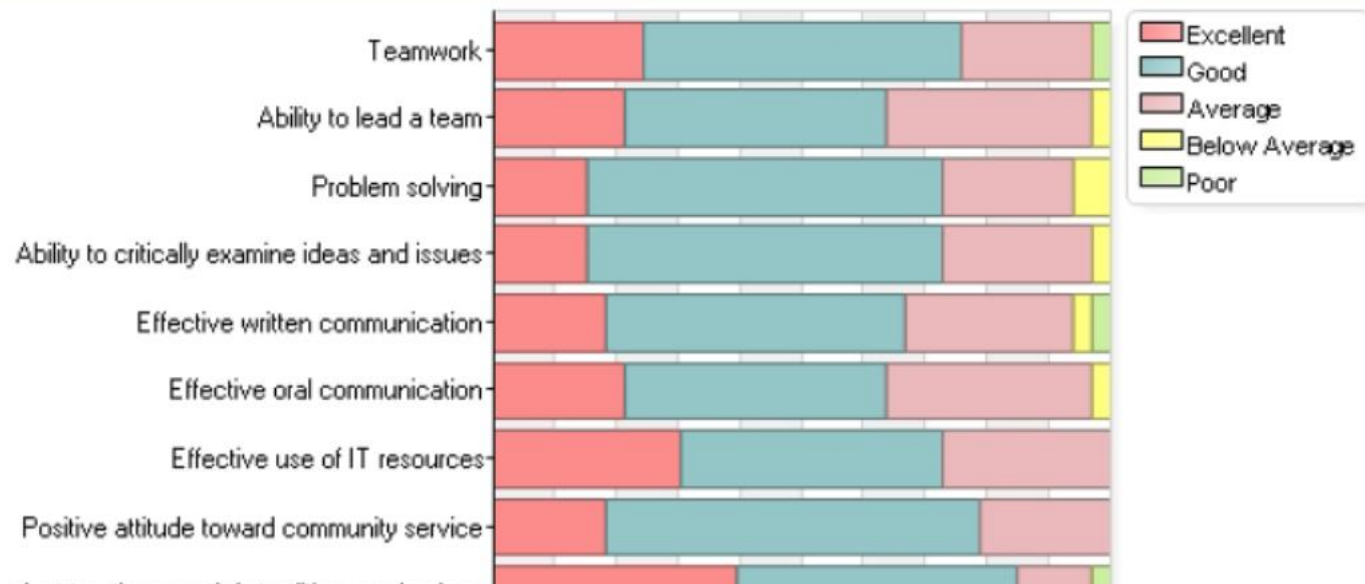
Current Status: In Progress

Budget Status: Other

Additional information: no budget needed

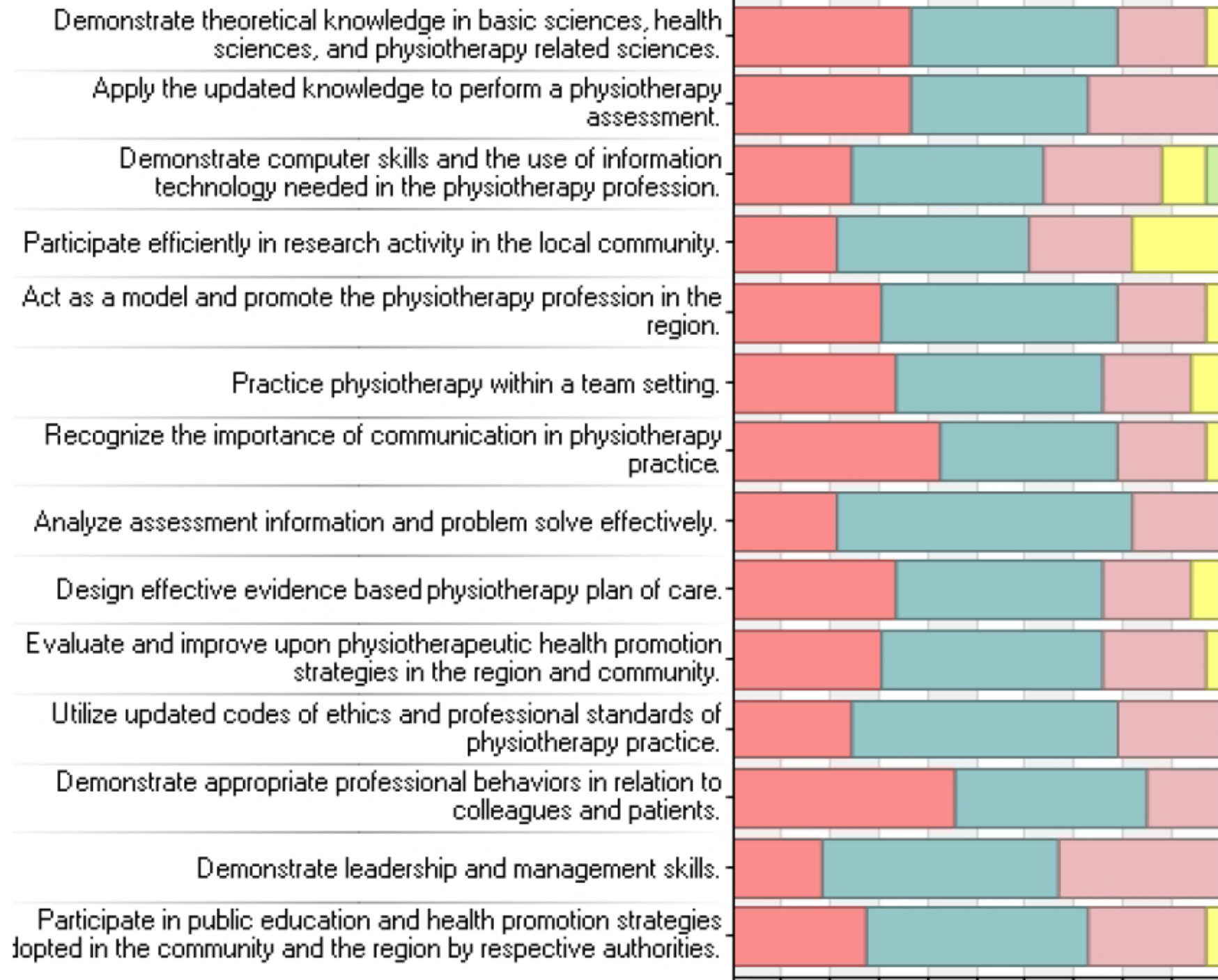
Part 3 - Academic Issues and Skills Development: Indicate how well UOS prepared you for the next step in your career, or graduate education, in the areas listed below.

Question	Excellent	Good	Average	Below Average	Poor
Teamwork	24.24%	51.52%	21.21%	0.00%	3.03%
Ability to lead a team	21.21%	42.42%	33.33%	3.03%	0.00%
Problem solving	15.15%	57.58%	21.21%	6.06%	0.00%
Ability to critically examine ideas and issues	15.15%	57.58%	24.24%	3.03%	0.00%
Effective written communication	18.18%	48.48%	27.27%	3.03%	3.03%
Effective oral communication	21.21%	42.42%	33.33%	3.03%	0.00%
Effective use of IT resources	30.30%	42.42%	27.27%	0.00%	0.00%
Positive attitude toward community service	18.18%	60.61%	21.21%	0.00%	0.00%
Ability to adapt to other people's traditions and values	39.39%	45.45%	12.12%	0.00%	3.03%
Ability to keep up-to-date with current issues	21.21%	51.52%	24.24%	3.03%	0.00%
Ability to take on professional responsibilities	24.24%	51.52%	24.24%	0.00%	0.00%
Ability to apply knowledge to real-life situations	24.24%	45.45%	24.24%	6.06%	0.00%
Ability to learn on my own	24.24%	45.45%	24.24%	6.06%	0.00%



Part 4 -Academic Program Outcomes: To what extent has the Physiotherapy program helped you acquire the following outcomes relevant to your upcoming career?

