

Ministry of Higher Education & Scientific Research**University of Baghdad****College of Engineering****QIP - Progress Report****The Actions of the College about the RG Report on the QIP
Presented in Amman Workshop (October, 27 – 29, 2013)**

Referring to the report of the Review Group (RG) of the UNESCO experts received by the college about the QIP presented in the 4th workshop hold in Amman (Jordan), October 27 – 29, 2013, and the recommendations and suggestions outlined in the report, the college considered the report with interest, and a number of steps had been made to implement the recommendations of the report. The following is a brief description for these steps;

1. A high – level Central Quality Improvement Committee was established in the college to follow-up the QIP and its progress in accordance with the RG report mentioned above. The committee is chaired and supervised by three of the faculty staff of the college who are interesting in the subject and have good experience; they represent the college in Amman Workshop.
2. The committee held a symposium attended by the QA and Scientific Committees in all departments. The Dean of the college and his three assistants (Scientific, administrative and students affairs) and the heads of the departments also attended the symposium, in which the QA procedures in the college was reviewed, and a proposed “ *Road Map* “ to be implemented in the next period was presented and discussed with the attendants.
3. The proposed “ *Road Map* “ is based on the “ *Action Plan* “ mentioned in a previous progress report written according to the site visit report written by the RG based on their site visit to the college on (2 / 12 / 2012). This progress report with its attachments is attached in Appendix I.
4. A decision was made by the college to start writing the SAR for the 9 departments which did not start the QA cycle.

5. A student feedback system had been started in all the 12 departments with 3 questionnaires considering the students opinions about the curricula, teachers, and the college. The 3 questionnaires form is shown in Appendix II.
6. Alumni feedback system had been started in all the 12 departments with a questionnaire whose form is shown in Appendix II.
7. Employee feedback system had been started in all the 12 departments with a questionnaire whose form is shown in Appendix II.
8. The Iraqi MOHESR started a “*Peer Review Plan*” between the Iraqi Universities. The committee proposes a plan for the 12 departments to prepare the required information and documents in the reviewing process.
9. All the comments and recommendations of the RG listed in the report were considered thoroughly. Accordingly, the QIP of the college presented in Amman Workshop was modified, and the new version of this reviewed QIP is given below.



Goals of the Improvement Plan

- 1- Attract and develop an outstanding and diverse faculty, students and staff.
- 2- Develop and deliver an undergraduate engineering curriculum based on active, problem based learning.
- 3- Professionally oriented teaching and learning.
- 4- Strengthen postgraduate programs.
- 5- Develop research thrusts in areas of state and national needs and establishing viable applied research that generates knowledge for local and foreign markets.
- 6- Enhance communication with the other Iraqi universities, and global universities.
- 7- Implement administrative and organizational actions to support strategic goals.
- 8- Increase effectiveness of educational & research programs.

Pillars of the Improvement Plan

1. Leadership

- Achieve Vision & Mission
- Providing information & data for issues and programs.
- Suggesting policies and developing plans.
- Coordination Centre

2. Students

- Qualifying educational services.
- Documentation of information and media.
- Create a suitable learning environment.

- Measure of efficiency according to international standards.
- Considering the opinions of the students through questioners.
- Continuous development and improvement.
- Development of “ Alumni nexus “for engagement with graduated students

3. Faculty & Other Staff

- Scientific & technical qualification and continuous development.
- Assignment of workloads, duties and rights.
- Provide financial and moral support.
- Increased authorities.
- Special care of all university employees.
- Ph.D. programs for M.Sc. Carriers faculty
- Post doctorate programs.

4. Engagement with Colleges & Other Institutions

- Cooperation and coordination.
- Transparency in work.
- Exchange of successful experiences.
- Show the abundance mentality in educational process.
- Exchange of experts and faculty staff.

5. Engagement with Community

- Contribution in local development through expanding students acceptance and programs diversification.
- Solving engineering community problems.
- Strengthen the relation with industrial sector.

- Improvement of CEB activity.
- Improvement of cooperation mechanism committee activities in the departments.
- Employers satisfaction through continuous engagement and feedback mechanisms.
- Conservation of environment and resources.

6. Political / Legal Situations

- Political and institutional stability.
- Encourage the opening in the foreign relations in cultural and academic fields.

7. Economic Situation / Population

- Positive economic growth.
- Economic diversity.
- Moderate levels of inflation.
- Improving labor market conditions.
- Globalization and economic blocs.
- Policies to attract investment.

8. Social Situation / Cultural

- High education for all.
- Create qualified citizens.
- Encourage scientific research.
- Activation of scientific research locally and globally.

9. Technical Situation

- Establishment of E-government and E-commerce.
- More automation.
- Developing means of data base.

10. Environmental Situation

- Suitable environment for students and staff.
- Keeping the environment free from contamination.
- Achieve sustainable development.

Strategic Plan: College of Engineering – University of Baghdad

1. The Educational Process (Undergraduate Programs)

Targets	Required Action	Responsibility					Duration	Key Performance Indicator (KPI)
		Minst.	Univ.	Collg.	Dept.	Others		
1. The mechanism of competition & admission of students of different departments & disciplines	The formulation & revision of the minimum acceptance competitive.	√		√	√		Partially done, need further development (2 years)	<ul style="list-style-type: none"> • Raising the minimum acceptance averages • No. of admitted freshman • Percentage of enrolled to admitted freshman
2. Attracting professors & distinctive competencies.	Development of a proposed plan of employment.	√	√				Partially done, need further dev. (within 5-years)	<ul style="list-style-type: none"> • Increase No. of faculty staff
3. Improve the undergraduate program.	- Introduce skills in programs (communication, presentation, previews, English, sustainability, SHE, ethics, etc.).		√	√	√		Partially done, others within (5-years)	<ul style="list-style-type: none"> • Students knowledge, comprehension, application
	- Laying the foundations & criteria for graduation projects & assessment method.		√	√	√		(2-years)	<ul style="list-style-type: none"> • Quality of projects • Competition of students

Targets	Required Action	Responsibility					Duration	Key Performance Indicator (KPI)
		Minst.	Univ.	Collg.	Dept.	Others		
4. Provision of classrooms equipped with modern methods of display devices (Smart classrooms) and the use of the Internet.	Encourage teachers to use the Internet and the internal network of the University And modern teaching techniques.		√	√	√		Partially done, need further development (2 years)	<ul style="list-style-type: none"> • Students satisfaction • Using new techniques in teaching (clever classrooms)
5. Establishment of an advisory board of industry.	Formation of advisory committees with various sectors in line with the educational outcomes & labor market requirements.	√	√	√	√	√	(2 years)	<ul style="list-style-type: none"> • Development of curricula according to the feedback from this board. • Cooperative institutions satisfaction with students training and participating in work-based practice
6. Development of curriculum and assessment graduation projects	Continue to apply the accreditation and prepare for self-assessment.			√	√		Work starts Need 5 years	<ul style="list-style-type: none"> • Curriculum improving and aligned with the curricula of established universities

Targets	Required Action	Responsibility					Duration	Key Performance Indicator (KPI)
		Minst.	Univ.	Collg.	Dept.	Others		
7. Setting a timetable for accreditation	Developing a system for assessment and evaluation of program outcomes and objectives and assessment reports for use as a criterion for the continuous development.			√	√		3 Depts. Start 9 Depts. Will join the work in (1 years)	<ul style="list-style-type: none"> Evaluation of accreditation boards.
8. Developing Official mechanism for the implementation and follow-up the training programs (Industrial Training , Summer or institutional)	Design Management System, conducts training sessions on system use, and evaluates it.		√	√	√		In some Depts. work starts. Other Depts. will join	<ul style="list-style-type: none"> Evaluation of the students by employers Satisfaction of students

2. The Educational Process (Postgraduate Programs).

Targets	Required Action	Responsibility					Duration	Key Performance Indicator (KPI)
		Minst.	Univ.	Collg.	Dept.	Others		
1. Review, update and develop postgraduate programs	Review the admission requirements according to international standards and objectives of the programs in accordance with the requirements.	√	√	√	√		Done in most Depts. and is continuing (1-year)	<ul style="list-style-type: none"> • Quality and level of programs & and modules • Quality of graduates. • Percentage of graduates continuing post study
2. Support and development of programs through the mechanism of cooperation with public and private sector .	Increase the engagement process with state offices, ministries and private sector	√	√	√	√	√	Starts, but not active enough (2- years)	<ul style="list-style-type: none"> • No. of supported and funded M.S.c. theses & Ph.D dissertation
3. Accuracy and objectivity in the selection of professors	Increased financial benefits to attract distinguished highly qualified professors	√	√	√		√	(2- years)	<ul style="list-style-type: none"> • No. of employed faculty staff. • No. of trained and qualified profession

