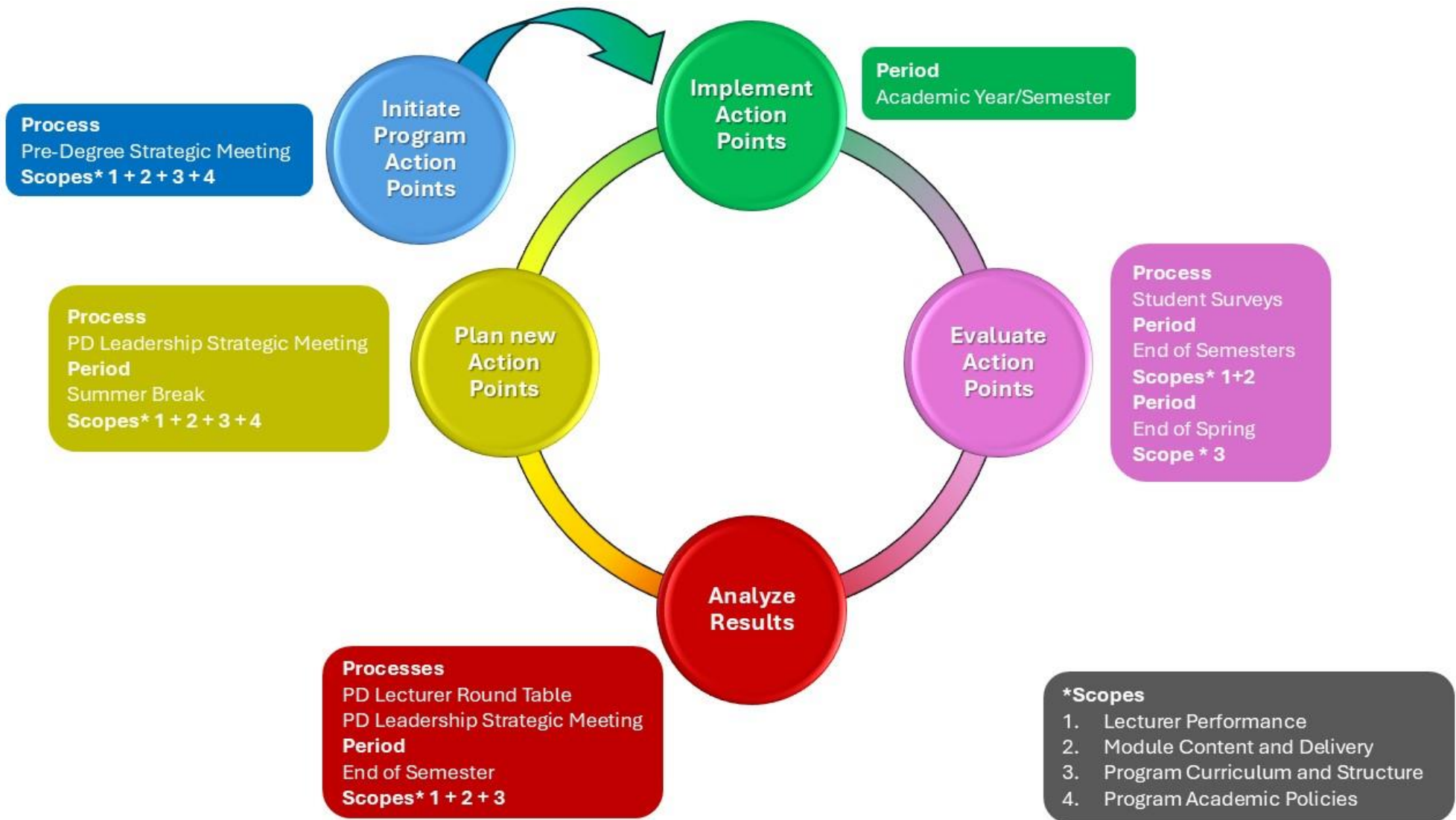




International Foundation Year

Quality Management Report 2025

QM Cycle Process Map



I- Pre-Degree QM System

To ensure continuous improvement in academic and teaching quality, the Pre-Degree department undergoes rigorous yearly QM cycles for all its programs following the process map depicted above. These processes ensure a steady optimization of the program's structure and content alongside module delivery and improvement in teaching methodology and pedagogy. At the end of each academic year, a QM report is compiled reflecting feedback on action points from the previous cycle and presenting planned action points for the following new cycle. This report is representative of CU's commitment to transparency and academic excellence.