Question	Excellent	Good	Average	Below Average	Poor
Demonstrate theoretical knowledge in basic sciences, health sciences, and physiotherapy related sciences.	36.36%	42.42%	18.18%	3.03%	0.00%
Apply the updated knowledge to perform a physiotherapy assessment.	36.36%	36.36%	27.27%	0.00%	0.00%
Demonstrate computer skills and the use of information technology needed in the physiotherapy profession.	24.24%	39.39%	24.24%	9.09%	3.03%
Participate efficiently in research activity in the local community.	21.21%	39.39%	21.21%	18.18%	0.00%
Act as a model and promote the physiotherapy profession in the region.	30.30%	48.48%	18.18%	3.03%	0.00%
Practice physiotherapy within a team setting.	33.33%	42.42%	18.18%	6.06%	0.00%
Recognize the importance of communication in physiotherapy practice.	42.42%	36.36%	18.18%	3.03%	0.00%
Analyze assessment information and problem solve effectively.	21.21%	60.61%	18.18%	0.00%	0.00%
Design effective evidence based physiotherapy plan of care.	33.33%	42.42%	18.18%	6.06%	0.00%
Evaluate and improve upon physiotherapeutic health promotion strategies in the region and community.	30.30%	45.45%	21.21%	3.03%	0.00%
Utilize updated codes of ethics and professional standards of physiotherapy practice.	24.24%	54.55%	21.21%	0.00%	0.00%
Demonstrate appropriate professional behaviors in relation to colleagues and patients.	45.45%	39.39%	15.15%	0.00%	0.00%
Demonstrate leadership and management skills.	18.18%	48.48%	33.33%	0.00%	0.00%
Participate in public education and health promotion strategies adopted in the community and the region by respective authorities.	27.27%	45.45%	24.24%	3.03%	0.00%



THANK YOU

it was interesting and exhausted journey at the same time, different doctors in the same department having same qualifications will give you different information about the same point and this will put the student in between, and you will not know which one is correct, the m23 bathrooms are disaster! the public bathrooms on the roads are more cleaner than those even they are medical bathrooms! waiting for paying is consider one of the problems in the university, i have to skip classes to keep waiting for my number because if i took my number and went to the class and come again for paying they will force me to take new number and wait again! now i am doing my graduation project and i am just dreaming about the graduation moment! i am dissatisfied, i am forced by a committee to have my supervisor because each one of them has to have group of seniors students, i prefer another doctor who i learned much from him and i feel more convinced with.

the registration procedures for adding and dropping classes and for paying are very poor and bad, and through out my journey in uos i suffered a lot in registration the most. parkings and bathrooms are disastrous and the university should solve the problem of having the system to accept adding classes that are in the same domain without informing us that it will not be counted.

suggestions: you have to bring a registrar next to Maitha for health sciences instead of waiting for her hours and hours just to ask her a question.

overall experience: average, can't say it was the best chapter in my life but it was interesting and i had ups and downs but i sure will miss the uos.

Thank you

أتمنى من أعضاء القسم أن يتسامحوا مع أنفسهم أولاً ثم مع الباقي، لخلق جو محبب للطلاب
والأهم أن يتكاتفوا لصنع دفعات أكثر كفاءة؛ العمل على تأسيس قوٍى حتى لو وصل الأمر إلى تغيير الخطة الدراسية
ومن الجيد عمل استفتاء عن الدكتوراة وتوزيع المواد ومن الأحرى، أو الأجدى بالمادة الفلانية من الأخرى للطلبة من سنة ثانية وثالثة ورابعة.

Institutional Effectiveness System

Using IT to stimulate:

- Engagement
- Transparency
- E-portfolios
- Communication
- Effectiveness
- Quality culture

Administration
(Chancellor, VCs,
Deans, etc.)

Faculty

Staff

Students

Public

Institutional
Effectiveness Website
(Interface with faculty,
staff, etc.)

