



**Preparation for ABET 2000
Accreditation at University of
Bahrain**

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[Introduction]

- At University of Bahrain, College of Engineering (COE) and College of Information Technology (COIT) have taken the lead to assess their educational programs.
- The two Colleges are preparing for the upcoming ABET accreditation visit scheduled for the second semester of 2007.
- The accreditation process started in November of 2004.
- Several activities have been accomplished so far.

Establishment of the Joint Accreditation Committee (JAC)

- **JAC was established to oversee the accreditation process for both colleges in November 2004 .**
- **The committee membership included a faculty member representative from each program from the two colleges and is headed by the two deans and coordinated by Professor Mohieldin as a consultant.**
- **The role of JAC was essential in the establishment of the process. Now JAC is replaced by a full time office called the Joint Accreditation and Assessment Office (JAAO)**

Establishment of Departmental Accreditation Committee (DAC)

- The DAC committee guides and helps the program's faculty in the development and implementation of a systematic plan for outcomes assessment and program improvement.
- It will share assessment data across the Department, interact with the Department's constituents for program improvement or to revise program objectives.

Establishment of a Joint Assessment and Accreditation Office (JAAO)

- The office has a director and a supporting body which composes of COE and COIT assessment programs coordinators, a computer specialist, and an office supporting staff.
- The duties of JAAO include coordinating the planning, implementation of the assessment process among faculty, administration, students, and supporting staff employees in a way that cuts across existing governance structures.

Establishment of Program Students Council (PSC)

- The accreditation process requires that students of each program applying for accreditation should be involved in the program assessment and the review process.
- Each program established a PSC which consist of ten voting members.
- JAC recommended that five of the selected member should be juniors and five seniors.
- The student's members are selected by the College Students society.

Program Mission, Educational Objectives and Curriculum Outcomes

- These were developed for the all the nine programs.
- The faculty were also asked to develop their courses' syllabi and their curriculum vita according to the ABET format.
- Currently all of this material is available on the accreditation Web Page <http://webs.uob.edu.bh>

Accreditation Handbook

- The Accreditation Handbook was published by Professor Mohieldin for use as a guide for the staff in the two colleges.
- The handbook has proved to be an excellent accreditation resource and an outstanding step, in encouraging the faculty to proceed with the accreditation process.

Faculty ABET Professional Development Seminars

- Extensive professional development seminars were conducted for faculty and staff in accordance with the accreditation process in order to systematically educate them about the assessment process.

COE/COIT Accreditation Web Site

- The accreditation web site was developed for the Colleges of Engineering and Information Technology
- The web site is designed to speed up the process and reduce the cost of collecting and organizing the data and implemented an on-line accreditation web site
<http://webs.uob.edu.bh>

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Colleges of Engineering & Information Technology ACCREDITATION WEB PAGE

[▶ Program Documents](#)

[▶ Minutes](#)

[▶ Resources](#)

[▶ FAQs](#)

[▶ ABET Website](#)

[▶ UOB Website](#)

University of Bahrain Mission

The Mission of the University of Bahrain is excellence in the generation, dissemination, and application of knowledge through quality teaching, research and community service targeted to support and enhance the developmental process in Bahrain.

College of Engineering Mission

The Mission of the College of Engineering is to educate students for positions of leadership and innovation in engineering and related fields; widening the horizon of engineering knowledge through original research, developing and transferring technologies to serve the local and regional needs and to benefit the public through service to industry, government, and the engineering profession.

FAQ of the day

What is the meaning of Program Educational Objectives?

