

ARABIAN GULF UNIVERSITY



جامعة الخليج العربي

# Student Evaluation of Their Program

(Academic Years 2024-2025)

تقييم الطلبة لبرنامجهم الأكاديمي  
(الأعوام الأكاديمية 2024-2025)

26 June 2025

Quality Assurance and Strategic Planning Center  
Quality Unit





# End of Program Report

## Introduction

العربية English

Page Selection

Introduction

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As part of the university's quality and academic accreditation requirements, the Quality Assurance and Strategic Planning Center annually conducts an electronic questionnaire to evaluate students' perspectives on their program, which is implemented at the end of the program.

This questionnaire is sent to students expected to graduate at the end of their program, specifically in year 6 for students of the College of Medicine and Health Sciences and those in the foundation year, using the Moodle system to obtain their overall evaluation of their academic program. For MBA students, an electronic link is sent via Google Forms to obtain their overall feedback during the completion of graduation procedures.

For students of Graduate Studies who are close to finishing their master's and doctoral theses, the questionnaire is conducted via an electronic link sent to students through Google Forms. Due to the different periods of thesis discussions and the varying completion times of graduation procedures, this questionnaire is conducted throughout the academic year.

The questionnaire consists of two sections: the first section addresses the evaluation of the program (7 questions), while the second focuses on teaching, assessment, and learning resources (10 questions). The 7 questions related to the study program focus on student satisfaction with meeting their expectations, enhancing academic and professional collaboration, and preparing them for the next level in their academic and professional careers.

Meanwhile, the next 10 questions address student satisfaction with supervision and guidance, fair evaluation by instructors, the quality of faculty, the adequacy of learning resources, the use of e-learning, and the overall evaluation of the teaching staff.

**Note:** It is challenging to determine the accurate response rates for postgraduate programs due to the unavailability of this information in the student information system, mainly because the varying timelines for their completion make it difficult to determine the exact number of graduated students in each academic year.



