



King Faisal University College of Engineering

Quality and Accreditation Framework

Year 1439-1440





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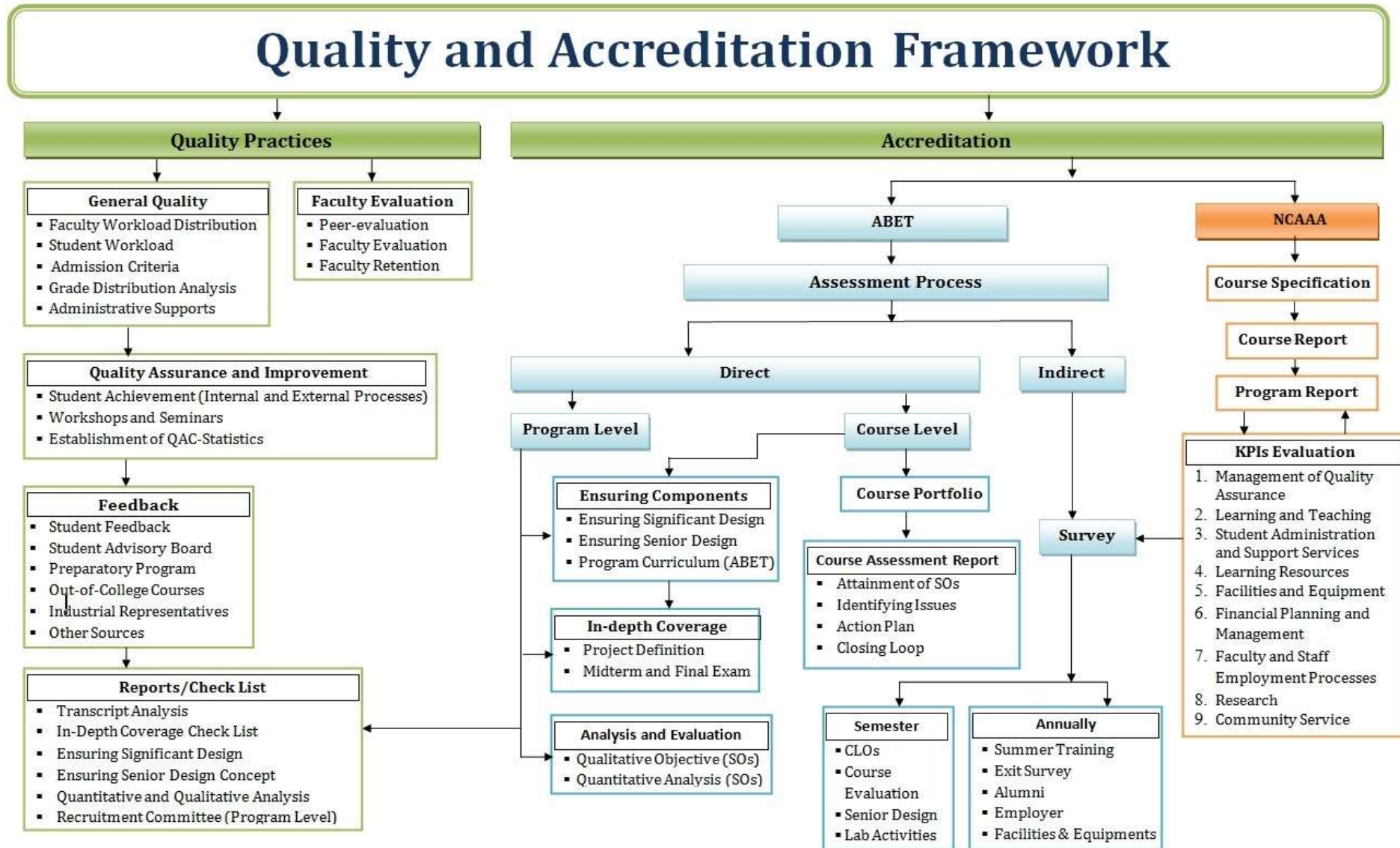
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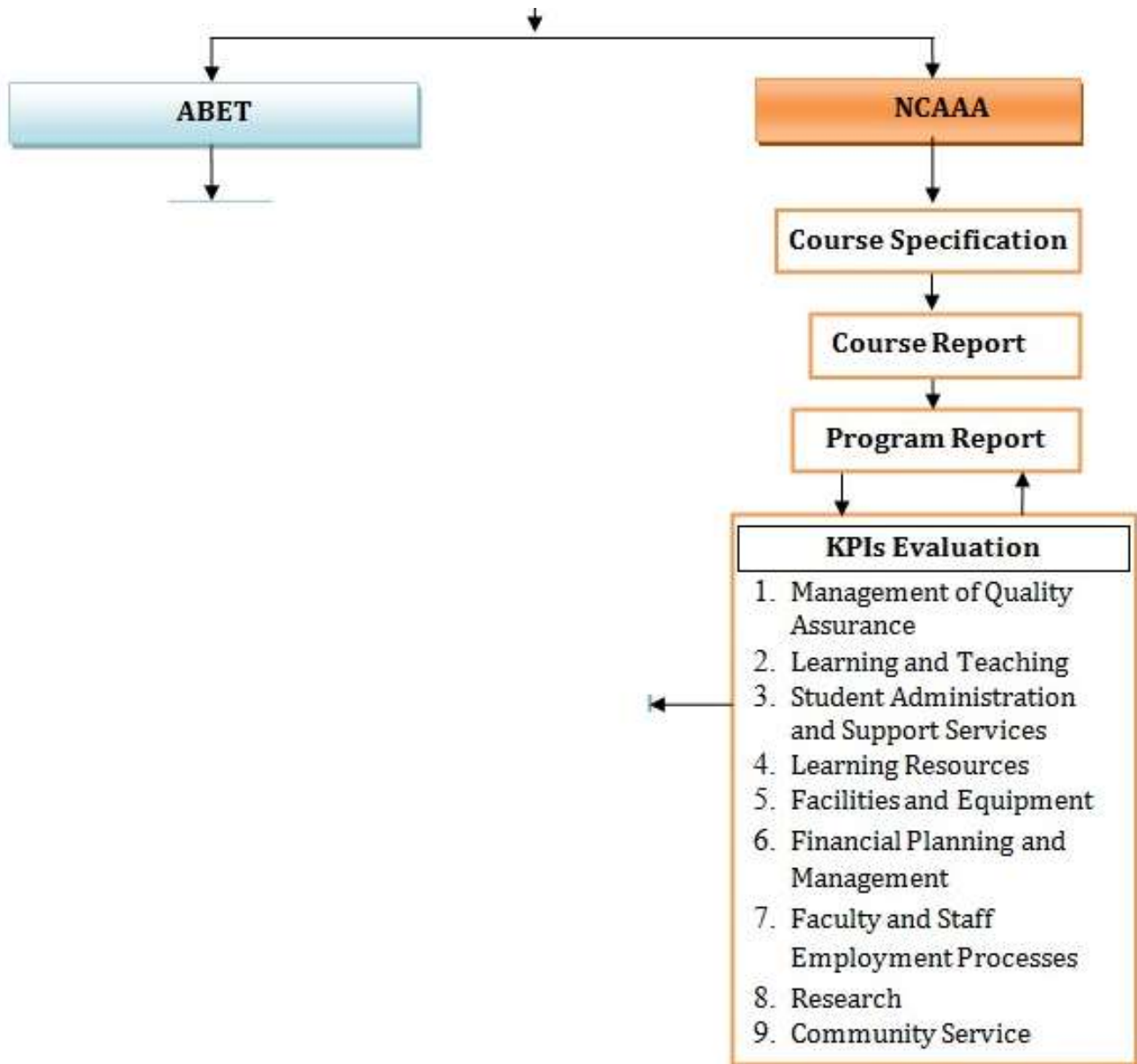
1.0 Keys to Quality

