



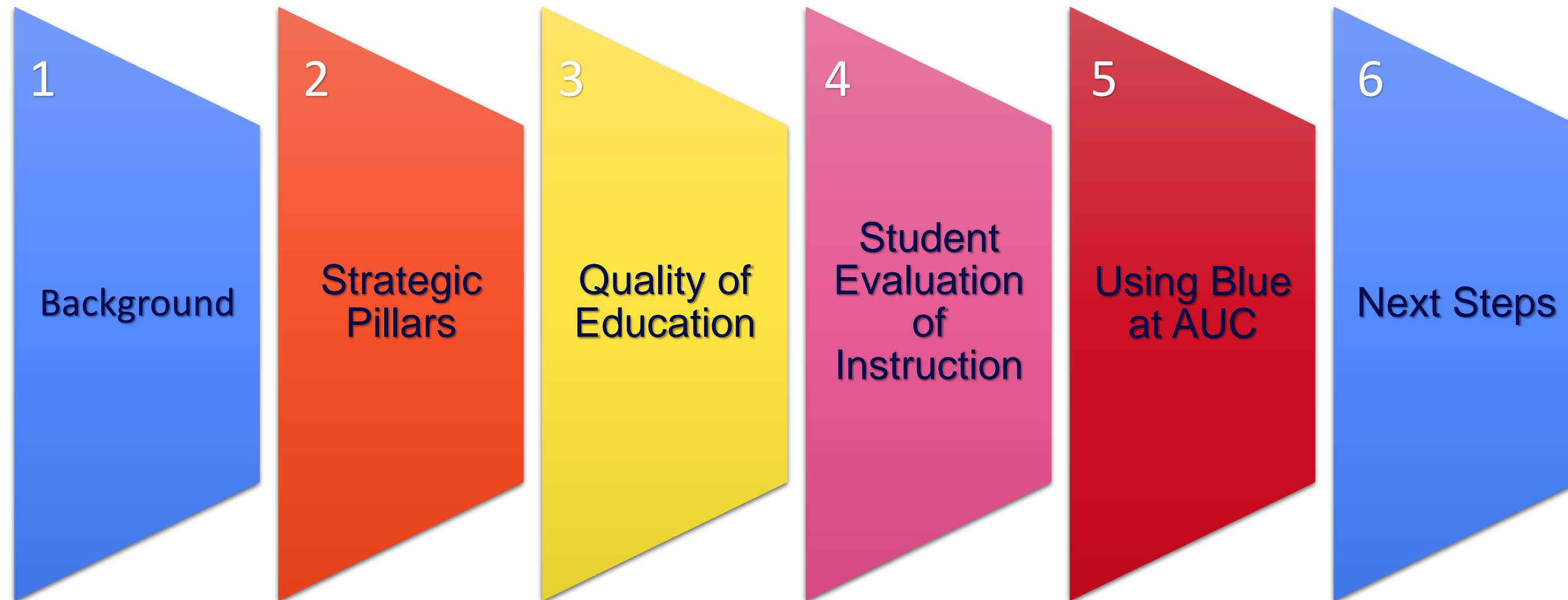
THE AMERICAN
UNIVERSITY IN CAIRO

Enhancing Quality of Education with Improved Evaluation Process: The American University in Cairo Success Story

Presenter:

Nada Matar, Senior Process Automation Developer, AUC

Agenda:



Background





About AUC

- Independent, Not for Profit Higher Education institute
- Chartered and accredited in the United States and Egypt
- Liberal arts education
- 2008 moved to a 260-acre, state-of-the-art, New Cairo campus
- Offers 40 undergraduate, 50 master's and two PhD programs

Founded in 1919 as an independent, not-for-profit institution.
AUC is an over **100** years old.

Facts & Figures (Fall 2021)

STUDENTS

Enrollment : 6,673

Females : 3,779

Males : 2,894

Retention : 93%

Alumni : 38,368

Student-to-Faculty : 1:10

Faculty

Full-time : 467

Females : 243

Males : 224

Egyptian : 256

American : 92

Other : 119

5 STRATEGIC PILLARS

01 QUALITY OF EDUCATION

80% Student Satisfaction
80 Employer Reputation Score

” FOSTER ACADEMIC EXCELLENCE
AND A CULTURE OF CONTINUOUS
IMPROVEMENT

through innovative pedagogies and research that cultivate lifelong learning, personal fulfillment and adaptability to the future requirements of local and international job markets.”

GOAL

Foster academic excellence in a liberal arts culture, through innovative teaching, and quality research to prepare students for future local and international careers and lifelong learning

INSTITUTIONAL TARGET

- 80% overall student satisfaction: Quality of Education Survey
- Employer Reputation: QS Ranking Index

02 INTERNATIONALIZATION

20% International Students

” RECRUIT AND RETAIN OUTSTANDING
AND INTERNATIONALLY DIVERSE

faculty, students, and staff whose collective contributions, interactions and outputs strengthen the university's academic endeavors, and promote cross-cultural and international understanding, while establishing AUC as the premier globally-accredited American university in the region and developing students recognized as the most capable and successful global citizens.”

GOAL

Enhance the internationalization of AUC among all stakeholders

INSTITUTIONAL TARGET

- International students to represent 20% of the student body; American students to represent 50% of international students
- American Faculty to represent 45% of faculty body (according to protocol)

03 AUC EXPERIENCE

90% Senior Student
Satisfaction

” FOSTER A CULTURE OF SERVICE,
TRUST AND COLLABORATION

to enhance local and global outreach, public programs, activities, technology, and services to students, faculty, staff – and to the university's growing community both on and off campus.”

GOAL

Foster a culture of service, trust and collaboration across academic and administrative university departments to enhance the AUC experience

INSTITUTIONAL TARGET

- 90% Senior student satisfaction from NSSE survey
- 85% faculty and staff satisfaction from Institutional Effectiveness Survey

04 INSTITUTIONAL EFFECTIVENESS

85% Institutional Effectiveness

” OPTIMIZE THE UNIVERSITY'S
EDUCATIONAL, OPERATIONAL AND
FINANCIAL MODELS AND PLATFORMS

by nurturing a culture of continuous improvement through assessment and data-driven decision making, regularly evaluating organizational processes, digitizing workflows, encouraging stewardship, accountability, governance, sustainability, and transparency. Focus firmly both on our human resources and the primary student's experience.”