# End of Program Report

## Response Analysis

Page Selection

Overview

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Total No of Responses

16

Evaluation Average

▲ 4.4

College

CEATS

Academic Year

2020-2021

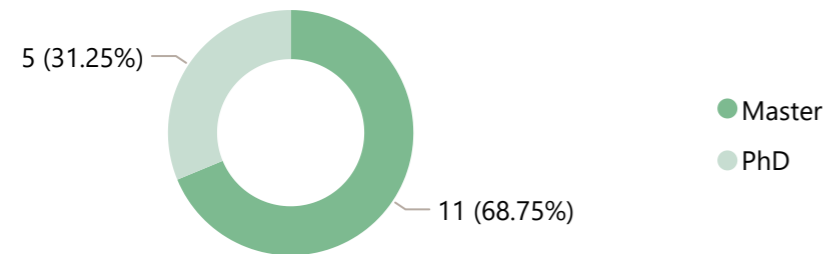
2021-2022

2022-2023

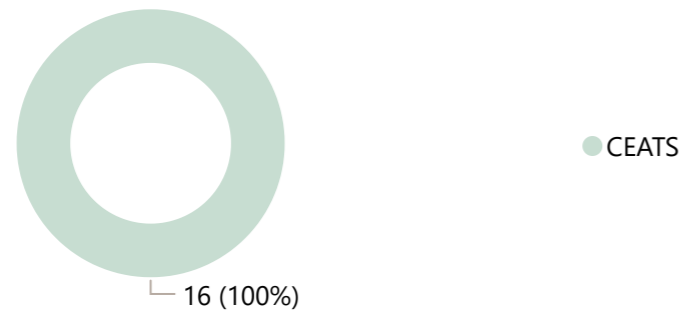
2023-2024

2024-2025

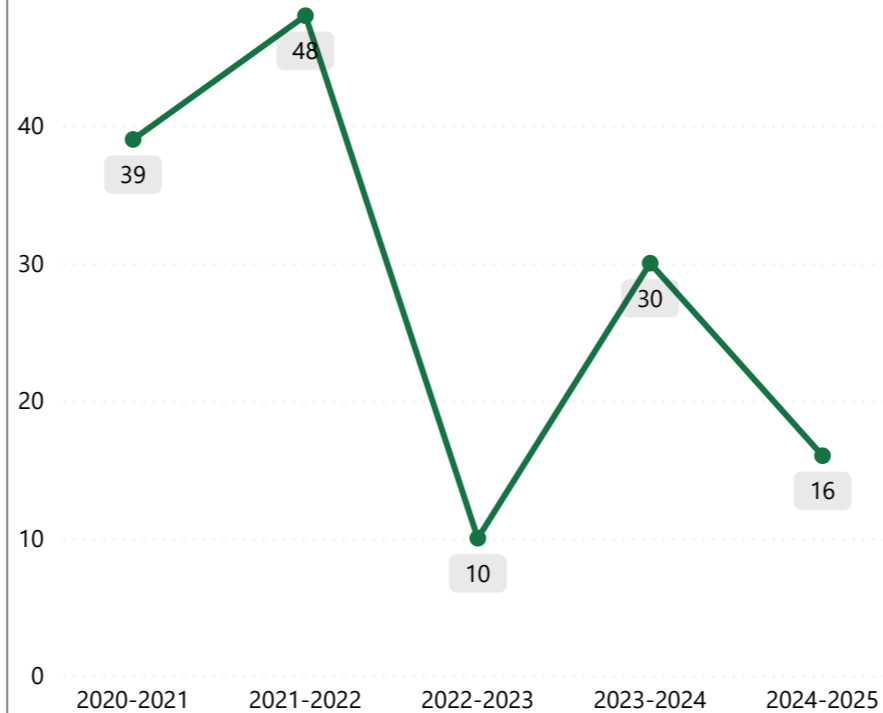
### Number of Responses by Degree



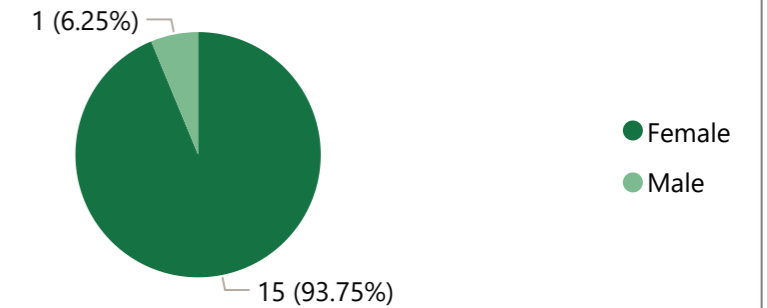
### Number of Responses by Category



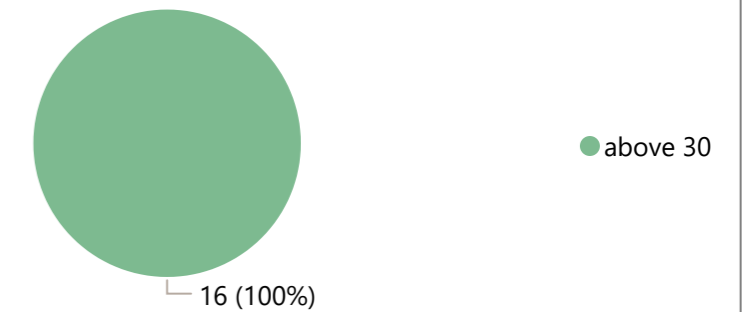
### Number of Response Across Five Academic Years