Key One	No Overlapping Administrative Responsibilities (One Task per Faculty Member/Lecturer)
Key Two	Proper Workload Distribution for Faculty Members and Lecturers (Even Distribution)
Key Three	Proper Student Workload Distribution (Student Workload Sheet)
Key Four	Strict Adherence to the Schedule and Calendar
Key Five	Strict Adherence to Decisions Made through Discussions with Quality Committee, Program Chairs, Dean and Vice Dean
Key Six	No Redundancy in Tasks or Activities
Key Seven	Establishment of Common Ground for NCAAA, ABET and other Quality Practices
Key Eight	Individual Inputs or Thoughts must be Confirmed through Meetings/Discussion before Implementation
Key Nine	All activities must be Well-defined and Established
Key Ten	Any issues/concerns that are contradictory to Quality Practices can be raised; however it must be officially made to the QAU

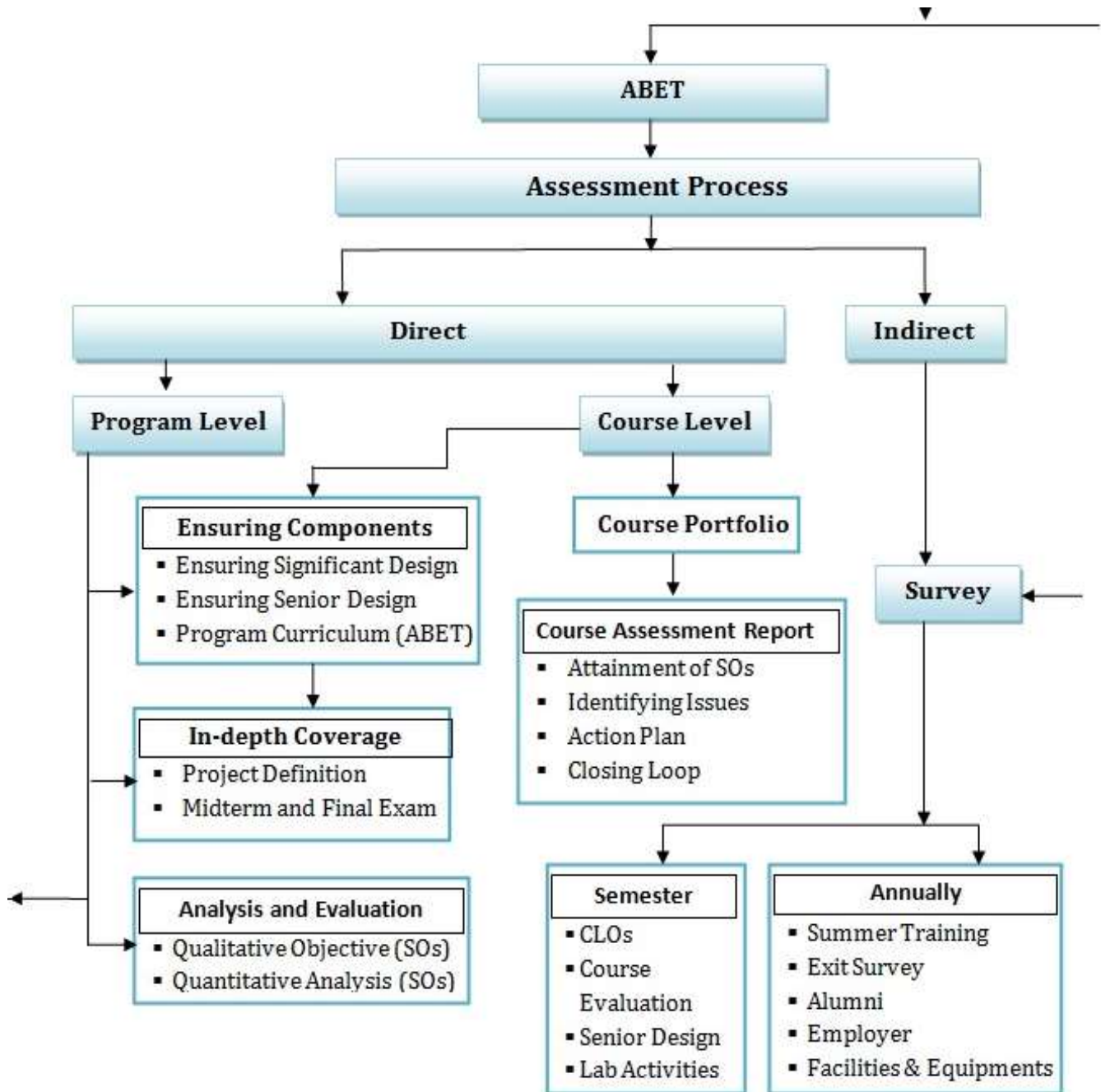
2.0 Quality Framework



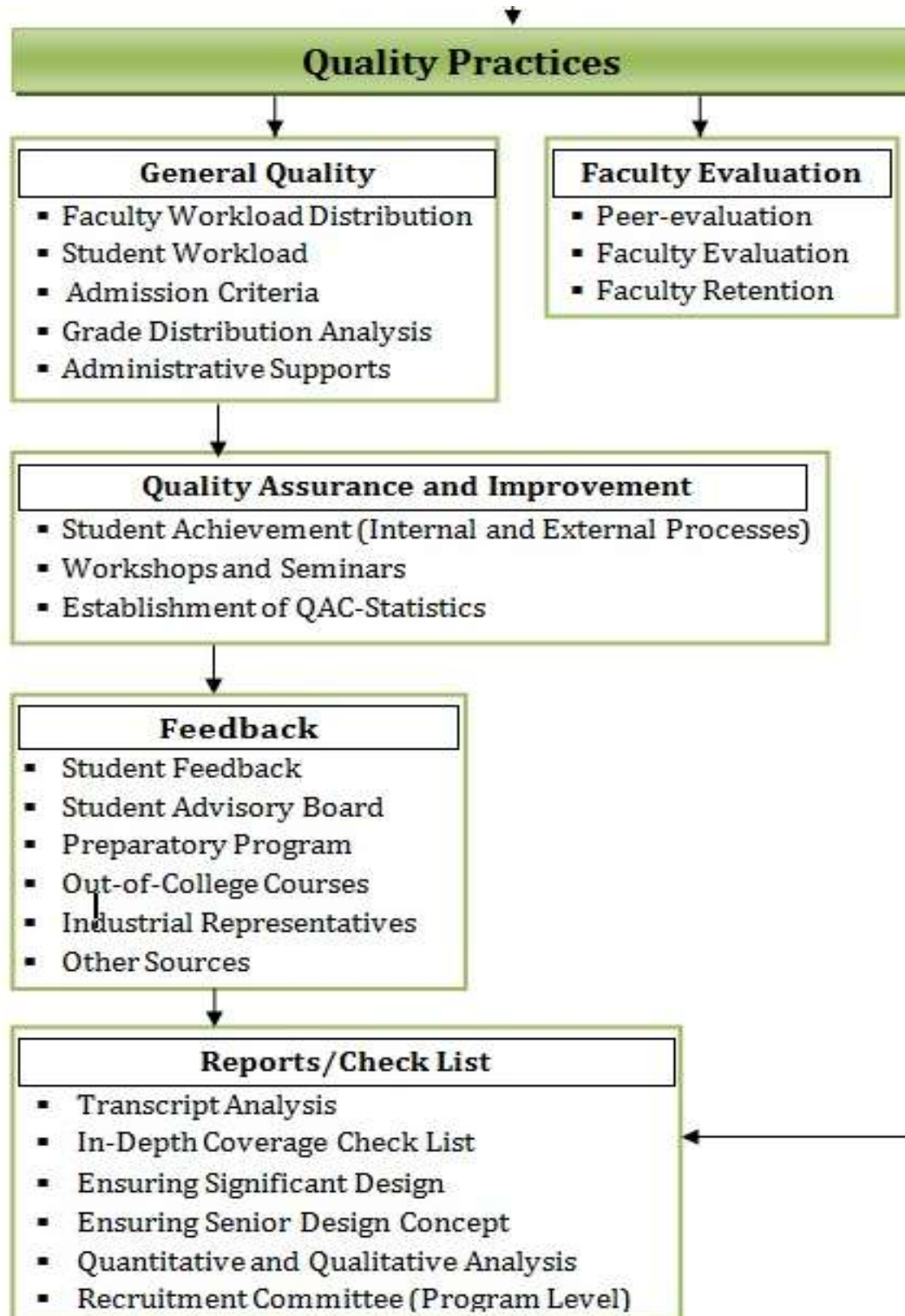
3.0 NCAAA Activities



4.0 ABET Activities

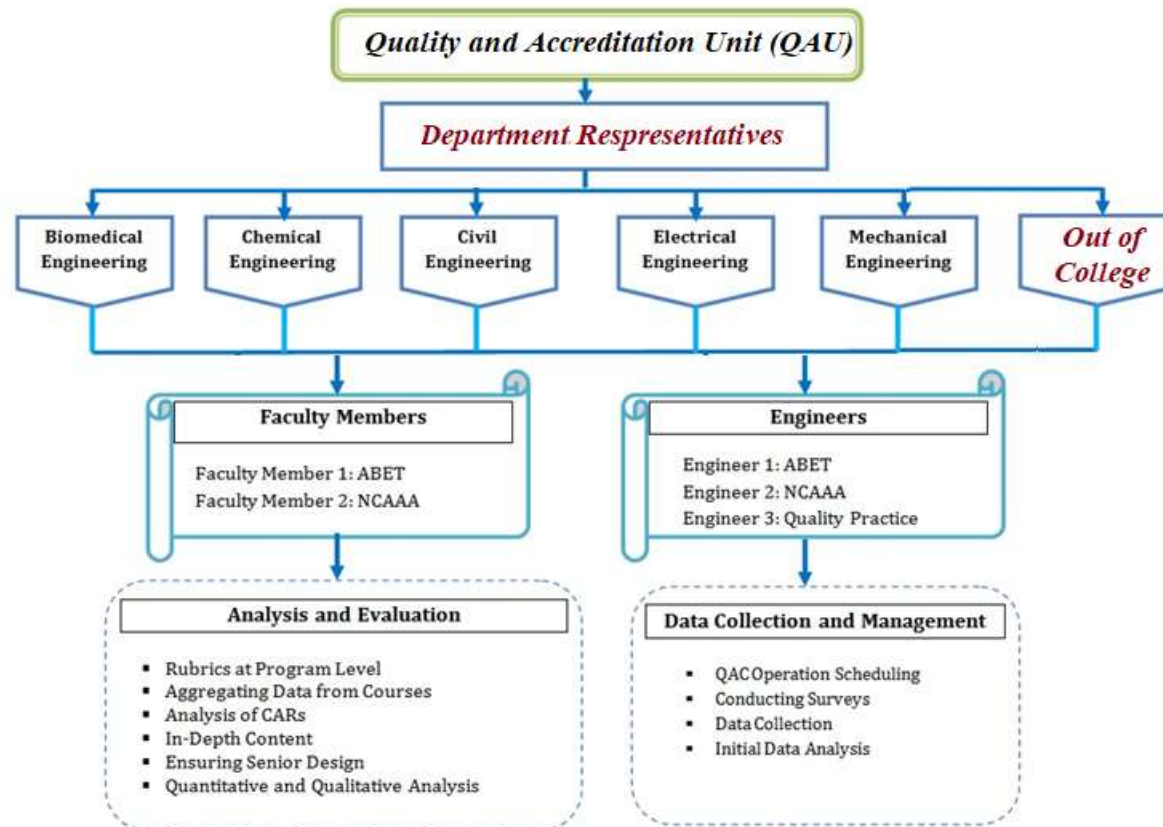


5.0 General Quality Practices





6.0 Quality and Accreditation Unit Formation





7.0 Quality and Accreditation Unit Members

Name	Department	Role	Email	Ext
Dr. Mounir Bouzguenda	Electrical Engineering	QAU Chair	mbuzganda@kfu.edu.sa	9064
Dr. Mofid Mahdi	Mechanical Engineering	ABET Committee Chair	mmahdi@kfu.edu.sa	5402