II- Feedback action points previous QM Cycle

Scope: Module Content and Delivery

Action Point: Include the 'English Training' module in the student surveys process
Status: successfully implemented
Outcome: the survey will be used for the next QM cycle.

Action Point: Offer student licenses for all English modules
Status: successfully implemented
Outcome: the licenses enhanced the module delivery and students' academic monitoring and classwork; they will hence be offered permanently.

Scope: Program Curriculum and Structure

Action Point: Introduction of 'Applied Excel Literacy' for Society Students
Status: successfully introduced
Outcome: results will be reflected in the next QM cycle.

Action Point: Include an 'Overall Program Satisfaction' part in the student surveys.
Status: successfully implemented
Outcome: results will be reflected in the next QM cycle.

Action Point: The module 'Computational Thinking and Coding II' to include an introduction to C and C++
Status: successfully implemented
Outcome: results will be reflected in the next QM cycle.

Scope: Program Academic Policies

Action Point: 'English Training' module contributes to 50% of the grade for 'Academic English and Literacy I
Status: successfully implemented
Outcome: students took 'English Training' more seriously

Action Point: Offer a third TestAS round for IFY students in June
Status: successfully implemented
Outcome: the adequate training will also be offered as this is a digital exam

III- Executive Summary new QM Cycle

The current report is based on the different processes of the academic year 2024-25 and involves a cohort of 83 students. The student surveys gave an overall positive evaluation of the IFY program, and its modules and faculty; students also felt challenged by the academic workload. The progression rate was around 75%, knowing that 28 students were late arrivals. At the end of the QM cycle, the following action points were planned for the next academic year.

IV- Action points new QM Cycle

Scope: Lecturer Performance + Module Content and Delivery

Process: Student Surveys
Input: 'Applied English Literacy' got positive feedback from the students but evaluated to be oriented towards business instead of excel literacy.
Action Point: the module was assigned to a new lecturer and reviewed to better reflect the computer literacy content.

Process: Student Surveys, PD Lecturer Round Table.
Input: Students with high English literacy requested to skip 'Academic English and Literacy I', the lecturer pointed out the importance of the post-midterm exam academic part of the module.
Action Point: Students who score a minimum English proficiency level of B2+ are allowed to miss the first half of the module until the midterm exam.

Process: Student Surveys, PD Lecturer Round Table.
Input: Students with strong computer literacy background requested to skip 'Applied Excel Literacy' or 'Computational Thinking and Coding I'.
Action Point: Placement tests for both modules will be offered to the students concerned after one month of the semester. Those who pass the test will be exempted from class attendance but need to take the midterm and final exams.

Scope: Program Curriculum and Structure

Process: PD Lecturer Round Table, PD Leadership Strategic Meeting
Input: Students in the 'Society' subject area with strong mathematics background cannot take the 'Advanced Mathematics' module instead of 'Basic Mathematics' due to scheduling conflicts.
Action Points: A mathematics placement test will be offered to the students concerned after one month of the semester. Those who pass the test will be exempted from class attendance but need to take the midterm and final exams.

Process: Student Surveys
Input: The module 'Introduction to C and C++' received very positive evaluation from the students.
Action Point: the module will be permanently offered in the curriculum.

Process: Student Surveys
Input: Students in the 'Science' subject area did not find the module 'Introduction to C and C++' useful.
Action Point: The students were offered the option to take 'Career Development' instead, a new computer literacy module for Spring semester is planned.