GOAL

Enable a conducive environment that is led by exceptional human capital, optimized through digitized processes and propelled by timely and efficient data-driven decision making models

INSTITUTIONAL TARGET

- 85% Institutional Effectiveness Index from Institutional Effectiveness Survey
- 70% first choice candidates are hired for faculty and staff and 100% of top two choices
- 50% cost cutting on ink and paper

05 INNOVATION

25% Interdisciplinary Offering
30% of Faculty Apply Innovative Teaching Techniques

” FOSTER THE GROWTH OF
SUSTAINABLE, CREATIVE ACADEMIC
ENDEAVORS

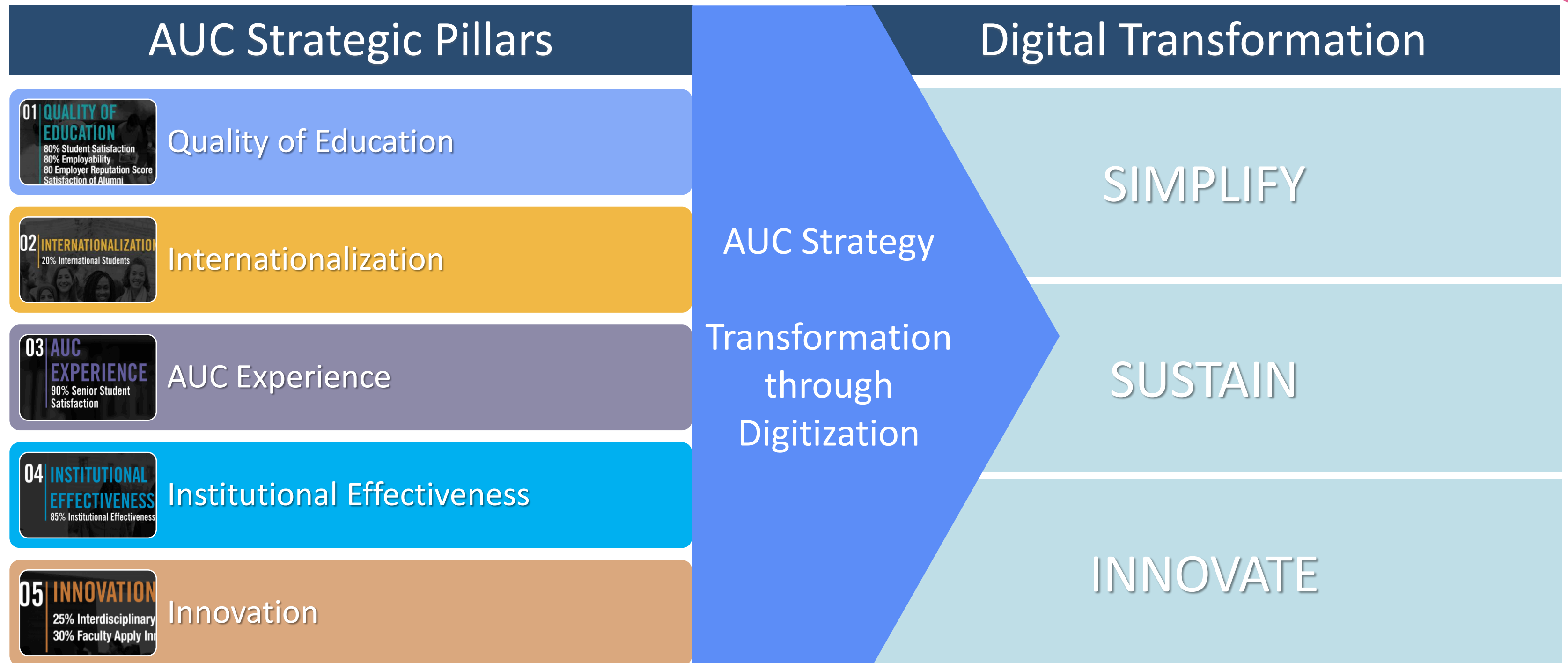
through transformative digital and business intelligence platforms, knowledge-driven management systems and a state-of-the-art infrastructure for teaching, research and service.”

GOAL

Establish innovation and creativity, along with liberal education to achieve a unique value proposition. This goal includes the purposing of resources towards creative and versatile academic endeavors that capitalize on state-of-the-art technological and best practices

INSTITUTIONAL TARGET

- 25% Interdisciplinary Offering
- 30% of Faculty Apply Innovative Teaching Techniques
- 25% of Extended Education Offerings in the Online / Bended Modes
- 80% Innovation as Perceived by the AUC Community: Institutional Effectiveness Survey



Quality of Education



Taskforce

Provost commenced a **task force** to look into and **enhance the quality of education** at AUC.

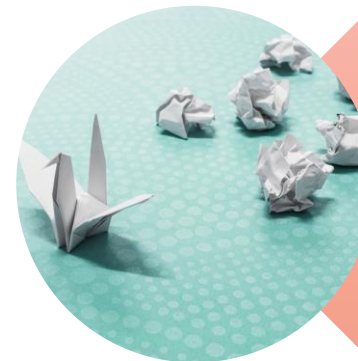
The mandate of the task force was:



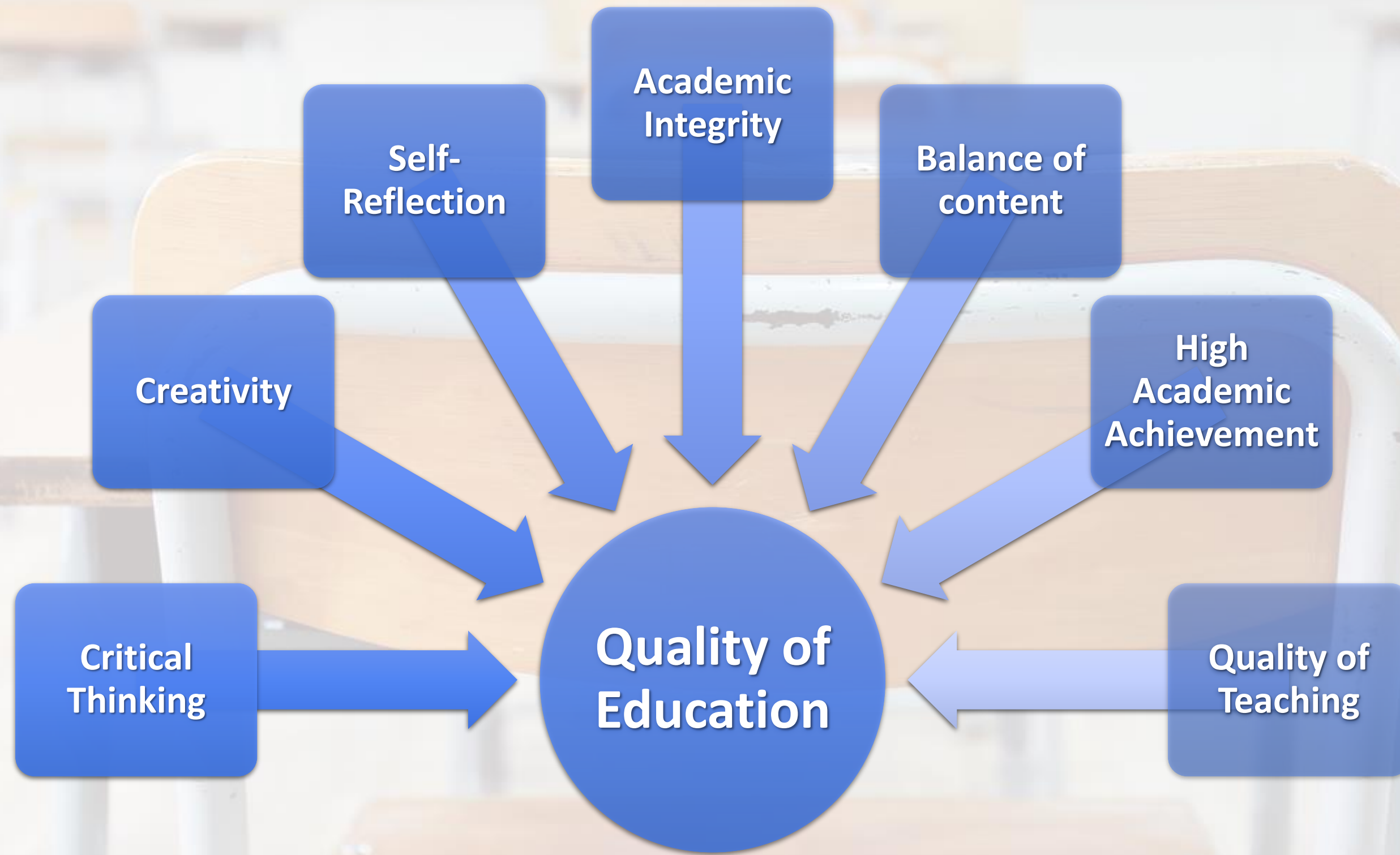
Appraise the quality of education at AUC.



Develop a comprehensive teaching evaluation process.



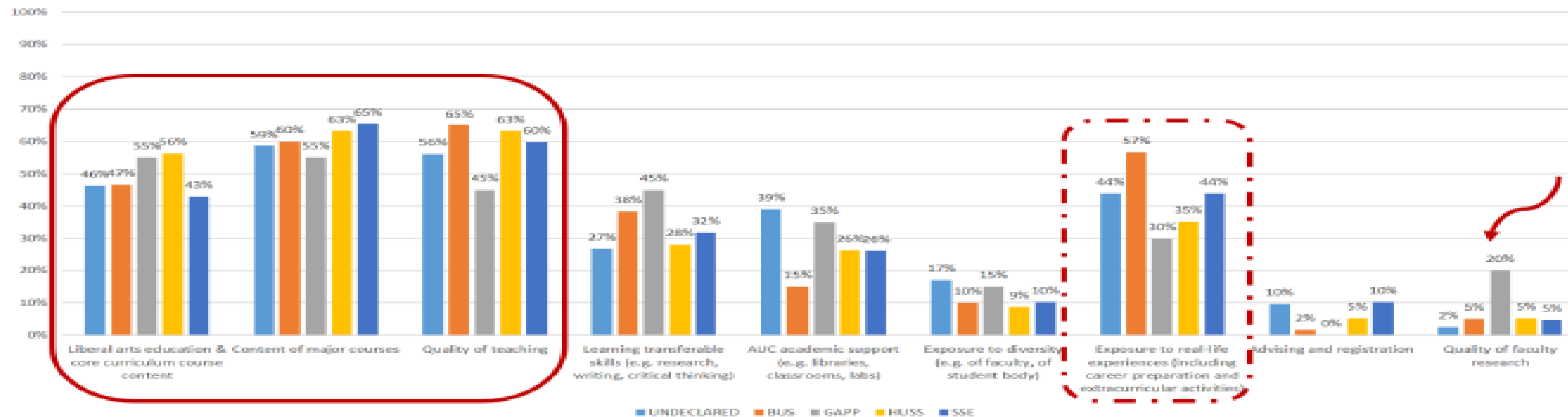
Devise/recommend mechanisms that would enhance and improve good teaching practices across departments



Factors Influencing Quality Of Education

Question: Which of the following would you rank as the **top 3 factors** influencing the quality of education at AUC?

Student Responses by School (N=285)



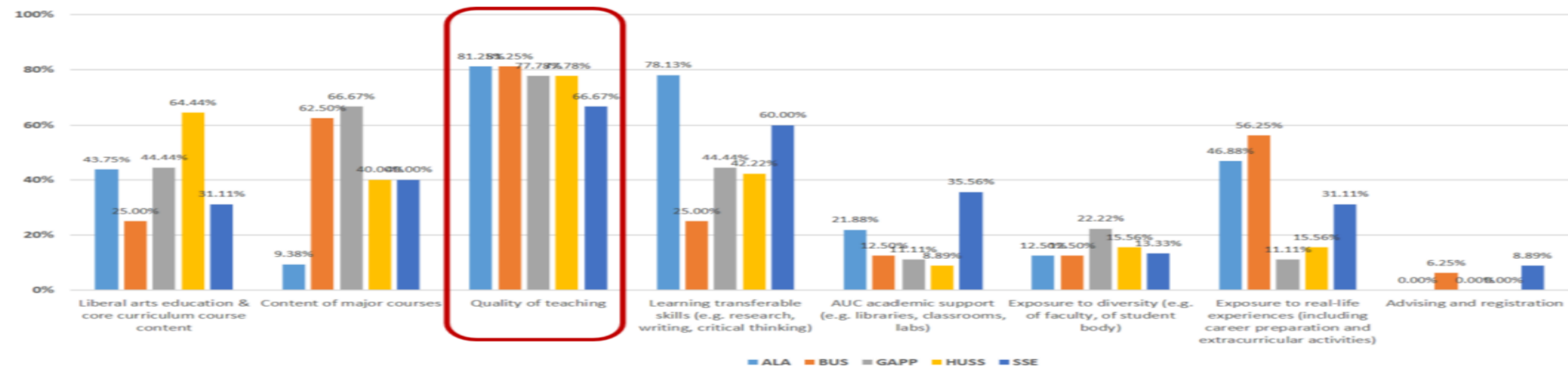
Quality of Teaching

Question: Which of the following would you rank as the **top 3 factors** influencing the quality of education at AUC?