Institutional Research Learning and Teaching
Accreditation Surveys Strategic Planning
Assessment KPIs Faculty Development

SIS
(Banner)

Survey
system
(Blue)

Course delivery
platform
(Blackboard)

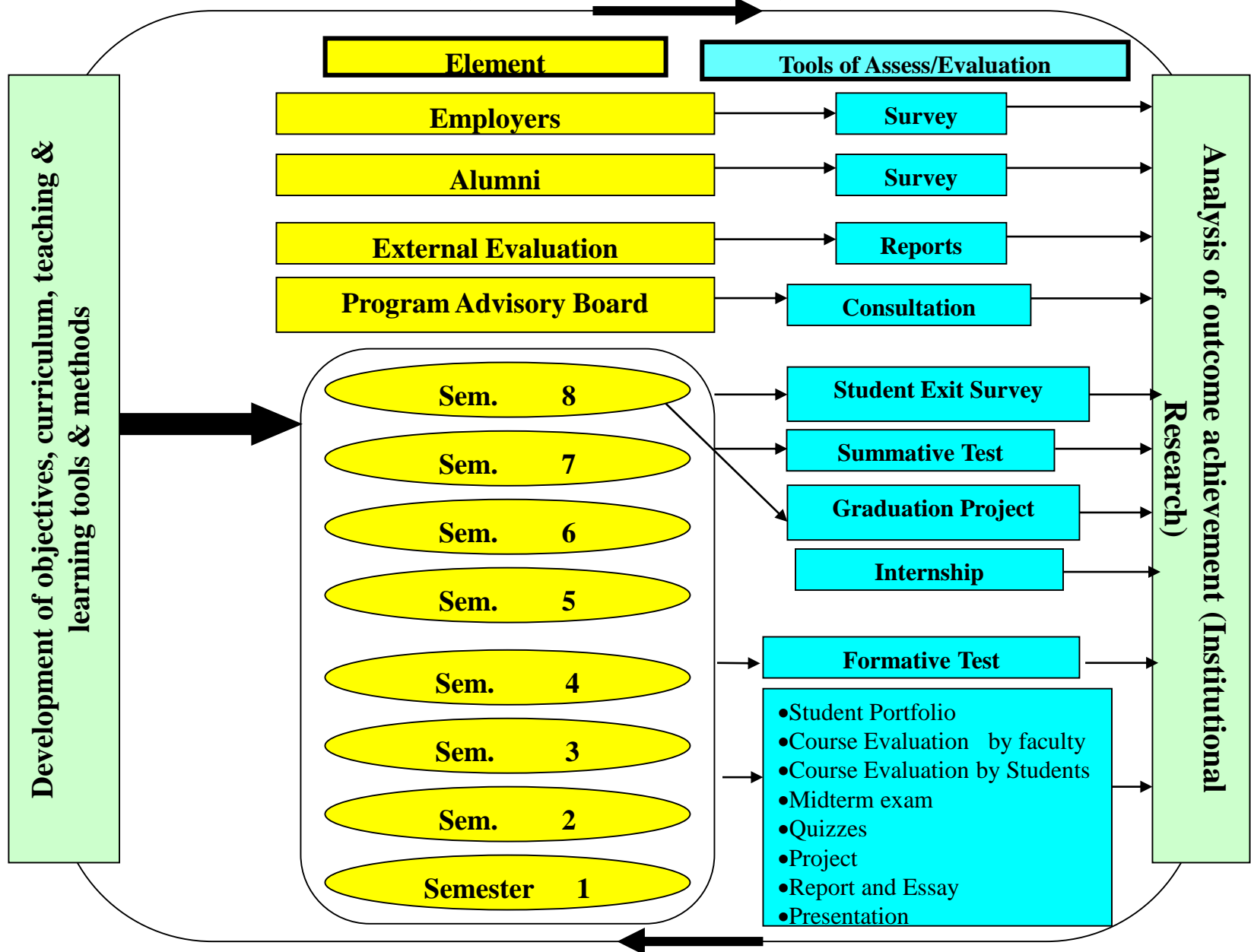
Assessment
Management
System

HR
System
(Logsis)

IR tools
(crystal report,
templates,
forms, etc.)