### Number of Responses by Gender



### Number of Responses by Age





# End of Program Report Overview

Page Selection

Foundation

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Total No of Responses

16

Evaluation Average

▲ 4.4

Question Groups

Study program  
Evaluation

Teaching, Assessment  
and Learning Resources

College

CEATS

Academic Year

2020-2021

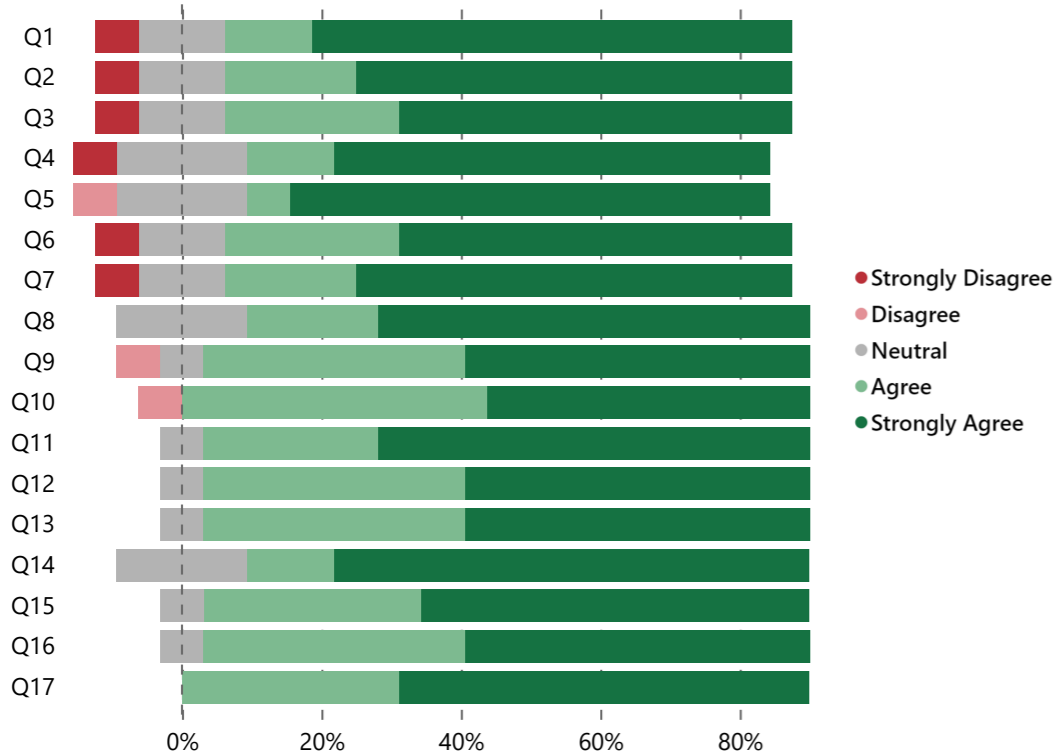
2021-2022

2022-2023

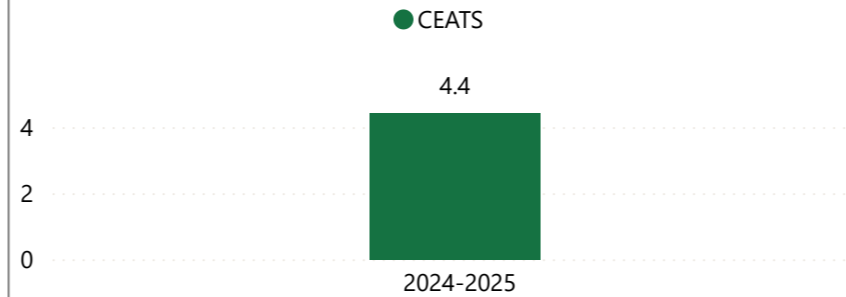
2023-2024

2024-2025

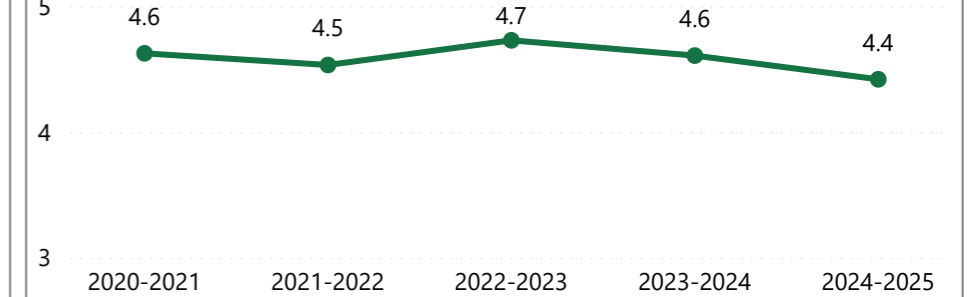
### Distribution of Response Count on Likert Scale



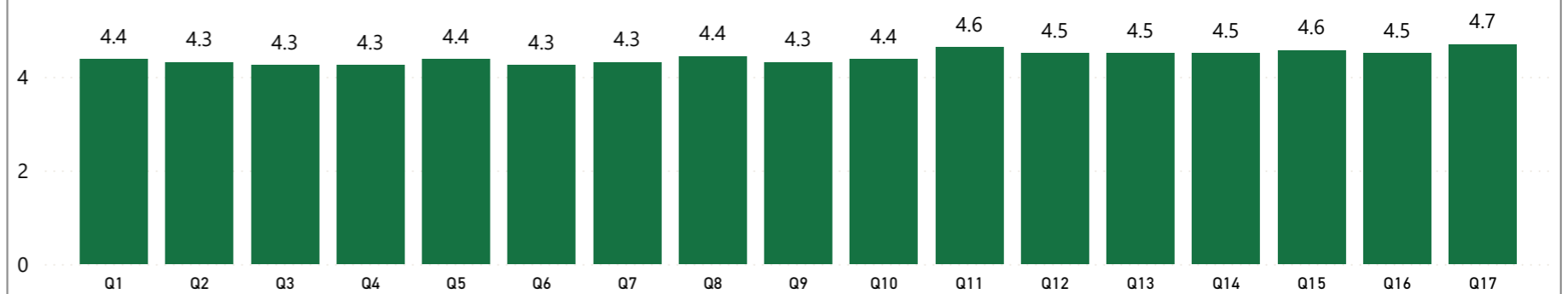
### College-Specific Satisfaction Score by Academic Year



