



Cairo University



QAAU SYNOPSIS

FEBRUARY 2018

CUFE-QAAU-5/2/2018



OUTLINE

1- NEW BOARD OF QAAU

2- MISSION & VISION OF QAAU 2018

3- ONGOING PROCESSES OF 2018 ONWARDS

A- CUFЕ SELF STUDY REPORT (SSR) – CU 9 FILES + STRATEGIC PLAN OF CUFЕ QAAU

B- CUFЕ ORGANIZATION CHART

C- STATUS OF ACADEMIC YEAR 2016-17

D- ONGOING QUALITY PROCEDURES OF PROGRAMS

E- NAQAAE LOCAL ACCREDITATION OF CUFЕ PROGRAMS

F- ABET ACCREDITATION POTENTIAL FEASIBILITY

4- NEW ENGINEERING NARS 2018 & NEW CUFЕ

CATALOG 2018-19 MAPPING

5- 2018 QAAU TASKS for FALL 2017 & SPRING 2018



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CUFE-QAAU 2018

QAAU 2018
NEW BOARD OF QAAU



QAAU MEMBERS- NEW BOARD 2018

Prof. Dr. Sherine Mohy Eldin Wahba- (Unit Head)

Professor at Architectural Engineering Department



Assoc. Prof. Dr. Mahmoud Mohamed Tash- (Unit Member)

Assoc. Prof. at Metallurgical Engineering Department



Dr. Hossam Abd El Hammid Abd El Gawaad- (Unit Member)

Assis. Prof. at Public Works Engineering Department



Dr. Tamer ElSerafi- (Unit Member)

Assis. Prof. at Architectural Engineering Department



Eng. Mahmoud Abido- (Unit -Team Assistant)

TA. In Aerospace Engineering



MEETINGS 3 TIMES/MONTH- TASK ORIENTED GROUPS + QAAU ONGOING PROCEDURES

CUFE-QAAU 2018

2

QAAU 2018
MISSION & VISION OF QAAU 2018



MISSION & VISION OF QAAU 2018

2

“Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skillful execution; it represents the wise choice of many alternatives.”

William A. Foster

IT'S NOT ABOUT DOCUMENTATION ONLY, IT'S ABOUT THE QUALITY OF SERVICE WE PROVIDE AND MAKING SURE THAT WE ARE:

- EFFICIENT
- TRUE
- UP TO DATE
- COMPETENT
- COMPETITIVE

MAPPING TO A BENCHMARK!!!

ACCREDITATION



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3

QAAU 2018
ONGOING PROCESSES OF 2018 ONWARDS



PREPARING CUFE SELF STUDY REPORT (SSR) FILES

39

ACCREDITATION 2015- 14 files, NOW CU- 9 & FE-12 files

- معيار التخطيط الاستراتيجي
- معيار القيادة والحوكمة والاستقلالية.
- معيار الجهاز الإداري.
- معيار الموارد المالية والمادية والبنية التكنولوجية.
- معيار أعضاء هيئة التدريس والهيئة المعاونة.
- معيار الطلاب والخريجين.
- معيار التعليم.
- معيار البحث العلمي والأنشطة العلمية.
- معيار المسؤولية المجتمعية والتنمية المستدامة.



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STRATEGIC PLAN OF CUFE QAAU



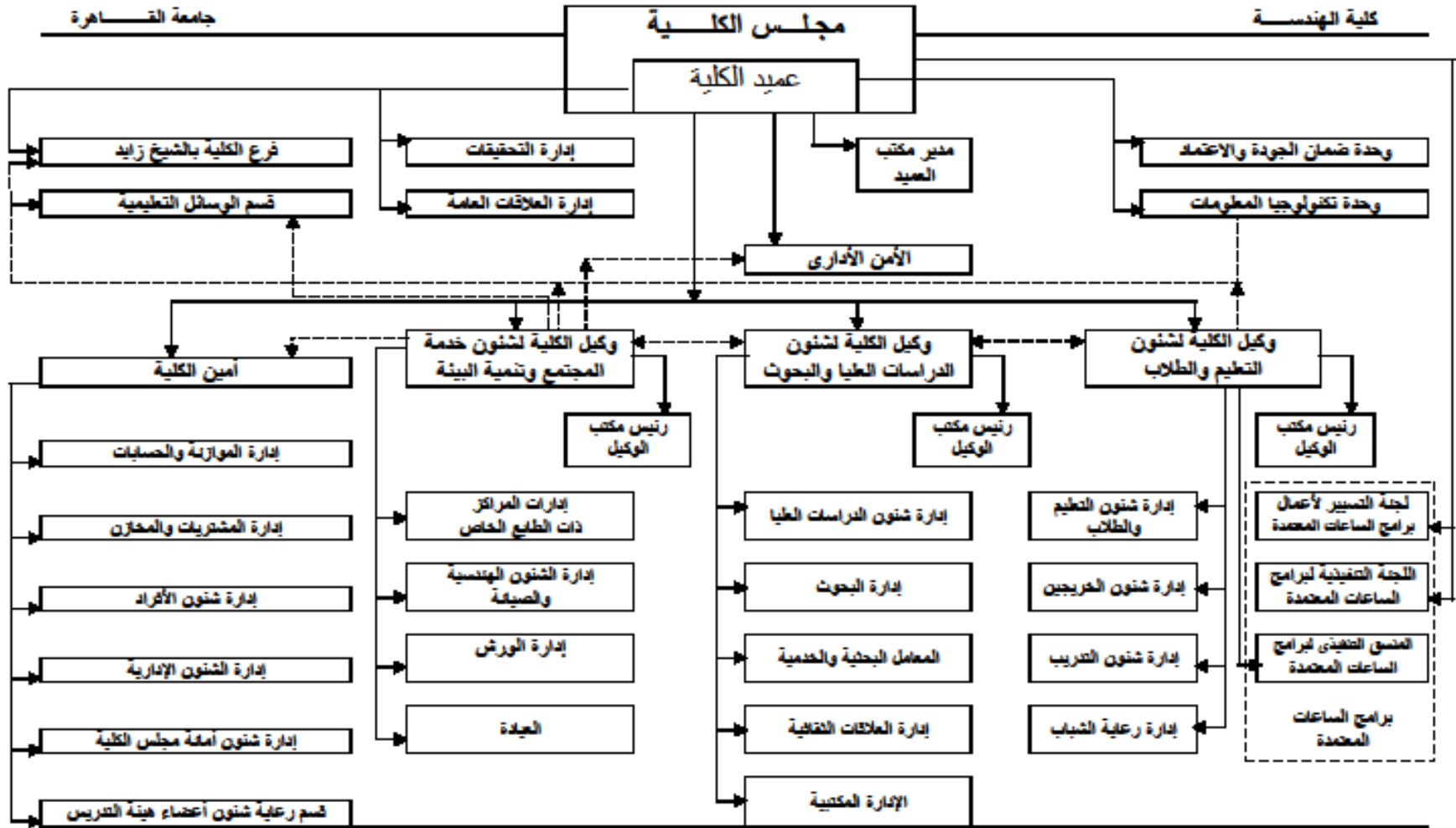


36

الهيكل التنظيمي لإدارات ووحدات ومراكز الكلية - 2018

جامعة القاهرة

كلية الهندسة



عميد الكلية

الأستاذة الدكتورة / السيد محمد تاج الدين

ORGANIZATION CHART اعتماد الهيكل التنظيمي للكلية
FACULTY BOARD MEETING-TUES.16-1-2018

ON GOING QUALITY PROCEDURES OF PROGRAMS

13 TWO-SEMESTER PROGRAMS



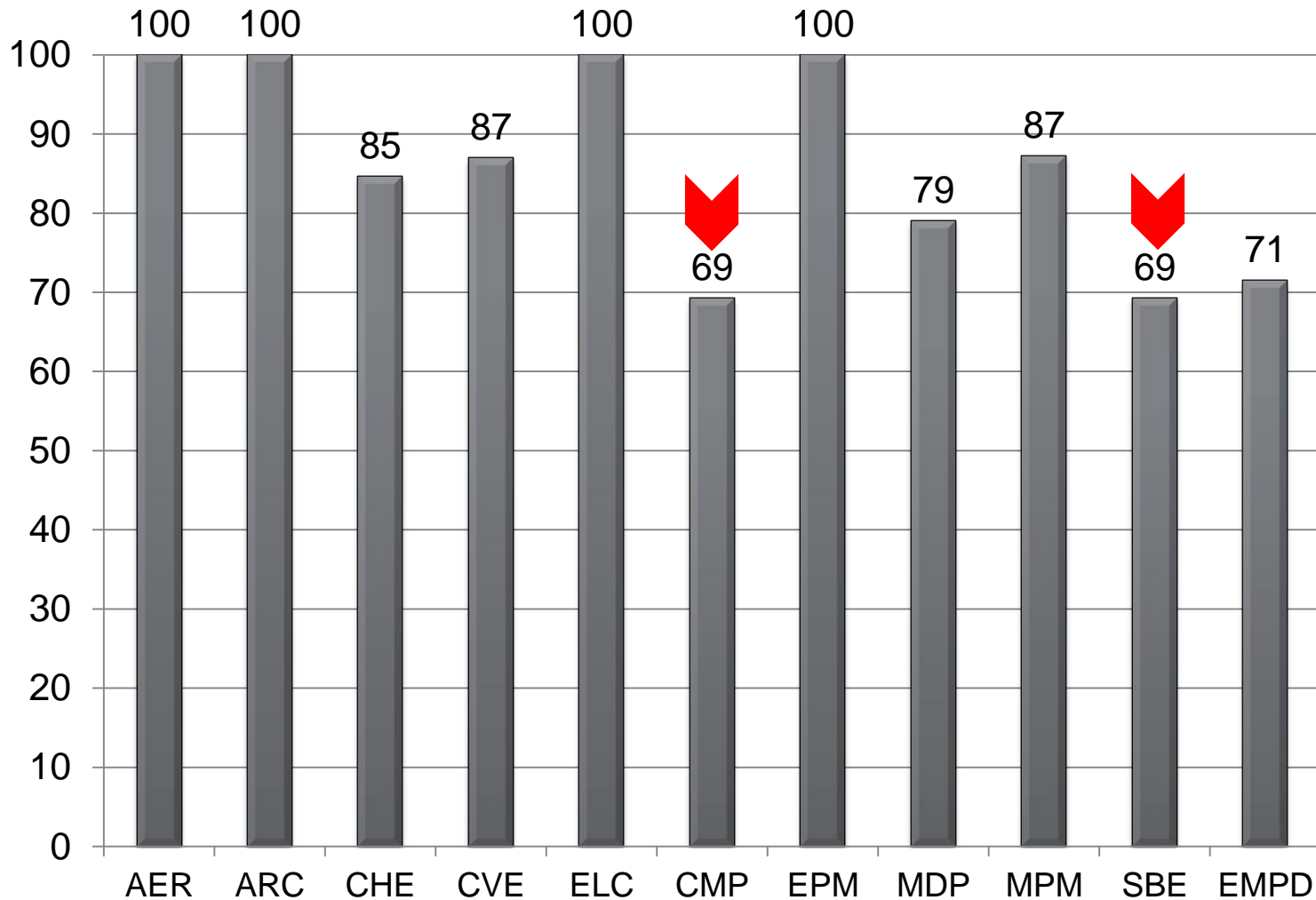
	Program Code	Program Title	
1	AER	Aerospace Engineering Department	برنامج هندسة الطيران و الفضاء
2	ARC	Architectural Engineering Department	برنامج الهندسة المعمارية
3	CHE	Chemical Engineering Department	برنامج الهندسة الكيميائية
4	CVE	Civil Engineering Department	برنامج الهندسة المدنية
5	ELC	Communication and Electronics Engineering Department	برنامج هندسة الالكترونيات و الاتصالات الكهربائية
6	CMP	Computer Engineering Department	برنامج هندسة الحاسبات
7	EPM	Electric Power and Machines Engineering Department	برنامج هندسة القوى و الالات الكهربائية
8	MDP	Mechanical Design and Production Engineering Department	برنامج هندسة التصميم الميكانيكى و الانتاج
9	MEP	Mechanical Power Engineering Department	برنامج هندسة القوى الميكانيكية
10	MET	Metallurgy Engineering Department	برنامج هندسة الفلزات
11	MIN	Mining Engineering Department	برنامج هندسة المناجم
12	PE	Petroleum Engineering Department	برنامج هندسة البترول
13	SBE	Systems and Biomedical Engineering Department	برنامج الهندسة الطبية