Quantitative analysis indicated that all stakeholders rank quality of teaching as the top factor influencing quality of education.

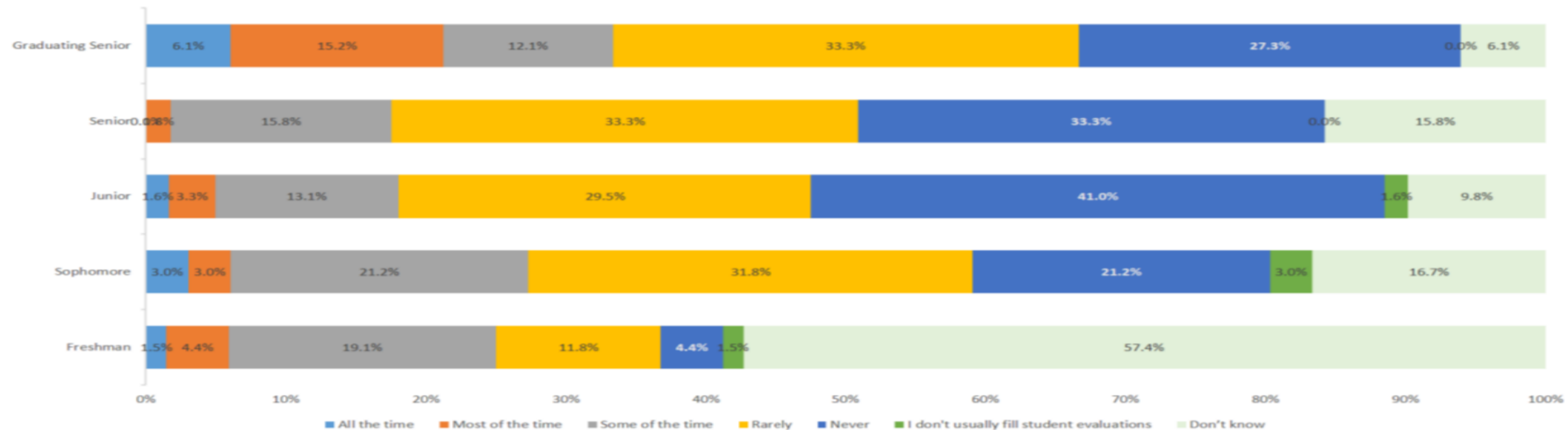
Interestingly, in the open ended questions (**qualitative analysis**), faculty go a step further and point out specifically how to improve teaching, e.g. through teaching assessment, mentorship and professional development. Faculty workload and motivation are other main factors that would improve quality of education

Faculty Responses by School (N=146)



Student Evaluations:

Question to students: (N: 285) :How Often do you feel that end-of-semester student evaluations of courses make a difference in the quality of teaching you receive at AUC?



Recommendations

- Questionnaires need to be enhanced & include **customized question** for each subject.

(1) END-OF-TERM
STUDENT EVALUATION



- Establishing a quality Peer Review process that includes both **formative & summative** assessment for teaching quality.

(2) IN-DEPTH PEER
OBSERVATION AND
REVIEW



- Providing **aggregate and raw** reports to be used for faculty tenure and faculty mentorship.

(3) IN-DEPTH REPORTS
& SUMMARY



1. Student Evaluations,
2. Faculty Peer Review
3. Professional development plan
4. Faculty Self-Evaluation,
5. Faculty Portfolio.

(4) A COMPREHENSIVE
EVALUATION SYSTEM
FOR FACULTY





Recommendations:

- ✓ Recommendations passed to IT.
- ✓ Challenge with Homegrown system to support the taskforce mandate.

“Today’s challenges can’t be addressed by
Yesterday’s solutions”

Student Evaluations of Instruction



Legacy Course Evaluation System



- Homegrown system since 2005.
- .NET Classic.
- Relies Custom scripts.
- Feeds from Banner using CSV files.
- Highly tailored.
- High Maintenance.
- Rigid structure.
- Security compliance with FERPA, HIPA, GDPR etc..
- Reports Dissemination.
- Provides raw data reporting.

Migrating to Blue

We wanted a system to help us with :

- ✓ Improving Response Rates through different techniques
- ✓ Improving Administration
- ✓ Improving Reports Dissemination
- ✓ Improve Student Experience
- ✓ Improve turnaround time
- ✓ Mobile-friendly experience
- ✓ Infrastructure pain (SaaS)
- ✓ Industry best practices
- ✓ Flexible design to support faculty evaluation process key elements

Migrated to **blue** For the Fall 2018 Evaluations.



By:



Using Blue at AUC



Cycles



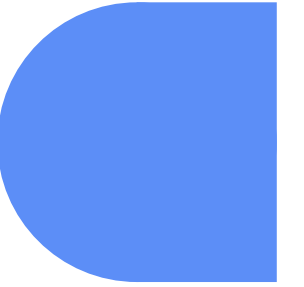
➤ **Summative Assessments:**

- Academic and Non-Academic
- Academic Evaluation, 6 Cycles:
 - ✓ Fall
 - ✓ Winter
 - ✓ Spring
 - ✓ Summer (Summer A, Summer B and Fall Summer)

➤ **Formative Assessments:**

Learning Experience Surveys
twice per semester.

- ## ➤ **6 Questionnaire** types for different course types (Language courses, Labs, Arabic preq, Intensive language for foreigners etc..)



