Provost’s Task Force on Quality of Undergraduate Education at AUC

Aziza Ellozy
Associate Provost
Transformative Learning and Teaching

Presentation to BOT, Schools and Students
March- May 2018
Task Force Mandate

• appraise the quality of education at AUC

• devise mechanisms that would enhance and improve good teaching practices across departments

• develop a comprehensive teaching evaluation process that would include a multifaceted approach
Task Force Members

- **Aziza Ellozy** (Chair) Associate Provost, Acting Director, CLT
- **Aliaa Bassiouni**, Chair Management Dept. & Associate Professor of Finance
- **Heba Eldeghaidy**, Associate Professor, Graduate School of Education
- **Mariam Osman**, Instructor, ELI
- **Matthew Hendershot**, Associate Dean, Office of Undergraduate Studies
- **Omar Moataz**, Undergraduate Student (Senior, MENG), Student Union
- **Rob Switzer**, Interim Dean School of HUSS
- **Sherine el Alaily**, Graduate Student
- **Zeinab Amin**, Associate Professor & SSE Associate Dean for UG Studies

Task Force Facilitators

- **Hoda Mostafa**, Associate Director, and Associate Professor of Practice, CLT
- **Iman Megahed**, Executive Director, Data analytics and Institutional Research
- **Maha Bali**, Associate Professor of Practice CLT

**Part-time consultant: Adham Ramadan**, Dean of Graduate Studies

**Observer: John Swanson**, associate Provost - Assessment, Evaluation and Special Projects
HIGHLIGHTS OF REPORT

• EXECUTIVE SUMMARY
• BACKGROUND AND TASK FORCE MEMBERS
• MANDATE OF THE TASK FORCE
• SUBCOMMITTEE DIRECTIVES
• RELEVANT DATA COLLECTED FROM PREVIOUS SOURCES
• QUALITY EDUCATION AT AUC: ATTEMPT AT A DEFINITION
• TASK FORCE’S DATA COLLECTION: FOCUS GROUPS AND SURVEY RESULTS
  • FOCUS GROUPS RESULTS
  • SURVEY RESULTS: QUANTITATIVE ANALYSIS
    • DEMOGRAPHICS
    • QUANTITATIVE ANALYSIS: QUALITY OF TEACHING AT AUC
    • QUANTITATIVE ANALYSIS: QUALITY OF EDUCATION AT AUC
  • SURVEY RESULTS: QUALITATIVE ANALYSIS
• OVERALL RECOMMENDATIONS AND ACTION PLAN
### DEMOGRAPHICS

#### STUDENT REPRESENTATION - N=285

- Freshman: 23%
- Sophomore: 21%
- Junior: 23%
- Senior: 20%
- Graduating Senior: 12%

#### FACULTY REPRESENTATION - N=146

<table>
<thead>
<tr>
<th>ALA</th>
<th>GAPP</th>
<th>HUSS</th>
<th>BUS</th>
<th>SSE</th>
<th>GSE</th>
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<td>BIOLOGY</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>PETROLEUM AND ENERGY ENGINEERING</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td></td>
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</tr>
<tr>
<td>Total</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DEMographics

Parents representation, N= 209

Why Choose AUC? Top Three Reasons

- Best Education in Egypt 67%
- Employability of Graduates 52%
- Reputation 54%

What is your child’s standing at AUC?

Are you an Alumnus/Alumna of AUC?
Highlights of some survey results
QUALITY OF EDUCATION

QUANTITATIVE ANALYSIS
QUALITY OF EDUCATION

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

Faculty by School (N=146)
QUALITY OF EDUCATION

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

Students by School (N=285)
QUALITY OF EDUCATION

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

Parents by School (N=209)
Three open ended questions common to all surveys

1. In your opinion, how can AUC improve the quality of education it offers?
2. In your opinion, how can AUC improve the quality of teaching it offers?
3. How would you define a good quality education?