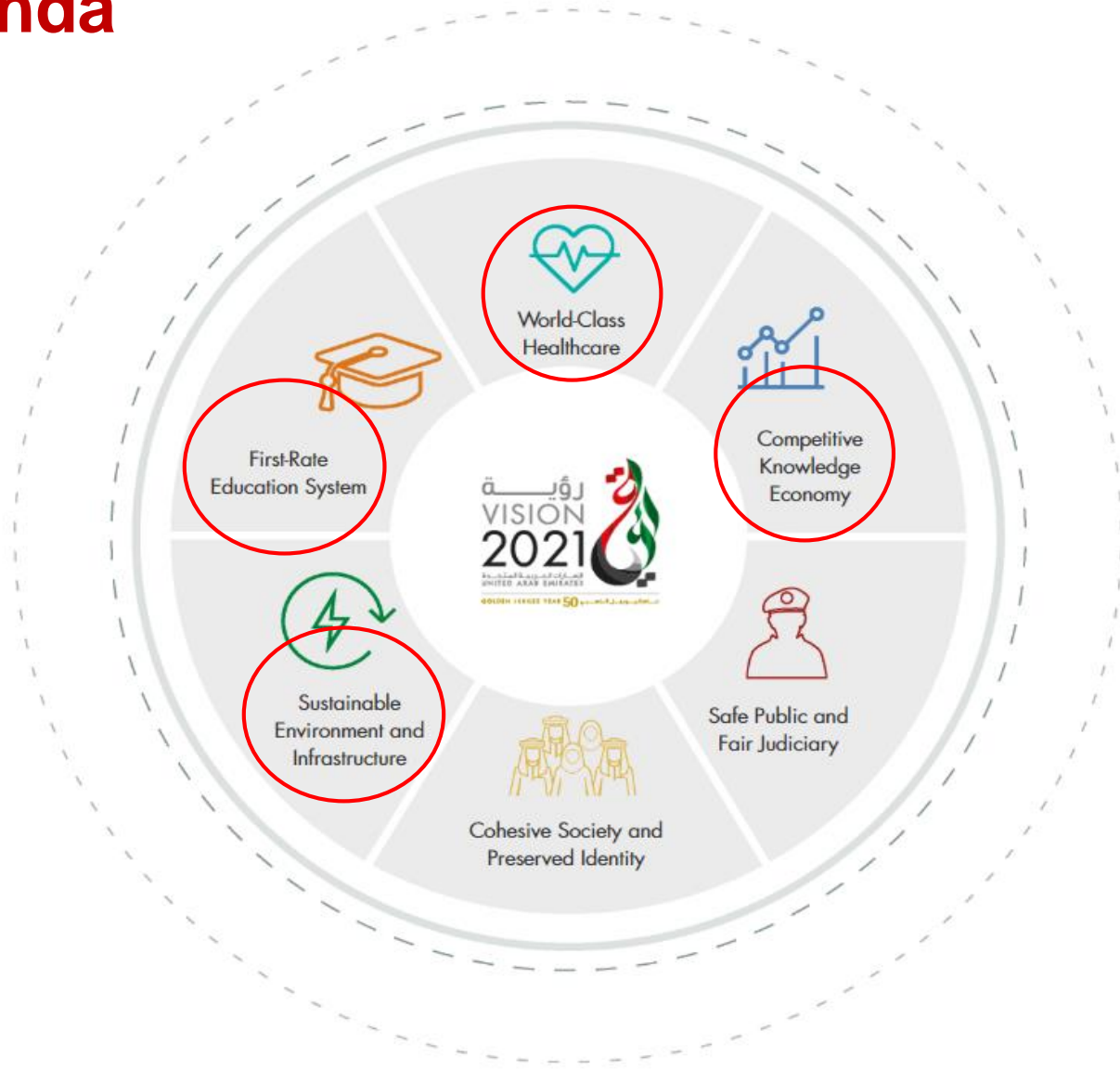
Integration, reporting, etc.

Chart for Program Outcomes Assessment (8 Semester Model)



UAE National Agenda

- Artificial Intelligence
- Computing
- Advanced skills
- Innovation
- Entrepreneurship
- Health care
- Space