3. Scientific Research

Targets	Required Action	Responsibility					Duration	Key Performance Indicator (KPI)
		Minst.	Univ.	Collg.	Dept.	Others		
1. Create a good environment to support scientific research & publication in journals.	Review regulations for the development of research methods and research funding.	√	√	√	√		Done	<ul style="list-style-type: none"> Increasing of funding published resource in journals
2. Establishment of research centers and groups.	- Planning the research and identifying priorities.	√	√	√	√	√	Starts , and open in time (2- years)	<ul style="list-style-type: none"> No. of joint supervision No. of scholarships research
	- Joint research with global universities.	√	√	√	√	√		
3. The development of the Engineering Consulting Office to be the nucleus of research relationship with various sectors.	Establishment of an advisory committee of college & other institutional sectors.		√	√	√	√	Done	<ul style="list-style-type: none"> No. of funded researches and programs. No. of consultant faculty stuff
4. Emphasis on research contributing to the process of local global construction & development.	Engagement with community and increase funding and cooperative mechanisms.		√	√	√	√	Done	<ul style="list-style-type: none"> No. of funded researches No. of adapted research

4. Community Service

Targets	Required Action	Responsibility					Duration	Key Performance Indicator (KPI)
		Minst.	Univ.	Collg.	Dept.	Others		
1. Documentation and dissemination activities and achievements periodically in different media.	Periodic publication in different media outlets in the form of seminars workshops ...etc.	√	√	√	√	√	Done, and is continuing (1- year)	<ul style="list-style-type: none"> • No. of workshops, seminars, symposiums • Web. Site development • Documentation
2. Contributing to the exchange of information.	Through conferences, seminars, courses and electronic communication.		√	√	√		Done	<ul style="list-style-type: none"> • No. of conferences • No. of researches
3. Activation mechanism of the engineering Consulting Bureau.	Establishment of an advisory committee of college & other institutional sectors.		√	√		√	Done	<ul style="list-style-type: none"> • No. of consultant projects • No. of projects achieved to serve community
4. Building the capabilities of the students in dealing with state official institutions & private sector.	Increase the field of practical engineering work before graduation (summer training).			√	√	√	Partially done, need further dev. (1- years)	<ul style="list-style-type: none"> • No. of trained students • No. of state offices adapting training program

5. Human Resources and Academic Administration

Targets	Required Action	Responsibility					Duration	Key Performance Indicator (KPI)
		Minst.	Univ.	Collg.	Dept.	Others		
1. Increase the engineering and technical staff.	Increase the engineering and technical staff employment.	√	√	√			Continuously done (2- years)	<ul style="list-style-type: none"> No. of employed training and technical staff
2. Training in accordance with modern and developed programs.	Through conferences, seminars, courses and electronic communication.		√	√	√		Done, need further dev. (1- year)	<ul style="list-style-type: none"> No. of training course No. of trainers
3. Improving the quality of performance.	Selection of appropriate engineering programs, each according to tasks.		√	√	√		Done, need further dev. (1- year)	<ul style="list-style-type: none"> Satisfactions students and communities Evaluating graduates
4. Development of teaching and research capabilities of the Faculty.	- The use of Faculty of Ph.D. carriers with significant academic and professional experience.			√	√	√	Done, need further dev. (2- years)	<ul style="list-style-type: none"> No. of Ph.D carriers of staff
	- Spatial leave & scholarships program.							<ul style="list-style-type: none"> Rank of evaluation
	- Participation in seminars locally & abroad.							<ul style="list-style-type: none"> Students satisfaction
	- Develop methods to evaluate the performance of faculty associated with the evaluation of students' curricula.							<ul style="list-style-type: none"> No. of seminars & participants
	- Follow-up system for new faculty							<ul style="list-style-type: none"> Development the new staff

6. Financial Resources

Targets	Required Action	Responsibility					Duration	Key Performance Indicator (KPI)
		Minst.	Univ.	Collg.	Dept.	Others		
1. Find sources of funding to meet the needs	Negotiation with university, ministry and others.	√	√	√			Done & is continuing. (1-year)	<ul style="list-style-type: none"> • No. of activities of the cooperation mechanisms in committee • Increasing of funding
2. Encouragement & activate the work in accordance with the mechanism of cooperation with various sectors in the country	An attempt to attract external support.	√	√	√	√		Done, need further dev. (2-years)	<ul style="list-style-type: none"> • No. of external supporters • No. of project, supported by state official and private sectors

7. Sustainable Development

Targets	Required Action	Responsibility					Duration	Key Performance Indicator (KPI)
		Minst.	Univ.	Collg.	Dept.	Others		
1. Science & technology in the service of the homeland & citizen.	Raise awareness of capacity of all in the educational process.	√	√	√	√	√	Starts need further dev. (1-year)	<ul style="list-style-type: none"> No. of activities of this field High level culture community
2. Convenient academic programs with the development requirements.	Development of a program with an ambitious and global level.	√	√	√	√	√	Starts need further dev. (1-year)	<ul style="list-style-type: none"> Improper peered program
3. Keep pace with global standards for sustainable development in academic programs.	Directing development programs to serve the community and to achieve its ambitious.	√	√	√	√	√	Starts need further dev. (1-year)	<ul style="list-style-type: none"> Graduates having a culture of sustainable & sustainable development in labor work field

Prepared by :

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2. Asst. Prof. Dr. Shahlaa E. Ebrahim / Environmental Engr. Dept. – University of Baghdad
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Appendix I

Ministry of Higher Education & Scientific Research

University of Baghdad

College of Engineering



Progress Report

The Actions of the College about the Site Visit Report of the Review Group of the UNESCO Experts

Referring to the site visit report received by the college about the results of the visit made by the Review Group (RG) of the UNESCO experts to the college on (2/12/2012), and the recommendations and suggestions outlined in the report, the college considered the report with interest, and a number of steps had been made to implement the recommendations of the report. The following is a brief description for these steps;

1. A detailed “ *Action Plan* “ had been proposed to implement the recommendations of the report. The plan is written by three of the faculty staff of the college who are interesting in the subject and have good experience, they wrote the last SAR of their departments (Mechanical and Environmental Engineering). The plan is attached in the Appendix – A of the report. It is worthy to mention here that the plan has been read by one of the UNESCO experts, Prof. Mohammed Al-Rubea, who sent a message to the Dean of the college in which he appreciate the plan and its comprehensive nature, and he proposed some suggestions about its implementation. A copy of this message is attached in the Appendix – B of the report.
2. According to the Action Plan mentioned in 1-above, a high – level central committee was formed in the college. The committee is chaired by the Dean of the college and includes in its membership the three Dean Assistants, the Heads of the Scientific Departments, and the Head of the Quality Assurance Division.
3. According to the suggestions of the Action Plan, the recommendations of the site visit report (which is attached in the Appendix – C of the report) has been divided into the following three lines;

Line I : Administrative and Financial Affairs

Line II: Curricula and Students Affairs

Line III: Scientific and Postgraduate Studies Affairs

The responsibility of each of the above three lines lies on each of the three Dean's Assistants, who will follow-up, with a group of the committee members, the implementations of the related recommendations. The following table shows the classification of the recommendations cited in the site visit report according to the three lines mentioned above. A number of recommendations have overlap and common responsibility between two or three lines.

	Section at which Recommendations are Cited in the Site Visit Report		
	College Organization Structure	Departments and Programmers	Institutional and General Recommendation
Line I : Administrative and Financial Affairs	1, 6, 7, 8, 9, 10	2, 3, 4, 5, 10, 17	1, 3, 4, 5, 6, 8, 9, 10
Line II : Curricula and Students Affairs	2, 3, 4, 5, 8	1, 2, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17	1, 2, 3, 9
Line III : Scientific and Postgraduate Studies Affairs	8	2, 3, 4, 5, 10, 15, 16, 17	3, 4, 5, 6, 7, 8, 9, 10

4. The Mech. Engr. Dept., and as a part of the Action Plan work, has completed the formation of all committees of the department (36 committee), and also the work load sheet of all the staff of the department (63 faculty member, 27 engineer, 8 technicians, and 6 administrative employers) was finished and completed. The work load sheet includes the teaching hours, under- and post-graduate studies supervision, laboratories supervision, and the committee's membership. The Mech. Engr. Dept. along his modern history used to make this task at the end of the academic year (June), so that the department and the staff would have enough time for planning and preparing for their work in the next academic year.