Process: PD Leadership Strategic Meeting
Input: Modules were renamed to better reflect content.
Action Points: 'Academic English and Literacy I + II' renamed 'Academic English I+II) 'English Training' renamed 'English Literacy' 'Computational Thinking and Coding I' renamed 'Computational Thinking and Coding' 'Computational Thinking and Coding II' renamed 'Introduction to C and C++'

Scope: Program Academic Policies

Process: PD Leadership Strategic Meeting
Input: The third TestAS exam in June, which is a digital exam, results in many operational challenges.
Action Point: The program will offer three paper-based TestAS exams, one in Fall and two in Spring semester, with respectively three TestAS training rounds.

Process: PD Leadership Strategic Meeting
Input: The introduction of an automated attendance monitoring software does not differentiate between excused and non-excused absences.
Action Point: The maximal number of total absences is set to 10 absences for 5 CP modules and 5 absences for 2.5 CP modules, irrespective of excuses.

Process: PD Leadership Strategic Meeting
Input: The use of Artificial Intelligence (AI) as a plagiarism tool is increasing at an alarming pace amongst students, requiring a vigilant response.
Action Point: The proven use of AI in any module assessment or assignment will lead to the failure of the entire module.

V- Appendix

Student surveys' average results for the academic year 2024-25

Head of Pre-Degree Academics
Prof Dr Bassem Bassil



IFY FS2024

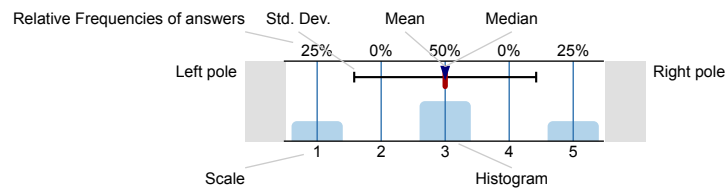
No. of responses = 259



Survey Results

Legend

Question text



n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention

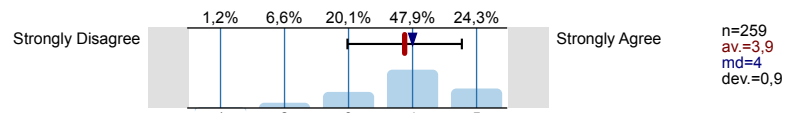
1. Subject Area

1.1) I am studying in the following International Foundation Year Subject area

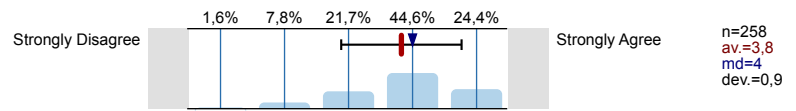


2. Course

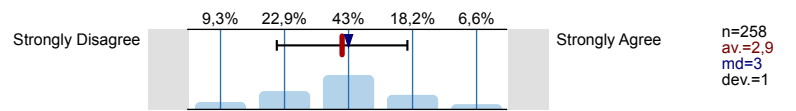
2.1) The course was well structured.



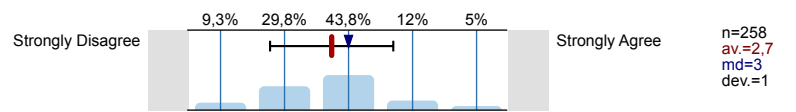
2.2) The course syllabus was made clear to me.



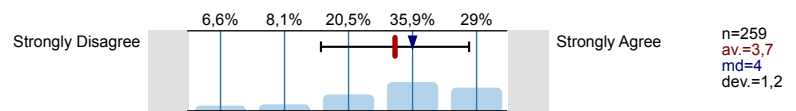
2.3) The course content was too easy.



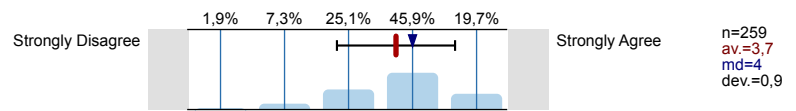
2.4) The workload for the course was too low.