World-Class
Healthcare



Competitive
Knowledge
Economy



Safe Public and
Fair Judiciary



Cohesive Society and
Preserved Identity



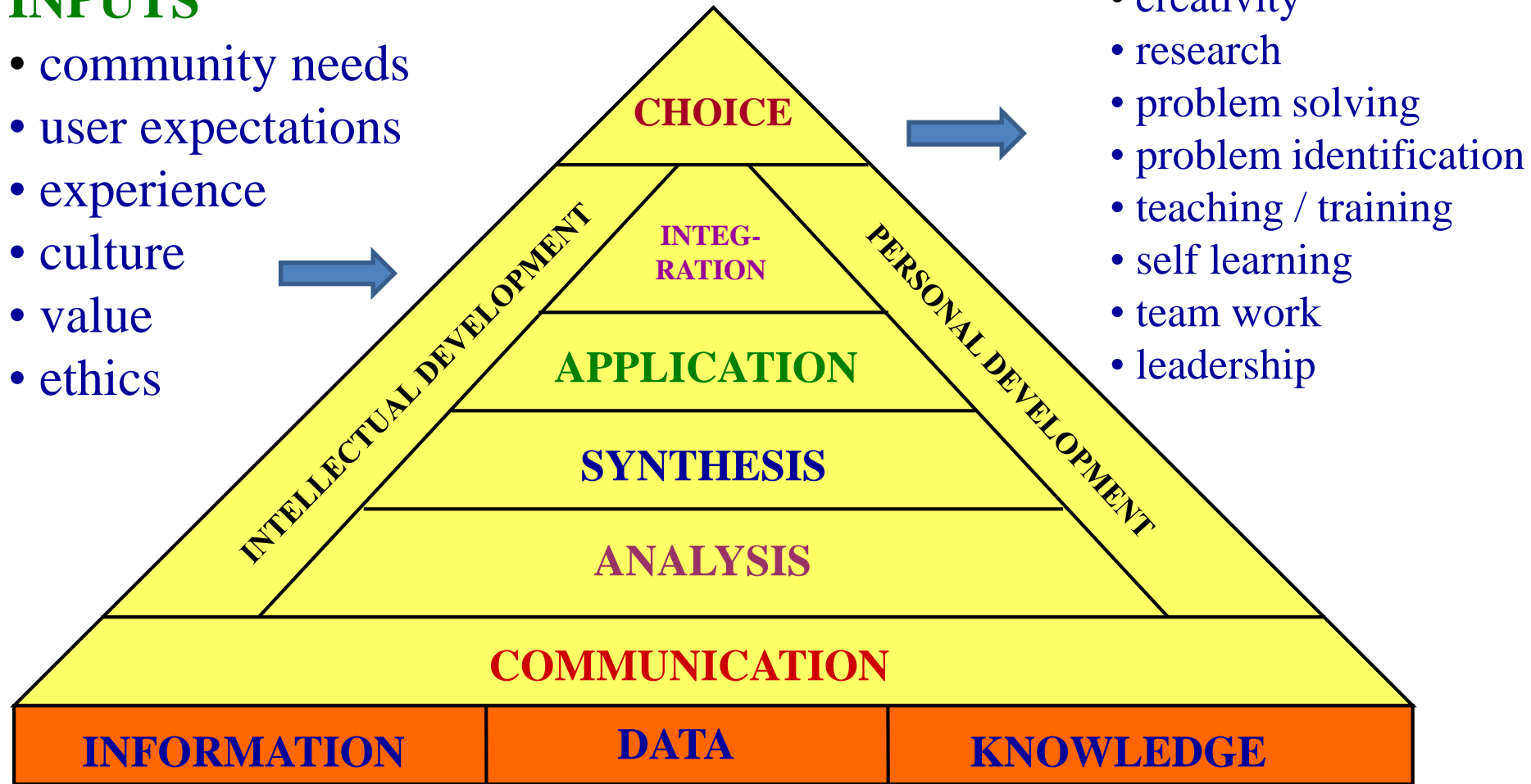
Sustainable
Environment and
Infrastructure



First-Rate
Education System

INPUTS

- community needs
- user expectations
- experience
- culture
- value
- ethics



OUTCOMES

- creativity
- research
- problem solving
- problem identification
- teaching / training
- self learning
- team work
- leadership

ENABLING SKILLS

- autonomous learning
- team work
- critical approach
- logic / analysis
- interpersonal
- technical / physical

ELEMENTS OF HIGHER EDUCATION

Current and Future Education

Integration of:

- Research into curricula
- Teaching/learning/assessment into curricula
- Information Technology into curricula and services
- Entrepreneurship and Innovation into education