Dr. Hassan Khurshid	Mechanical Engineering	NCAAA Committee Chair	hkhurshid@kfu.edu.sa	
Dr. Nahed Hussein Ali Solouma	Biomedical Engineering	Department Chair	nsolouma@kfu.edu.sa	
Dr. Mohamed Alyaari	Chemical Engineering	Department Chair	malyaari@kfu.edu.sa	8583
Dr. Faisal Shalabi	Civil and Environmental Engineering	Department Chair	fshalabi@kfu.edu.sa	5417
Dr. Mounir Bouzguenda	Electrical Engineering	Department Chair	mbuzganda@fu.edu.sa	9064
Dr. Abdelaziz Al Sinawi	Materials Engineering	Department Chair	aelsinawi@kfu.edu.sa	
Dr. Tawfiq Al Mughannam	Mechanical Engineering	Department Chair	talmughannam@kfu.edu.sa	
Dr. Preethika Immaculate Britto	Biomedical Engineering	Dept ABET Representative	pbritto@kfu.edu.sa	1025
Dr. Safdar Nooruddin	Chemical Engineering	Dept ABET Representative	snooruddin@kfu.edu.sa	
Dr. Muhammad Nasir Amin	Civil and Environmental Engineering	Dept ABET Representative	mgadir@kfu.edu.sa	5431
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Eng. Raja Mohamed	Electrical Engineering	Dept NCAAA Representative	rsumsudeen@kfu.edu.sa	
Eng. Omar Mohammed Ostah	Mechanical Engineering	Dept NCAAA Representative	oostah@kfu.edu.sa	
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Dr. Mohammed Morsy Farag	Electrical Engineering	Out of College Courses Committee Member	mfarag@kfu.edu.sa	
Dr. Akbar Muhammad Afzal Butt	Materials Engineering	Out of College Courses Committee Member	abutt@kfu.edu.sa	9725