Fall 2021 New Survey Set

Purpose:

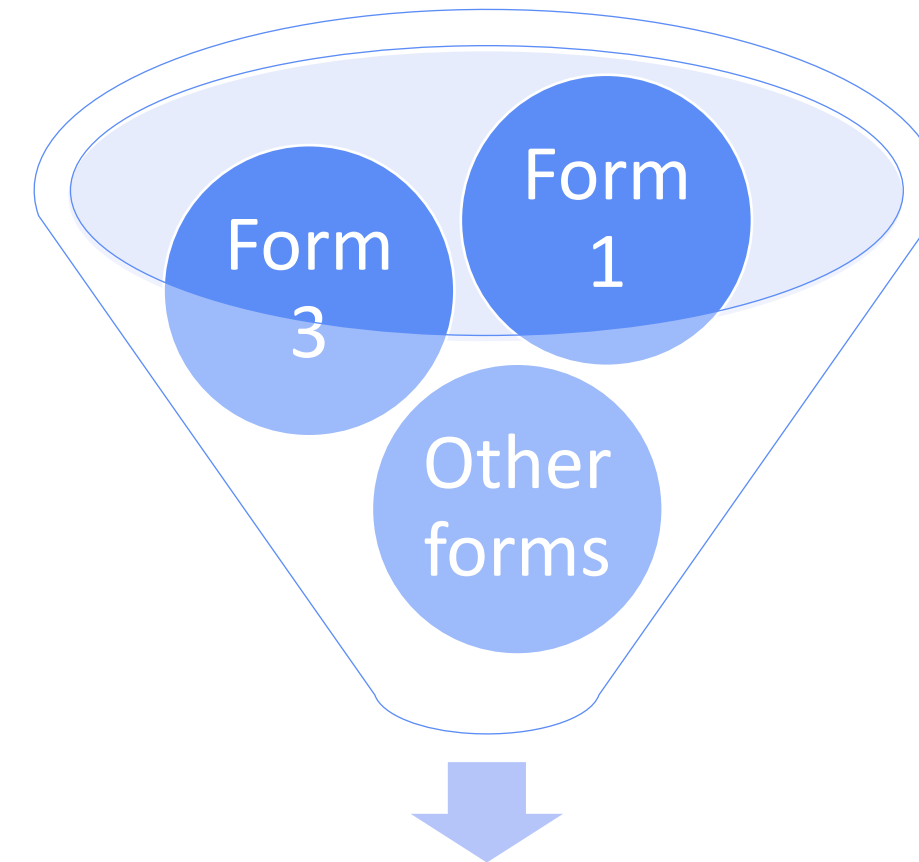
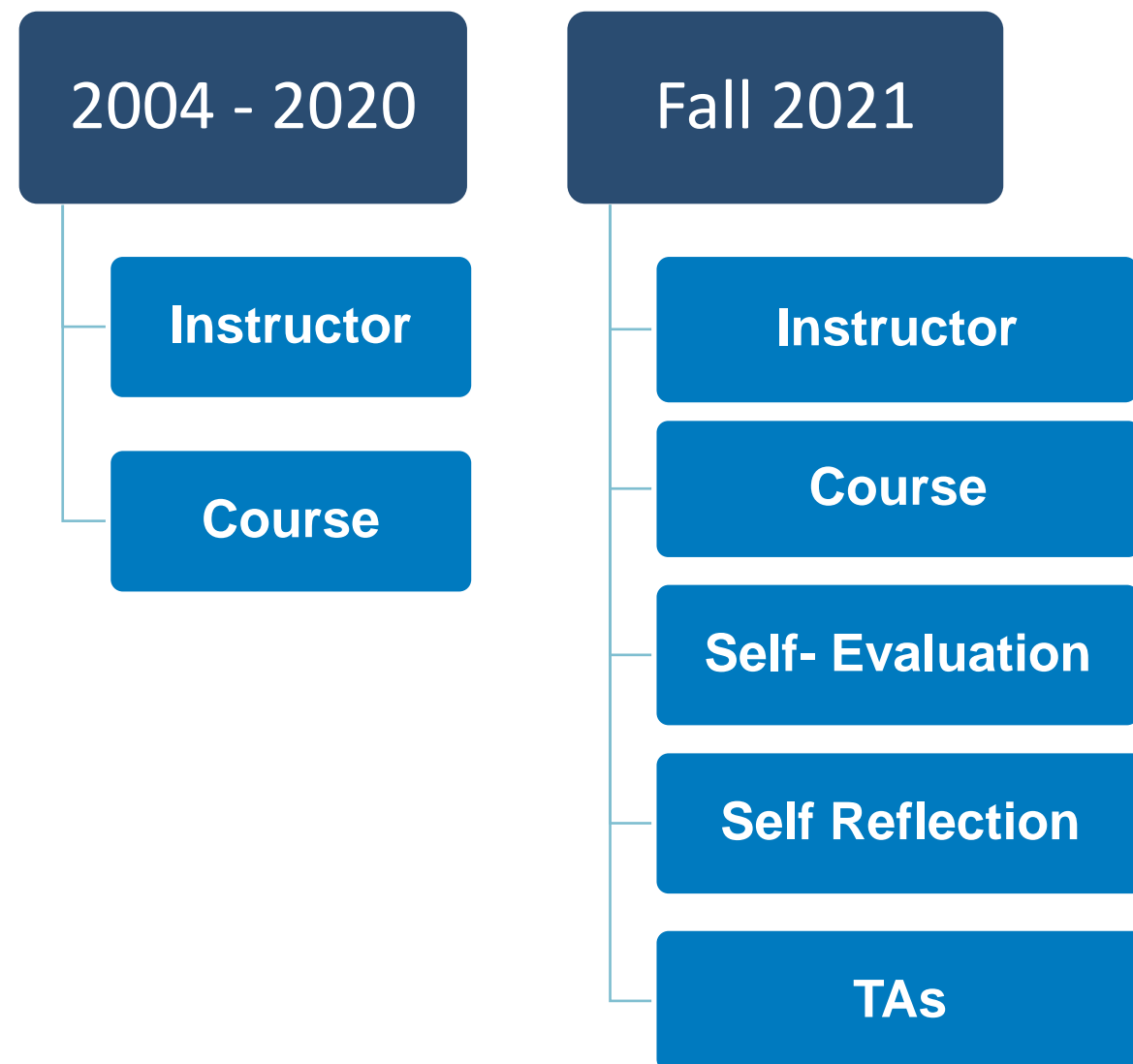
- Shorter
- More standardized
- Community Feedback

Design

- **8 different versions** incorporating feedback from students, faculty, chairs, provost, senate members, AAC and SAC members and EC.
- **Collecting feedback** via online surveys, in class discussions, focus groups and emails.