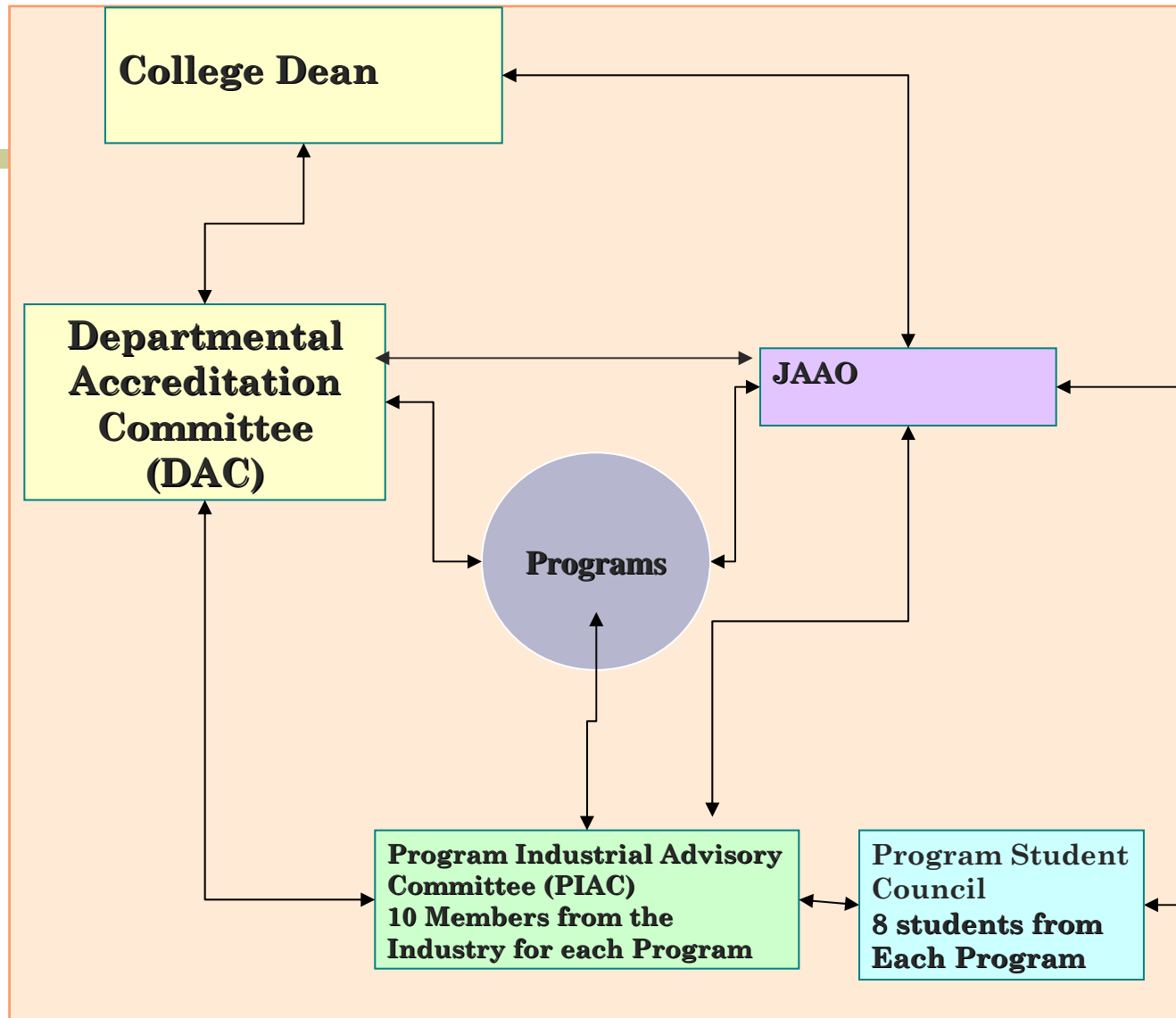
Educational objectives are broad statements of what knowledge our graduates will have, what skills they will possess, and what attitudes they will hold. These statements are at the program level.

College of Information Technology Mission

The Mission of the College of is to provide high quality, comprehensive educational programs and services; educational services and training opportunities adaptable to changing needs; access for all students in our community; and superior faculty and staff committed to facilitating student success. Through its academic programs and overall environment, the College of Information Technology prepares its students to be knowledgeable citizens of the 21st Century and empower them to meet the challenges of a rapidly changing world. The College is dedicated

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Organizational chart for governing the accreditation process at the University of Bahrain.

Program Assessment & Evaluation

- **Assessment** incorporates a variety of methods for measuring and collecting data and information. **Evaluation** is the process of analyzing these data and arriving at conclusions regarding the shortcomings and problems and their diagnosis.
- Through assessment we analyze our effectiveness in meeting stated objectives and use the results to improve institution's programs, services, and facilities.
- Assessment also aids in the effective allocation of resources on the institutional, college, departmental, and programs levels.

Assessment tools used at UOB:

- Course Assessment matrix
- Faculty Self Assessment Survey
- Senior Exit Survey
- Online Course evaluation
- Alumni Survey
- Employers Survey
- PIAC-PEO survey
- Industrial Training Supervisors Survey
- Senior Project External Industrial Examiners Survey

Frequency of Assessment Surveys

	Frequency
Assessment of Outcomes by faculty and Students	Every semester
Senior Exit Survey	Every semester
Alumni Survey	Yearly
Employer Survey and PEO/PIAC survey	Every two years
Modification of Objectives and Outcome by Constituents	Every three years

Assessment and Evaluation Surveys Completed

- **Graduating Senior Exit Surveys**
(last 3 semesters)
- **Alumni Survey**
- **Program Educational Objectives Survey (by PIAC)**
- **Course portfolios (last three semesters)**
- **Program Outcomes Matrix.**

FACULTY/COURSE SELF-ASSESSMENT

Instructor Name:-----

Course:____ **Sec.** ____ **Semester:** _____ **Number of students**_____

1.How many students earned each grade? A ____ B ____ C ____ D ____ F ____ W__

2.Indicate how many, and to what extent, students met each of the course objectives defined in the course syllabus.