Eng. Jomah Mohammad Alzoubi	Mechanical Engineering	Out of College Courses Committee Member	jalzoubi@kfu.edu.sa	7136



Quality and Accreditation Unit

Activities

Year 1439-1440



8.0 Quality and Accreditation Activities per Academic Year

NCAAA							
	Task	Description	Timeline	Responsible	Document/ Template	Target KPIs	ABET Requirements
1.	Program Specifications	Preparation of Program Specifications	Start of Academic Year	Each Program	NCAAA-Template		
2.	Program Report	Program Report (NCAAA) along with ABET Components	End of Academic Year	Each Program	NCAAA-Template		
3.	Course Specification †	Preparation of Course Specification	End of Semester	Each Instructor	NCAAA-Template		Short Portfolio and Outcome Assessment
4.	Course Report †	Preparation of Course Report	End of Semester	Each Instructor for each section and one for all section	NCAAA-Template		Short Portfolio and Outcome Assessment
5.	Research Activities	Filling up the QAU Template for Research	End of Academic Year	Research Committee	QAU-Statistics-Research	Involvement of 50% Faculty	None
6.	Community Engagement	Filling up the QAU Template for Community Service	End of Academic Year	Community Engagement Committee	QAU-Statistics-Community	Involvement of 25% Faculty	None
7.	NCAAA KPI Evaluation	Evaluation of NCAAA KPIs	End of Academic Year	Program Level	QAU-NCAAA-KPI Evaluation		ABET Criteria

