

**UNIVERSITY OF BAHRAIN**  
**QUALITY ASSURANCE AND ACCREDITATION CENTER**

**SENIOR EXIT SURVEY RESULTS**  
**2015/2016**

## INTRODUCTION

The Senior Exit Survey, undertaken by the University of Bahrain, is a survey of the experiences and plans of the graduating seniors from the university.

Each year, the senior exit survey is administered twice filled by the graduating seniors for all colleges. The survey targets improvement in a variety of topics including 5 main areas: advising, admission and registration, curriculum and instruction, facilities and learning resources as well as their overall program experience. Senior Exit Survey (SES) reflects students opinions and experiences throughout their academic life in the university. The survey is designed in such a way that provides improvement actions directly related to the program, in specific, in terms of outcomes and objectives. In addition, overall opinions are also considered to look into improvement actions at the level of the university. The university also uses the survey results as a tool for planning and evaluation of university's improvement efforts. The University and the colleges utilize the survey results to measure institutional effectiveness.

The Quality Assurance and Accreditation Centre (QAAC) and the Quality offices in colleges administer the UOB Senior Exit Survey each year. This Senior Exit Survey was delivered electronically to students during the academic year of 2015\2016

In 2015\2016, the Senior Exit Survey was filled by 1668 graduating seniors. Demographic data of students' responses are provided as follows:

# OVERALL CONCLUSION POINTS

- The senior exit students expressed their satisfaction mostly in the area of the overall program experience (76.9%) followed by the area of curriculum and instruction (71.9%).
- On the other hand, the admission and registration processes and functions got low satisfaction results. As a conclusion, a real action should be taken to fix admission and registration processes.
- An overall observation was realized for all colleges, where 80 - 90% of the students showed their high desire to continue their professional education. This is an indication for an opportunity to boost the professional development activities and post-graduate programs that are fit for purpose for the student, university and the market.
- About 30% of the senior exit students have a job offer on the time of graduation, which is a good indication of the quality of graduates. However, it is noticeable that College of Science has less than 20% at time of graduation. These numbers are not enhanced or tracked through any means of communication, follow-up or recruitment plans with employers. Such actions would enhance this percentage.
- The admission and registration processes and functions obtained low satisfaction results for all colleges, except for two colleges, CHS and BTC. In specific, those two colleges had their own system in place, before merging under the umbrella of UOB. These two colleges still have their own functions in registration, which increase their performance and efficiency. Real action should be taken to fix admission and registration. As stated by students, the reasons behind the low satisfaction of admission and registration, are related to processes and functions, timetabling and availability of sections.
- There was an overall consensus on the low satisfaction level under 50% for all colleges in the area of career counseling. More efforts should be incorporated to elevate the levels of satisfaction to ensure better advice and career counseling.
- Teaching strategy was reflected to be in acceptable satisfaction levels for most colleges, better in CHS and BTC, and lower in College of Arts, College of Law and College of Business. The reasons behind the dissatisfaction levels differed for the three colleges, as College of Arts and College of Business suffer from high student to faculty ratio, where faculty are forced to teach out of their specialization field, or do not have sufficient effort to cover all courses. 60.9% of the students stated that the faculty members are qualified, which is to the minimum acceptance satisfaction level. For College of Arts and College of Law, low scores of satisfaction levels are observed in the learning resources and e-technology facilities that support teaching. These facilities should be enhanced in all colleges to increase the teaching and learning performance. In addition, departments should develop recruitment plans to maintain the acceptable student to faculty ratios, to ensure better interaction, and to ensure that specialized faculty members teach the suitable courses.
- The College of Applied Studies obtained a satisfaction level over 70% in the curriculum structure, which reflects the satisfaction on the changes in the curriculum suggested by the QAAC, however, higher levels are still foreseeable.
- The satisfaction of the advising system was below 50% for College of Business, College of Arts and College of Law. This could be related to the high student to faculty ratio. However referring to the details of the questions, reasons stated are related to the advising system and process. In addition, it seemed that the faculty member do not have the will or the experience to advise. It is worth mentioning that in specific that only 65.5% of the students were satisfied with their field of study, which could have affected the satisfaction levels of advising.
- Bahrain Teachers College (BTC) and College of Health Sciences (CHS) scored high satisfaction levels in most areas, namely, advising, admission and registration, curriculum and instruction, and facilities and learning resources.