5. At last, we should mention here that the work in the Action Plan has not been practically started yet. The reasons behind that are mainly:
- The college had received the site visit report at the end of the academic year, a period at which the scientific departments, the college, and the staff are busy in preparing and holding the final examinations.
 - The summer vacation starts at (July / 2013), and the faculty members are in a holiday.

Accordingly, we plan to start the actual work in the Action Plan at (September / 2013).

Attachments:

- Action Plan
- Site Visit Report
- Official Order
- E-mail Message

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APPENDIX - A**Ministry of Higher Education & Scientific Research****University of Baghdad****College of Engineering****Proposed Action Plan****Implementation of the Recommendations Contained in the Site Visit
Report of the Review Group of the UNESCO Experts
to The College on (2 / 12 / 2012)**

Referring to the site visit report received by the college about the results of the visit made by the Review Group RG of the UNESCO experts to the college on (2/12/2012), (copy of the report is attached), the report had been read carefully, and all the opinions, impressions, recommendations and observations contained in it was inspected thoroughly. The report contained good opinions and impressions through what the RG saw during the visit. However, the report contains many recommendations that require great and intensive efforts that should be made collectively at the level of joint scientific departments, college, university, and the ministry, and even government ministries and offices involved and the private sector also.

Based on what is mentioned above, we propose a comprehensive plan of action we believe that the college should adopt in order to implement the recommendations contained in the report; this action plan is based on the following key themes:

1. Formation of a committee for (Quality Assurance and University Performance) in each scientific department, it has been noticed that most of the scientific departments do not have such committees and that the work in this area is often not systematic and does not depend on a clear mechanism known by the faculty staff and the college.
2. Formation of a high-level central committee at the college with broad authorities to implement the recommendations contained in the site visit report of the UNESCO RG, and we suggest that this committee is chaired by the Dean of the college, and for the purpose of facilitating and accelerating the work of this committee, we suggest the following actions to be done:
 - a. The work of the committee should be in coordination with the committees of (Quality Assurance and University Performance) in the scientific departments.
 - b. The scientific departments should set up and form various committees to execute the different department activities according to the specialty of each

committee, it has been noticed that most of the scientific departments do not have clear structure of such committees. We believe that the main committees that must exist in each scientific department are:

1. The Council of the Department
 2. The General Authority (including all teaching staff of the department).
 3. The Scientific Committee (and can be subdivided to include sub-committees for the specialties in the department)
 4. The Post-Graduate Studies Committee.
 5. Quality Assurance and University Performance Committee.
 6. Student Affairs Committee.
 7. The Examining Committee.
 8. Documentation Committee.
 9. Laboratories Committee (including sub-committees for each laboratory).
 10. Committee of Appointments.
 11. Committee of Cooperation Mechanism.
 12. Academic Records Committee.
 13. Registration Committee.
 14. Library and Free Education Committee.
 15. University Media Committee.
 16. Summer Training Committee.
 17. Procurement Committee.
 18. Annual Inventory Committee.
- c. Write-up a clear guide for the work of the above committees, the guide should include the structure, functions, authorities, and the reference to which they relate or connect to.
- d. The Central Committee should develop a detailed work sheet including clear mechanisms of action to implement all the recommendations contained in the site visit report of the RG team.
- e. To facilitate the task mentioned in d- above, we suggest that the recommendations contained in the report to be divided in a balanced manner between the members of the committee, so that each member (or a group of members) will have a number of recommendations to be followed-up for implementation.
3. The action plan and implementation should include all the scientific departments, and divisions and units in the college, and not only the three departments covered by the visit.

4. The priority in the work and implementation should be given to the three scientific departments covered by the visit (Architecture, Environmental, and Mechanical Engineering).
5. Time schedules should be assigned for each stage of the work to ensure rapid and efficient achievement.
6. The Central Committee should assign the recommendations that their implementation require authorities beyond the limits of the college, in preparation for submission to the university and the ministry.

Attachments:

- Site Visit Report

Prepared by:

1. Prof. Dr. Ihsan Y. Hussain / Mech. Engr. Dept. – University of Baghdad
2. Asst. Prof. Dr. Shahlaa E. Ebrahim / Environmental Engr. Dept. – University of Baghdad
3. Lec. Iman Q. Abdulhussein / Director of the Quality Assurance Division – College of Engr. - University of Baghdad

A copy of it to:

- Quality Assurance Division at the college
- Architecture Engineering Department
- Environmental Engineering Department
- Mechanical Engineering Department

APPENDIX - B

----- Forwarded Message -----

From: mohamed alrubeai <m.al-rubeai@ucd.ie>

To: kasim_Daws@yahoo.com; Iman Al-saffar <iman_alsaffar@yahoo.com>

Cc: s.saadaoui@unesco.org; Riadh Al-Mahaidi <ralmahaidi@swin.edu.au>; "Mahmood, Ramzi J"

<mahmood@csus.edu>; Sabah Jassim <sabah.jassim@buckingham.ac.uk>; Muthanna H. Al-Dahhan

<aldahhanm@mst.edu>; Reem Al-Bustani <r.al-bustani@unesco.org>

Sent: Sunday, June 30, 2013 2:40 PM

Subject: تقرير لجنة ضمان الجودة في الكلية

السيد عميد كلية الهندسة الدكتور قاسم دوس المحترم

جامعة بغداد

وصلنا تقرير لجنة ضمان الجودة في الكلية المتضمن اقتراحات لوضع خطة عمل للتطوير استنادا على التوصيات الواردة في تقرير فريقنا التابع لليونسكو. ونحن اذ نثمن المقترحات والآراء التي ادرجت في التقرير حول ضرورة وضع خطة شاملة تتطلب جهودا كثيرة ومكثفة كما جاء في التقرير نحب ان نوضح ما يلي:

1- ان قرار البدء بوضع خطة للتحسين والبدء فعلا بالتحسين سيوفر الاطار اللازم في الكلية لتحقيق هدف تطوير وتعزيز ثقافة الجودة في الجامعة كما سيوفر الادلة الضرورية لوجود عملية مستمرة لضمان الجودة والتحسين كجزء اساسي من متطلبات الاعتماد الدولي.

2- ليس بالضرورة ان تكون خطة التحسين شاملة وكاملة بل يمكن ان تكون على خطوات حسب توفر الامكانيات المالية والادارية.

3- نحن على علم بأن كثير من مقترحات التحسين لابد ان توافق عليها الوزارة بسبب المركزية الادارية لذا نقترح ان توجه بعض المقترحات او الطلبات بصورة خاصة للوزير او من ينوب عنه على اساس ان تنفيذ مثل هذه الاقتراحات ضرورية من اجل الحصول على الاعتماد الدولي او لكي تصبح الكلية عالمية في المستوى والاداء، واننا مستعدون لمساعدتكم في طلباتكم بالكتابة مباشرة للوزير.

4- ان وضع خطة مفصلة للتحسين حتى وان لم يكن بالامكان تنفيذ بعض مفاصلها ستفيد الكلية والجامعة من النواحي التالية:

يعتبر وضع الخطة بمثابة تحفيز وتوفير لفرص التفكير والتشاور، وتمكين الكلية من التخطيط الاستراتيجي.

توفر فرص للتفكير في القضايا الرئيسية التي تهم الكلية.

تحدد النقص في الموارد المالية وتسمح بدراسة المعوقات بصورة موضوعية بعيدة عن الاتهامات والقاء اللوم على الآخرين.

تسمح بالتحقق من صحة النتائج وفق المعايير الدولية.

اننا نشارك اعضاء اللجنة في رأيهم بضرورة تطوير الهيكلة الادارية للكلية لكي تتمكن اللجان مجتمعة من تنفيذ المقترحات وعدم وضع ثقل التنفيذ على لجنة ضمان الجودة وحدها، كما يتطلب الاهتمام بلجان ضمان الجودة بحيث تتضمن اعضاء من اساقفة قبايين في الاقسام.

نتطلع الى استلام خطة تفصيلية للعمل متضمنة كما اقترح اعضاء لجنة كتابة الرد جداول توقيتات زمنية لكل مرحلة، ونرجو ايضا استلام رد تفصيلي حول النقاط المطروحة في تقريرنا.