† this includes out of college courses as well



Quality in General

	Task	Description		Timeline	Responsible	Document/ Template	Target KPIs	ABET Requirements
1.	Faculty Workload Distribution	Filling Worksheet by Faculty Member/Lecturer		Beginning of Each Semester	Each Individual	QAU-Workload Distribution (Faculty)		ABET Criteria
2.	Student Workload	Filling Worksheet by Instructor		Beginning of Each Semester	Each Instructor	QAU-Workload Distribution (Student)		
3.	Admission Criteria			Once a Year				ABET Criteria
4.	Grade Distribution Analysis			End of Each Semester	QAU	QAU-Grade Analysis		
5.	Administrative Support			Once a Year				ABET Criteria

Quality Assurance and Improvement

8.	Student Achievement (Internal and External)	Establishment of Achievement Criteria		Once a Year	Program	Qualitative and Quantitative Report		
9.	Workshops and Seminars	Arrange workshop and seminars for existing and new faculty members		Every Semester	Dean, QAU, Chairs	List of workshop	5 plus KFUs	
10.	Establishment of QAU-Statistics	Collection of Statistics		Once a Year	QAU	QAU-Statistics		



Feedback								
11.	Student Feedback							
12.	Student Advisory Board							
13.	Preparatory Program							
14.	Out-of-College Courses							
15.	Industrial Representatives							
16.	Other Sources							
Faculty Evaluation								
17.	Peer-evaluation	Evaluation of Lecturer/Faculty by Panel		Week 3	QAU	QAU-Peer Evaluation Report		
18.	Faculty Evaluation by Students	Student Evaluation of Faculty		One Week Before Final Exam	QAU	QAU-Student Evaluation Report		
19.	Faculty Retention	Establishment of reward and retention policy		Once a Year				



Report/Check-list								
20.	Transcript Analysis for graduating students	Ensuring Students are graduating according to study plan		One week after Final Exam	Program	Transcript Analysis Template		
21.	In-Depth Coverage	Ensuring Courses Cover In-Depth Content			Program	Ensuring In-Depth Coverage Template		
22.	Project -Based Learning	Ensuring Courses Contain Projects			Program	Ensuring Project-Based Learning Template		
23.	Ensuring Significant Design	Ensuring Courses Contain Significant Design			Program	Ensuring Significant Design Template		
24.	Ensuring Senior Design Concept	Ensuring the Presence of Senior Design Concept			Program	Ensuring Senior Design Template		
25.	Quantitative Analysis	Aggregation of Data from Courses			Program	Program Report		
26.	Qualitative Analysis	Developing Rubrics for the Programs			Program	Program Rubrics		
27.	Recruitment Committee (Program Level)	Updating the Statistics Database		After Final Exam	Program	QAU-RSR Template		



Direct Assessment					
	Task	Description	Timeline	Responsible	Document/ Template
1.	Course file	For Each Course	One week after Final Exam	Each Instructor	QAU-Course Portfolio
2.	Short portfolio	For Each Course	One week after Final Exam	Each Instructor	QAU
3.	In-depth Coverage	Collection of Mid-term and Final Exam, and Project Definition	First week of the Semester	Program Chair	QAU-Check List
4.	Senior Design	Submission of ABET Ensuring Components	Beginning of the First Semester	Each Instructor	QAU-Senior Design Ensuring Components
5.	Project Activities			Each Instructor	
6.	Outcome Assessment	ILO assessment (NCAAA) for all sections and SOs assessment (ABET) for selected courses		Each Instructor	
7.	Quantitative Analysis			Each Instructor	



Indirect Assessment Activities					
	Task	Description	Timeline	Responsible	Document/ Template
1.	Survey - Course Evaluation	All Courses	Two weeks before Final Exam	QAU	QAU-Course Evaluation
2.	Survey - Lab Activities	Lab Sessions Only	One week before Final Exam	QAU	QAU-Lab Activities
3.	Survey - Engineering Training (by Students)	Engineering Trained Students Only	First week of Fall Semester	QAU	QAU-Engineering Training (by Students)
4.	Survey - Engineering Training (by Employers)	Employers of Engineering Training	Right After Engineering Training		QAU-Engineering Training (by Employers)
5.	Survey - Experience Survey	Graduating Students Only	One week before Final Exam	QAU	QAU-Survey
6.	Survey - Senior Design	Senior Design Students Only	One week before Final Exam	QAU + Senior Design Committee	QAU-Survey
7.	Survey - Alumni Survey	Graduated Students	Once a Year	Alumni Office + QAU	QAU-Survey
8.	Survey - Employer Survey	Employers of Graduated Students	Once a Year	Alumni Office + QAU	QAU-Survey
9.	Survey- Facilities & Equipment	Each Program Conducts the Survey	Once a Year	Program	QAU-Survey



9.0 Key Performance Indicators

KPIs Standard/Broad Area	KPI	Level at Which Data is Required	Documents
Mission & Objectives	1) Stakeholder evaluation ratings of the Mission Statement and Objectives (Average rating on how well the mission is known or the proportion of policy decisions that refer to the mission among criteria for the decision made the on a five point scale).	Department/College/Institution	
Governance Administration	2) Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities (Average rating on the adequacy of the Policy Handbook on a five point scale).	Department /College/Institution	
Management of Quality Assurance and Improvement	3) Students overall evaluation on the quality of their learning experiences at the institution (Average rating of the overall quality of their program on a five point scale).	Program/Institution	Exit Survey
	4) Proportion of courses in which student evaluations were conducted during the year.	Department / Institution	Analysis and Evaluation
	5) Proportion of programs in which there was independent verification within the institution of standards of student achievement during the year.	Department /College Institution	Report
	6) Proportion of programs in which there was independent verification of standards of student achievement by people external to the institution during the year.	College /Institution	Rubrics
Learning and Teaching	7) Ratio of students to teaching staff. (Based on full time	Department / College/Institution	Report



	equivalents)		
	8) Students overall rating on the quality of their courses. (Average rating of students on a five point scale on overall evaluation of courses.)	Department / College/Institution	Student Course Evaluation
	9) Proportion of teaching staff with verified doctoral qualifications.	Department / College/Institution	QAU-Statistics
	10) Percentage of students entering programs who successfully complete first year.	Institution	QAU-Statistics
	11) Proportion of students entering undergraduate programs who complete those programs in minimum time.	Program/Department/ College Institution	QAU-Statistics
	12) Proportion of students entering post graduate programs who complete those programs in specified time.	Program/College / Institution	QAU-Statistics
	13) Proportion of graduates from undergraduate programs who within six months of graduation are: (a) employed (b) enrolled in further study (c) not seeking employment or further study	Program/College / Institution	QAU-Statistics
	14) Student evaluation of academic and career counselling. (Average rating on the adequacy of academic and career counselling on a five point scale).	Program/College / Institution	Exit Survey
	15) Stakeholder evaluation of library services (Average rating on adequacy of library services on a five point scale).	Program Institution Separate data for male and female sections and combined for all	
Facilities and Equipment	16) Number of accessible computer terminals per student.	Institution	