Fall 2021

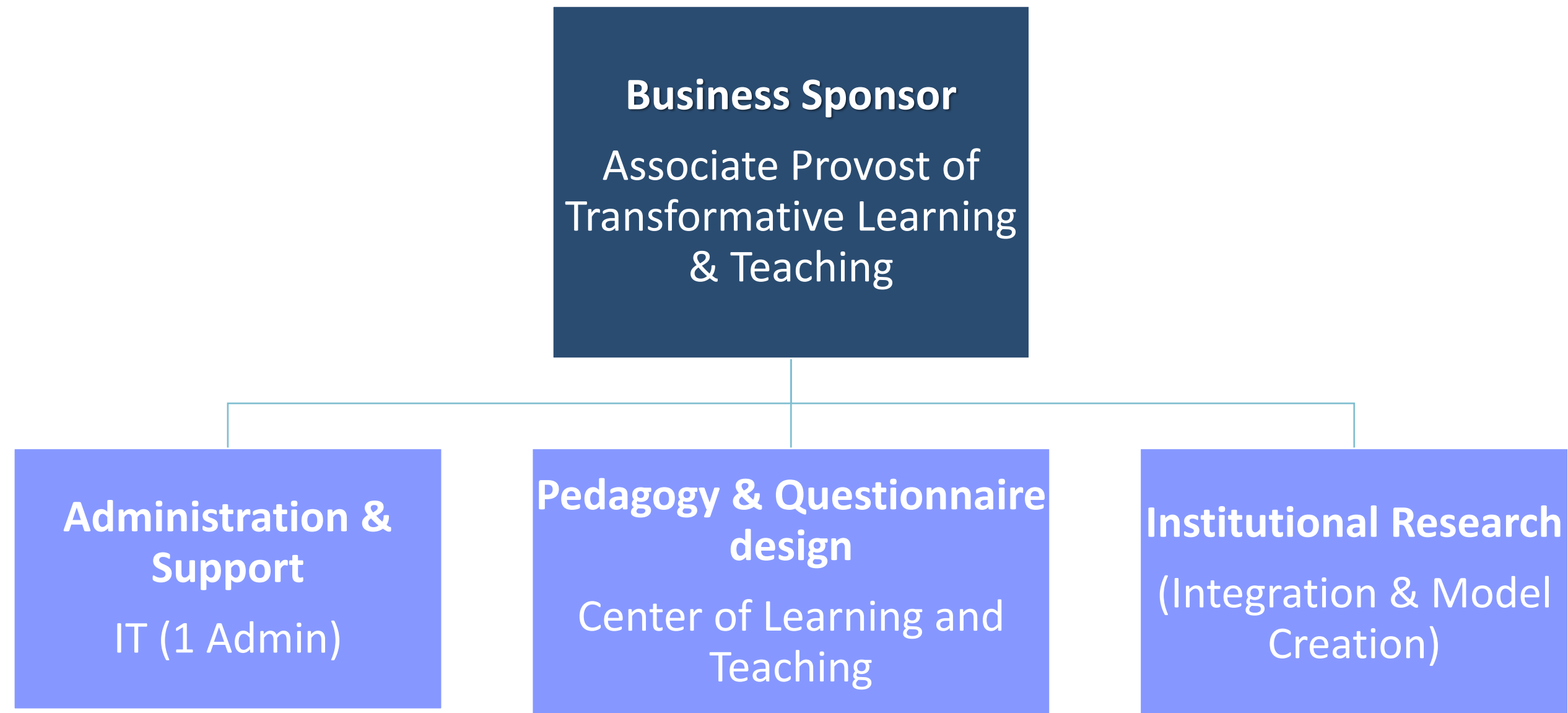
New Survey Set



2 Forms Only (Labs+ General Form)



Team





Administration

| Time | Task |
|---------------------------------|--|
| 3 Weeks before finals week. | Projects are created and data sources populated. |
| 3 Weeks before finals week. | Surveys Open. |
| 3-4 Times during survey period. | Reminders are sent to students who have not submitted answers. |
| Final Grading Deadline. | Reports published. |

Questions



Fall 2021 Evaluation for ACCT 2001 01:Financial Accounting



Course: **ACCT 2001 01:Financial Accounting**

Semester: **Fall 2021**

Enrollment: **24**

I. INSTRUCTOR:

(SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, NA=Not applicable)

| | SA | A | N | D | SD | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. The instructor explained the concepts and/or course material clearly. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. The instructor managed classroom time well. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. The instructor engaged students (e.g. encouraged discussions and student questions). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. The instructor challenged students to do their best work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. The instructor emphasized academic integrity practices. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. The instructor maintained a classroom atmosphere that fostered learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. The instructor explained grading criteria clearly. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. The instructor provided useful feedback on my work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. The instructor consistently communicated in English (or the language specified in the syllabus e.g. Arabic for ALNG) in a clear manner. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. The instructor was available for help during office hours or by appointment. (mark N/A if you did not seek instructor's help) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Additional comments for this Instructor:



Questions

II. COURSE

(SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, NA=Not applicable)

| | SA | A | N | D | SD | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 11. The course helped develop my knowledge in the subject matter. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Course assessments (such as tests, projects and assignments) challenged me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Course content stimulated my thinking. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Course assessments reflect learning objectives of the course. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. There is no unnecessary overlap/redundancy between this course and other course(s). If you strongly agree or agree, please indicate below the course(s) that overlap with this course. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Additional comments for this course



Questions

NON-SCORED SECTION

Responses to questions in this section are non-scored and are not calculated with course or instructor numerical score.

| | SA | A | N | D | SD | Comments |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------|
| 16. I would recommend this course with the same instructor to fellow students. WHY? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="text"/> |

III. STUDENT SELF-EVALUATION

| | SA | A | N | D | SD | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 17. I performed required course tasks (inside and outside of the classroom) to the best of my ability. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. I reached out to the instructor for support when needed. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

IV. Take a moment to reflect on your experience in this course, by elaborating on the following:

19. What was the most beneficial aspect of this course? (examples: teaching style, classroom atmosphere, group work, in class activities, assigned books and/or readings, audiovisual material, field trips, etc.) Please elaborate.