### Satisfaction Score Across Five Academic Years



### Satisfaction Score by Question





# End of Program Report

## Evaluation Average for Each Question by College

Page Selection

Average by Program

Click to page: Average by Program

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Total No of Responses

16

Evaluation Average

▲ 4.4

Question Groups

Study program Evaluation

Teaching, Assessment and Learning Resources

College

CEATS

Academic Year

2020-2021

2021-2022

2022-2023

2023-2024

2024-2025

### Satisfaction Score for Each Question by College





# End of Program Report

## Evaluation Average for Each Question by Program

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Question Groups ▼

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Total No of Responses

16

Evaluation Average

▲ 4.4

Question Groups

Study program Evaluation

Teaching, Assessment and Learning Resources

College

CEATS

Academic Year

2020-2021

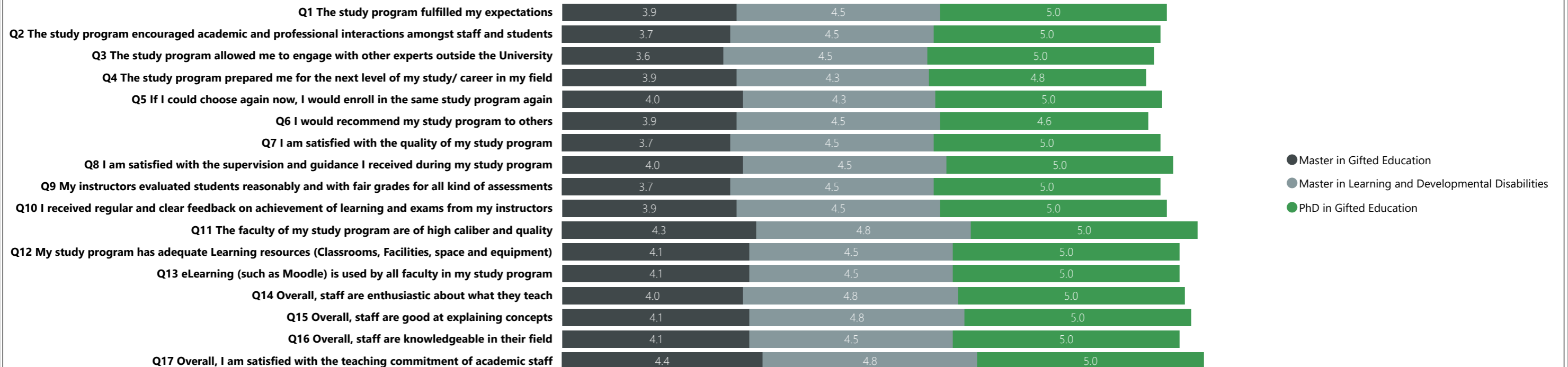
2021-2022

2022-2023

2023-2024

2024-2025

### Satisfaction Score for Each Question by Program



- Master in Gifted Education
- Master in Learning and Developmental Disabilities
- PhD in Gifted Education



# End of Program Report

## Analysis by Question Groups & Programs

Sort By: Average ▼

Ascending

Descending

Page Selection ▼

Comments ▼

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Total No of Responses

16

Evaluation Average

▲ 4.4

College

CEATS

Academic Year

2020-2021

2021-2022

2022-2023

2023-2024

2024-2025

### Satisfaction Score by Programs and Question Groups

Question Groups	Study program Evaluation Average	Teaching, Assessment and Learning Resources Average
Program		
Master in Gifted Education	3.8	4.1
Master in Learning and Developmental Disabilities	4.4	4.6
PhD in Gifted Education	4.9	5.0
<b>Total</b>	<b>4.3</b>	<b>4.5</b>

### Satisfaction Score and Response Count by Programs

Program	Overall Satisfaction	No of Responses
Master in Gifted Education	4.0	7
Master in Learning and Developmental Disabilities	4.5	4
PhD in Gifted Education	5.0	5