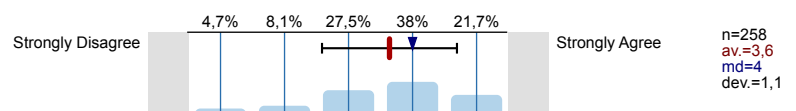
2.5) The course was of interest for me in relation to my current and future study direction.



2.6) The assessments so far tested the course material in a fair way.



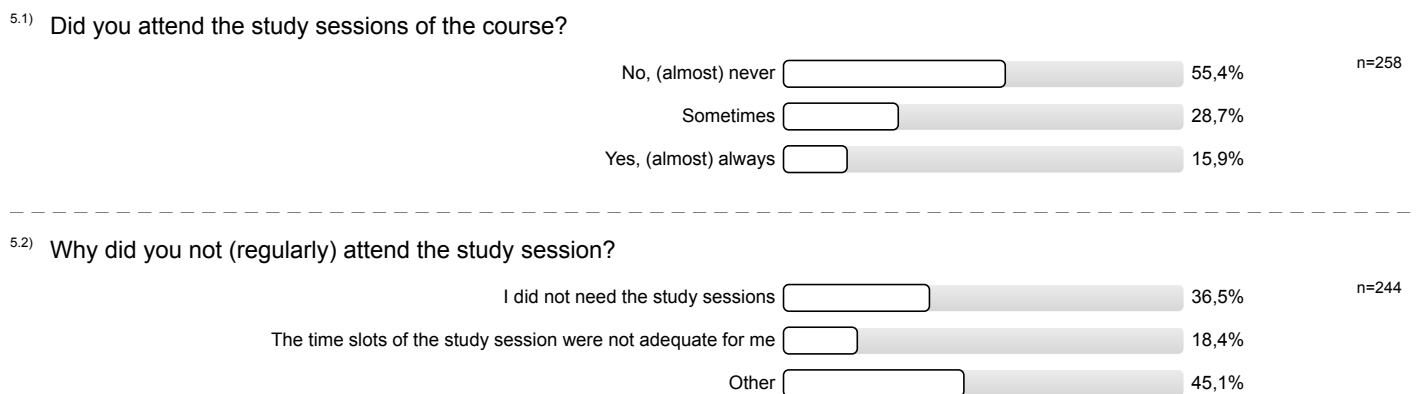
2.7) I found the course tutorials useful for my learning success.



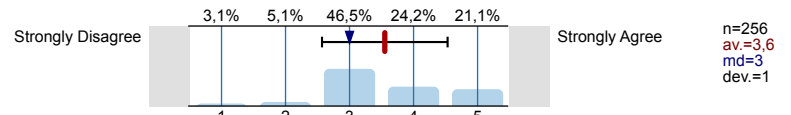
3. Instructor



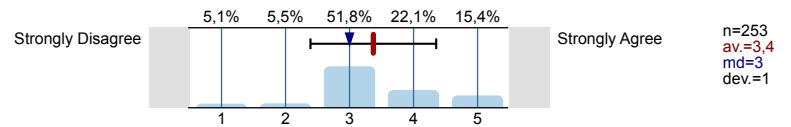
5. Study Sessions



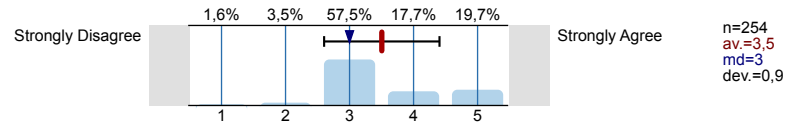
5.3) The number of study sessions per week is enough for this course



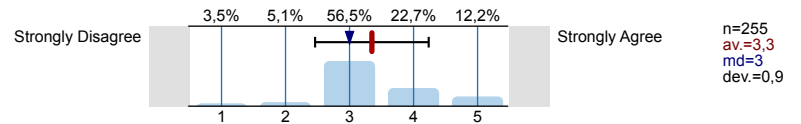
5.4) The study sessions helped me perform better within the course.



5.5) The Teaching Assistant (TA) was easy to reach.



5.6) The provided time slots for study sessions were adequate for me.