20. What suggestions do you have to enhance your own learning in this course?

21. Any other comments?

Response Rates

Improving response rates

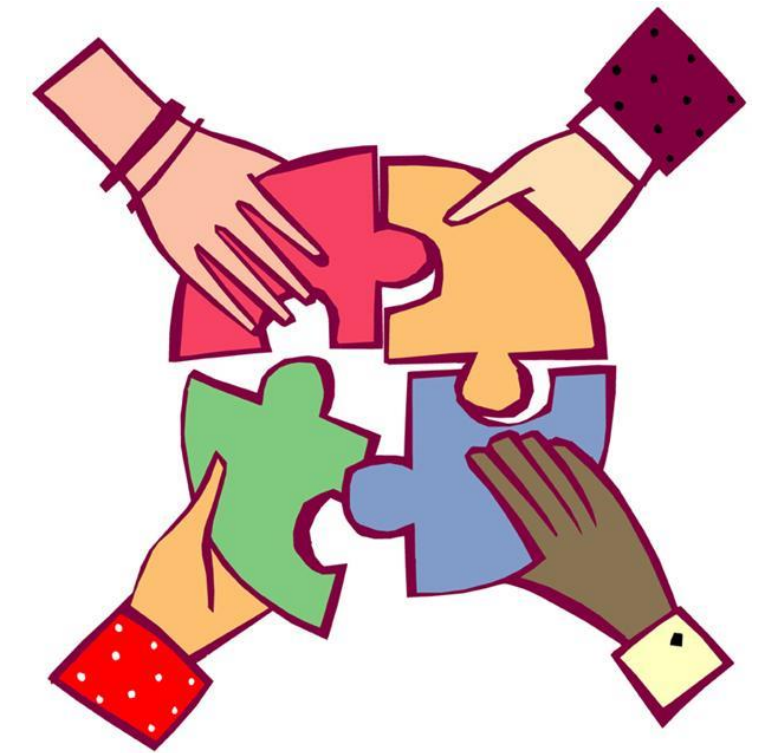
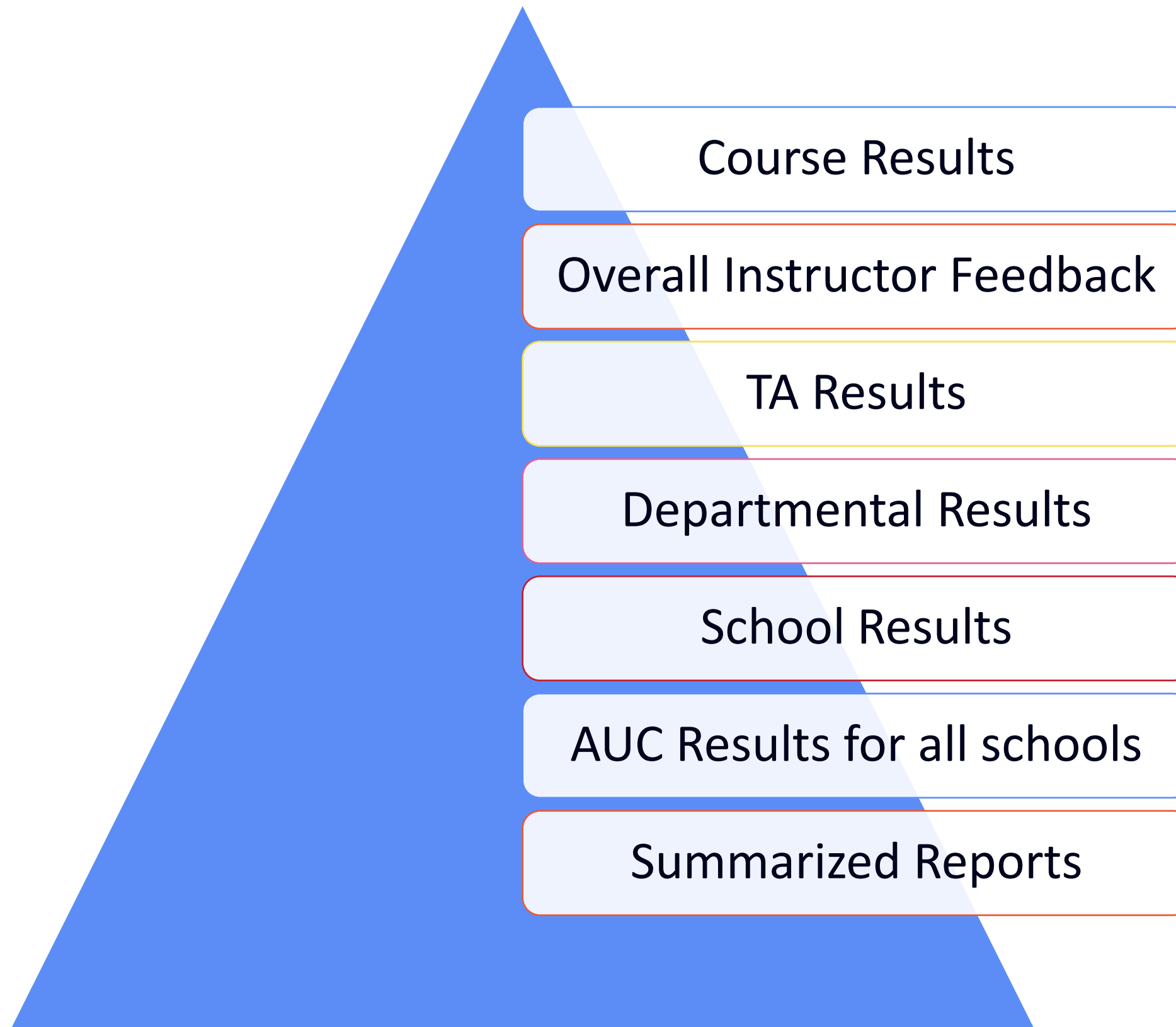
- Increase frequency of email reminders
- Re-enforce the concept of anonymity in all related communications
- Availing surveys through **Blackboard** Pop-Ups.
- Encourage In-class participation of the surveys.
- Manage feedback “buy-in” through Student Union and other student organizations.
- Completing surveys through the mobile.