8 CREDIT HOUR PROGRAMS



	Program Code	Program Title	
14	CCE	Communication and Computer Engineering	برنامج هندسة الاتصالات والحاسبات
15	AET	Architectural Engineering and Technology	برنامج هندسة وتكنولوجيا العمارة
16	STE	Structural Engineering	برنامج هندسة الإنشاءات
17	WEE	Water Engineering and Environment	برنامج هندسة المياه والبيئة
18	EEE	Electrical Energy Engineering	برنامج هندسة الطاقة الكهربائية
19	PPC	Petroleum and Petrochemical Engineering	برنامج هندسة البترول والبتروكيماويات
20	MDE	Mechanical Design Engineering	برنامج هندسة التصميم الميكانيكي
21	CEM	Construction Engineering and Management	برنامج هندسة وإدارة التشييد

☐ PERCENTAGE OF QAAU VISIT OCT 2017 CHECKLIST FOR TWO-SEMESTER PROGRAMS

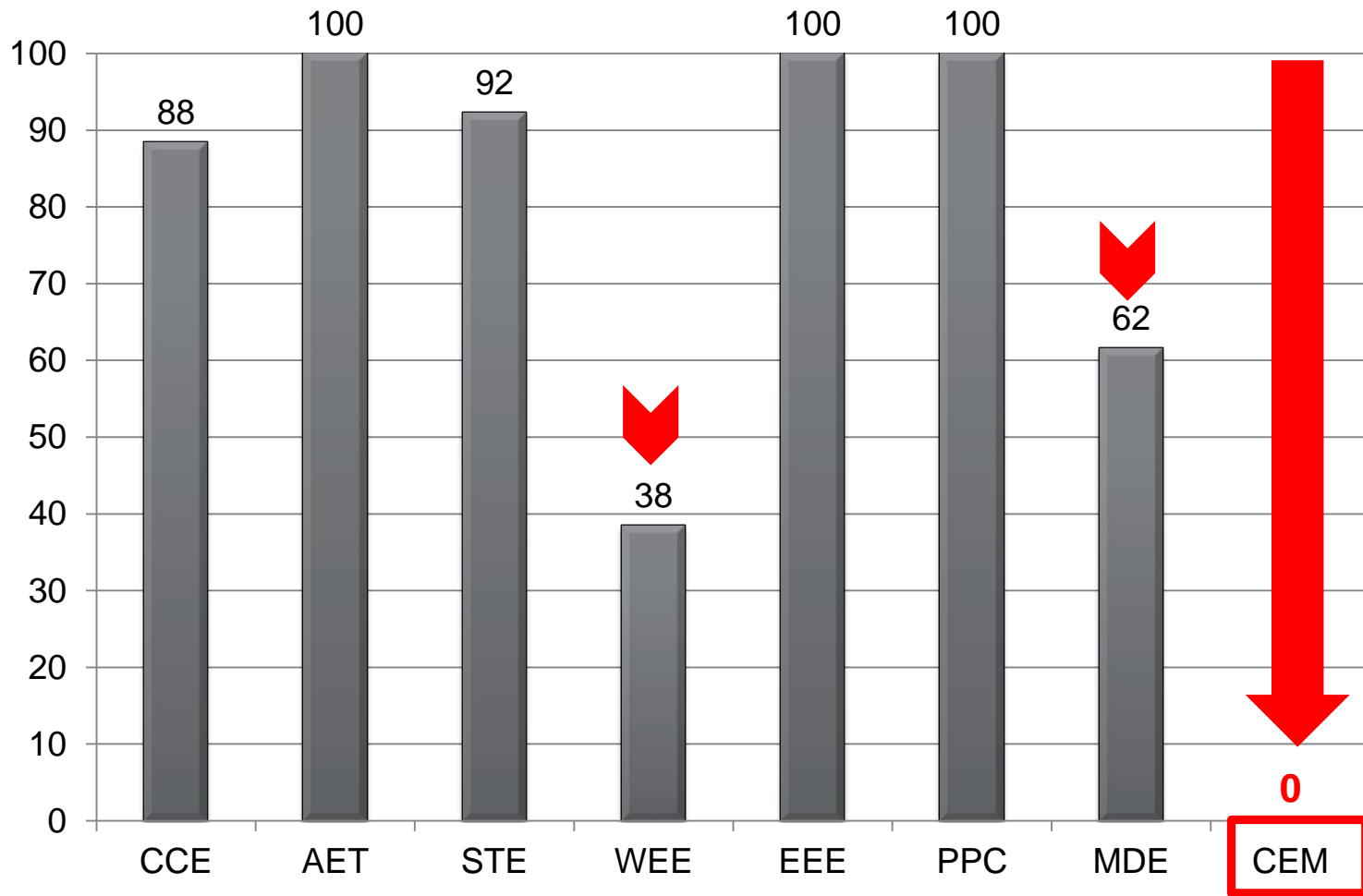


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QUALITY FIRST
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Faculty of Engineering
Quality Assurance and Accreditation Unit

PERCENTAGE OF QAAU VISIT OCT 2017 CHECKLIST FOR CREDIT HOUR PROGRAMS



EXIT SURVEY 2016-2017

Week 9-11, Spring 2017, for Two-Semester students ONLY



E	D	C	B	A	العبارة Statement
1	2	3	4	5	الموارد التعليمية (قاعات المحاضرات، المعامل، ...) المستخدمة لاكتساب المهارات المهنية والعملية كافية Educational resources (halls, laboratories ...) are enough to acquire professional/practical skills
1	2	3	4	5	الإمكانيات المتاحة لتكنولوجيا المعلومات كافية Available information technology resources are sufficient
1	2	3	4	5	المقررات الدراسية تساعدني على تنمية مهارة التعلم الذاتي Curriculum helped me develop my self-learning skills
1	2	3	4	5	المراجع العلمية متاحة لمساعدتي في الحصول والفهم Scientific references are available to help me in knowledge gathering and understanding
1	2	3	4	5	الوسائل التعليمية المستخدمة في الشرح والإيضاح تساعدني كثيرا في متابعة وفهم المادة العلمية Used teaching tools helped me a lot in following up and understanding the scientific material
1	2	3	4	5	أشعر بالثقة في نظام الأقطام من نتائج الامتحانات I trust the system of complaint against exam results
1	2	3	4	5	أشعر بالعدالة والمساواة بيني وبين باقي زملائي في كافة الممارسات التي أشارك فيها I felt justice and equity between all students in all the activities that I have participated in
1	2	3	4	5	الجدول الدراسي تحقق أكبر قدر من المرونة بما يسمح لي من ممارسة معظم الأنشطة الأكاديمية والطلابية Schedules are flexible enough to allow participation in most of the academic/student activities
1	2	3	4	5	أشعر بان المقترحات التي أقدم بها لإدارة الكلية و هيئة التدريس توضع في الاعتبار وتم دراستها والإسنادة منها Suggestions to the administration and faculty members are useful and are considered
1	2	3	4	5	من السهل الإطلاع على قنون حماية الملكية الفكرية بالمكتبة أو القسم Access to the intellectual property protection law in the library or in the department is easy
1	2	3	4	5	مفاهيم الملكية الفكرية والعش العلمي واضحة Intellectual property and scientific fraud concepts are clear
1	2	3	4	5	أنشطة المشاركة المجتمعية في الكلية (خدمة المجتمع المحلي - مساعدة منظمات المجتمع المدني - ...) كافية Community involvement activities (e.g. community service, NGO support ...) are sufficient
1	2	3	4	5	الأنشطة الثقافية (مثل المحاضرات العلمية والندوات) كافية Cultural activities (such as public lectures and seminars) are adequate
1	2	3	4	5	توفر الكلية فرص للطلاب لتنمية مهارات المشاركة المجتمعية داخل الكلية وخارجها Community involvement skills growth opportunities are provided inside/outside the institution
1	2	3	4	5	البرنامج يعزز مهارات الربط بين النظرية والتطبيق عبر حل المشكلات العملية والتطبيقية (صناعية - بيئية - ...) The program enhances the link between theoretical and practical skills through the solution of practical and applied problems (industrial, environmental, ...)
1	2	3	4	5	وسائل تحفيز الطلاب للمشاركة في أنشطة المشاركة المجتمعية (منح دراسية - جوائز - شهادات تقدير) مرضية Motivations (scholarships, awards, ...) to join in community involvement activities are adequate

ما هو أكثر شيء وجدته سلبيا أثناء دراستك بالكلية؟ What are the most negative aspects encountered during your study in the institution?	ما هو أكثر شيء وجدته إيجابيا أثناء دراستك بالكلية؟ What are the most positive aspects encountered during your study in the institution?