Almost 1550 entries
Methodology

A grounded-theory approach was used: categories were not pre-determined, but rather evolved from the data

- One coder per open-ended question, across stakeholders (students, faculty, parents and chairs)
- Started with granular categories, later grouped into larger categories (e.g. “real-life application” grouped with “career preparation” in defining quality of education)
- Discussion between coders regarding categories that applied across questions.
In your opinion, how can AUC improve the quality of education it offers? Total N=540

**Top Themes – Students (N=227)**

- Teacher quality/skills/hiring criteria: 47.6%
- Teaching assessment & evaluation/Teacher PD & mentorship: 22.5%
- Application/Career Preparation & Relevance/CBL: 17.6%
- Curriculum development/update: 11.9%

**Top Themes – Parents (N=190)**

- Teacher quality/skills/hiring criteria: 62.6%
- Teaching assessment & evaluation: 17.4%
- Application/Career Preparation & Relevance/CBL: 27.4%
- Curriculum development/update: 12.6%
- Include international element(s): 16.3%
- Course registration, declaration, course…: 13.7%

**Top Themes – Faculty (N=104)**

- Application/Career Preparation & Relevance/CBL: 24.5%
- Faculty Motivation/Load/Focus: 11.5%
- Administration-faculty relationship, communication & transparency: 9.6%
- Research: 13.5%

**Top Themes – Chairs (N=19)**

- Faculty Motivation/Load/Focus: 26.3%
- Administration-faculty relationship, communication & transparency: 10.5%
- Student exchange programs/ international exposure & collaboration: 15.8%
- Include international element(s): 10.5%
QUALITY OF TEACHING
QUANTITATIVE ANALYSIS
QUALITY OF TEACHING

Factors related to the quality of teaching in terms of importance and exposure

Students (N=285)

For each of the following factors, how important do you consider them as part of quality of teaching, and how often are you exposed to them at AUC?
QUALITY OF TEACHING

Factors related to the quality of teaching in terms of importance and exposure

Students (N=285)

### Importance

- **Very important**: Clarity of teacher explanation, Teachers providing career mentoring, Variety of methods of assessment (e.g. not all exams/written papers), Use of real-life applications as examples in class, Use of in-class discussions, debates, etc., Timeliness of feedback on submitted work, Teaching for understanding beyond memorization, Quality of feedback on submitted work, Promoting critical thinking, Opportunities for students to apply their learning in real-life contexts (e.g. to pursue topics of interest outside the classroom), In-class group activities, Group projects, Fairness of grading, Choice of good quality course materials, Challenging students beyond their comfort zone, Caring about students and their circumstances/needs outside the classroom, Addressing student diversity within assessments (e.g. to pursue topics of interest outside the classroom), English language proficiency.

- **Important**: Teaching for understanding beyond memorization, Quality of feedback on submitted work, Promoting critical thinking, Opportunities for students to apply their learning in real-life contexts (e.g. to pursue topics of interest outside the classroom), In-class group activities, Group projects, Fairness of grading, Choice of good quality course materials, Challenging students beyond their comfort zone, Caring about students and their circumstances/needs outside the classroom, Addressing student diversity within assessments (e.g. to pursue topics of interest outside the classroom), English language proficiency.

- **Moderately important**: Clarity of teacher explanation, Teachers providing career mentoring, Variety of methods of assessment (e.g. not all exams/written papers), Use of real-life applications as examples in class, Use of in-class discussions, debates, etc., Timeliness of feedback on submitted work, Teaching for understanding beyond memorization, Quality of feedback on submitted work, Promoting critical thinking, Opportunities for students to apply their learning in real-life contexts (e.g. to pursue topics of interest outside the classroom), In-class group activities, Group projects, Fairness of grading, Choice of good quality course materials, Challenging students beyond their comfort zone, Caring about students and their circumstances/needs outside the classroom, Addressing student diversity within assessments (e.g. to pursue topics of interest outside the classroom), English language proficiency.

- **Slightly important**: Clarity of teacher explanation, Teachers providing career mentoring, Variety of methods of assessment (e.g. not all exams/written papers), Use of real-life applications as examples in class, Use of in-class discussions, debates, etc., Timeliness of feedback on submitted work, Teaching for understanding beyond memorization, Quality of feedback on submitted work, Promoting critical thinking, Opportunities for students to apply their learning in real-life contexts (e.g. to pursue topics of interest outside the classroom), In-class group activities, Group projects, Fairness of grading, Choice of good quality course materials, Challenging students beyond their comfort zone, Caring about students and their circumstances/needs outside the classroom, Addressing student diversity within assessments (e.g. to pursue topics of interest outside the classroom), English language proficiency.