- The overall program experience and in specific in curriculum and instruction was high (above 70%) for all colleges. This reflects the high quality of curriculum structure and teaching methodologies, and the strong base of programs.
- Even with the high satisfaction levels in advising, curriculum and overall experience, the College of Engineering scored lower in some areas, such as facilities, registration and service courses. All are related to the detachment of the main campus with all its services at Sukheir, which reflects negatively both on the students, faculty, administration and hence the program.
- The College of Law got low satisfaction levels in all areas. In specific, they are lower in advising where faculty members do not show any keen or do not have the experience to provide the appropriate advising. The students partially appreciated the teaching strategy, where only 61.2% of the students showed their satisfaction. It was also clear from the results that the college needs to upgrade their technological competence levels in terms of computer facilities, networking, labs and software, as stated by the senior exit students.
- The Physical Education and more significantly the Physiotherapy program need to upgrade their facilities to satisfy the needs in terms of adequacy and quality. Only 61.6% of the students found that the labs are adequate.
- There are no student representatives for both the Physical Education and Physiotherapy programs and the College of Health Sciences. This was reflected in the student's opinions where they felt left out, and that their suggestions or complaints are not reachable to management and administration.
- For the following colleges, College of Science, College of Law and College of Arts, low satisfaction levels were obtained for the support provided to students to strengthen their English language. This observation should initiate a recommendation to cover this shortcoming.
- The students expressed their dissatisfaction opinion on the limited IT support in the College of Law, College of Science and College of Arts. It is also known that these colleges do not have IT support staff, as their IT facilities are centrally managed and controlled. It is also observed that the faculty members at College of Law and College of Arts are at low-tech capabilities, as stated by the students' opinions. This should be looked into more depth, to utilize the IT facilities to raise up the quality of services and support to the students.
- The College of Science scored low levels of satisfaction in the availability of computer software that would enhance their learning process.

Table 1: Demographic data for the Senior Exit Survey results

Colleges	Total No. of respondents	Average GPA	No. of male students	No. of female students
College of Applied Studies	153	2.725	57	96
College of Art	320	2.055	55	265
Bahrain Teacher College	134	2.87	16	118
College of Business	390	2.63	120	270
College of Engineering	217	3.49	119	98
College of Information Technology	138	2.38	55	83
College of Law	139	2.37	37	102
College of Health Sciences	40	2.91	1	39
College of Physical Education and Physiotherapy	76	3.085	26	50
Science	61	2.83	7	54
<b>Grand Total</b>	<b>1668</b>	<b>2.725</b>	<b>493</b>	<b>1175</b>