مع التقدير

محمد الربيعي

<http://us-mg5.mail.yahoo.com/neo/launch?.rand=0pftv9aoojqrb>

7/12/2013

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www.ucd.ie/ccerc/cellculture.html

APPENDIX - C

Site Visit Report

University of Baghdad

College of Engineering

Department of Architecture Engineering, Department of Environmental Engineering
and Department of Mechanical Engineering

Date: 2 December 2012

Introduction:

UNESCO Iraq Office is sustaining its on-going efforts to support higher education in several aspects within the scope of implementing the Rehabilitation of Iraqi Higher Education System project. The project encompasses reforming and developing major components of higher education system in Iraq such as establishing Quality Assurance system, revitalising the Scientific Research, strengthening networks and twinning programmes within international universities abroad, fellowships/ scholarships management in addition to capacity building of HE managers on planning and management of higher Education Institutions. One of the key outcomes of this project was to train quality officers in selected colleges of engineering in Iraqi universities on quality assurance and to develop self-assessment reports. This was achieved by several activities including a workshop on preparing SARs in Doha and most recently, a meeting in Erbil. The meeting in Erbil was held from June 15 through 22, 2012. The purpose of the meeting was twofold: 1) deliver a refresher workshop to the participants on the development of SARs (follow up on the Doha Workshop), and 2) allow an opportunity for the participants in the QA project to deliver their presentations on the updated SARs.

The five professors identified below as site visit team members are volunteers and have been working with the UNESCO-Iraq office on the QA project. They are joined by Dr Mohamed Sadiq Nasrullah, ex-Cultural Counsellor, Embassy of Iraq, Amman as the representative of UNESCO-Iraq. The task members will be referred to as the review group (RG) in this document. In Erbil, the RG presented a refresher on preparation of SARs, learning assessment, and SWOT analysis. All twelve universities were represented in the Erbil meeting. The Iraqi university representatives gave presentations on their respective universities outlining their progress on the development of their SARs. At the conclusion of Erbil meeting, the RG provided feedback on the SAR presentations in a PowerPoint format. After the meeting, the RG

also provided a written feedback to each of the participating institution. The Iraqi universities embarked on revising their SARs based on the feedback received from the Erbil meeting.

To close the loop for a full-feedback on SARs, the RG is planning to conduct site visits to each of the 12 institutions. The schedule for the site visits and objectives and function of the Review Group (RG) are included in Appendix 1 below. The initial phase of the site visits was conducted on December 2 to 4, 2012 for three campuses in Baghdad: 1) University of Baghdad, 2) University of Technology, and 3) University of Al-Mustansirya. A report is prepared by the RG for each of the site visits. This report is prepared for the College of Engineering at the University of Baghdad. Three departments were visited in this college namely: 1) Architectural Engineering, 2) Environmental Engineering, and 3) Mechanical Engineering.

Site Visit team members/Review Group (RG)

Name	Position/Discipline	Institution
Professor Mohamed Al-Rubeai	Professor of Biochemical Engineering	University College Dublin, Ireland
Professor Ramzi Mahmood	Professor of Civil Engineering	California State University, Sacramento, USA
Professor Sabah Jassim	Professor of Mathematics & Computation	The University of Buckingham, UK
Professor Riadh Al-Mahaidi	Professor of Structural Engineering	Swinburne University of Technology, Australia
Professor Muthanna Al-Dahhan	Professor of Nuclear Engineering	Missouri University of Science and Technology, USA

Site Visit

The purpose of the site visits is to confirm and validate the information reported in the SARs. The site visit allows the RG to observe some of the factors that could not be documented in a report and also to verify the information stated in the SARs. The evaluation includes assessment of the facilities (laboratories and the infrastructure the supports education); inspection of course documents (lecture notes, textbooks, exams, lab reports, senior project reports, etc.); and meeting with the faculty members, the students, and other university officials. At these meetings various discussions were conducted with focus on standard quality indicators of teaching environment and

learning outcomes. The team visited and toured the facilities and observed the display of various documents including Department and programme information, statistical data, theses and reports. The Review Group was satisfied with the range of activities included in the visit schedule and considered that, together with the documentation submitted, the visit provided valuable evidence of the inputs and outcomes associated with programme. Throughout the visit, there was a whole-hearted engagement by staff (faculty members) and an obvious commitment to the process.

Overall Analysis

The team members reviewed and analysed the SAR that was prepared by the three departments before and during Erbil meeting. The RG submitted its analysis and recommendations to the College (Appendix 2). The SAR contained sufficient and valuable information about the state of the departments and their progress over the recent history. Unfortunately, the initial impression the Review team had was not positive primarily due to lack of data benchmarking and the absence of effective and realistic plans for improvement. Based on feedback received from a number of staff, it seems that the submitted version of the Self-Assessment Report was not issued to all staff prior to its final release to the Review Group.

Despite the fact that the Self-Assessment Report comprehensively covered most issues and contained a very detailed set of information, but not fully adhering to the guidelines recommended. The feedback received from all parties during the individual or group sessions confirmed the information presented in the report, and many of the key items highlighted were reflected and partially confirmed during the site visit by the RG.

During the day the Dean Professor Dr Qasim Doos and Heads of Departments have worked constructively with the RG. The RG notes that the Heads of Departments have a very positive and constructive relationship with the Dean and a very collegial relationship between them. The Review Group commends the Dean and Head of Departments for their leadership, dedication, and enthusiasm. They have demonstrated a high level of administrative competence and excelled in effective and positive communications which made a strong impact at the visit. From the outset, a warm welcome was extended to the RG by all members of the College. Quality Officers and programmes staff at all levels clearly approached the review as a valuable opportunity for them to collectively reflect on all aspects of the programmes.

The two programmes of undergraduate Architecture Engineering and Mechanical Engineering degrees are well established programmes while the Environmental Engineering programme is relatively new. All programmes attract highly qualified students throughout Iraq and have one of the highest entry requirements of any engineering degree programme in Iraq. It is evident that highly skilled and qualified graduates are produced as evident by their occupations and public recognition.

Students interviewed during the site visit expressed their satisfaction with the delivery of the programme but did suggest they would like to see more state-of-the-art new technology-equipped facilities and computer software. The relationship between students and department staff and management is less than ideal. Some students felt that the college did not respond to students' requests and suggestions. Unlike the common practice in international universities, students are not represented on any of the department's committees. The group of postgraduate students felt that the on-line library is adequate and suggested that the department should consult with students.

It became clear during the discussions with staff that academics were not fully familiar with duties that are required from each academic staff. Accreditation bodies expect that universities have an induction procedure for new staff. It was the view of the RG that it is important that staff be aware of their duties in teaching, research and administration and fully engaged in the department academic affairs. The RG could not ascertain if there is a structured format for departmental meetings and dissemination of information within the department. In this respect, the absence of staff peer review practice will be a source of criticism by external accreditation bodies. In general, staff were satisfied with their teaching role and relatively light administrative duties, but complained of high teaching load.

The Departments are active in attracting external funding through the provision of industrial consultation projects through the Consultation Office within the Engineering College. These consultation projects provide a much needed supplemental income to augment the state-provided budget. The College of Engineering at Baghdad University generates the highest supplemental income of any college within the Ministry of Higher Education and Scientific Research. However, there is little or no evidence of direct participation of the department staff members. A greater level of interaction between staff within and between departments and involvement of staff in various university-wide activities would be beneficial to the college in widening the range and source of externally funded projects.

The scarcity of resources and the heavy teaching workload of the academic staff is a potentially serious obstacle to all staff in general, but to junior members of staff, in developing their creative academic skills. In fact there are no provisions for staff development as practiced in most international universities as a mean of enhancing learning experience through improved academic as well as management skills. Moreover, there is no staff peer review which is important to put staff in charge of the quality of their work as teachers.

The high number of staff with no international experience, membership of international professional institutes, and/or PhD degree will have serious and adverse impact on the quality of education and the level of preparation of the graduates of the

programmes. If this situation is not resolved, achieving an international accreditation cannot be accomplished.

Very positive feedback was received from students on the content and delivery of courses and while many students expressed the opinion that they were highly stretched during the year because of the demanding curriculum. They were all positive about the commitment of staff and their willingness to help students.

The laboratory equipment is aging and increasingly out of date. Students and staff are critical in this regard. There are too many unnecessary laboratory equipment (some of them are obsolete and in need of disposing), laboratory space and laboratory experiments designed to train good technicians but not necessary good engineers. Engineers develop/design systems and supervise engineering project from concept to completion while technicians support those systems, thus, it is recommend that emphasis in training should be on teaching more theories and concepts, problem solving, management and leadership, practical and transferable skills, discipline knowledge and ethical responsibilities.

The Geology laboratory is an example of stamp-collecting in which students are making observations but not taught to use a deductive and analytical approach to understand these observations.