	17) Average overall rating of adequacy of facilities and equipment in a survey of teaching staff.	Program/College / Institution	Facilities Survey
Learning and Resources	18) Stakeholder evaluation of websites, web-based electronic data management system or electronic resources (for example: institutional website provides resource sharing, networking & relevant information, including e-learning inter-active learning & teaching between students & faculty on a five point scale of an annual survey).	Program College Institution Separate data for male and female sections and combined for al	
Facilities and Equipment	19) Stakeholder evaluation of e-learning services (Average overall rating of adequacy of hardware, software, website, access, teaching, assessment, and service on a five point scale of an annual survey).	Program/College / Institution	
Faculty and Staff Employment Processes	20) Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement.	Department College Institution	QAU-Statistics Report
	21) Proportion of teaching staff participating in professional development activities during the past year.	Department College Institution	No. Staff /No. Workshop Ratio
Research	22) Number of refereed publications in the previous year per full time equivalent member of teaching staff. (Publications based on the formula in the Higher Council Bylaw excluding conference presentations)	Department College Institution	
	23) Number of citations in refereed journals in the previous year per full time equivalent teaching staff.	Department College Institution	
	24) Proportion of full time member of teaching staff with at least one refereed publication during the previous	Department College Institution	



	year.		
	25) Number of papers or reports presented at academic conferences during the past year per full time equivalent members of teaching staff.	Department College Institution	
	26) Research income from external sources in the past year as a proportion of the number of full time teaching staff members.	Program College Institution	
Community Service	27) Proportion of full time teaching and other staff actively engaged in community service activities.	Department College Institution	

10.0 KPIs Assessment Mechanism (Sample)

KPI #	KPI	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmark	KPI External Benchmarks	KPI Analysis	KPI New Target Benchmark
1	Stakeholder evaluation ratings of the Mission Statement and Objectives (<i>Average rating on how well the mission is known or the proportion of policy decisions that refer to the mission among criteria for the decision made the on a five point scale</i>).	4.0	4.0	4.0	4	College Level	4.5
...
27	Proportion of full time teaching and other staff actively engaged in community service activities.	70%	65%	70%	60%		75%
Whole Program Analysis of KPIs and Benchmarks: (list strengths and recommendations) The NCAAA committee in the college level will help with the KPIs assessment data.							

NOTE The following definitions are provided to guide the completion of the above table for Program KPI and Assessment.

KPI refers to the key performance indicators the program used in its SSRP. This includes both the NCAAA suggested KPIs chosen and all additional KPIs determined by the program (including 50% of the NCAAA suggested KPIs and all others).

Target Benchmark refers to the anticipated or desired outcome (goal or aim) for each KPI.

Finding Benchmark refers to the actual outcome determined when the KPI is measured or calculated.

Internal Benchmarks refer to comparable benchmarks (actual findings) from inside the program (like data results from previous years or data results from other departments within the same college).

External Benchmarks refer to comparable benchmarks (actual findings) from similar programs that are outside the program (like from similar programs that are national or international).

KPI Analysis refers to a comparison and contrast of the benchmarks to determine strengths and recommendations for improvement.

New Target Benchmark refers to the establishment of a new anticipated or desired outcome for the KPI that is based on the KPI analysis.



11.0 Survey Questionnaire

Survey: Course Learning Outcomes (CLOs)

Name of Student:	ID:
E-mail:	
Program:	Course Name and Title:
Academic Year:	Semester:
Instructor:	

	CLO Description	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	AVG SCORE
CLO 1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CLO 2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CLO 3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CLO 4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CLO 5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CLO 6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CLO 7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CLO 8		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CLO 9		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CLO 10		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Survey: Student Course Evaluation

Name of Student (Optional):	ID (Optional):
E-mail (Optional):	
Program:	Course Name and Title:
Academic Year:	Semester:
Instructor:	

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q1	The course outline (including the knowledge and skills the course was designed to develop) was made clear to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2	The things I had to do to succeed in the course, including assessment tasks and criteria for assessment, were made clear to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q3	Sources of help for me during the course including faculty office hours and reference material were made clear to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q4	The conduct of the course and the things I was asked to do were consistent with the course outline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q5	My instructor(s) were fully committed to the delivery of the course: classes started on time, instructor always present, material well prepared, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q6	My instructor(s) had thorough knowledge of the content of the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q7	My instructor(s) were available during office hours to help me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q8	My instructor(s) were enthusiastic about what they were teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q9	My instructor(s) cared about my progress and were helpful to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q10	Course materials were of up to date and useful (texts, handouts, references, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q11	The resources I needed in this course (textbooks, library, computers, etc.) were available when I needed them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q12	In this course effective use was made of technology to support my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q13	In this course I was encouraged to ask questions and develop my own ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q14	In this course I was inspired to do my best work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q15	The things I had to do in this course (class activities, assignments, laboratories, etc.) were helpful for developing the knowledge and skills the course was intended to teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q16	The amount of work I had to do in this course was reasonable for the credit hours allocated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q17	Marks for assignments and tests in this course were given to me within reasonable time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q18	Grading of my tests and assignments in this course was fair and reasonable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q19	The links between this course and other courses in my total program were made clear to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q20	What I learned in this course is important and will be useful to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q21	This course helped me to improve my ability to think and solve problems rather than just memorize information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q22	This course helped me to develop my skills in working as a member of a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q23	This course improved my ability to communicate effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q24	Overall, I was satisfied with the quality of this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments (if any):