Profile

Compilation: IFY FS2024

Values used in the profile line: Mean

2. Course

2.1) The course was well structured.	Strongly Disagree					Strongly Agree	n=259	av.=3,9	md=4	dev.=0,9
2.2) The course syllabus was made clear to me.	Strongly Disagree					Strongly Agree	n=258	av.=3,8	md=4	dev.=0,9
2.3) The course content was too easy.	Strongly Disagree					Strongly Agree	n=258	av.=2,9	md=3	dev.=1
2.4) The workload for the course was too low.	Strongly Disagree					Strongly Agree	n=258	av.=2,7	md=3	dev.=1
2.5) The course was of interest for me in relation to my current and future study direction.	Strongly Disagree					Strongly Agree	n=259	av.=3,7	md=4	dev.=1,2
2.6) The assessments so far tested the course material in a fair way.	Strongly Disagree					Strongly Agree	n=259	av.=3,7	md=4	dev.=0,9
2.7) I found the course tutorials useful for my learning success.	Strongly Disagree					Strongly Agree	n=258	av.=3,6	md=4	dev.=1,1

3. Instructor

3.1) The instructor explained well.	Strongly Disagree					Strongly Agree	n=259	av.=3,9	md=4	dev.=1,1
3.2) The instructor explained in good English.	Strongly Disagree					Strongly Agree	n=258	av.=4,2	md=4,5	dev.=1
3.3) The instructor provided course material of good quality.	Strongly Disagree					Strongly Agree	n=259	av.=4	md=4	dev.=0,9
3.4) The instructor was generally on time for class.	Strongly Disagree					Strongly Agree	n=258	av.=4,6	md=5	dev.=0,6
3.5) The instructor used Moodle efficiently.	Strongly Disagree					Strongly Agree	n=257	av.=4,4	md=5	dev.=0,8
3.6) The instructor was easy to reach.	Strongly Disagree					Strongly Agree	n=258	av.=4,2	md=4	dev.=0,9
3.7) The instructor treated students equally.	Strongly Disagree					Strongly Agree	n=258	av.=4,3	md=5	dev.=0,9
3.8) The instructor encouraged the students to participate in the class session.	Strongly Disagree					Strongly Agree	n=259	av.=4,3	md=4	dev.=0,8
3.9) My interest in the course was enhanced by the instructor.	Strongly Disagree					Strongly Agree	n=258	av.=3,7	md=4	dev.=1,1

5. Study Sessions

5.3) The number of study sessions per week is enough for this course	Strongly Disagree					Strongly Agree	n=256	av.=3,6	md=3	dev.=1
5.4) The study sessions helped me perform better within the course.	Strongly Disagree					Strongly Agree	n=253	av.=3,4	md=3	dev.=1
5.5) The Teaching Assistant (TA) was easy to reach.	Strongly Disagree					Strongly Agree	n=254	av.=3,5	md=3	dev.=0,9
5.6) The provided time slots for study sessions were adequate for me.	Strongly Disagree					Strongly Agree	n=255	av.=3,3	md=3	dev.=0,9