- **Not at all important**: Clarity of teacher explanation, Teachers providing career mentoring, Variety of methods of assessment (e.g. not all exams/written papers), Use of real-life applications as examples in class, Use of in-class discussions, debates, etc., Timeliness of feedback on submitted work, Teaching for understanding beyond memorization, Quality of feedback on submitted work, Promoting critical thinking, Opportunities for students to apply their learning in real-life contexts (e.g. to pursue topics of interest outside the classroom), In-class group activities, Group projects, Fairness of grading, Choice of good quality course materials, Challenging students beyond their comfort zone, Caring about students and their circumstances/needs outside the classroom, Addressing student diversity within assessments (e.g. to pursue topics of interest outside the classroom), English language proficiency.

- **N/A**: Clarity of teacher explanation, Teachers providing career mentoring, Variety of methods of assessment (e.g. not all exams/written papers), Use of real-life applications as examples in class, Use of in-class discussions, debates, etc., Timeliness of feedback on submitted work, Teaching for understanding beyond memorization, Quality of feedback on submitted work, Promoting critical thinking, Opportunities for students to apply their learning in real-life contexts (e.g. to pursue topics of interest outside the classroom), In-class group activities, Group projects, Fairness of grading, Choice of good quality course materials, Challenging students beyond their comfort zone, Caring about students and their circumstances/needs outside the classroom, Addressing student diversity within assessments (e.g. to pursue topics of interest outside the classroom), English language proficiency.

### Exposure

- **Almost all courses**: Clarity of teacher explanation, Teachers providing career mentoring, Variety of methods of assessment (e.g. not all exams/written papers), Use of real-life applications as examples in class, Use of in-class discussions, debates, etc., Timeliness of feedback on submitted work, Teaching for understanding beyond memorization, Quality of feedback on submitted work, Promoting critical thinking, Opportunities for students to apply their learning in real-life contexts (e.g. to pursue topics of interest outside the classroom), In-class group activities, Group projects, Fairness of grading, Choice of good quality course materials, Challenging students beyond their comfort zone, Caring about students and their circumstances/needs outside the classroom, Addressing student diversity within assessments (e.g. to pursue topics of interest outside the classroom), English language proficiency.

- **Many courses**: Clarity of teacher explanation, Teachers providing career mentoring, Variety of methods of assessment (e.g. not all exams/written papers), Use of real-life applications as examples in class, Use of in-class discussions, debates, etc., Timeliness of feedback on submitted work, Teaching for understanding beyond memorization, Quality of feedback on submitted work, Promoting critical thinking, Opportunities for students to apply their learning in real-life contexts (e.g. to pursue topics of interest outside the classroom), In-class group activities, Group projects, Fairness of grading, Choice of good quality course materials, Challenging students beyond their comfort zone, Caring about students and their circumstances/needs outside the classroom, Addressing student diversity within assessments (e.g. to pursue topics of interest outside the classroom), English language proficiency.

- **Some courses**: Clarity of teacher explanation, Teachers providing career mentoring, Variety of methods of assessment (e.g. not all exams/written papers), Use of real-life applications as examples in class, Use of in-class discussions, debates, etc., Timeliness of feedback on submitted work, Teaching for understanding beyond memorization, Quality of feedback on submitted work, Promoting critical thinking, Opportunities for students to apply their learning in real-life contexts (e.g. to pursue topics of interest outside the classroom), In-class group activities, Group projects, Fairness of grading, Choice of good quality course materials, Challenging students beyond their comfort zone, Caring about students and their circumstances/needs outside the classroom, Addressing student diversity within assessments (e.g. to pursue topics of interest outside the classroom), English language proficiency.

- **Few courses**: Clarity of teacher explanation, Teachers providing career mentoring, Variety of methods of assessment (e.g. not all exams/written papers), Use of real-life applications as examples in class, Use of in-class discussions, debates, etc., Timeliness of feedback on submitted work, Teaching for understanding beyond memorization, Quality of feedback on submitted work, Promoting critical thinking, Opportunities for students to apply their learning in real-life contexts (e.g. to pursue topics of interest outside the classroom), In-class group activities, Group projects, Fairness of grading, Choice of good quality course materials, Challenging students beyond their comfort zone, Caring about students and their circumstances/needs outside the classroom, Addressing student diversity within assessments (e.g. to pursue topics of interest outside the classroom), English language proficiency.