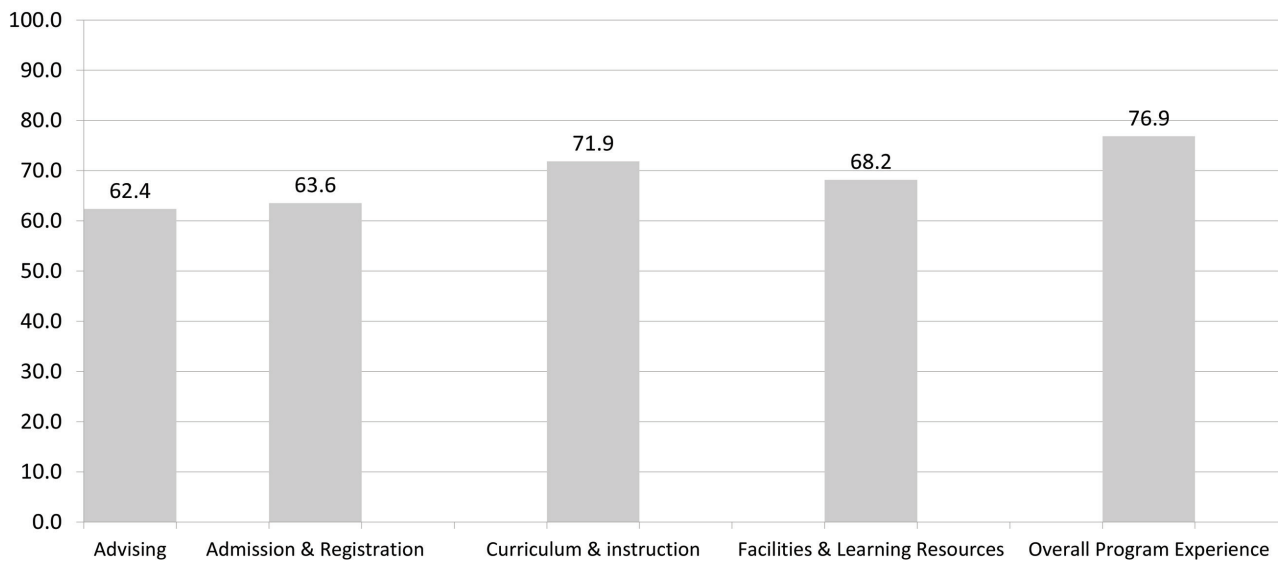


Figure 1: Overall Average Senior Exit Students' Survey Results

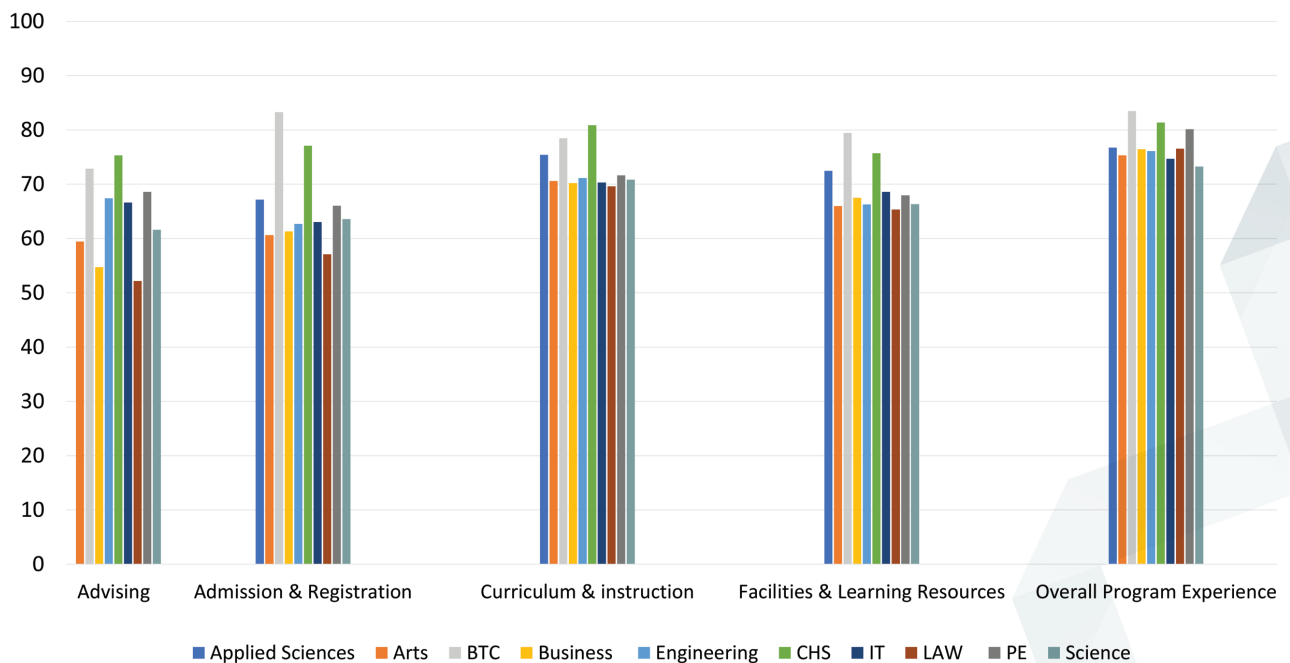


Figure 2: Comparison of Senior Exit Students' Survey results between colleges