	جامعة القاهرة Cairo University	وحدة ضمان الجودة QAAU Unit	كلية الهندسة وحدة تكنولوجيا المعلومات Faculty of Engineering IT Unit	
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استبيان رأى طلاب الفرقة النهائية عن البرنامج
Program Exit Survey

Program	البرنامج
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Age - السن	<22	22	23	25	>25	F - أنثى	M - ذكر	Sex - الجنس
	5	4	3	2	1	2	1	

GPA - التقدير التراكمي	E - مواد	D - ل	C - ج	B - جج	A - م
	5	4	3	2	1

يرجاء تقييم البنود التالية بتظليل دائرة واحدة في كل صف طبقا للتقديرات الموضحة أدناه:
You are kindly requested to evaluate the following items by shading only one circle by row, according to the key:

(E)	(D)	(C)	(B)	(A)
أعترض بشدة	أعترض	محايد	أوافق	أوافق بشدة
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

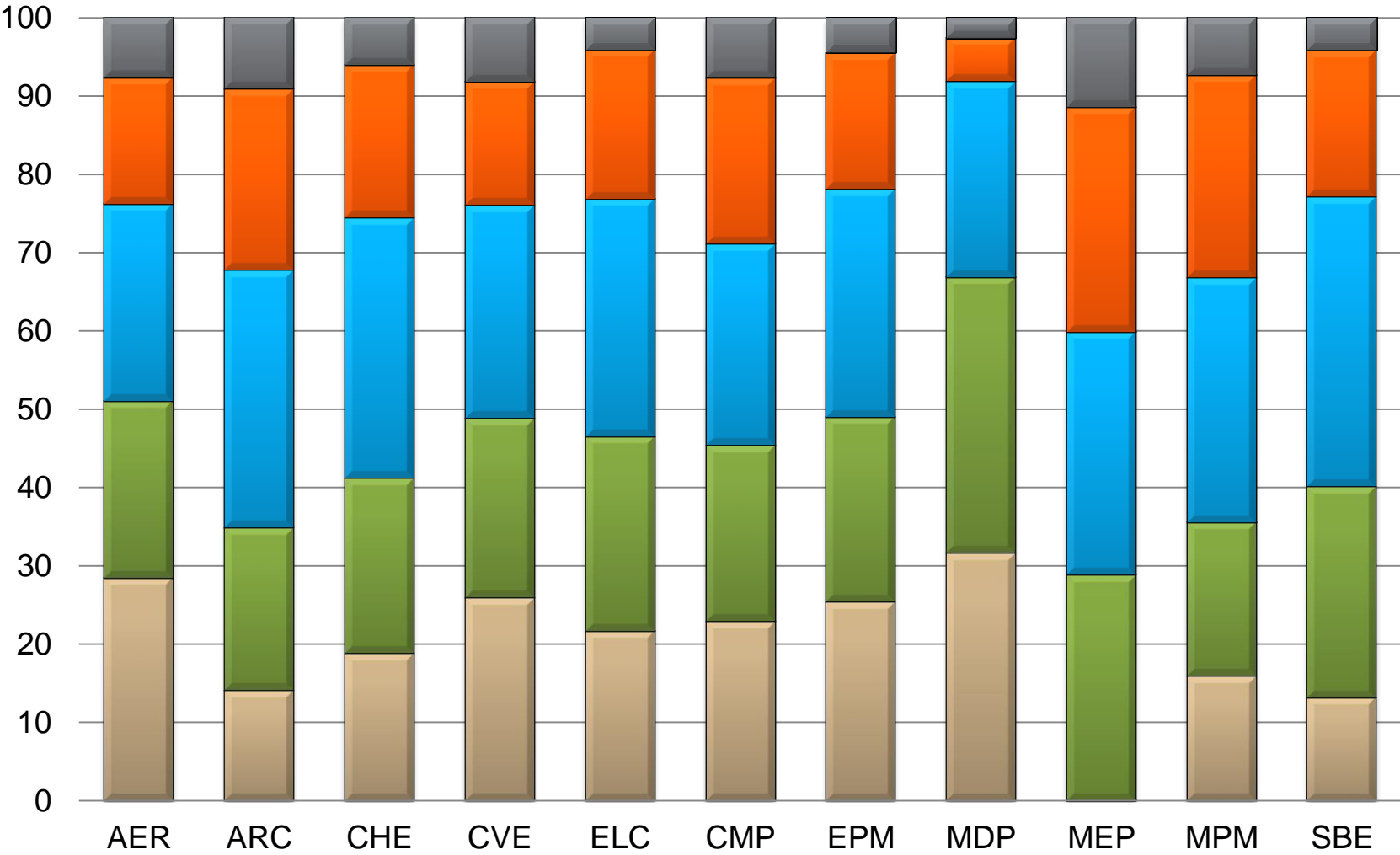
E	D	C	B	A	العبارة Statement
1	2	3	4	5	تم توضيح أهداف البرنامج بشكل يسمح لي بالتعرف على ما يجب أن أتلمه خلال فترة دراستي Program's objectives were defined enough to allow identification of my learning goals
1	2	3	4	5	أساليب التعلم في البرنامج ساعدتني على اكتساب القدرة على التعلم الذاتي Learning methods in the program helped me acquire a self-learning ability
1	2	3	4	5	أساليب التعلم في البرنامج تنمي مهارة العمل الجماعي Learning methods develop teamwork skills
1	2	3	4	5	الوقت المحدد للتدريب العملي كاف لممارسة الأنشطة العملية / الحقيقية / التطبيقية واكتساب المهارات Practical training time is sufficient for laboratory / field / application and skills acquisition
1	2	3	4	5	التدريب العملي ساعدني في تنمية قدراتي في مجال تخصص المقرر / المهارات المهنية Practical training helped me develop my skills in the field of my studies/ professional abilities
1	2	3	4	5	البرنامج الدراسي أكسبني العديد من مهارات التواصل والمهارات المهنية The educational program taught me multiple communication and professional skills
1	2	3	4	5	تم توفير تدريب ميداني كاف خلال سنوات دراستي بالكلية Sufficient field training has been provided during my study period
1	2	3	4	5	تم توفير إشراف أكاديمي أثناء فترة التدريب الميداني Academic supervision has been provided during my field training period
1	2	3	4	5	استفدت من التدريب الميداني في تنمية مهاراتي المهنية I benefited from the field training in developing my professional skills
1	2	3	4	5	أساليب دعم الطلاب المتفكرين دراسيا ساعدتني في الإقناع بالمستوى الأكاديمي للطلاب Support methods for students facing academic difficulties helped them improve
1	2	3	4	5	أنشطة التقييم (الامتحانات، التقارير، المشاريع ...) المستخدمة خلال دراستي متنوعة Several Assessment tools (exams, reports, projects ...) are used during my study.
1	2	3	4	5	أساليب التقييم تعبر عن مستوى قدراتي في المعرفة والفهم والتفسير والتحليل Assessment tools measures properly my knowledge, understanding, interpretation and analysis
1	2	3	4	5	يتم إطلاع على أوراق امتحاناتي الفصلي لتتعرف على أخطائي والتعلم منها My periodic exams papers were made available for me in order to learn from my mistakes
1	2	3	4	5	أجد الدرجات التي حصلت عليها معبرة عن مستواي العلمي My grades adequately reflect my academic level



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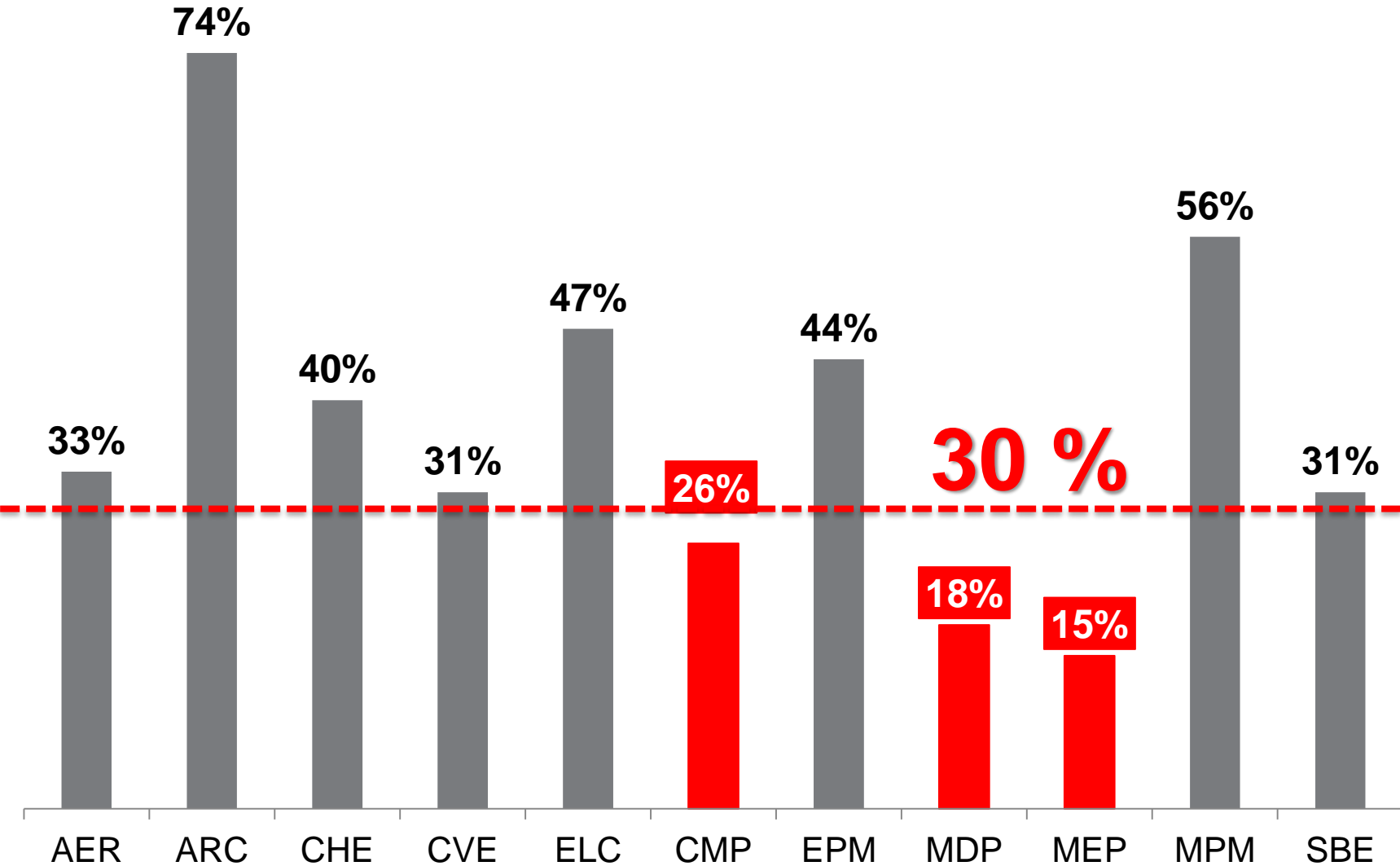
EXIT SURVEY RESULTS