Survey: Lab Activities

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Overall Lab Activities						
Q1	Overall, I am satisfied with the Lab Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2	The lab activities helped me develop my soft skills (teamwork, leadership) and technical knowledge, hands-on, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facility and Supports						
Q3	The administration supports acquiring new equipment and tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q4	The available equipment and tools have been sufficient for accomplishing the project tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q5	Lab staff support has been adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q6	Lab opening hours were adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q7	Lab safety policy implemented properly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q8	Students' initiatives were appreciated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation of Lab Engineer/Instructor						
Q9	How much did the Lab Engineer help you develop thinking skills in the subject?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q10	How easy was it to meet with the Lab Engineer outside of class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q11	Lecture session related to Lab work was helpful and adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q12	Please describe the Lab Engineers strengths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q13	Please describe the Lab Engineers weaknesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q14	Overall, Were you satisfied with Lab Engineer's instructions and supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments (if any):

Survey: Engineering Training (Students)

Name of Student:	ID:
E-mail:	
Position:	Training Period:
Name and Address of Trainer Organization:	
Name of On-site Supervisor:	
Contact Info of On-site Supervisor:	

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q1	Overall, are you satisfied with your Engineering training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2	Did this training help you in understanding ethical responsibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q3	Did the training allow you to use and improve your soft skills (teamwork, leadership), technical knowledge, hands-on, etc?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q4	If you are graduating, did your training help you with finding a job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q5	How did you locate the training?	<input type="checkbox"/> College	<input type="checkbox"/> University	<input type="checkbox"/> Personal contact	<input type="checkbox"/> Other
Q6	Internship application/acceptance process	<input type="checkbox"/> Online	<input type="checkbox"/> Postal Mail	<input type="checkbox"/> Interview	<input type="checkbox"/> Other
Q7	Compensation for the training	<input type="checkbox"/> Remunerated		<input type="checkbox"/> Not Remunerated	
Q8	Would you recommend this organization to future students?	<input type="checkbox"/> Yes		<input type="checkbox"/> No	

Q9	What did you like during the training?	
Q10	What did you not like during the training?	
Q11	Describe briefly the main tasks and responsibilities you had in the training	

Additional Comments (if any):

Survey: Engineering Training Survey (Employer)

Name of Student:	ID:
E-mail:	Program:
Position:	Training Period:
Brief description of Training:	
Name and Address of Trainer Organization:	

Please rate the student's performance for the following items

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q1	Enthusiasm and interest in work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2	Quality of work output	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q3	Initiative in taking tasks to complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q4	Ability to work independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q5	Maintaining effective relations with co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q6	Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q7	Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Outcome (SOs)

Q8	Academically prepared for this job (course preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q9	Communicates clearly in written form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q10	Communicates clearly verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q11	Demonstrates ability to use decision making skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q12	Demonstrates analytical problem solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q13	Demonstrates necessary technical skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q14	Demonstrates necessary computer skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q15	Demonstrate ability to design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Evaluations

Q16	Overall rating for the student's performance	<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input type="checkbox"/> Below Average	<input type="checkbox"/> Poor
Q17	Where do you rank this KFU engineering trainee compared to trainees from other universities?	<input type="checkbox"/> Above		<input type="checkbox"/> Same		<input type="checkbox"/> Below
Q18	Based on your experience with KFU engineering trainee(s), would you hire KFU graduates?	<input type="checkbox"/> Yes			<input type="checkbox"/> No	

Additional Comments (if any):

Supervisor Name:	Signature:
Position:	Date:
Company/organization: (Please affix company stamp)	Address:
	Phone:
	Fax:
	E-Mail:

Survey: Student Experience Survey (Exit Survey)

Name of Student (Optional):	ID (Optional):
E-mail (Optional):	
Program:	
Total Academic Year:	

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Advice and Support						
Q1	It was easy to find information about the institution and its programs before I enrolled at this institution for the first time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2	When I first started at this institution the orientation program for new students was helpful for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q3	There is sufficient opportunity at this institution to obtain advice on my studies and my future career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q4	Procedures for enrolling in courses are simple and efficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Resources and Facilities						
Q5	Classrooms (including lecture rooms, laboratories etc.) are attractive and comfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q6	Student computing facilities are sufficient for my needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q7	The library staff are helpful to me when I need assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q8	I am satisfied with the quality and extent of materials available for me in the library.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q9	The library is open at convenient times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q10	Adequate facilities are available for extra-curricular activities (including sporting and recreational activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q11	Adequate facilities are available at this institution for religious observances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning and Teaching						
Q12	Most of the faculty with whom I work at this institution are genuinely interested in my progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q13	Faculty at this institution are fair in their treatment of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q14	My courses and assignments encourage me to investigate new ideas and express my own opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q15	As a result of my studies my ability to investigate and solve new and unusual problems is increasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q16	My ability to effectively communicate the results of investigations I undertake is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	improving as a result of my studies.					
Q17	My program of studies is stimulating my interest in further learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q18	The knowledge and skills I am learning will be valuable for my future career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q19	I am learning to work effectively in group activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Evaluation						
Q20	Overall I am satisfied with my life as a student at this institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Open Ended Questions	
Q21	What did you like most about studying at this institution?
Q22	What did you not like most about studying at this institution?
Q23	What suggestions do you have for improvements at this institution?