The RG considered that the documentation provided valuable evidence of the inputs, processes and outcomes associated with the programmes as defined by the College of Engineering. The RG was generally impressed with the documentation and noted that it demonstrated the College clear commitment to the review and the QA process.

Recommendations:

These recommendations are made in the following categories: 1) College organisation structure, 2) Departments and Programmes, 3) Institutional and General Issues.

College Organisation Structure

1. The College should implement a new committee structure for the organisation, management and development of the College as soon as possible. Staff should be involved in the design of the new structure and the structures developed should maximise the involvement of staff in making and developing policy.
2. The College needs to encourage and provide resources for the programmes to establish well-documented QA processes including: 1) development of assessment of student learning outcome (both direct and indirect methods), 2) development of assessment of alumni achievements (indirect assessment of program educational objectives), 3) initiating a plan for staff professional development, 4) student evaluation of teaching, 5) developing staff induction scheme, 6) developing a peer evaluation system of academic staff

- performance, 7) development of standardised measurements for staff workload model and student workload. The College's role in these processes is of establishing the processes, coordinating the efforts among programmes and departments, and ensuring that the processes are adopted with consistency to avoid any duplication of efforts. Once these processes are in place, the College should develop a system for benchmarking its programmes.
3. The College should look towards developing a policy to provide more structured tutoring to new research students in the skills of conducting and presenting research and on ethics in research in line with international good practices in organisation of research programmes in universities.
 4. The College should consider introducing Problem-Based Learning (PBL) to the delivery of engineering curriculum, through a compulsory project for second year students. This can be initiated as a pilot programme so that the staff members can manage this change. There needs to be development opportunities and funding for the faculty members to learn about PBL approach.
 5. The College is encouraged to develop a strategic approach to create a greater teaching collaboration between departments within the college and university, and the possible provision of professional skills and attractive new options in emerging topics. Part of this strategy, it is recommended that the College (and University) develop a common induction course to first year students. This course can provide intensive early engagement with state-of-the-art technology, gives students a sense of achievement early on, and improves their social interaction and communication skills.
 6. The College is encouraged to designate a suitable area to be used as a common room by all members of staff and postgraduates would provide an opportunity for groups within departments to interact socially and professionally.
 7. It is recommended that College (and the University) to initiate a serious effort for improving the heating and cooling systems of their buildings. Currently, the buildings are not very suitable for productive work environment based on what is seen and experienced by the RG.
 8. The College is encouraged to form an Advisory Board for the College. The Advisory Board at the College level is concerned with long range strategic planning and overall direction of the College. The College would benefit, if a prominent figure from the community serves as the chair of the advisory board.
 9. It is recommended that fire/smoke alarm systems installed and tested. In addition, evacuation procedures should be developed and documented. These procedures must be posted in all rooms and laboratories.
 10. It is recommended that career structure for technicians be developed within the university system. The career structure includes provisions for promotion

(such as scientific officer positions and specialist technical support positions), competitive salary structure, and expected performance metrics.

Departments and Programmes

1. The departments and programmes need to implement the assessment processes that meet the needs of their programme. Once the QA processes are established, the departments need to focus on benchmarking against other similar departments. The selection of a comparable department needs to be carefully executed. One of the most important criteria in the selection of a benchmark department is to carefully choose a department that will make the Department improve in a realistic and meaningful way.
2. One option is for the head of Department to visit at least two similar departments abroad to gain insight into the operation of these benchmark departments. It is recommended the Quality Office is involved in arranging and negotiating data access for benchmarking in future to improve the reliability and depth of such exercises.
3. The departments should develop a proposal for staff development that takes into account the need for research, teaching, practice and administration including a timetable for individuals and groups of academic staff to complete doctoral and postdoctoral research.
4. The departments should work towards a system of metrics for staff achievements that include innovation in teaching, innovation in engineering practice, innovation in administration as well as research.
5. The departments should establish workload allocation that includes a balance of teaching, research, engineering practice and administration.
6. The departments should establish/or improve the system of documenting student competence.
7. The departments should review the timing and volume of student assessments with the aim that assessments are phased and equitable throughout the programmes.
8. The departments should continue their efforts to maintain the relevancy of their undergraduate programmes to sustain training in areas of critical importance to the nation.
9. The departments are encouraged to review their curriculum considering a range of options to rationalise any component of the curriculum utilising available resources efficiently. This evaluation should be directed with a goal to reduce required credit hours and number of courses. It appears that the number of courses provided is currently very large. This effort of evaluating the curriculum can be coupled with the benchmarked department. The broad view of the curriculum is a necessary exercise to keep the curriculum up-to-date and

- viable. It has been the Review Group's impression that the heavy curriculum is a characteristic of most if not all engineering programmes in Iraq.
10. An External examiner should be appointed to ensure adequacy of the department assessments and to ensure maintenance of uniformity of high standards as far as is practicable from year to year. The external examiner is one of the main mechanisms that provide quality assurance to the undergraduate assessment process.
 11. The departments should consider adopting a culminating design experience (final year) such that can be completed within a typical semester (15 weeks). The culminating design experience should be developed with the expectation of students spending two days a week and the success of the project is based on team-work with each team member contributing to the completion of the project.
 12. The departments should consider introducing the students to the concepts of Sustainability, SHE (Safety, Health, Environment) and Ethics from first year culminating in two major projects (Design and Research) in fourth year. Enhancement to Engineering and Process Safety teaching could be achieved by additional lecture material and by incorporating a SHE review at the start of the fourth year Design Project. In addition, it was noted during the tour of the laboratories that staff and students were not complying with the safety requirements. Ethics and ethical practice are to be based on the International Engineering Code of Ethics.
 13. The departments should actively participate in introducing Problem-Based Learning (PBL) as part of its arsenal of delivery approaches of engineering curriculum. The departments can introduce PBL approach through a compulsory project for second year students. This can be initiated as a pilot program so that the faculty members can manage this change. There needs to be development opportunities and funding for the faculty members to learn about PBL approach. This effort should be consistent with the College's effort in establishing a PBL approach of delivery.
 14. The departments are encouraged to consider adopting a work placement (CO-OP) as part of its requirement. This work placement (internship) could be placed during the summer at the end of the third year. The current system for arranging voluntary work placements for undergraduates is an attractive and valuable feature of the programme.
 15. The departments are encouraged to create a culture of research and inquiry within the departments by exploring strategies such as encouraging academic staff (faculty members) give a research talk each session, encourage developing international links at the individual level, foster a positive environment of learning, and encourage academic staff to publish in refereed publications.

These strategies ensure that the departments stay relevant with vibrant and up-to-date academic staff.

16. The College needs to develop strategies for a formal training of new graduate students in research methods, research ethics, and presentation skills. The RG recognises that it had limited role in the graduate programme during its visit. However, based on some of the observations during the visit, the RG felt that this recommendation is very important to list.
17. The departments should initiate formation of an Industry Advisory Board preferably chaired by a distinguished external person. Such a group could play a critical role in the future development and professional profile of the department. Students need to be represented in this advisory group. Typically, two student representatives are chosen: one from First or second Year and the other from fourth or fifth Year. The Advisory Board at the department level is concerned with the curriculum and its relevance.

Institutional and General Recommendation:

1. It is recommended that a concerted effort is made to equip facilities and provide opportunities for students to be up-to-date with the use and applications of ICT facilities. The RG did not consider the existing ICT facilities were adequate. The computer facilities should be connected through a network that allows students access through a log-in process.
2. It is recommended that students in the College receive a computer induction course.
3. It is recommended that a learning Management System (LMS) such as Blackboard Virtual Learning Environment be adopted to enhance course delivery and management. LMS environment will be a secure environment to deliver course materials, for students to submit assignment and exam, and effectively communicate with students.
4. It is recommended that a stable and predictable budget put in place to equip laboratories with state-of-the-art equipment. Coupled with a predictable budget, a modern inventory system needs to be implemented so that obsolete equipment are recycled or decommissioned. It is recommended that special consideration is given to equipping computer laboratories with new computers to replace aging computers.
5. It is recommended that the University develops strategies for encouraging collaborative and multidisciplinary research both within and outside Iraq. The RG observed (during the visit and from knowledge of the Iraqi research system) that research is presently carried out at the individual level primarily. Establishing such strategies will help develop joint research projects within Iraq and with International research groups.