أعترض بشدة
 أعترض
 محايد
 أوافق
 أوافق بشدة



PERCENTAGE OF STUDENTS PARTICIPATING IN EXIT SURVEY



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NEW FILING PROCEDURES 2018



□ DIGITAL TRANSFORMATION OF QA PROCESS

Digitization of QA Files (WHY)

- ~ 500 Courses
- 1 Course File ~ 250-300 sheet
- Total Sheets Printed = 125,000 Sheets
- 10 % New Sheets / Year = 1250 Sheets
- 500 Sheet = 60 LE
- Floor Space:
 - Locker = 100 cm x 40 cm x 220 cm
- 1 Locker = Max 30 Course Files
- ~ 40 - 50 Locker
- 1 Tree = 80,000 sheets



* Not to mention printing, ink, maintenance, etc.



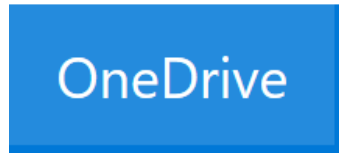
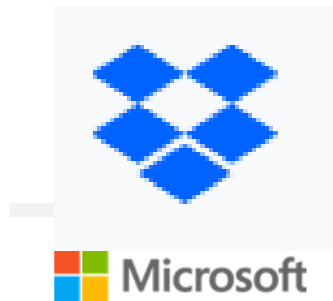
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DIGITIZATION OF QA FILES

Criteria	Description
Sufficient Space / Storage	500 MB / Course ~ 300 GB
Ease of Access	Online to encourage timely response
Backup Options	Ensure local storage and archiving
Linked to Faculty IT	For security / backup
Status Update to QA Unit	Efficient follow up and identify gaps