Current and Future Education

Interdisciplinary

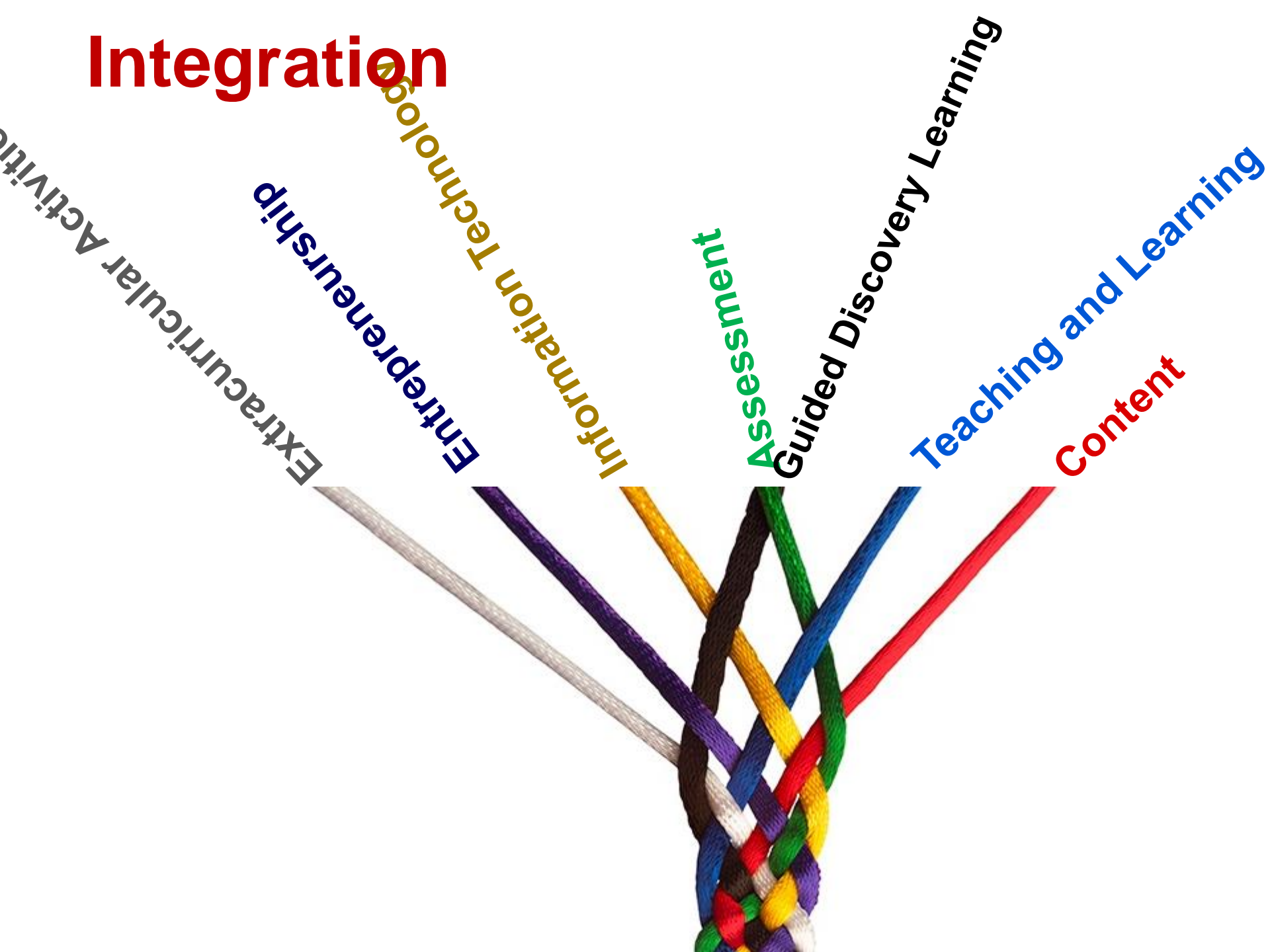
- Research
- Programs
- Activities

Alumni relations

Supporting Policies and Procedures

Logistic support services

Integration

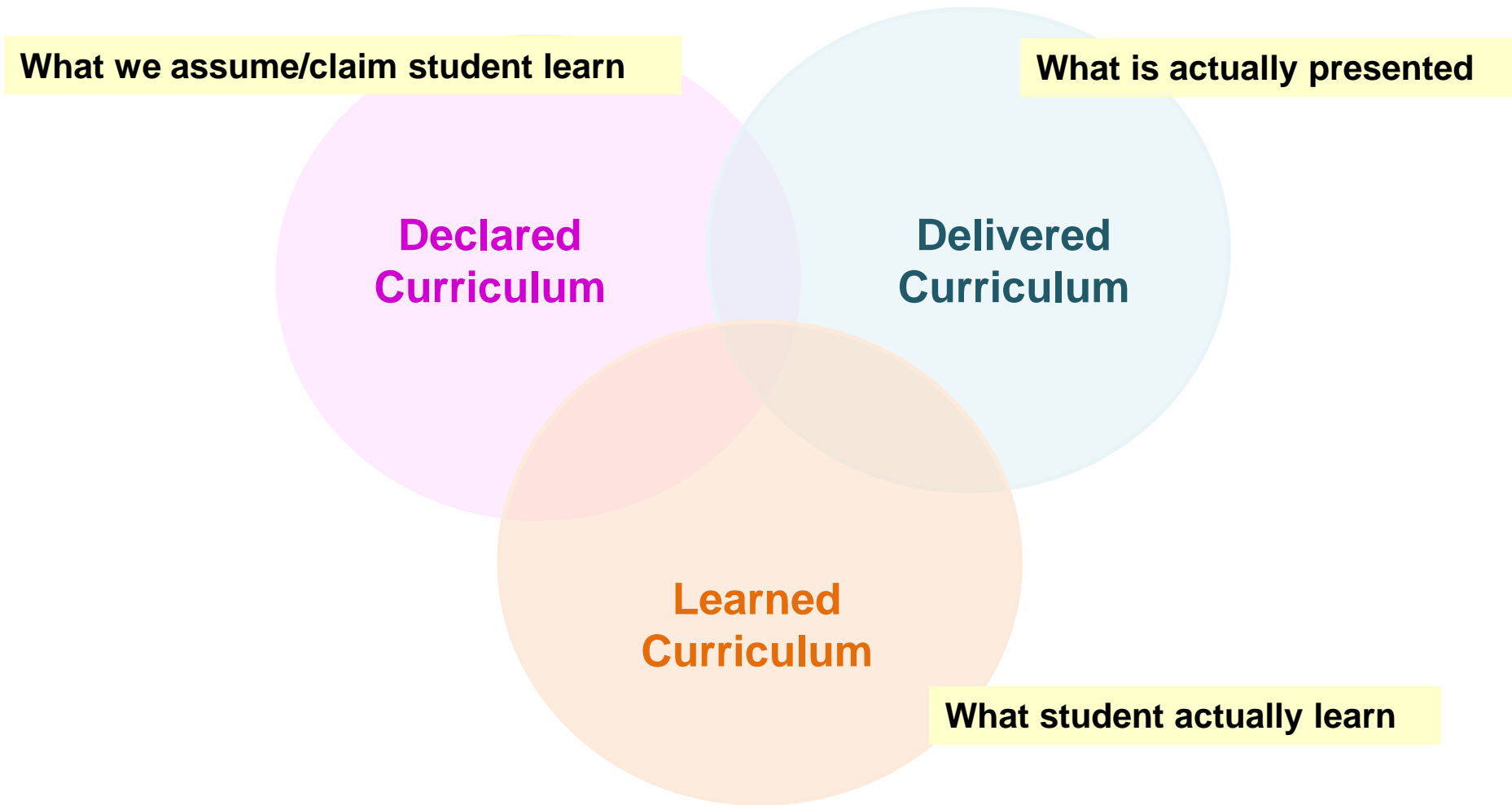


THANK YOU

Characteristics of a good Assessment System

- Linked to student learning outcomes
- Ongoing (Continuous)
- Formative vs. summative balance
- Assessment drives learning/Assessment for learning
- Transparent to all parties concerned
- Engage faculty
- Engage students
- Immediate feedback
- Lead to closing the loop

Gap in curriculum design/delivery/learning



More overlap is needed

What we assume/claim student learn

What is actually presented

Declared Curriculum

Delivered Curriculum

Learned Curriculum

What student actually learn