Survey : Senior Design Project

The Senior Design Project prepared me for professional practice in the field of Engineering; I am able to:

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Attainment of Student Outcomes (SOs)						
Q1	Function on multidisciplinary teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2	Design a system, component, or process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q3	Design and conduct experiments, as well as to analyze and interpret data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q4	Identify, formulate, and solve engineering problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q5	Understand professional and ethical responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q6	Understand the impact of engineering solutions in a global, economic, environmental, and societal context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q7	Recognize the need for, and an ability to engage in, life-long learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q8	Gain a better knowledge of contemporary issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q9	Use the techniques, skills, and modern engineering tools necessary for engineering practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q10	Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design Concept						
Q11	Design met desired needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q12	Involved a major design experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q13	Considered design lifecycle analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q14	Employed implementation strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q15	Design considered within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q16	Used engineering standards for engineering products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 2: Facilities and Support

Q17	The administration supports acquiring new equipment and tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Q18	The available equipment and tools have been sufficient for accomplishing the project tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q19	The staff support has been adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q20	Lab opening hours and supports were adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Evaluation						
Q21	Overall, I am satisfied with my Graduation Project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q22	Advisor's guidance was clear and guided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q23	Lecture Sessions related to Senior Design were helpful and adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q24	What did you like during the senior design project?					
Q25	What did you not like during the senior design project?					

Additional Comments (if any):

Survey: Alumni Survey

Name of Student:	Phone:
E-mail:	
Program:	Course Name and Title:
Graduation Year from KFU:	Organization/Company:
Current Position:	Start Date
Previous Position(s)/Companies (if any):	1. Position 1:
	2. Position 2:
	3. Position 3:
List organizations/association of which you are a member:	1. _____
	2. _____
	3. _____
Subsequent Graduation education (if any):	1. _____ <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
	2. _____ <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
	3. _____ <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
Subsequent Professional Development / Training / Conferences (if any)	1. _____ <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
	2. _____ <input type="checkbox"/> Completed <input type="checkbox"/> In Progress
	3. _____ <input type="checkbox"/> Completed <input type="checkbox"/> In Progress

Please rate the degree of attainment of these objectives in your professional career.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Program Educational Objectives						
Q1	Possess essential professional engineering skills with confidence to develop high-quality engineering solutions in various application domains under various realistic constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2	Engage and succeed in professional careers through team work, ethical behavior, proactive involvement, and effective communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q3	Demonstrate an understanding of the importance of life-long learning through professional development, practical training, and specialized certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q4	Assume progressively managerial, leading, and influential roles in organizations and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q5	Pursue postgraduate studies and succeed in academic and research careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum						

Q6	I am satisfied with the education I received regarding the following curriculum components: General education: humanities / social sciences /Islamic Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q7	Foreign language skills: English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q8	Mathematics and Statistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q9	Basic Sciences: Physics, Chemistry, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q10	Core Engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q11	Core Engineering Specialized Topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q12	Graduation Project and Lab Courses/Major Design Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q13	Which courses did you like most in the curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q14	Which courses did you dislike in the curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Evaluation						
Q15	The quality of teaching and the quality of faculty members were satisfying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q16	The advising and mentoring was adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q17	The facilities (classrooms, labs, hardware, software) available were to my satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q18	The quality of services offered by the administrative and managerial personnel was to my satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q19	The program prepared me well for my professional career (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q20	The program prepared me well to pursue graduate studies (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q21	Overall, I am satisfied with the education I received in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q22	Would you recommend this program to other students, relatives, and friends?	<input type="checkbox"/> Yes			<input type="checkbox"/> No	

Additional Comments (if any):

Survey: Employer Survey

This survey is designed to obtain feedback from employers regarding the skills of the employees who have graduated from the College of Engineering. The objective is to measure the attainment of the program educational objectives in order to adopt appropriate corrective actions, if necessary.

Organization Profile	
Q1	Company Name
Q2	Established in (which city?)
Q3	Head Office
Q4	The number of employees in the company <input type="checkbox"/> Less than 50 <input type="checkbox"/> 51- 299 <input type="checkbox"/> 300 – 599 <input type="checkbox"/> 599 – 1000 <input type="checkbox"/> More than 1000
Q5	How would you classify your company based on the Targeted Market? <input type="checkbox"/> Local <input type="checkbox"/> Regional <input type="checkbox"/> International
Q6	Within which market sector could you define your company? <input type="checkbox"/> Government <input type="checkbox"/> Private Sector <input type="checkbox"/> International
Q7	Describe briefly the activity of your company:

Employment Pattern and Feedback						
Q8	How many graduates did you employ from the College of Engineering, King Faisal University? Please specify the number _____ and percentage _____%					
Q10	When did they graduate and how many? <input type="checkbox"/> 2015 <input type="checkbox"/> 2016 <input type="checkbox"/> 2017 <input type="checkbox"/> 2018					
Please provide your overall satisfaction regarding						
	Excellent	Good	Average	Below Average	Poor	
Q11	Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q12	Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q13	Software skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q14	Ability to work in teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q15	Structured thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q16	Inventive thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q17	Hardware skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attainment of Educational Objectives

Please rate the degree of attainment of these objectives by graduates from Engineering based on the abilities, skills, and behavior they have shown in their professional career.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q18	Possess essential professional software engineering skills that make them confident to develop high-quality software solutions in various application domains under various realistic constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q19	Engage and succeed in their professional careers through team work, ethical behavior, proactive involvement, and effective communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q20	Demonstrate an understanding of the importance of life-long learning through professional development, practical training, and specialized certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q21	Assume progressively managerial, leading, and influential roles in their organizations and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q22	Pursue postgraduate studies and succeed in academic and research careers - If applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments (if any):

Survey: Facilities & Equipment (Department)

Facilities and Support		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q1	The administration supports acquiring new equipment and tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2	The available equipment and tools are sufficient for accomplishing work related to projects/labs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q3	The staff/technician support is adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q4	Lab opening hours and support are adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q5	Staff have adequate office space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q6	Staff have adequate office supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q7	Meeting rooms are adequate and available when required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q8	Office equipment are adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q9	IT support is adequate and available when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q10	Operational financial support is adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments (if any):