Assess Available Tools & Software

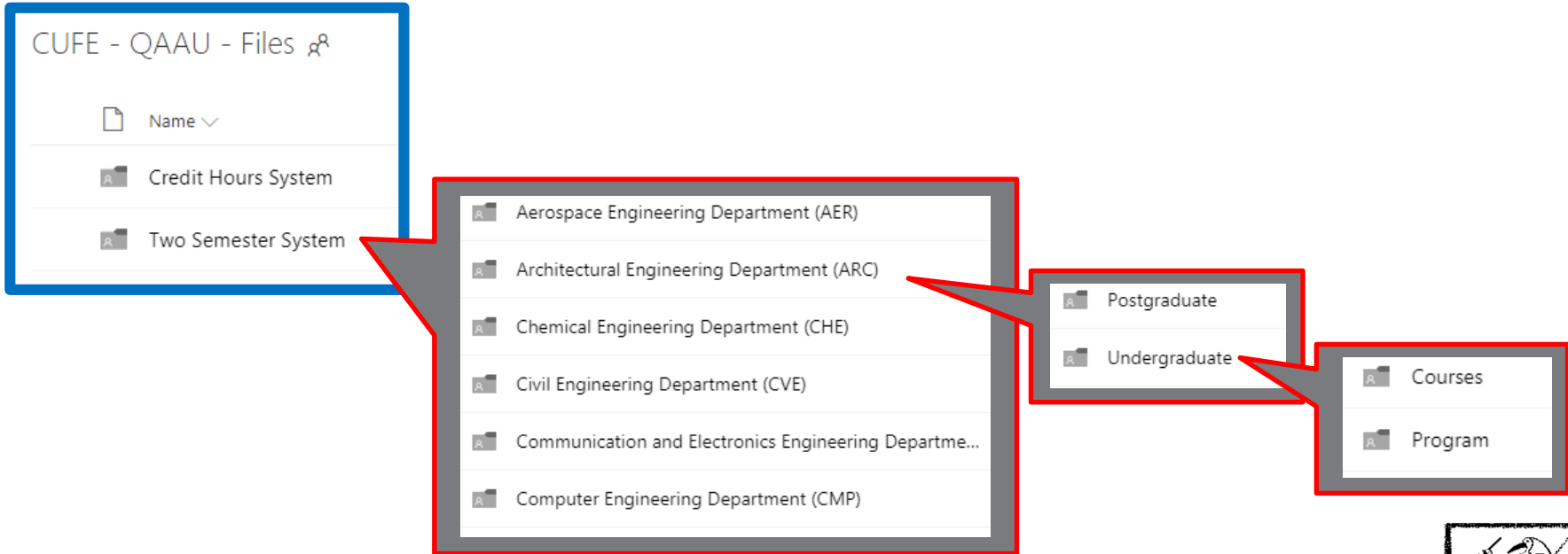


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DIGITIZATION OF QA FILES

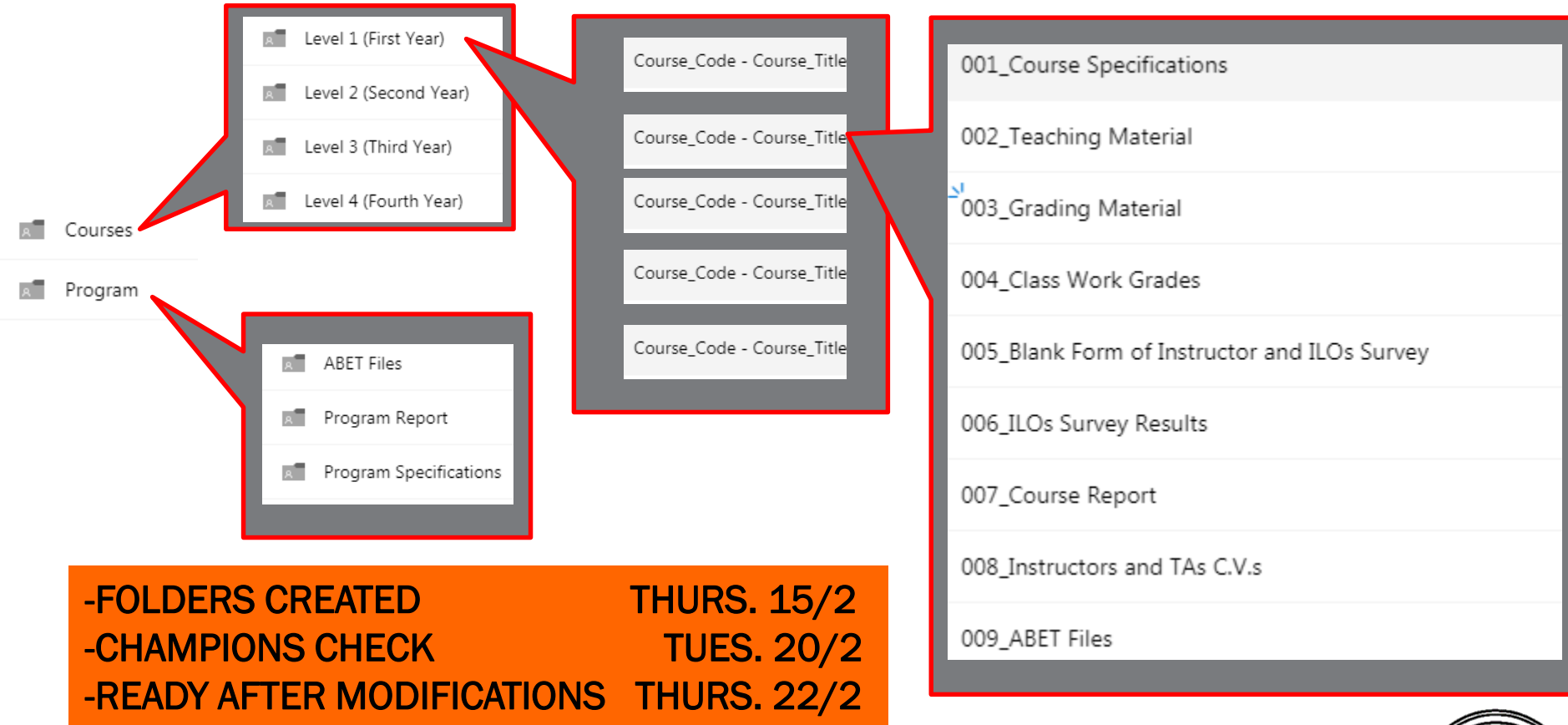


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DIGITIZATION OF QA FILES



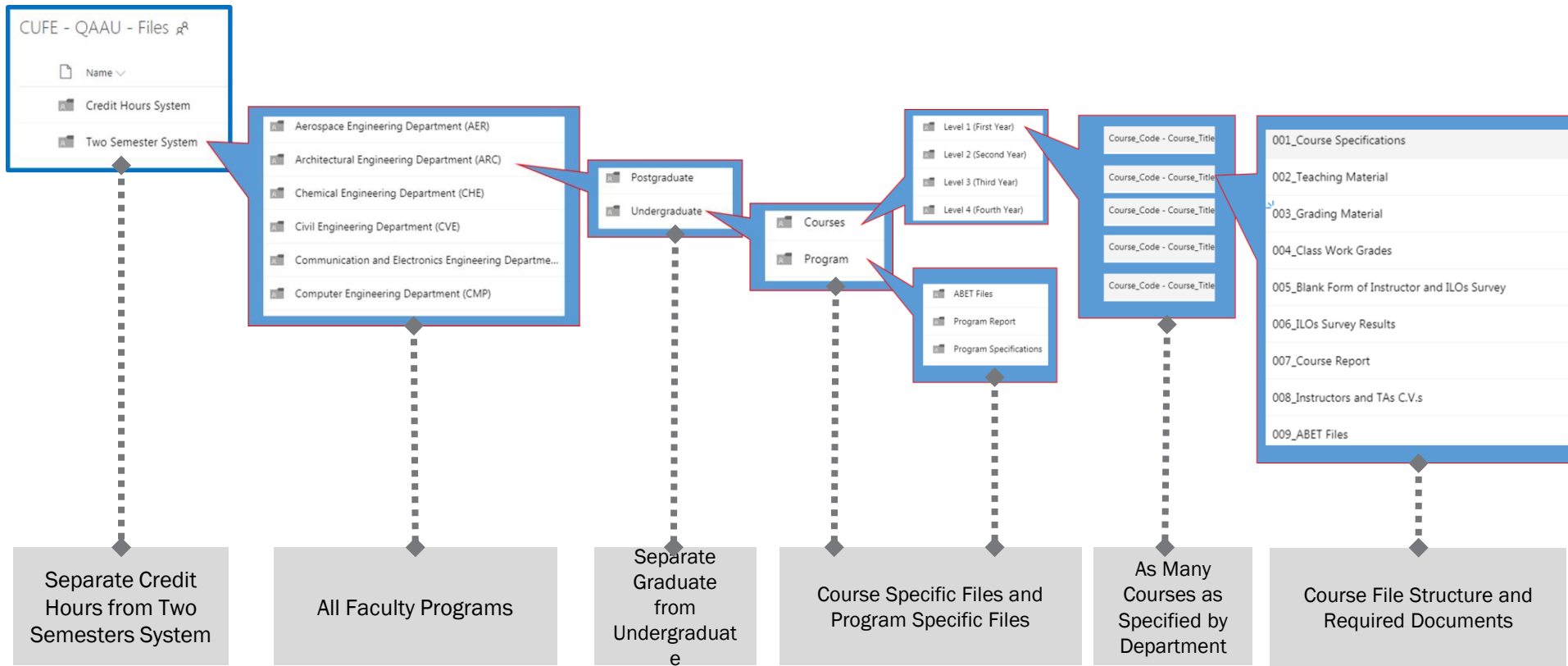
-FOLDERS CREATED THURS. 15/2
-CHAMPIONS CHECK TUES. 20/2
-READY AFTER MODIFICATIONS THURS. 22/2

FALL 2017 FILES- DEADLINE TO UPLOAD- SUN.4TH MARCH



DIGITIZATION OF QA FILES

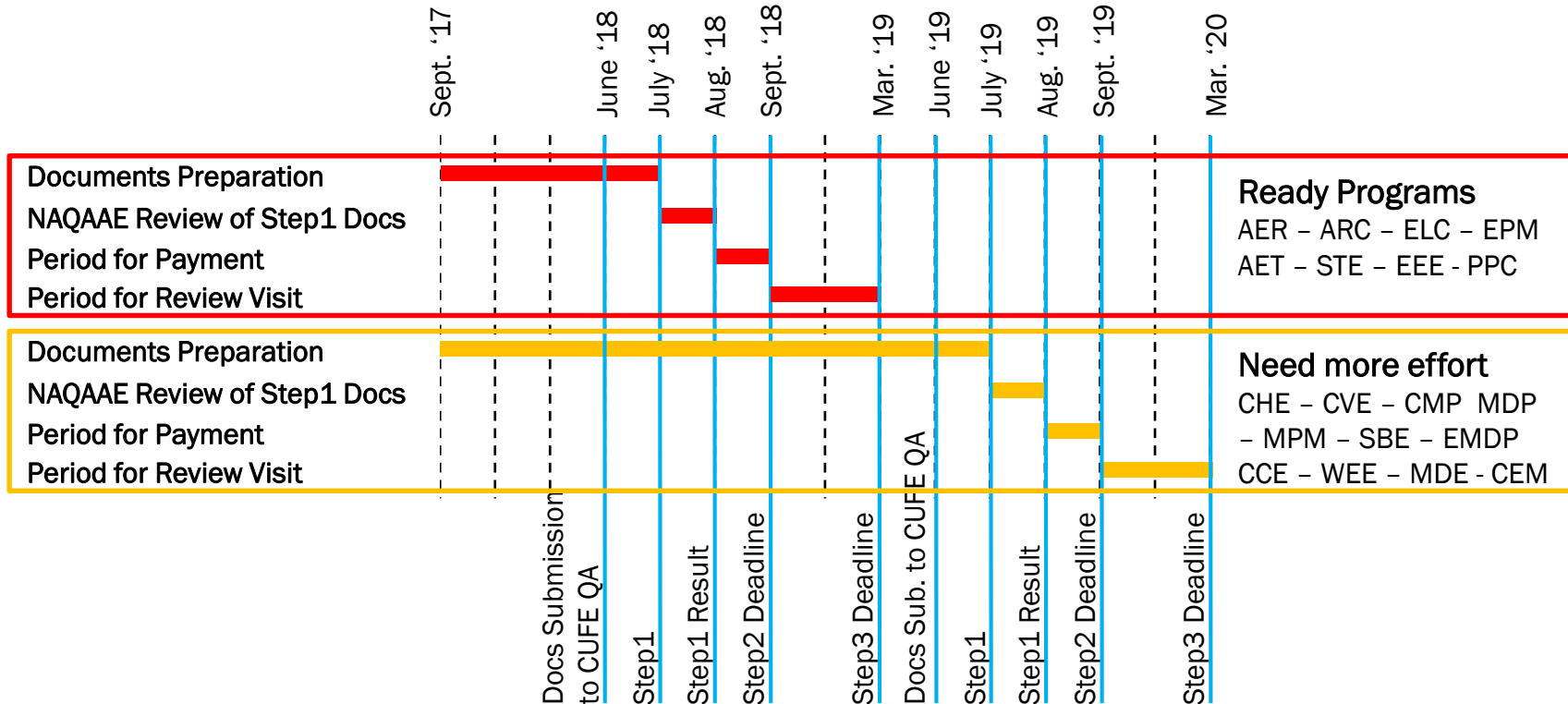
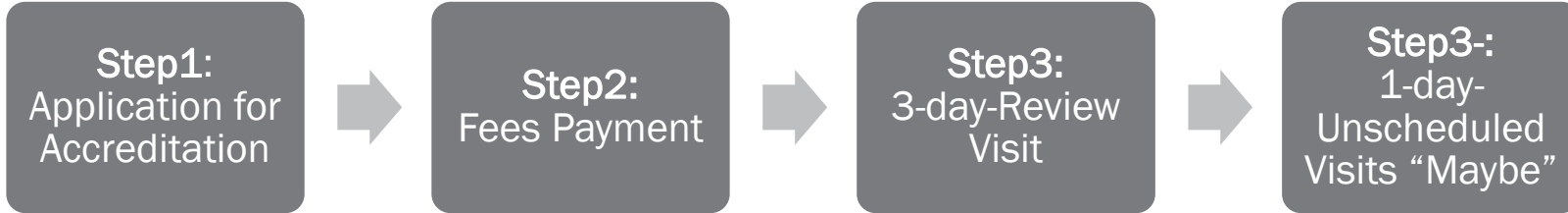
RATIONAL TREE OF QA COURSE FILES – IN A NUTSHELL



FALL 2017 FILES- DEADLINE TO SUBMIT- SUN.4TH MARCH



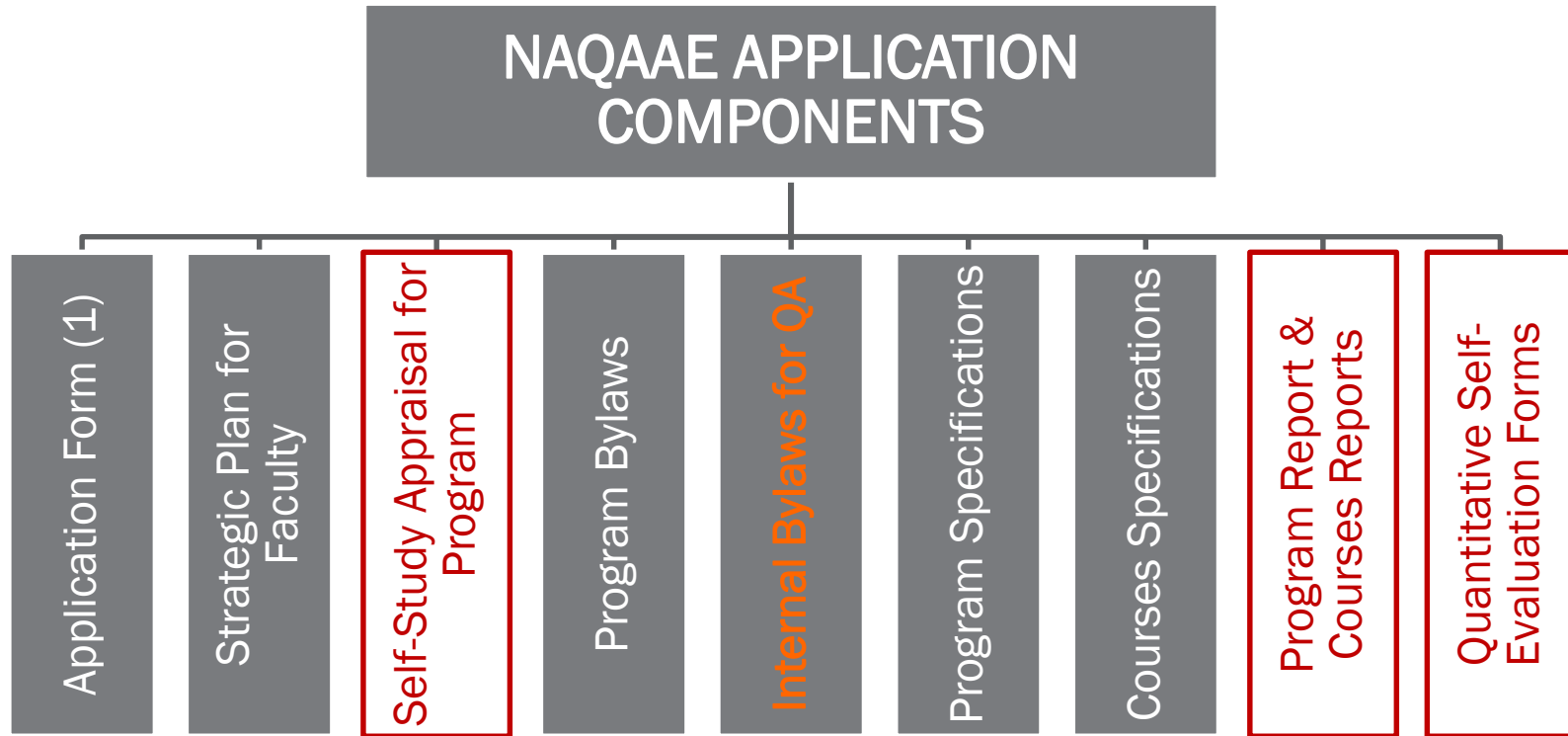
□ NAQAAE LOCAL ACCREDITATION OF ALL CUFE **3e** PROGRAMS