Profile

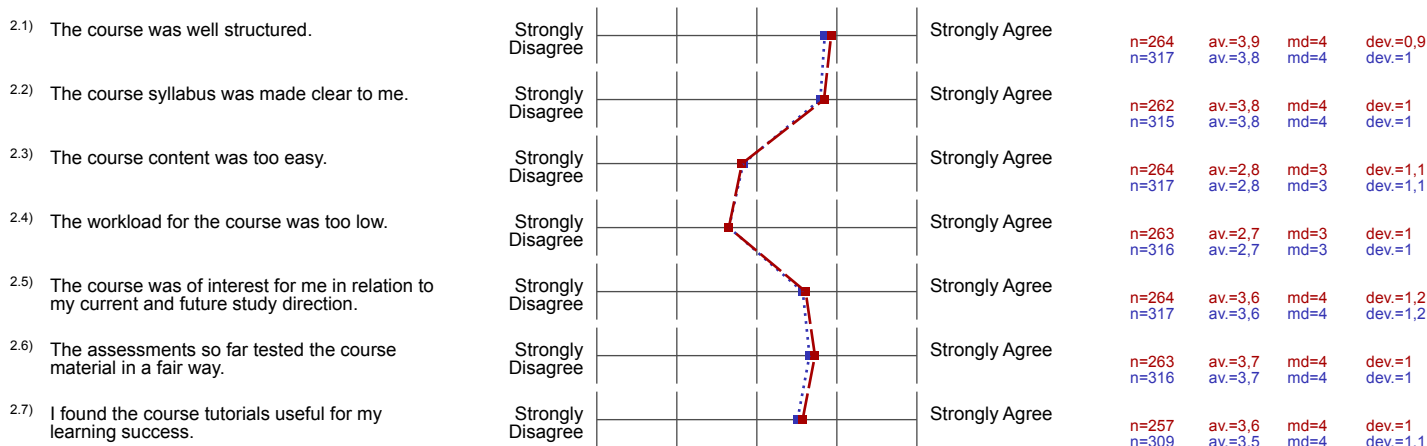
Subgroup: Foundation Year SS25

Comparative line: Foundation Year + PBS SS25

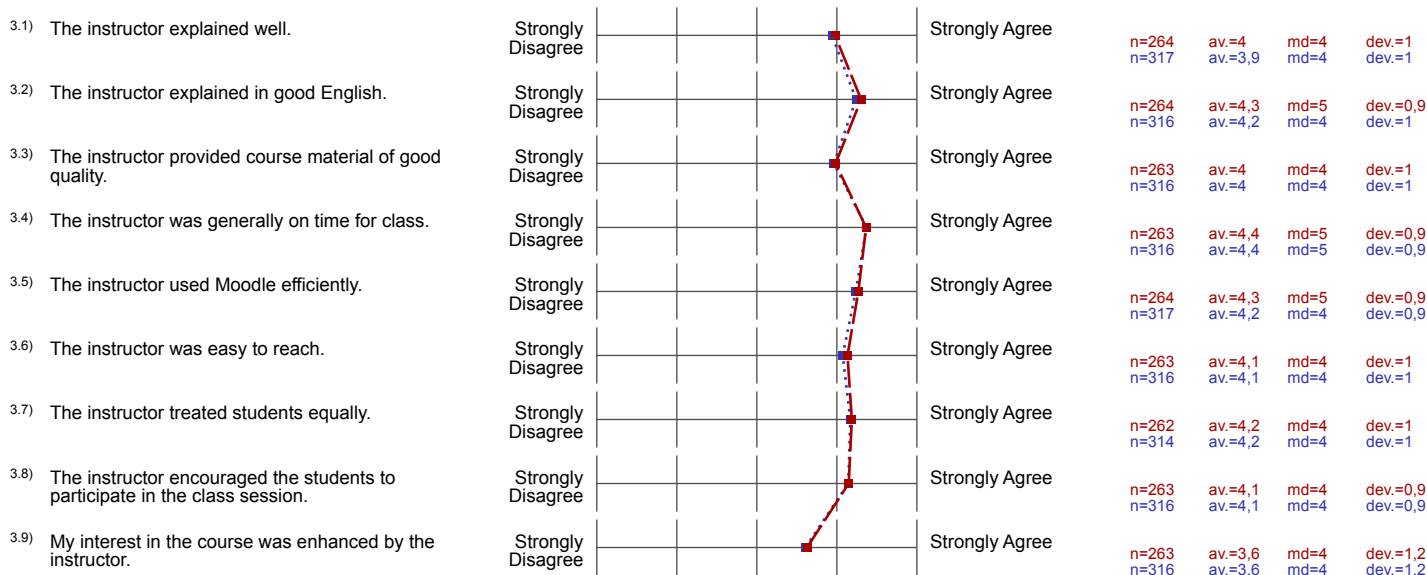
Compilation: Foundation Year + PBS SS25

Values used in the profile line: Mean

2. Course



3. Instructor



4. Study Sessions