Response Rates

| Year | Response Rate |
|------|---------------|
| 2017 | 49% |
| 2018 | 41.8% |
| 2019 | 51.4 % |
| 2020 | 46.3% |
| 2021 | 50.1% |

Reports



Reports



THE AMERICAN
UNIVERSITY IN CAIRO
الجامعة الأمريكية بالقاهرة

Overall Instructor Result for [REDACTED]

Project Title: **Spring 2021 Evaluations**

Courses Audience: **37**
Number of Evaluations: **9**
Response Ratio: **24.32%**

Creation Date: **Saturday, June 5, 2021**

[Download PDF](#)

Response Table

| Raters | Students |
|-----------------------|----------|
| Number of Evaluations | 9 |
| Number of Enrollment | 37 |
| Response Ratio | 24.32% |

General Form

Courses taught by [REDACTED]

| Name | Term | School | Department |
|--|--------|--------------------------------|------------|
| HIST 2097 01:Sel Topic for Core Curriculum | 202120 | Humanities and Social Sciences | History |
| HIST 4290 01:Sel Top in Modern Egypt Hist | 202120 | Humanities and Social Sciences | History |
| HIST 4290 02:Sel Top in Modern Egypt Hist | 202120 | Humanities and Social Sciences | History |

REMARKS AND COMMENTS:

COMMENTS: Write additional comments and/or remarks that you feed would be helpful. You may include reference to whether the instructor conducts the class entirely in English

Comments

One of the best professors I have ever had the pleasure of taking a course with
The professor is very helpful and always try to help us to do better.

Dr. [REDACTED] is an unique professor. Taking a course with him is an experience in itself. He may take too mich time to explain a concept, but this is because he doesn't want to leave someone behind.

Dr. [REDACTED] is remarkable, and he has created a remarkable experience. If you are reading this [REDACTED] years from now then know that we love you!

Recommendations

Comments

One of the best courses at AUC (but must be with this Dr not anyone else)

What can be imporved is the quality of the students, because this is the only thing that makes the course less interesting. I suggest thay this course should be marketed well to attract the students who are really interested in it. Junior or senior political science and economics should be encouraged to take it.

What can be imporved is that we need to have a framework. I, for example, was expcting that the course would be strictly about narrating egypt (historically). I'm not bothered about how things turned out, not for a tiny bit. But the expectations at the beginning of the class were not like that. The class need to spend less time on logistics and plan the guests that will come early.

THE INSTRUCTOR

5 - Excellent, 4 - Above Average, 3 - Average, 2 - Below Average, 1 - Unsatisfactory, N/A - Not Applicable

| | 5 | 4 | 3 | 2 | 1 | N/A | Mean | SD | Median |
|--|---|---|---|---|---|-----|------|------|--------|
| Covers course content as stated in the syllabus | 7 | 1 | 0 | 0 | 0 | 1 | 4.88 | 0.35 | 5.00 |
| Inspires students interest in the course content | 8 | 0 | 1 | 0 | 0 | 0 | 4.78 | 0.67 | 5.00 |
| Organized and prepared for classes | 6 | 2 | 1 | 0 | 0 | 0 | 4.56 | 0.73 | 5.00 |
| Explains concepts clearly | 8 | 0 | 1 | 0 | 0 | 0 | 4.78 | 0.67 | 5.00 |
| Emphasizes conceptual understanding and critical thinking | 9 | 0 | 0 | 0 | 0 | 0 | 5.00 | 0.00 | 5.00 |
| Shows interest in students and their learning | 9 | 0 | 0 | 0 | 0 | 0 | 5.00 | 0.00 | 5.00 |
| Available for consultation outside the classroom | 9 | 0 | 0 | 0 | 0 | 0 | 5.00 | 0.00 | 5.00 |
| Provides helpful feedback on papers, exams and other assignments | 7 | 0 | 0 | 0 | 0 | 2 | 5.00 | 0.00 | 5.00 |
| Sets clear and fair grading policies and procedures | 7 | 1 | 0 | 0 | 0 | 1 | 4.88 | 0.35 | 5.00 |
| Overall teaching effectiveness | 8 | 1 | 0 | 0 | 0 | 0 | 4.89 | 0.33 | 5.00 |

Overall Mean, Median & SD

| Competency Statistics | Value |
|-----------------------|-------|
| Mean | 4.88 |
| Median | 5.00 |
| Standard Deviation | 0.43 |

THE COURSE

5 - Excellent, 4 - Above Average, 3 - Average, 2 - Below Average, 1 - Unsatisfactory, N/A - Not Applicable

| | 5 | 4 | 3 | 2 | 1 | N/A | Mean | SD | Median |
|---|---|---|---|---|---|-----|------|------|--------|
| Reading materials and textbook(s) are challenging and stimulate my thinking | 8 | 0 | 0 | 0 | 0 | 1 | 5.00 | 0.00 | 5.00 |
| Tests and assignments reflect the purpose and content of the course | 7 | 0 | 0 | 0 | 0 | 2 | 5.00 | 0.00 | 5.00 |
| Tests and assignments challenge me to do more than memorize | 8 | 0 | 0 | 0 | 0 | 1 | 5.00 | 0.00 | 5.00 |
| The number and frequency of tests and assignments are reasonable | 6 | 0 | 0 | 0 | 0 | 3 | 5.00 | 0.00 | 5.00 |
| The work load is appropriate for the number of credits | 8 | 0 | 0 | 0 | 0 | 1 | 5.00 | 0.00 | 5.00 |
| The teaching assistant is effective | 4 | 0 | 0 | 0 | 0 | 5 | 5.00 | 0.00 | 5.00 |
| Overall, this is a useful course | 9 | 0 | 0 | 0 | 0 | 0 | 5.00 | 0.00 | 5.00 |

Overall Mean, Median & SD

| Competency Statistics | Value |
|-----------------------|-------|
| Mean | 5.00 |
| Median | 5.00 |
| Standard Deviation | 0.00 |

Additional Uses of Blue



Comprehensive Feedback & Reporting System:

- ✓ Mid-Semester Surveys of Learning Experience.
- ✓ Systems' Performance surveys (ex: Declaration system , etc..)
- ✓ ELI Instructor 360 Evaluations surveys (**Peer Review** of Instructors)



Next Steps..



- Personalization of Questions through question banks.
- Create and publish '**you said –we did**' reports.
- Automatically provision/deprovision Joiners, Movers, Leaver's process.





Question?





Thank You!