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NAQAAE LOCAL ACCREDITATION OF CUFE PROGRAMS



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**SSR (Self Study Report) & LOCAL ACCREDITATION are needed
from ALL PROGRAMS**



****COMMUNICATION prog. In March 2018- Reaccreditation**

□ ABET ACCREDITATION POTENTIAL FEASIBILITY



REQUIRED DOCUMENTS

- **Request a Readiness Review (RREv) –before September 1.**
- **Preliminary Self-Study Report** –along with one transcript per program by October 1 of the year before you plan to submit a Request for Evaluation (RFE).
- **Transcript** – Include a scanned copy of one graduate's official transcript from the most recent graduating class.

OUTCOMES

The outcome of a Readiness Review:

- A recommendation to submit the Request for Evaluation (RFE) in the immediate upcoming accreditation review cycle.
- A recommendation to postpone.
- A recommendation not to submit.

READINESS REVIEW & ABET FEES

- The fee for a **Readiness Review is US \$1,000 per program** for a given commission.
- **ABET Fees Details for 3 Programs equals \$120460**



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ABET ACCREDITATION



❑ I. General Criteria (Program Coordinator, PC)

- Criterion 1 on Students
- Criterion 2 on Program Educational Objectives
- Criterion 3 on Student Outcomes
- Criterion 4 on Continuous Improvement
- Criterion 5 on Curriculum
- Criterion 6 on Faculty
- Criterion 7 & 8 on Facilities & Institution support

❑ II. Program Criteria (Program Coordinator, PC)

Please see the following link;

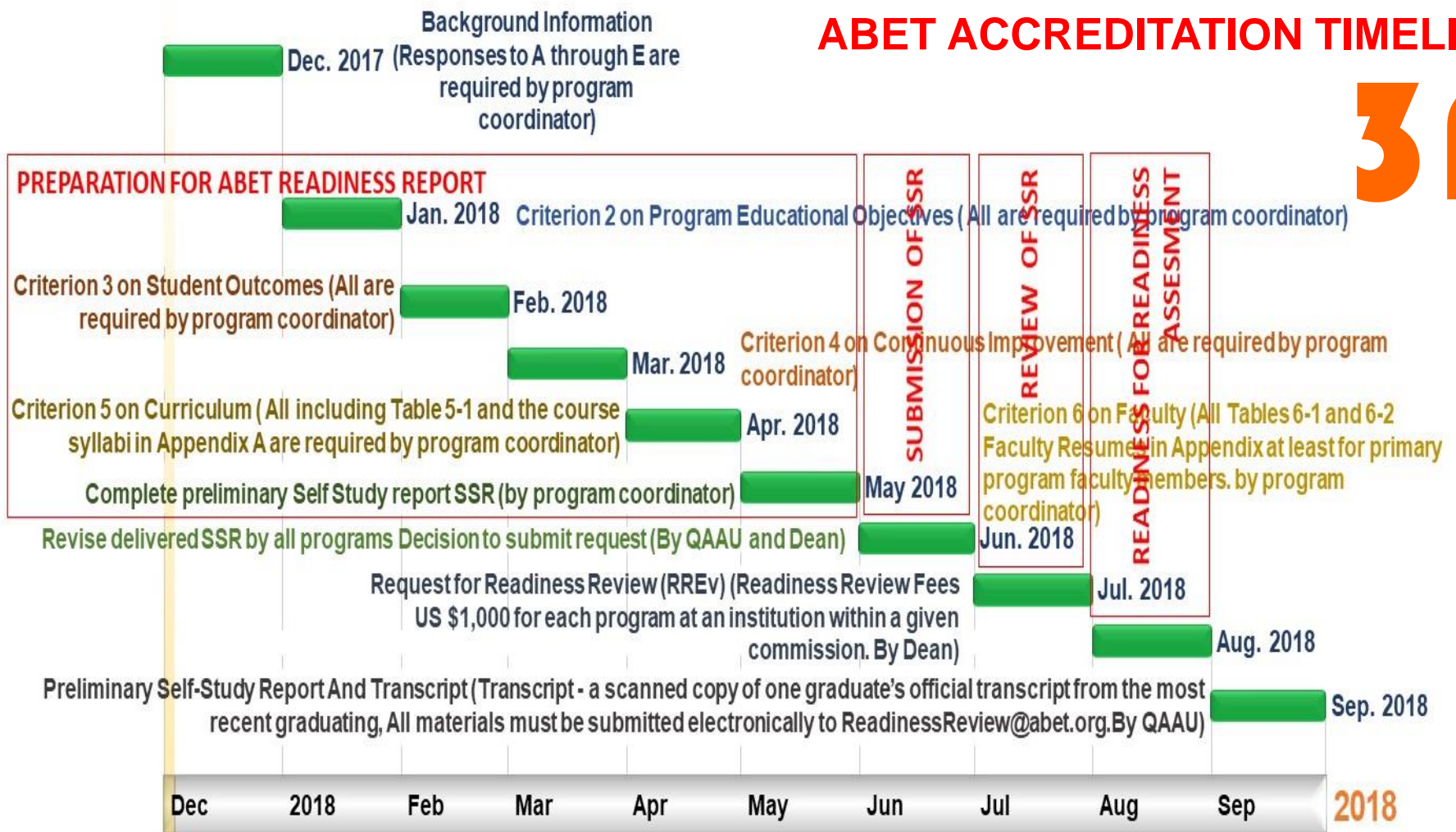
<http://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2018-2019/>

- ❑ Complete preliminary Self Study report (SSR) (Program Coordinator, PC)
- ❑ Revise delivered SSR by all programs Decision to submit request (By QAAU and Dean)
- ❑ Request for Readiness Review (RREv). By Dean
- ❑ Preliminary SSR and Transcript. All materials must be submitted electronically to ReadinessReview@abet.org. By QAAU



ABET ACCREDITATION TIMELINE

3f



Move to 2019

SSR (Self Study Report) is needed from ALL PROGRAMS for REVIEW to decide on the READINESS LEVEL

SELF ASSESSMENT WORKSHEET (ABET CRITERIA)



2016 2017 PROGRAM SELF ASSESSMENT WORKSHEET Part (A)
 QEF's Accreditation Authority (www.qef.edu.eg)

Program Name Program Location Assessment Date	Team members ID# Team Chair Team Chair		Criteria			
	'A' for adequate 'S' for satisfactory 'N' for not satisfactory 'D' for deficient	'A' for adequate 'S' for satisfactory 'N' for not satisfactory 'D' for deficient	'A' for adequate 'S' for satisfactory 'N' for not satisfactory 'D' for deficient	'A' for adequate 'S' for satisfactory 'N' for not satisfactory 'D' for deficient	'A' for adequate 'S' for satisfactory 'N' for not satisfactory 'D' for deficient	'A' for adequate 'S' for satisfactory 'N' for not satisfactory 'D' for deficient
1. STUDENTS Evidence of student learning Students demonstrate the ability to apply knowledge, skills, and attitudes to solve problems in a variety of circumstances that require practical application of learned concepts, skills, and attitudes. Students demonstrate the ability to apply knowledge, skills, and attitudes to solve problems in a variety of circumstances that require practical application of learned concepts, skills, and attitudes. Students demonstrate the ability to apply knowledge, skills, and attitudes to solve problems in a variety of circumstances that require practical application of learned concepts, skills, and attitudes. Students demonstrate the ability to apply knowledge, skills, and attitudes to solve problems in a variety of circumstances that require practical application of learned concepts, skills, and attitudes. Students demonstrate the ability to apply knowledge, skills, and attitudes to solve problems in a variety of circumstances that require practical application of learned concepts, skills, and attitudes.						
2. PROGRAM EDUCATIONAL OBJECTIVES Program educational objectives (PEOs) are broad statements of what students should know and be able to do upon graduation. PEOs are statements of what students should know and be able to do upon graduation. PEOs are statements of what students should know and be able to do upon graduation. PEOs are statements of what students should know and be able to do upon graduation. PEOs are statements of what students should know and be able to do upon graduation.						
3. STUDENT OUTCOMES Student outcomes (SOs) are specific, measurable statements of what students should know and be able to do upon graduation. SOs are statements of what students should know and be able to do upon graduation. SOs are statements of what students should know and be able to do upon graduation. SOs are statements of what students should know and be able to do upon graduation. SOs are statements of what students should know and be able to do upon graduation.						
4. FACULTY AND OTHER STAFF Faculty and other staff are qualified to deliver instruction and provide guidance to students. Faculty and other staff are qualified to deliver instruction and provide guidance to students. Faculty and other staff are qualified to deliver instruction and provide guidance to students. Faculty and other staff are qualified to deliver instruction and provide guidance to students. Faculty and other staff are qualified to deliver instruction and provide guidance to students.						
5. CURRICULUM The curriculum is designed to meet the needs of students and provide a challenging and relevant educational experience. The curriculum is designed to meet the needs of students and provide a challenging and relevant educational experience. The curriculum is designed to meet the needs of students and provide a challenging and relevant educational experience. The curriculum is designed to meet the needs of students and provide a challenging and relevant educational experience. The curriculum is designed to meet the needs of students and provide a challenging and relevant educational experience.						
6. FACILITY Facilities are adequate to support the program and provide a conducive learning environment. Facilities are adequate to support the program and provide a conducive learning environment. Facilities are adequate to support the program and provide a conducive learning environment. Facilities are adequate to support the program and provide a conducive learning environment. Facilities are adequate to support the program and provide a conducive learning environment.						