6. It is recommended that strategies are developed to publicise (not just published) research and document its outcomes. These strategies, once implemented, attract external collaboration, international recognition, and economic development. The research outcome process is an important evidence-based part of public accountability to justify public support of the research programs within universities. The RG believes that the current tracking systems of research outcomes in Iraq are not robust.
7. The departments should identify and develop a number of focussed research groupings.
8. The departments should seek out opportunities to engage in joint research with outside bodies, in particular with international research groups.
9. It is recommended that both staff and students should avail more of the enhanced services from Library e.g. training, customer services and journal access.
10. It is recommended that the University explores ways to maintain more flexible schedule for the facilities and academic staff to improve utilisation of the facilities, enhance learning opportunities, and provide a sense of community for students and academic staff. For example, staff and students should be freely allowed to stay in the buildings with normal teaching and laboratory activities till 6 pm but without enforcing a rigid system of working hours. The RG noticed that academic staff are expected to adhere to a very rigid hours that is not conducive to academic tradition of learning and freedom.

Appendix 1

Site Visit

The Review Group will typically (as time allows):

- a) meet with the QA Committee, the Head of the Department, a representative group of the staff not on the QA Committee, representative groups of Department staff (academic, administrative and technical), current students, including undergraduate and postgraduate students (and former students if possible), employers and other appropriate stakeholders.
- b) Visit workrooms, classrooms, laboratories, offices and such other facilities which contribute to the activities of the Department.
- c) Present the provisional key findings and recommendations for improvement to a brief exit meeting of the Department.

Schedule for Review Visit

Venue: Room/Building

08.00-09.00	RG meet Dean and Head of Departments
09.00-10.00	RG meet representative of Committees: QA, Assessment, Curriculum Review, and Quality Enhancement, etc.
10.00-10.30	Coffee break- Meeting with individual staff (by request, first session)
10.30-12.00	RG meet Group representative of Undergraduate Students & Research Students
12.00-13.30	Examine documentation supplied for site visit
13.30-14.30	Lunch
14.30-16.30	Tour of facilities
16.30-17.00	Meeting with individual staff (by request, 2nd session)
17.00-17.30	Meeting of Review Group with Heads of Departments and QA officers to identify remaining aspects to be clarified/explored and to finalise tasks, and to present the provisional key findings and recommendations for improvement
17.30	RG depart

Objectives and Function of the Review Group*(i) Objectives*

The objectives of the Review Group are to:

- Clarify and verify details in the SAR.
- Verify how well the aims and objectives of the college are fulfilled, having regard to the available resources.
- Confirm the college's strengths, weaknesses, opportunities and challenges as outlined in the SAR.
- Discuss any perceived strengths and weaknesses not identified in the SAR.
- Check the suitability of the working environment.
- Make recommendations for improvement.

(ii) Function

The Review Group will:

- Study the SAR.
- Visit the college over one or two days (Site Visit).

- Clarify and verify details in the SAR.
- Review the activities of the college in the light of the SAR.

Appendix 2

Feedback Summary to Self-Assessment Reports

Contributors: Mohamed Al-Rubeai, Ramzi J. Mahmood, Muthanna Al-Dahhan, Riadh Al-Mahaidi, and Sabah Jassim

The panel of experts representing the Network of Iraqi Scientists Abroad (NISA) as volunteers for UNESCO's Quality Assurance project for the Iraqi Higher Education. This summary represents the collective feedback from the experts. The feedback is organized into three sections: 1) general comments on the SAR, 2) commendations for areas that are potentially strong and promising, and 3) areas that need improvement. The group also provided feedback to the oral presentation that was delivered in Erbil. These comments are not meant to be exhaustive and editorial in nature.

Institution:

University of Baghdad – College of Engineering

General Comments

- Three reports were submitted and were written in English for Architecture, Environmental, and Mechanical Engineering programs. The formats of the three reports were not the same. Consistency in reporting makes the review and evaluation of the reports much easier.
- Program educational objectives (PEO) need to reflect the expectations of the students after graduation from the program not what the program mission states. The Student Outcomes (SOs) are learning outcomes that students achieve while they are enrolled in the program. PEOs and SOs are related and can be mapped (as it was shown in one of the reports). Some objectives appear to be copied from other documents. For example, Architecture program lists Industrial and Systems Engineering in its student outcome presentation.
- No assessment data were presented. Some survey results were presented but without any documentation. For example, there is no documentation about the Mechanical Engineering survey of employers (number of employers, listing of the employers, percentage participated in the survey, etc.). Continuous improvement needs to be documented as a result of assessment activities.
- SWOT analysis provides listing of strengths, weaknesses, opportunities, and threats but no strategies were derived from the analysis.

Commendations

- Reports are well organized.
- It appears that the Mechanical Engineering is active in setting processes for developing surveys for student evaluation of the curriculum and graduating senior.
- The report has made good use of SWOT analysis which is helpful and indicates a good practice. It is a good exercise to highlight positive and negative issues impacting the Departments.
- The report represents a first step to develop a strategy to monitor the quality of student experience, teaching and learning opportunities, and identifies challenges and strategies to address them. It should also identify, encourage and disseminate good practice.
- The Panel notes a well-placed high ambitions and sense of pride, and encourages the College to recognise that successful development must be carefully planned.

Areas of Improvement

- The programs need to develop an assessment method for the PEOs and SOs listed in their reports.
- The SWOT analysis can benefit from in-depth critical analysis. Strategies need to be identified that enables the college meet its set goals.
- Collection of assessment data and demonstration of quality improvement through assessment processes.
- The reports spend too much time describing what the departments do and how they do it, rather than providing a critical analysis of what is working well (and providing some examples/evidence to illustrate this) and what is working less well (and making suggestions on how things could be improved).
- While it is important to consider the quality of the degree programs offered – the emphasis should be more holistic and focused on department as an organisational entity. Examples of areas that programs can evaluate include:
 - Effectiveness of delivery of the degree programs, and how this is measured.
 - Effectiveness of program organisation and /management structure
 - Effectiveness of teaching and students' learning
 - How resources are managed?
 - A profile of academic staff i.e. qualifications/age pose any issues?
 - How do we measure the level of success in training graduates in accordance with the needs of industry and society?
 - How often the programmes are reviewed, and what actions are taken in response to difficulties encountered or raised by reviewers.

The key question to address with regards to the points above is how a program can measure and evaluate each of these questions– what quality assurance mechanisms (processes) are in place to ensure the programs are of

a high standard and that corrective actions can be taken as required? Are there any pressure points that threaten the quality of programs offered?

- How will the department enhance its activities if the staff members don't engage in addressing the challenges and make use of the opportunities? This seems to be a missing component in the reports. What actions do the departments plan, in order to address these issues.
- There is a need to consider benchmarking the College/Department activities against comparator or similar American/European College/Department.
- The most significant need for improvement is to increase collection, analysis, and interpretation of relevant data and information (particularly feedback data, performance indicators and benchmarks) as well as data/evidence used in monitoring progress against objectives.

Feedback on Presentation in Erbil

- The panel was diverse and did an excellent job in presenting the information.
- The Panel formed the strong impression throughout the presentation that there is a keen awareness of the importance of quality in all that the College does.
- Below is an overall feedback to the review process summarising the Panel view on reports, oral presentations and review meeting.

Appendix II



جامعة بغداد
قسم ضمان الجودة والأداء الجامعي

استبانة رأي جهات العمل في خريجي جامعة بغداد

خريج سنة الكلية..... القسم

التخصص

تاريخ التعيين ☐ ذكر ☐ أنثى

إسم الوزارة / المؤسسة التي يعمل فيها الخريج إسم الدائرة / القسم

مكان العمل ☐ خاص ☐ حكومي

عدد السنوات التي قضاها الخريج في العمل في هذا المكان

وظيفة الذي يقوم بعملية التقييم.....

تخصص الذي يقوم بعملية التقييم.....