- **No courses**: Clarity of teacher explanation, Teachers providing career mentoring, Variety of methods of assessment (e.g. not all exams/written papers), Use of real-life applications as examples in class, Use of in-class discussions, debates, etc., Timeliness of feedback on submitted work, Teaching for understanding beyond memorization, Quality of feedback on submitted work, Promoting critical thinking, Opportunities for students to apply their learning in real-life contexts (e.g. to pursue topics of interest outside the classroom), In-class group activities, Group projects, Fairness of grading, Choice of good quality course materials, Challenging students beyond their comfort zone, Caring about students and their circumstances/needs outside the classroom, Addressing student diversity within assessments (e.g. to pursue topics of interest outside the classroom), English language proficiency.
QUALITY OF TEACHING
Factors related to the quality of teaching in terms of importance and exposure
Faculty (N=146)

How important do you think each of the following is to quality of teaching and how often do you do each when you teach?
QUALITY OF TEACHING

Factors related to the quality of teaching in terms of importance and how often they do it

Faculty (N=148)

<table>
<thead>
<tr>
<th>Importance</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensuring students find teacher explanation clear</td>
<td>Almost always</td>
</tr>
<tr>
<td>Providing career mentoring</td>
<td>Frequently</td>
</tr>
<tr>
<td>Variety of methods of assessment (e.g. not all exams/written papers)</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Use of real-life applications as examples in class</td>
<td>Rarely</td>
</tr>
<tr>
<td>Use of in-class discussions, debates, etc.</td>
<td>Never</td>
</tr>
<tr>
<td>Timeliness of feedback on submitted work</td>
<td>N/A</td>
</tr>
<tr>
<td>Teaching for understanding beyond memorization</td>
<td>N/A</td>
</tr>
<tr>
<td>Quality of feedback on submitted work</td>
<td>N/A</td>
</tr>
<tr>
<td>Promoting critical thinking</td>
<td>N/A</td>
</tr>
<tr>
<td>Opportunities to interact with people across the globe (e.g. via video...)</td>
<td>N/A</td>
</tr>
<tr>
<td>Opportunities for students to apply their learning in real-life contexts...</td>
<td>N/A</td>
</tr>
<tr>
<td>In-class group activities</td>
<td>N/A</td>
</tr>
<tr>
<td>Group projects</td>
<td>N/A</td>
</tr>
<tr>
<td>Fairness of grading</td>
<td>N/A</td>
</tr>
<tr>
<td>Faculty member’s accessibility &amp; responsiveness</td>
<td>N/A</td>
</tr>
<tr>
<td>Effective ways of presenting course material (e.g. videos, text, images)</td>
<td>N/A</td>
</tr>
<tr>
<td>Choice of good quality course materials (used inside and outside of class)</td>
<td>N/A</td>
</tr>
<tr>
<td>Challenging students beyond their comfort zone</td>
<td>N/A</td>
</tr>
<tr>
<td>Caring about students and their circumstances/needs outside the...</td>
<td>N/A</td>
</tr>
<tr>
<td>Addressing student diversity within assessments (e.g. to pursue topics of...)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Legend:
- Very important
- Important
- Moderately important
- Slightly important
- Not at all important
- N/A

- Almost always
- Frequently
- Sometimes
- Rarely
- Never
- N/A
QUALITY OF TEACHING

**Students: N=285**

How often are you exposed to the following at AUC?

- Clarity of teacher explanation
- Teachers providing career mentoring
- Variety of methods of assessment (e.g., not all exams/written papers)
- Use of real-life applications as examples in class
- Use of in-class discussions, debates, etc.
- Timeliness of feedback on submitted work
- Teaching for understanding beyond memorization
- Quality of feedback on submitted work
- Promoting critical thinking
- Opportunities to interact with people across the globe (e.g., via video...)
- Opportunities for students to apply their learning in real-life contexts...
- In-class group activities
- Group projects
- Fairness of grading
- Faculty member’s accessibility (via email, office hours) and...
- Effective ways of presenting course material (e.g., videos, text, images)
- Choice of good quality course materials
- Challenging students beyond their comfort zone
- Caring about students and their circumstances/needs outside the...
- Addressing student diversity within assessments (e.g., to pursue topics...)

**Faculty: N=148**

How often do you do each of the following when you teach?