Page 1 of 2

REVISED BY: [Name] DATE: [Date]

Adequate levels of student-faculty interaction					
Adequate levels of student advising and counseling					
Adequate levels of university service activities					
Adequate levels of professional development					
Adequate levels of interaction with practitioners and employers					
Appropriate qualifications					
Sufficient authority for program guidance and implementation of processes for evaluation, assessment, and continuous improvement					
Overall competence (see criterion statement)					
7. FACILITIES					
Adequate to support attainment of student outcomes and provide an atmosphere conducive to learning: classrooms, offices, laboratories, associated equipment					
Modern tools, equipment, computing resources, and laboratories are available, accessible, and systematically maintained and upgraded					
Students provided appropriate guidance regarding the use of the tools, equipment, computing resources, and laboratories					
Adequate library services and computing and information infrastructure					
8. INSTITUTIONAL SUPPORT					
Institutional support and leadership adequate to ensure the quality and continuity of the program					
Institutional services, financial support, and staff adequate to meet program needs					
Sufficient to attract and retain, and provide for the continued professional development of a qualified faculty					
Sufficient to acquire, maintain, and operate infrastructure, facilities, and equipment					
Sufficient to provide an environment to attain student outcomes					
PROGRAM CRITERIA					
Curricular topics (if any)					
Faculty qualifications (if any)					
Other (if any)					
ACCREDITATION POLICY AND PROCEDURE MANUAL					
II.A. Public release of information by the institution or program					
II.E.4 Program names must meet ABET requirements					
II.G.6.b (1) Facilities adequate and safe for the intended purpose					
SUPPLEMENTARY ITEMS					
Quality of web site					
Expected no. of graduating students for the next five years					Student
Number of staff worked previously in abet accredited programs					Faculty
Number of staff worked previously as champion in abet accredited programs					Faculty
Percentage of complete course files for the academic year 2015-2016					To be filled by QAU

2016 2017 PROGRAM SELF ASSESSMENT WORKSHEET Part (C)

For each Building (B), Workshop (W) and/or Theater (T) show in table providing program evaluation feedback, please summarize the best for your institution in the appropriate box. Please provide an explanation for how it meets or surpasses the current situation (if/when required) personnel, equipment, and/or estimated costs to copy out these improvements.

Program Name Program Location Assessment Date	Institution ID# Team Chair Dept. Chair		Criteria	
	'A' for adequate 'S' for satisfactory 'N' for not satisfactory 'D' for deficient	'A' for adequate 'S' for satisfactory 'N' for not satisfactory 'D' for deficient	'A' for adequate 'S' for satisfactory 'N' for not satisfactory 'D' for deficient	'A' for adequate 'S' for satisfactory 'N' for not satisfactory 'D' for deficient
1. STUDENTS Evidence of student learning Students demonstrate the ability to apply knowledge, skills, and attitudes to solve problems in a variety of circumstances that require practical application of learned concepts, skills, and attitudes. Students demonstrate the ability to apply knowledge, skills, and attitudes to solve problems in a variety of circumstances that require practical application of learned concepts, skills, and attitudes. Students demonstrate the ability to apply knowledge, skills, and attitudes to solve problems in a variety of circumstances that require practical application of learned concepts, skills, and attitudes. Students demonstrate the ability to apply knowledge, skills, and attitudes to solve problems in a variety of circumstances that require practical application of learned concepts, skills, and attitudes. Students demonstrate the ability to apply knowledge, skills, and attitudes to solve problems in a variety of circumstances that require practical application of learned concepts, skills, and attitudes.				
2. PROGRAM EDUCATIONAL OBJECTIVES Program educational objectives (PEOs) are broad statements of what students should know and be able to do upon graduation. PEOs are statements of what students should know and be able to do upon graduation. PEOs are statements of what students should know and be able to do upon graduation. PEOs are statements of what students should know and be able to do upon graduation. PEOs are statements of what students should know and be able to do upon graduation.				
3. STUDENT OUTCOMES Student outcomes (SOs) are specific, measurable statements of what students should know and be able to do upon graduation. SOs are statements of what students should know and be able to do upon graduation. SOs are statements of what students should know and be able to do upon graduation. SOs are statements of what students should know and be able to do upon graduation. SOs are statements of what students should know and be able to do upon graduation.				
4. FACULTY AND OTHER STAFF Faculty and other staff are qualified to deliver instruction and provide guidance to students. Faculty and other staff are qualified to deliver instruction and provide guidance to students. Faculty and other staff are qualified to deliver instruction and provide guidance to students. Faculty and other staff are qualified to deliver instruction and provide guidance to students. Faculty and other staff are qualified to deliver instruction and provide guidance to students.				
5. CURRICULUM The curriculum is designed to meet the needs of students and provide a challenging and relevant educational experience. The curriculum is designed to meet the needs of students and provide a challenging and relevant educational experience. The curriculum is designed to meet the needs of students and provide a challenging and relevant educational experience. The curriculum is designed to meet the needs of students and provide a challenging and relevant educational experience. The curriculum is designed to meet the needs of students and provide a challenging and relevant educational experience.				
6. FACILITY Facilities are adequate to support the program and provide a conducive learning environment. Facilities are adequate to support the program and provide a conducive learning environment. Facilities are adequate to support the program and provide a conducive learning environment. Facilities are adequate to support the program and provide a conducive learning environment. Facilities are adequate to support the program and provide a conducive learning environment.				

Page 1 of 2

REVISED BY: [Name] DATE: [Date]

Culminates in a major design experience based on knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints					
6. FACULTY					
Sufficient number and competencies to cover all curricular areas					
Adequate levels of student-faculty interaction					
Adequate levels of student advising and counseling					
Adequate levels of university service activities					
Adequate levels of professional development					
Adequate levels of interaction with practitioners and employers					
Appropriate qualifications					
Sufficient authority for program guidance and implementation of processes for evaluation, assessment, and continuous improvement					
Overall competence (see criterion statement)					
7. FACILITIES					
Adequate to support attainment of student outcomes and provide an atmosphere conducive to learning: classrooms, offices, laboratories, associated equipment					
Modern tools, equipment, computing resources, and laboratories are available, accessible, and systematically maintained and upgraded					
Students provided appropriate guidance regarding the use of the tools, equipment, computing resources, and laboratories					
Adequate library services and computing and information infrastructure					
8. INSTITUTIONAL SUPPORT					
Institutional support and leadership adequate to ensure the quality and continuity of the program					
Institutional services, financial support, and staff adequate to meet program needs					
Sufficient to attract and retain, and provide for the continued professional development of a qualified faculty					
Sufficient to acquire, maintain, and operate infrastructure, facilities, and equipment					
Sufficient to provide an environment to attain student outcomes					
PROGRAM CRITERIA					
Curricular topics (if any)					
Faculty qualifications (if any)					
Other (if any)					
ACCREDITATION POLICY AND PROCEDURE MANUAL					
II.A. Public release of information by the institution or program					
II.E.4 Program names must meet ABET requirements					Need to upgrade facilities
II.G.6.b (1) Facilities adequate and safe for the intended purpose					Need to upgrade facilities
SUPPLEMENTARY ITEMS					
Quality of web site					Need more professional work
TOTAL ESTIMATED EXPENSES (US \$)					

A	3
C	2
W	1
D	0



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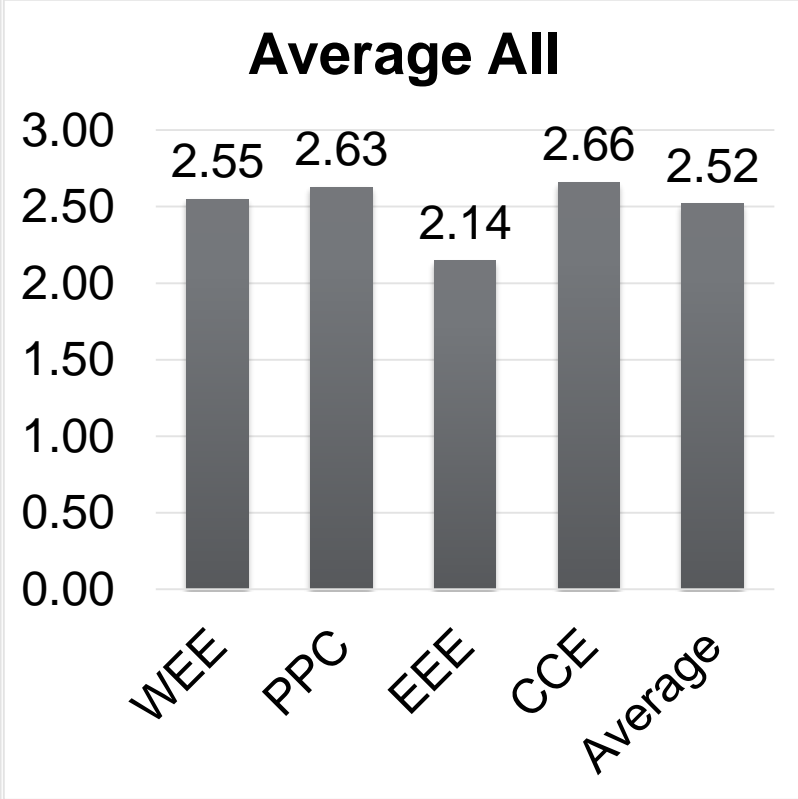
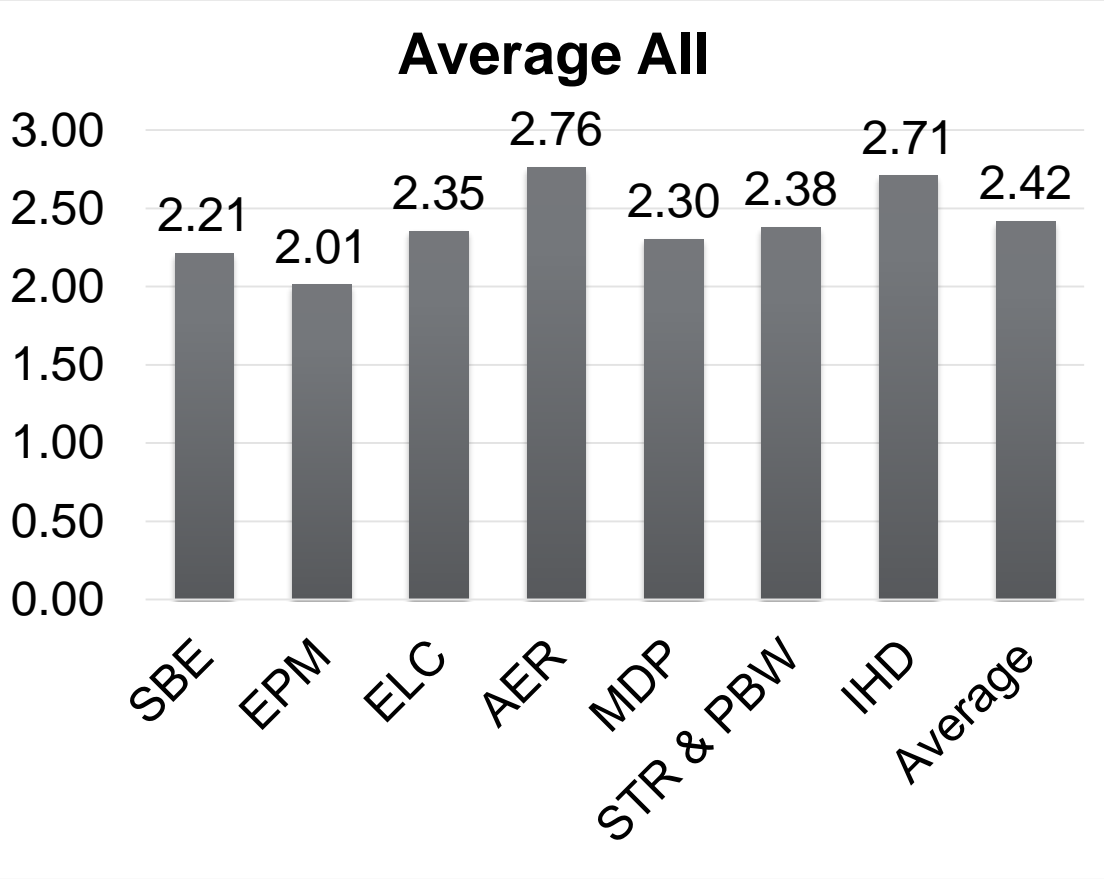