إن الأهتمام بمعرفة أداء الخريج في وظيفته من المؤسسات التي يعمل فيها مقيدة جدا في تطوير جودة التوعية للتبرامج العلمية والتدريبية لجميع التخصصات في الجامعات علما أن هذه المعلومات الراجعة إلى الكليات والأقسام العلمية تساعد على رفد المؤسسات في القطاع العام والخاص بخريجين ذوي كفايات عالية في أداء مهماتهم الوظيفية لذلك نرجو منكم تزويدنا بالمعلومات من خلال الإجابة عن عبارات النموذج الآتية بوضع علامة (/) في المكان الذي يعبر عن أداء الخريج مع مراعاة الدقة والموضوعية خدمة للمصلحة العامة لئلا نتواصل معكم بخريجين قادرين على خدمة الوطن - مع فائق الشكر والتقدير

ت	المهارات	موافق بشدة (5)	موافق (4)	لا أعرف (3)	لا أوافق (2)	لا أوافق مطلقا (1)
1	يملك المعارف والمعلومات الثقافية المتصلة بشؤون العمل					
2	يملك المهارات الثقافية المتصلة بشؤون العمل					
3	يملك مهارات الاتصال الاجتماعي مع الزبائن					
4	يملك مهارات الاتصال الكتابي (يكتب التقارير المطلوبة بوضوح ويشكل سليم)					
5	يملك مهارات البحث والتحليل في شؤون العمل					
6	يملك مهارات التفكير الذاتي والقدرة على حل المشكلات					
7	يملك مهارات العمل الجماعي					
8	يملك مهارات العمل في فريق					
9	يملك مهارات التخطيط والتنظيم لشؤون العمل					
10	يملك قدرة إنتاجية عالية في العمل					
11	يملك جودة في العمل الإنساني					
12	يملك القدرة على الإبداع والأبتكار وتطوير العمل					
13	يملك القدرة على التوافق مع العمل وظروفه المختلفة					
14	يملك القدرة على تحمل المسؤولية					
15	يملك مهارات التفاعل الاجتماعي					

16	يملك القدرة على تقبل التوجيهات والاستعداد لتلقيها					
17	يملك الشعور بأهمية العمل الذي يؤديه					
18	يملك القدرة على المراجعة والتفكير في ما يكلف به					
19	القدرة على التعامل مع المشكلات وتحمل صعوبات العمل					
20	المتابعة لما يستجد في مجال عمله					

أ- أضيف باختصار المعلومات التي تحتاج إليها دالركم في الخرج ضمن تخصصه:

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ب - ما المهارات أو المعارف التي ترى أن الخريج تميز فيها في دالركم

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ج- ما هي الاقتراحات التي عندك لتحسين نوعية الخريج ضمن تخصصه

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جامعة بغداد
كلية الهندسة
قسم الهندسة الميكانيكية

استبيان لراي الخريجين حول مخرجات التعليم

الكلية القسم
اسم الخريج سنة التخرج
اسم الوزارة التي يعمل فيها الخريج اسم الدائرة او القسم
الجنس ذكر ☐ انثى ☐
مكان العمل
تاريخ التعيين

عزيزي طالب الهندسة () :

نحن نطلب مساعدتك لمساعدتنا في تحسين برنامجنا التعليمي من اجل خدمة افضل لطلبة قسم الهندسة () الحاليين وفي المستقبل . الرجاء نقذ بعض دقائق من وقتك لاكمال الدراسة الاتية . نتائج الدراسة مستعمل لاغراض تعليمية واحصائية فقط .
اجبتك سوف تبقى سرية ولن نشترك مع الاطراف الاخرى .

ت	المخرج	موافق بشدة 5	موافق 4	لا اعرف 3	لا وافق 2	لاوافق مطلقا 1
1	القدرة لتطبيق علم الرياضيات وتعلم التفكير والتكامل والمشكلات الجبر الخطي الاحتمالية والاحصاء .					
2	القدرة لتطبيق العلوم الهندسية العامة وتنفيذ مقررات المتاهاج الدراسي .					
3	القدرة في التصميم المعماري في العتبات الهندسية .					
4	القدرة في تحليل وتفسير البيانات التحليلية					
5	القدرة عناصر العتبات الهندسية للحصول على الاحتمالات المرغوبة .					
6	القدرة تحديد وتعلم في مسائل التصميم المتعددة الاتية : الاخلاقي ، الامان ، الاقتصاد والبيئة .					
7	القدرة العمل كعضو لفريق هندسي .					
8	القدرة العمل كعضو لفريق متعدد التخصصات					
9	القدرة تحديد لمشاكل الهندسية من خلال المرافقة والمقارنة والمداولة .					
10	القدرة حل المشاكل المعقدة من خلال تطبيق المهارات الحاصل عليها بدورات مختلفة .					
11	الفهم والادراك لسلوك او مصطلح الاخلاق واعينيتها في كلا العمل والمجتمع .					
12	ادراك اهمية المسؤولية العراقية .					
13	القدرة استعمال تأثير التواصل الشفهي .					
14	القدرة استعمال تأثير التواصل المكتوب .					
15	التسابق اي معرفة تساعدك في امتلاك تعليم هنسي واسع .					
16	ادراك تأثير الهندسة في تطور الاقتصاد الانتاجي لبلدك والعلم .					
17	التسابق مهارات تساعدك في تطبيق التعلم مدى الحياة .					
18	التسابق المعرفة للتقنيات المعاصرة واصدارات العلوم .					
19	القدرة استعمال الوسائل الرقمية والبرامج في حل المشاكل الهندسية .					
20	القدرة الاستفادة من الحاسوب كداة تعليمية .					

ملاحظة:

5: موافق بشدة 4: موافق 3: لا اعرف 2: لا وافق 1: لاوافق مطلقا .



جامعة بغداد
قسم ضمان الجودة والإداء الجامعي

اسئلة اراء الطلبة حول الاساتذة

الكلية القسم السنة الدراسية طالب ☐ طالبة ☐

اسم المادة الدراسية ورقصها اسم التدريسي

هل تم توزيع خطة تدريس المادة الدراسية من بداية الفصل الدراسي ؟ () لا ادرى () نعم () لا

هل يلتزم التدريسي بالمساعات المكتبية المحددة للمادة الدراسية ؟ () لا ادرى () نعم () لا

اذا كانت الاجابة (لا) وضح لذلك

اعزائي الطلبة:

انتم محور اهتمام الجامعة ، ولذا يهتم بها ، ولتطوير العملية التعليمية في الجامعة نأمل منكم مشكورين تزويدنا برأيكم من خلال الاجابة بدقة عن عبارات النموذج الاتية في الجوانب المختلفة بوضع علامة (/) في المكان الذي يعبر عن رأيك ، مع مراعاة الدقة والموضوعية ، علما انه لا توجد اجابات صحيحة واخرى خاطئة . وان الاجابات ستستعمل لتطوير العملية التعليمية مستلئين لكم التوفيق والتجاح .

ت	السؤال	موافق بشدة (5)	موافق (4)	لا اعرف (3)	لا اوافق مطلقا (2)	لا اوافق مطلقا (1)
1	لديه قدرة على ايجاد المادة العلمية بصورة مشوقة وبسهولة					
2	يعبر عن استيعاب الوسائل والتقنيات لتعليم الحديثة					
3	يوضح التدريسي الجوانب النظرية في المادة الدراسية بأمانة من الواقع .					
4	يعطي التدريسي مادة علمية بطريقة توافر وقت المحاضرة					
5	يلتزم التدريسي في مواعيد المحاضرات					
6	يحسن ادارة صفه ويعطي فرصا متساوية لطلابه في الحوار والمناقشة .					
7	يستثير الطلبة ويشجعهم على التفكير والبحث العلمي					
8	يحترم التدريسي اراء الطلبة المختلفة .					
9	يشجع الطلبة من خلال التعلم الذاتي في البحث عن الجديد والحديث .					
10	يأخذ التدريسي الاقتراحات والتفاد بصفة صبر .					
11	يعد التدريسي موضوعيا ومنصفا في تقييمه للطلبة .					

12	يستعمل التدريسي طرقاً متنوعة لتقديم مواد نظرية مثل (التقارير ، أبحاث ، اختبارات قصيرة (quiz) ، اختبارات) .
13	يتابع الواجبات والأنشطة ويضع لها وزناً في التقييم .
14	يمتلك التدريسي القدرة على منقطة موضوعات المادة الدراسية جميعها .
15	يعمل على زيادة الحصيلة المعرفية لتلميذه .
16	يعد التدريسي شخصية مميزة ومثل يقتدى به .
17	يضع الأسئلة بشكل واضح ومفهوم .
18	يسمح التدريسي الأرائق الامتحانية ويعدّها نظرية بمرعة .
19	يتابع الواجبات والأنشطة ويضع لها درجات .
20	يتحدث التدريسي عن موضوعات جانبية خارج نطاق المنهج الخمي .

الخطة الدراسية : المقصود منها توضيح للمخرجات التي تتصلها المادة والجدول الزمني لتدريسها فضلاً عن المصادر الأساسية والكتب والوقت الامتحانات وتوزيع الدرجات .