- Clarity of teacher explanation
- Teachers providing career mentoring
- Variety of methods of assessment (e.g., not all exams/written papers)
- Use of real-life applications as examples in class
- Use of in-class discussions, debates, etc.
- Timeliness of feedback on submitted work
- Teaching for understanding beyond memorization
- Quality of feedback on submitted work
- Promoting critical thinking
- Opportunities to interact with people across the globe (e.g., via video...)
- Opportunities for students to apply their learning in real-life contexts...
- In-class group activities
- Group projects
- Fairness of grading
- Faculty member’s accessibility (via email, office hours) and...
- Effective ways of presenting course material (e.g., videos, text, images)
- Choice of good quality course materials
- Challenging students beyond their comfort zone
- Caring about students and their circumstances/needs outside the...
- Addressing student diversity within assessments (e.g., to pursue topics...)

**responses:***
- Almost all courses
- Many courses
- Some courses
- Few courses
- No courses

**Faculty responses:***
- Almost always
- Frequently
- Sometimes
- Rarely
- Never
- N/A
QUALITY OF TEACHING

High quality/challenging/rigorous courses?
QUALITY OF TEACHING

To what extent have your courses so far challenged you to do your best work? (N=285)

Students by Standing:

- Freshman:
  - All the time: 10%
  - Most of the time: 53%
  - Some of the time: 29%
  - Rarely: 7%
  - Never: 0%

- Sophomore:
  - All the time: 15%
  - Most of the time: 36%
  - Some of the time: 41%
  - Rarely: 8%
  - Never: 0%

- Junior:
  - All the time: 10%
  - Most of the time: 38%
  - Some of the time: 39%
  - Rarely: 11%
  - Never: 0%

- Senior:
  - All the time: 4%
  - Most of the time: 26%
  - Some of the time: 49%
  - Rarely: 19%
  - Never: 0%

- Graduating Senior:
  - All the time: 18%
  - Most of the time: 36%
  - Some of the time: 36%
  - Rarely: 9%
  - Never: 0%
QUALITY OF TEACHING

On average, how many courses per semester would you consider high quality courses?

Students by Standing (N=285)

<table>
<thead>
<tr>
<th>Standing</th>
<th>Five or more</th>
<th>Four</th>
<th>Three</th>
<th>Two</th>
<th>One</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>9%</td>
<td>19%</td>
<td>32%</td>
<td>28%</td>
<td>10%</td>
<td>1%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>8%</td>
<td>18%</td>
<td>27%</td>
<td>36%</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td>Junior</td>
<td>5%</td>
<td>11%</td>
<td>31%</td>
<td>33%</td>
<td>18%</td>
<td>2%</td>
</tr>
<tr>
<td>Senior</td>
<td>2%</td>
<td>11%</td>
<td>19%</td>
<td>46%</td>
<td>18%</td>
<td>5%</td>
</tr>
<tr>
<td>Graduating Senior</td>
<td>6%</td>
<td>21%</td>
<td>21%</td>
<td>33%</td>
<td>18%</td>
<td>0%</td>
</tr>
</tbody>
</table>
QUALITY OF TEACHING

Ability to teach a course with the level of rigor you would like.

Faculty by School (N=146)

- **ALA**: 22% All the time, 47% Most of the time, 28% some of the time, 3% rarely, 0% Never
- **BUS**: 19% All the time, 50% Most of the time, 25% some of the time, 6% rarely, 0% Never
- **GAPP**: 13% All the time, 75% Most of the time, 13% some of the time, 0% rarely, 0% Never
- **HUSS**: 17% All the time, 34% Most of the time, 36% some of the time, 11% rarely, 2% Never
- **SSE**: 27% All the time, 44% Most of the time, 24% some of the time, 4% rarely, 0% Never
QUALITY OF TEACHING

Top three factors?
QUALITY OF TEACHING

What are the top 3 factors that influence the quality of teaching at AUC?