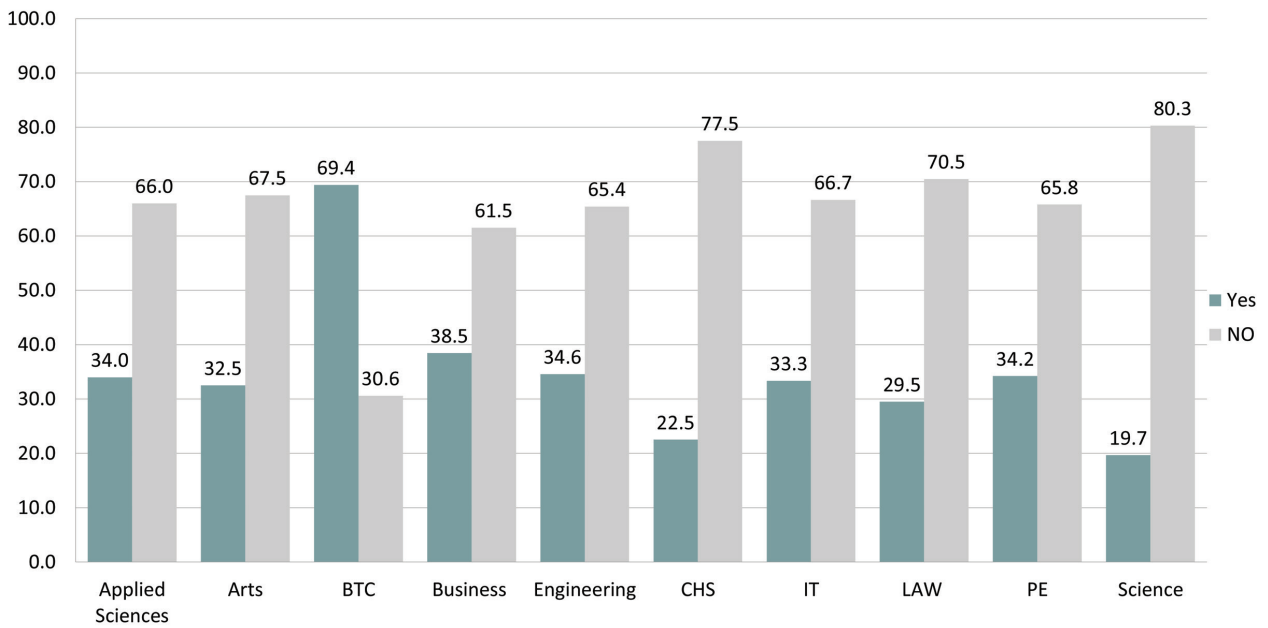


Figure 3: On graduation, do you currently have at least one job offer?

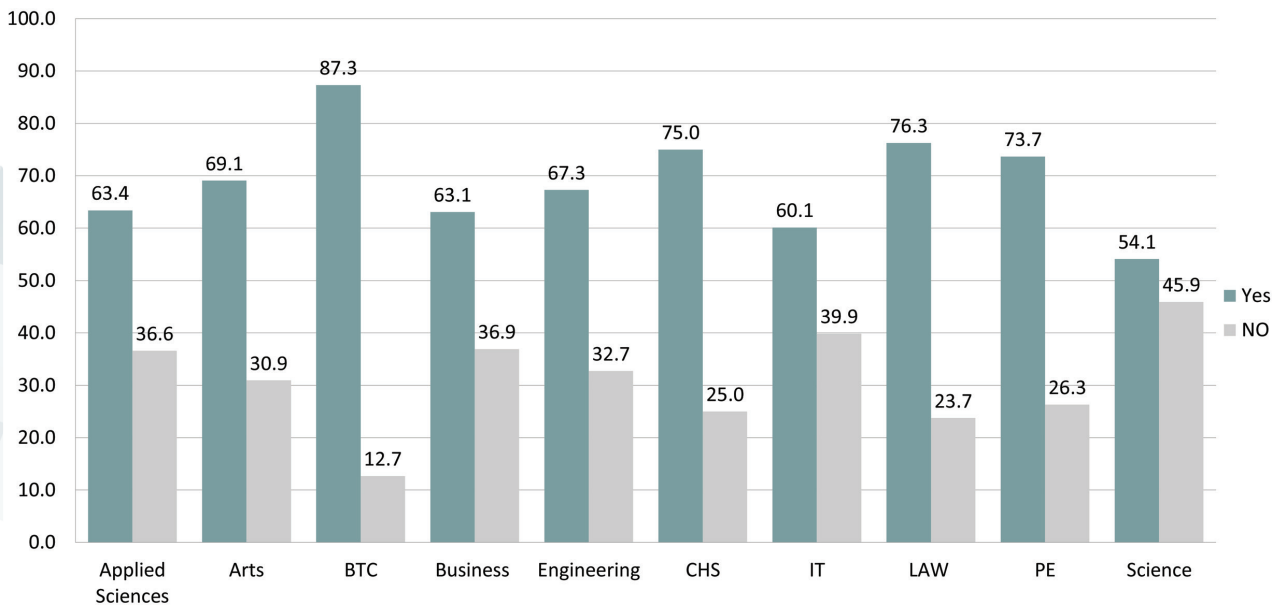


Figure 4: On graduation, do you plan to attend graduate school?