	NEEDED IMPROVEMENT	MET EXPECTATIONS
Course Objective (CO) 1		
Course Objective (CO) 2		
Course Objective (CO) 3		
Course Objective (CO) 4		
Course Objective (CO) 5		

Faculty Course Assessment Report

Course Number:

Course Name:

Semester:

Instructor:

Summary of Course Assessment

a. Course Objectives (COs) Relationship to Program Outcomes (PO's)

PO CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	x				x						x
CO2	x				x						x
CO3	x	x	x		x						x
CO4	x	x	x		x						x
CO5		x					x				x

Examples of linking the courses to program outcomes

Course No	Course Title	Program Outcomes										
		1	2	3	4	5	6	7	8	9	10	11
EEG100	Electrical Circuits I	√	√	√	√	√	√	√	√	√		√
EEG200	Electrical Circuits II	√	√	√				√	√	√	√	√
EEG251	Digital Systems I	√	√	√	√	√	√					√
EEG261	Electronics I	√	√	√		√						√
EEG262	Electronics II	√	√	√	√	√		√		√		√
EEG271	Signals and Systems	√	√	√		√		√	√	√		√
EEG311	Power Systems I	√	√	√	√	√	√	√	√	√	√	
EEG333	Power Electronics I	√	√	√	√	√		√	√			√

Examples of course-program outcome matrix

Major courses	Program outcomes										
	1	2	3	4	5	6	7	8	9	10	11
EEG 100	7.83	7.51	7.55	7.0	6.17						
EEG 200	7.68	7.74	8.34		8.34		7.74				
EEG 261	6.15	5.72	5.72		6.48						6.95
EEG 262	5.97	5.99	5.9	6.05	6.08		7.03		7.03		5.97
EEG 271	5.48	5.48	5.95		5.48		5.46	5.75	5.35		5.35
EEG 311	8.38	8.38	8.25	8.5	8.38	8.25	8.62	8.62	8.62		
EEG 333	7.6	7.6	6.5	7.6		6.5	6.5				1.5

Appendix III.B.11: Results of course evaluations by students, averaged for the whole program (only part of the results for one program are shown)

A. The Course	Average	Normalized
1. Overall Assessment		
(a) Overall, this is a good course and I learned a great deal of the subject	3.97	3.97
2. Expectations		
(a) The prerequisites for this course were appropriate.	3.59	3.57
(b) The course outline was an accurate description of the course.	3.84	3.68
3. Learning Outcomes		
(a) The course objectives were clearly explained.	3.96	3.87
(b) As a result of taking this course, I have more appreciation for this field of study.	3.88	3.81
4. Course Content		
(a) There was a close agreement between the stated course objectives and what was actually taught.	3.80	3.83
(b) Course topics were dealt with sufficient depth.	3.72	3.76

Table 1. Sample of senior exit survey results.

Academic Year and Semester	2004/200 Sem 2	2005200 Sem 1	2005200 Sem 2
Number of Attendees :	6	8	24
B. Advising			
01. Rate the advising you received by the College (both formal and informal)?	3.33	2.62	2.83
02. Rate the advising you received by the department in general (both formal and informal)?	3.5	2.75	2.92
03. Your academic advisor is available whenever you need help.	3.83	3.88	3.17
04. Your academic advisor was knowledgeable about your curricular requirements	3.5	3.5	2.88
05. Your academic advisor seemed genuinely interested in helping you.	4	3.88	3.75
06. You are satisfied with "out of office hours" faculty assistance in your courses?	2.83	2.88	3.46
07. You are satisfied with your choice of this Department.	3.83	4.25	2.79
08. You are satisfied with your major in this program	4.17	4.12	3.42
09. While an undergraduate student, you were a student member and participated actively in professional society	2.5	3.33	3.19
C. Curriculum and Instruction			
10. You are satisfied with the curricula	3.33	3.38	2.71
11. The service courses (math, physics, and chemistry) were adequate	2.83	3.12	2.79

ABET EC 2000 Criteria

1. **Students**
2. **Program Educational Objectives**
3. **Program Outcomes and Assessment**
4. **Professional Component**
5. **Faculty**
6. **Facilities**
7. **Institutional Support & Financial Resources**
8. **Program Criteria**

[Areas of Concern]

- Laboratories
- Safety in Labs
- Advising
- Design Experience
- Students Professional Societies
- Faculty, students, staff and industry awareness of ABET
- Communication skills
- Broad education and contemporary knowledge
- ethics

[Supporting Committees]

- Chief Advisers Committee
- Executing Committee
- Laboratory Safety Committee
- Laboratory Follow-up Committee
- Senior Project Committee
- Term design and junior project committee
- Program Student Council Advisers Committee
- Professional student society committee
- Posters and media committee
- College Catalogue Committee

[Self Study Reports]

- Draft reports are being prepared for all nine engineering and IT programs



Awareness Seminars

- Seminars for all the faculty
- Workshops for every department
- Seminar for all the students
- Open days for every department
- Visits to the industries
- Visits to GCC universities

[Conclusions]

- The comprehensive process of preparation for the ABET accreditation in the colleges of Engineering and IT at the University of Bahrain has been extremely beneficial in many respects, particularly, in identifying and focusing on areas which require improvement.



Thank You