Students By School (N=285)

Teacher preparation, explanation and presentation
Teacher accessibility and care for students beyond the classroom
Real-life application
Interaction between students via discussions and/or group work
Variety of assessment methods and topic choices
Quality and timeliness of feedback and fairness of grading
Challenging students and encouraging critical thinking

UNDECLARED  |  BUS  |  GAPP  |  HUSS  |  SSE
---|---|---|---|---
Teacher preparation, explanation and presentation
81.7%  |  85.0%  |  80.7%  |  70.7%  |  72.0%
Teacher accessibility and care for students beyond the classroom
34.1%  |  28.3%  |  29.8%  |  40.2%  |  20.0%
Real-life application
39.0%  |  36.8%  |  46.7%  |  56.7%  |  60.0%
Interaction between students via discussions and/or group work
26.7%  |  20.0%  |  24.6%  |  23.4%  |  22.2%
Variety of assessment methods and topic choices
16.7%  |  19.0%  |  21.4%  |  30.0%  |  25.2%
Quality and timeliness of feedback and fairness of grading
34.1%  |  35.1%  |  31.6%  |  35.1%  |  38.3%
Challenging students and encouraging critical thinking
56.1%  |  60.0%  |  37.9%  |  54.2%  |  57.9%
QUALITY OF TEACHING

What are the top 3 factors that influence the quality of teaching at AUC?

Faculty By School (N=146)

- Teacher preparation, explanation and presentation
- Teacher accessibility and care for students beyond the classroom
- Real-life application
- Interaction between students via discussions and/or group work
- Variety of assessment methods and topic choices
- Quality and timeliness of feedback and fairness of grading
- Challenging students and encouraging critical thinking

Legend:
- ALA
- BUS
- GAPP
- HUSS
- SSE
In your opinion, how can AUC improve the quality of teaching it offers? Total N=372

**Top Themes – Faculty (N=111)**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Quality/ Skills/ Hiring Criteria</td>
<td>26.1%</td>
</tr>
<tr>
<td>Teaching Assessment &amp; Evaluation/ Teacher PD &amp; Mentorship</td>
<td>32.4%</td>
</tr>
<tr>
<td>Faculty Motivation/ Load/ Focus</td>
<td>29.7%</td>
</tr>
<tr>
<td>Institutional Support/ Funds/ Grant Policies</td>
<td>11.7%</td>
</tr>
<tr>
<td>Student Selection/ Admission Criteria</td>
<td>11.7%</td>
</tr>
</tbody>
</table>

**Top Themes – Students (N=242)**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Quality/ Skills/ Hiring Criteria</td>
<td>59.9%</td>
</tr>
<tr>
<td>Teaching Assessment &amp; Evaluation/ Teacher PD &amp; Mentorship</td>
<td>26.0%</td>
</tr>
<tr>
<td>Application/ Career Preparation &amp; Relevance/ CBL</td>
<td>13.6%</td>
</tr>
<tr>
<td>Curriculum Development/Update</td>
<td>9.1%</td>
</tr>
<tr>
<td>Assessments/ Grading/ Feedback</td>
<td>9.1%</td>
</tr>
</tbody>
</table>

**Top Themes – Chairs (N=19)**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Quality/ Skills/ Hiring Criteria</td>
<td>47.4%</td>
</tr>
<tr>
<td>Teaching Assessment &amp; Evaluation/ Teacher PD &amp; Mentorship</td>
<td>47.4%</td>
</tr>
<tr>
<td>Faculty Motivation/ Load/ Focus</td>
<td>15.8%</td>
</tr>
<tr>
<td>Resources (Increase F:S ratio; Retreats, Lab Facilities, Pay Scale of...)</td>
<td>21.1%</td>
</tr>
<tr>
<td>Promoting Inter/Multi-Disciplinarity</td>
<td>10.5%</td>
</tr>
</tbody>
</table>
QUALITY OF EDUCATION: OTHER FACTORS

• Quality and Readiness of Students Admitted

• Admission and Registration Process

• Content of Courses in the Major

• Real-life Experience and Career Preparation

• Facilities/Learning Spaces
RECOMMENDATIONS AND FOLLOW-UP
Quality of Education

- Learners who are ready to participate and learn;
- Processes through which trained faculty use student-centered teaching approaches in well-managed classrooms and skillful assessment to facilitate learning and reduce disparities;
- Environments that provide adequate resources and facilities;
- Content that is reflected in relevant curricula and materials for the acquisition of the needed skills,
- Outcomes that encompass knowledge, skills and attitudes, and are linked to job markets and positive participation in society.