الرجاء اختيار الاجابة التي تلتزمك بوضع دائرة حولها / يمكنك اختيار اكثر من اجابة

أ- اكثر الانشاء التي ساعدتك على عملية تدريس هذه المادة الدراسية هي :

- 1- طريقة شرح التدريسي وعرضه للمادة.
- 2- الحضور للمحاضرة بانتظام.
- 3- التعمير والمراجعة للمادة باستمرار .
- 4- المختبر ان وجد .
- 5- النشاطات الصفية والبيئية الخاصة بالمادة الدراسية (الواجبات ، الأبحاث ، التقارير ، الامتحانات)

ب- اكثر الانشاء التي اعطت عملية تدريس في هذه المادة كانت بسبب :

- 1- عدم ربط مادة المادة الدراسية بالواقع .
- 2- حجم الكتاب المقرر .
- 3- محتوى الكتاب المقرر .
- 4- شرح التدريسي / سرعته ، وعدم كلفة طرائق التدريس .
- 5- الظروف البيئية المحيطة .

ج- اكثر الاوقات التي كنت فيها مستمتعاً ومشاركاً في عملية التعليم كانت :

- 1- اثناء التدريس في المختبر ان وجد .
- 2- عند ربط المادة الدراسية بالواقع .
- 3- عند المناقشة والحوار والمشاركة الفاعلة في المحاضرة .
- 4- عند فصل الشطة صفية وبيئية .
- 5- عندما لا يكون لدينا امتحانات فصلية .

د- اكثر الاوقات التي شعرت فيها بالملل وعدم الرغبة في المشاركة في عملية التعليم كانت :

- 1- في اوقات الامتحانات .
- 2- عند الشرح النظري والتطرق لموضوعات جانبية .
- 3- عندما يكون حجم المادة المطروحة كبيراً .
- 4- عند حدوث العطل والاحداث الجانبية .
- 5- عدم المشاركة في المحاضرة .

هـ- ما الاقتراحات التي تود تقديمها لتدريس المادة الدراسية لأخذها في الحسبان عند التدريس المستقبلي لهذه المادة الدراسية؟

- 1- تغيير الكتاب المقرر .
- 2- تنويع طرائق تدريس المادة الدراسية .
- 3- تطوير الكتاب المقرر او اضافة كتاب مساعد آخر .
- 4- اعطاء فرصة اكبر للطلبة للمشاركة والمناقشة .
- 5- ربط المادة الدراسية بالواقع والتطبيق العملي .



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طالبة طالب

أعزائي الطلبة:

انتم محور اهتمام الجامعة ، ورايكم يهمنا ، وللتطوير العملية التعليمية في الجامعة نأمل منكم مشكورين تزويدنا برأيكم من خلال الاجابة بنقطة عن عبارات الانموذج الآتية في الجواب المختلفة بوضع علامة (✓) في المكان الذي يعبر عن رأيك ، مع مراعاة الثقة والموضوعية، علما انه لا توجد اجابات صحيحة والخرى خاطئة وان الاجابات مستعمل لتطوير العملية التعليمية متمنين لكم التوفيق والسجاح .

الرقم	المؤشرات	درجة الموافقة				
		لا تفي تماما (1)	لا تفي (2)	معايد (3)	تفي (4)	تفي تماما (5)
1	مواقع الكلية مناسب وجيد ويسهل الوصول اليها					
2	ان المباني (القاعات الدراسية ، المعاملات ، وغيرها) التي تجري فيها العملية التعليمية في الكلية التي ادرس فيها ملائمة ومناسبة في هيئتها ومظهرها.					
3	ان القاعات الدراسية في الكلية التي ادرس فيها ثقيلة ومريحة					
4	ان الاجهزة والمعدات والادوات التي تستخدم في العملية التدريسية في الكلية التي ادرس فيها ملائمة ومناسبة في طبيعتها وخدماتها ومظهرها.					
5	تتوفر في الكلية التي ادرس فيها اسكن مناسبة لاستراحة الطلبة بين المحاضرات .					
6	توجد في الكلية عدد كافي من دورات مياه للكلية .					
7	تتولى الكلية اهتمام كبير في متابعة نظافة دورات المياه وتوفير المستلزمات الضرورية فيها .					
8	تتوفر في الكلية التي ادرس فيها اسكن مخصصة لتسيار الصالحة للشرب .					
9	تتوفر في الكلية التي ادرس فيها سبلات لالتشطة الترفيهية وهي ملائمة ومناسبة في هيئتها ومظهرها .					
10	يظهر تدريسي الكلية بمظهر لائق والوقل .					
11	يتميز اعضاء الهيئة التدريسية في الكلية التي ادرس فيها باستجابتهم المعيزة والفعورية لاحتياجات الطلاب في مجال التكميل للتخصص الدراسي له .					
12	يتميز اعضاء الهيئة التدريسية في الكلية التي ادرس فيها بالانفتاح والحرية المخصصة لتعليم الطلاب وزيادة تحصيله العلمي في المعارف والمهارات التي يتحسب عليها التدريس					
13	ان اعضاء الهيئة التدريسية في الكلية التي ادرس فيها يمتلكون معارف ومهارات وخبرات مميزة في مجال تخصصهم الأكاديمي .					
14	يتميز اعضاء الهيئة التدريسية في الكلية التي ادرس فيها بقدرتهم على حسب ذلك الطالب في مختلف مجالات العملية التدريسية (الامور العلمية ، والتنظيم ، وغيرها) اقل تدريسيه .					
15	يتميز اعضاء الهيئة التدريسية في الكلية التي ادرس فيها بالاندية والادب والتهافة والاحترام في تعاملهم مع الطلاب داخل وخارج المحاضرة .					
16	يتميز اعضاء الهيئة التدريسية في الكلية التي ادرس فيها بالاحترام بالطلاب والسعي لتلهم الاحتياجات الخاصة به سواء تعلق ذلك باستيعاب المادة العلمية او غيرها من الجوانب في العملية التدريسية .					
17	يتميز اعضاء الهيئة التدريسية في الكلية التي ادرس فيها بالدقة في الجواب العلمية وفي امانة سؤل درجات الطلبة وفي اداء المهام الاخرى المناطة بالصالحية التدريسية بدون اخطاء .					
18	يتميز اعضاء الهيئة التدريسية في الكلية التي ادرس فيها بالانتماء بالانتماءات المارانية عليهم تجاه الطلاب مثل مواعيد المحاضرات والامتحانات ومطوون المادة العلمية ودفونها الزمئي والى مفعون الطلاب به ويتعلق بالصالحية التدريسية .					

* ان شعوري العام عن مستوى جودة خدمة التطعيم العالي في الكلية التي ادرس فيها هو :-

راضى جدا	راضى	غير معاند	غير راضى	غير راضى جدا

* ماهي مقترحاتك لتطوير جودة الخدمة التعليمية في الكلية:-



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اسم المادة الدراسية ورقمها

اسماء التدريسين

اعزائي الطلبة:

انتم محور اعتماد الجامعة ، ولذا يهتمنا ، ولتطوير العملية التعليمية في الجامعة تأمل منكم مشكورين تزويدنا برأيكم من خلال الاجابة بدقة عن عبارات النموذج الاتية في الجوانب المختلفة بوضع علامة (/) في المكان الذي يعبر عن رأيك ، م مراعاة الثقة والموضوعية ، علما انه لا توجد اجابات صحيحة واخرى خاطئة وان الاجابات مستعمل لتطوير العملية التعليمية متمنين لكم التوفيق والتجاح .

ت	السؤال	موافق بدرجة (5)	موافق (4)	لا اعرف (3)	لا موافق (2)	لا موافق مطلقا (1)
1	اجمالا هذه المادة الدراسية جيدة ومفيدة					
2	وقت المحاضرة كاف لتغطية محتويات المادة الدراسية					
3	محتوى المادة يتناسب مع هدف المادة الدراسية					
4	محتوى المادة الدراسية مترابطة المعلومات					
5	الكتب الدراسية والمراجع متوافرة ومفيدة					
6	المراجع المتوافرة تحفز وتساعد على التفكير					
7	الكتاب خالي من الاخطاء اللغوية والنحوية					
8	المعلومات التي يحتويها الكتاب قيمة					
9	يحتوي الكتاب على امثلة وتمارين متنوعة					
10	نظام التقويم مناسب للمادة الدراسية (طريقة الامتحان)					
11	عكست الامتحانات محتوى المادة الدراسية					
12	عدد الامتحانات شامل لمحتوى المادة الدراسية					
13	ساعدت الامتحانات والواجبات على استيعاب المادة الدراسية					
14	الامتحانات والتمارين تتفق مع الهدف من المادة الدراسية					
15	الامتحانات والتمارين تساعد على التفكير اكثر من الحفظ					
16	عدد الامتحانات وتكرار حدوثها مناسب					
17	حالة تجهيز القاعات الدراسية مرضية					
18	الامكانيات والمختبرات مناسبة وفعالة					