SELF ASSESSMENT WORKSHEET STATISTICS

TWO-SEMESTER PROGRAMS (7/12)

CREDIT HOUR PROGRAMS (4/7)



4

QAAU 2018
NEW NARS 2018 & NEW CATALOG MAPPING



□ NAQAAE LOCAL ACCREDITATION & NEW NARS

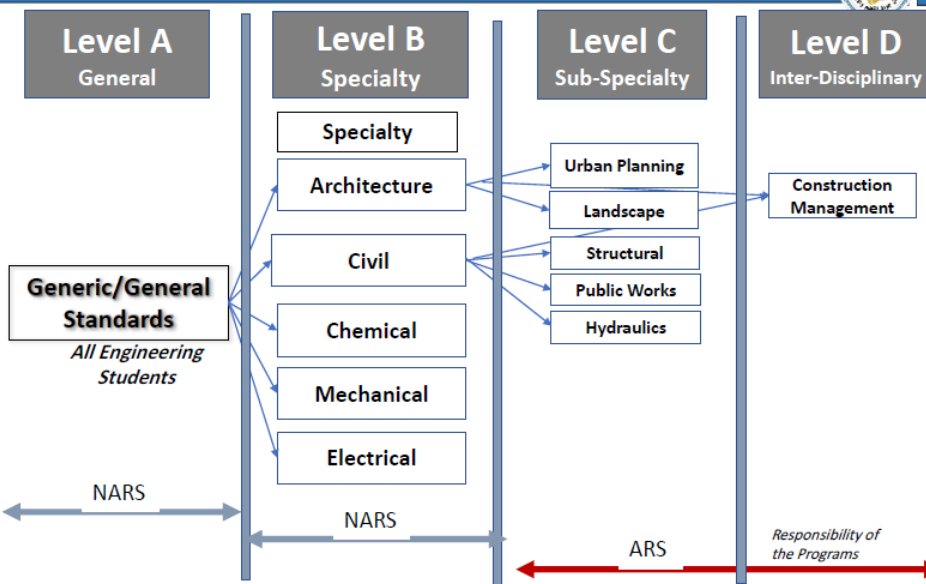


- 2010 edition**
- Too Long
 - Very prescriptive
 - Almost program ILO's
 - Inhibiting and causing too much confusion
 - Do not leave much room for differentiation and excellence



- 2017 edition**
- More Concise
 - Competency Based
 - Flexible to allow freedom and excellence
 - Based on International Standards

National Academic Reference Standards (NARS)



National Academic Reference Standards (NARS)



Generic/General Standards

- General description of the Engineer
- Common Competencies that signify the Engineer
- Cannot be compromised
- Are the basis for the development of the programs

Discipline/Specific Standards

- Specific description of graduates of the discipline
- Specialized Competencies that signify the discipline
- Cannot be compromised

The Engineering Graduate must be able to:



- 1. Identify, formulate, and solve complex engineering problems by applying engineering fundamentals, basic science and mathematics.**
- 2. Develop and conduct appropriate experimentation and/or simulation, analyze and interpret data, assess and evaluate findings, and use statistical analyses and objective engineering judgment to draw conclusions.**
- 3. Apply engineering design processes to produce cost-effective solutions that meet specified needs with consideration for global, cultural, social, economic, environmental, ethical and other aspects as appropriate to the discipline and within the principles and contexts of sustainable design and development.**
- 4. Utilize contemporary technologies, codes of practice and standards, quality guidelines, health and safety requirements, environmental issues and risk management principles.**
- 5. Practice research techniques and methods of investigation as an inherent part of learning.**
- 6. Plan, supervise and monitor implementation of engineering projects.**
- 7. Function efficiently as an individual and as a member of multi-disciplinary and multi-cultural teams.**
- 8. Communicate effectively—graphically, verbally and in writing—with a range of audiences using contemporary tools.**
- 9. Use creative, innovative and flexible thinking and acquire entrepreneurial and leadership skills to anticipate and respond to new situations.**
- 10. Appreciate the ongoing need to acquire and apply new knowledge and to practice self, lifelong and other learning strategies.**

MAPPING OF NEW NARS- LEVELS A&B X COURSES OF NEW CATALOG

4



Modules \ NARS	A										B							C	
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2		
P-0101	x	X				x				X									
P-0102			x				X												
P-0103		X						X		x									
P-010N	X						X												
A-1101	X								x		X			x	x				
A-1102		x	x						x	x	X				X				
A-110N						X	X	x		x			x		x				
A-210N		X		x	x	X					x			x				x	
A-310N		x			X	x			x			x				X	X		
A-410N		X						x	x	x		x				x	X		

**GENERAL ENGINEERING
COMPETENCIES**

**MAJOR DISCIPLINE
COMPETENCIES**



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COURSE CODE	Course	A. COMPETENCIES OF ENGINEERING GRADUATE -										B. In addition to the Competencies				
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
FIRST YEAR - TERM 1																
1	ARC1101 Architectural Design [1] التصميم المعماري [1]	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	ARC1102 Theory of Architecture نظريات العمارة و التصميم [1]				1	1		1	1	1	1	1	1	1	1	
3	ARC1103 Graphic & Visual Skills [1] الرسم المعماري و المهارات البصرية [1]	1				1		1	1	1	1	1	1			
4	ARC1104 Building Construction I مقدمة في الإنشاء المعماري	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	HYD1113 Probabilities & Statistics الاحتمالات و الإحصاء	1	1			1			1	1						
6	STR1114 Theory of Structures نظرية المنشآت	1	1	1	1	1	1	1	1			1	1	1	1	1
7	GEN1005 Core Civil Scientific التقدير العلمي الإجمالي	1	1	1	1	1			1	1	1	1	1	1		
FIRST YEAR - TERM 2																
1	ARC1111 Architectural Design [2] التصميم المعماري [2]	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	ARC1112 History of Architecture [1] تاريخ العمارة [1]					1			1	1	1	1		1		
3	ARC1113 Graphic & Visual Skills [2] الرسم المعماري و المهارات البصرية [2]	1				1			1	1	1	1	1	1		
4	ARC1114 Building Construction I الإنشاء المعماري و المواد	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	STR1121 Principles & Strength of	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

5

QAAU 2018
QAAU TASKS FOR SPRING 2018 &
DOCUMENTATION OF FALL 2017



□ 2018 ON GOING QUALITY PROCEDURES OF PROGRAMS

5

مناقشة عملية واقتراحات التحفيز لمنسقى الجودة بالأقسام والبرامج لعرضها على إدارة الكلية وذلك من خلال:-

- احتساب أعمال الجودة 3 ساعات أسبوعياً (بدلاً من 2 ساعة).
- يتم إضافة 5 درجات لمنسقى الجودة بحد أقصى من مجموع درجات الترقية بحيث لا يتعدى إجمالي الدرجات 20 درجة.
- عمل مكافآت شهرية لكل عضو.
- مراعاة تخفيض المراقبات.



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ONGOING QA PROCEDURES

TASK	Responsibility	Deadline
REVIEWING RESULTS OF OCTOBER 2017	PROGRAM COORDINATORS+ CHAMPIONS	Before Tuesday 13/2
FALL 2017 FULL DOCUMENTATION OF COURSE FILES	<ul style="list-style-type: none"> • INSTRUCTORS • CHAMPIONS • DEPARTMENT HEADS • PROGRAM COORDINATORS 	March 4 th 2018 (details of deadlines & process-slide 20)
DIGITIZATION OF COURSE FILES	QAAU	READY BY 15/2
MAPPING OF NEW NARS-LEVELS A&B COURSES OF NEW CATALOG	CHAMPIONS (21 PROGRAM + FRESHMAN)	Before Tuesday 13/2

CONCLUDING REMARKS

NAQAEE ACCREDITATION

Ready Programs	→	NAQAEE Review for 2017/18
Not Ready Programs	→	Prepare 2017/2018 NAQAEE Review 2018/19

ABET ACCREDITATION

<u>Self Assessment Worksheet (ABET Criteria)</u> the academic and logistic ABET requirements	→	Recommended to start with the credit hour programs
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Thank
You

QAAU 2018
QAAU FUTURE PROCESSES

- QAAU BOOKLET- for staff members
- QAAU FLYER- for students
- QAAU BYLAWS REVIEW
- CUFEE STRATEGIC PLAN 2015-2020