1. Adapted from UNICEF's Document No. UNICEF/PD/ED/00/02
RECOMMENDATIONS

1. Develop an Updated Comprehensive Teaching Evaluation Process

2. Develop and adopt different models (and criteria) for promotion, tenure and renewal of contract

3. Establish a set of departmental expectations for high-quality teaching that are clearly conveyed to all instructors.

4. Revise the ‘First year’ review to make it more effective

5. Address the barriers that hinder good teaching
RECOMMENDATIONS

6) Establish a year-long robust Faculty Development program for new faculty

7) Address the lack of faculty and TA English proficiency

8) Embed critical and creative thinking as well as innovation and entrepreneurship throughout the curriculum

9) Create a channel for communication between Deans/Chairs and students

10) Establish a working group on learning spaces
Spring 2018: QoE WORK GROUP-
Follow up ACTION PLAN
QUALITY OF EDUCATION

PROGRESS REPORT - PROPOSED ACTION PLAN

SPRING 2018

Board of Trustees meeting
May 10-11, 2018

THE AMERICAN UNIVERSITY IN CAIRO
THANK YOU

ANY QUESTION?
OTHER DATA IF NEEDED
A. RELEVANT DATA COLLECTED SO FAR FROM DIFFERENT SOURCES

This presentation summarizes some of the data relevant to our task force questions taken from different sources

- The IPSOS research results – 2016 [commissioned by Bus. School but results relevant to university as a whole]
- NSEE 2016-17 (National Survey of Student Engagement)
- Survey results of MS accreditation self-study 2016-2017
The IPSOS RESEARCH RESULTS – 2016
To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."

### First-year
- **How much did students say their institution emphasizes spending significant time studying and on academic work?**
  - Very much: 40%
  - Quite a bit: 49%
  - Some: 55%
  - Very little: 4%

### Senior
- **To what extent did students' courses challenge them to do their best work?**
  - Not at all: 26%
  - Somewhat: 49%
  - Moderately: 70%
  - Very much: 54%
  - AUC NSSE 2016 & 2017: 81%
NSSE 2016-2017 (AUC STUDENT PERCEPTIONS)
Summary

General University Comments

• There is a perception that travelling to a university abroad guarantees better job opportunity when you return to work in Egypt.

• Most students (and their parents) look at international ranking as one of the first criteria when choosing a university.

• Students believe that travelling abroad will help build their characters as they face more challenging experiences.

AUC Specific Comments

• Most students & their parents believe that AUC is still the best in Egypt, but the standards are declining & this is no longer good enough.

• Students & their parents perceive AUC admission procedures are cumbersome & vague, & consider it an obstacle to applying to AUC. It’s so much more straightforward to apply to universities abroad.

• Students hear that at AUC there are easy graders & you can game the system to graduate with high grades without having to work too hard to earn them.

Source: Research includes 4 IPSOS Focus groups totalling to about 30 students; as well as in depth interviews with 4 parent couples. Schools covered include DÉO, BISC, CAC & Alson. Students; Interviews were also made with the CAC Principal as well as BISC office of Career Services.
PERCEPTION OF High School STUDENTS

NEGATIVE ASPECTS

- Lack of specific specializations within each school
- Online application is very complicated and confusing
- Many good professors left the AUC
- The administration department is very unprofessional and not fully informed about required documents
- Their schools are more difficult and challenging
- Cannot compare with universities abroad
Please indicate your level of agreement or disagreement with the following statements regarding the TENURE process (for tenure--track faculty):

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The tenure process, including standards and criteria (e.g. teaching, research and service) for tenure, in my department/school are clearly defined.</td>
<td>25</td>
<td>43</td>
<td>13</td>
<td>21</td>
<td>9</td>
<td>41</td>
<td>2.55</td>
<td>152</td>
</tr>
<tr>
<td>Tenure decisions are primarily based on performance rather than politics, connections or demographics.</td>
<td>18</td>
<td>37</td>
<td>25</td>
<td>17</td>
<td>14</td>
<td>41</td>
<td>2.38</td>
<td>152</td>
</tr>
<tr>
<td>Reviews/feedback to help faculty prepare for tenure happen regularly in my department/school.</td>
<td>22</td>
<td>38</td>
<td>19</td>
<td>19</td>
<td>8</td>
<td>45</td>
<td>2.42</td>
<td>151</td>
</tr>
<tr>
<td>The processes and criteria for tenure are applied fairly and consistently.</td>
<td>15</td>
<td>30</td>
<td>30</td>
<td>20</td>
<td>14</td>
<td>42</td>
<td>2.25</td>
<td>151</td>
</tr>
</tbody>
</table>

answered question 152

skipped question 5