# End of Program Report

## Action Plan - Senior

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Question Groups

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Total No of Responses

16

% Favorable

(Agree + Strongly Agree)

86%

Question Groups

Study program  
Evaluation

Teaching, Assessment  
and Learning Resources

College

CEATS

Academic Year

2020-2021

2021-2022

2022-2023

2023-2024

2024-2025

### Questions in English

Questions in English	Cumulative %F	Score
Q1 The study program fulfilled my expectations	81%	4.4
Q2 The study program encouraged academic and professional interactions amongst staff and students	81%	4.3
Q3 The study program allowed me to engage with other experts outside the University	81%	4.3
Q4 The study program prepared me for the next level of my study/ career in my field	75%	4.3
Q5 If I could choose again now, I would enroll in the same study program again	75%	4.4
Q6 I would recommend my study program to others	81%	4.3
Q7 I am satisfied with the quality of my study program	81%	4.3
Q8 I am satisfied with the supervision and guidance I received during my study program	81%	4.4
Q9 My instructors evaluated students reasonably and with fair grades for all kind of assessments	88%	4.3
Q10 I received regular and clear feedback on achievement of learning and exams from my instructors	94%	4.4
Q11 The faculty of my study program are of high caliber and quality	94%	4.6
Q12 My study program has adequate Learning resources (Classrooms, Facilities, space and equipment)	94%	4.5
Q13 eLearning (such as Moodle) is used by all faculty in my study program	94%	4.5
Q14 Overall, staff are enthusiastic about what they teach	81%	4.5
Q15 Overall, staff are good at explaining concepts	94%	4.6
Q16 Overall, staff are knowledgeable in their field	94%	4.5
Q17 Overall, I am satisfied with the teaching commitment of academic staff	100%	4.7
<b>Total</b>	<b>86%</b>	<b>4.4</b>

### Programs

Master in Gifted Education

PhD in Gifted Education

Master in Learning and  
Developmental Disabilities



# End of Program Report

## Overall Student Comments

College

CEATS

Academic Year

2020-2021

2021-2022

2022-2023

2023-2024

2024-2025

Page Selection

Comments

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From your point of view what are your study program's strengths?

Adaptability  
Autism  
Dr Ahmed Alabasi was the best and he offered huge support to all of us .  
faculty and staff  
Faculty members  
I believe my self more  
Nothing  
The strength and creativity of doctors  
التخصص وطرح العديد من المواضيع والقضايا التي تتبع التخصص  
المناهج التي تركز على طرق البحث ومناهجه  
المواد العلمية والدكاترة الافاضل  
قوة البرنامج تكمن تنوع المناهج وقوة وأسلوب التدريس وخصوصا وجود أعمدة الوطن العربي، وأيضا تنوع التخصصات للطلبة في البرنامج  
لا شي

From your point of view what are your study program's weaknesses?

لا يوجد  
لا شي  
بعض الاختبارات لا تراعي الفروق بين الطلبة..  
وتضعهم على مسطرة واحدة  
باعقادي الشخصي الضغط النفسي نظرا لكثرة لبعض المحاضرات Assignments  
Statistics  
Resources that help students complete their work.  
Office hours time  
Nothing  
Everything except Dr Ahmed Alabasi , the curriculums are repeating the same information .  
المناهج عبارة عن اعادة لنفس.  
المعلومات ومعلومات ركيكة لا تفي بالعرض حرفيا  
تخرجت دون اكتساب معرفي حقيقي

What suggestions do you have for improvements in your study program at this institution?

Add more academic staff  
Better instructors , change of the name of the program من تخصص تربية الموهوبين عليه جدل كبير من باب الخبرة اليومية نحتاج لتخصص صعوبات تعلم و تعديل سلوك لا موهوبين حيث لا يعد مجالا ناجحا في سوق التعليم ولا لعملنا  
Focus on modern, diverse resources and increasing activities that serve the program and allow for interaction and collaboration with other university departments.  
nothing  
The strength and creativity of doctors  
استبدال المحاضرات والاختبارات بمناقشات اكثر.. واجراء بحوث وتقديم مقالات  
تقليل عدد المقررات المتكرره  
جعل المواعيد اكثر عمق حيث بالنسبة للمتخصصين بعض المعلومات تعتبر جدا سطحية ومكررة  
ضرورة أن تزيد مدة البرنامج  
لا شي

Estimated salary after graduation

1200  
12000  
1250  
15  
5000  
600  
950

Programs

Master in Gifted Education

PhD in Gifted Education

Master in Learning and Developmental Disabilities