

MENA Benchmark

Comparisons: MENA Regional Peer
Data Summary Findings



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MENA BENCHMARK COMPARISONS, MENA REGIONAL

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FOREWORD

Academic institutions are increasingly shifting focus to local and regional comparisons of education opportunities and outcomes as they develop policies to support institutional effectiveness prospects and help to mobilize resources to meet the changing market demands. The American University in the Emirates makes a contribution to these initiatives by gathering, examining, then, analyzing the quantitative, regionally comparable indicators that is published annually. These indicators can be used to assist institutions in building more effective education system, through guiding key decision making and benchmarking against peer organizations.

The COVID-19 pandemic has hit the health, economic and social sectors. Every industry has been deeply affected by the pandemic’s repercussions, including management of learning and education. This report presents as an important resource to improve efficiency and encourage continuous improvement across the institutional system, while acknowledging that effective knowledge management has become a major force in improving institutional competitiveness. It further helps in providing a structure for external assessment and create networks of communication between institutions where valuable information and experiences on education management can be shared.



INTRODUCTION: ORGANIZING FRAMEWORK OF INDICATORS

AUE indicators provide a comprehensive, comparable, and current array of indicators that reflect consensus among educators and professional organizations on how to assess the quality of education locally and regionally today. The indicators offer details on the human and financial resources invested in education, as well as how institutional systems function and change. They are organized thematically, each accompanied by interpretation of data.

The indicators are organized within a framework that distinguishes and examines key constructs that influence overall achievement and policy. Such a versatile framework allows to visualize the dynamic aspects of the development of sustainable institutional education system and can be employed to understand performance insights of an institution.

No.	Theme	KPIs
1	Majors Offered	Undergraduate programs Offered (Count)
		Graduate programs Offered (Count)
		Undergraduate programs Offered (Count) Online
		Graduate programs Offered (Count)Online
		PhD Programs Offered (Count)
2	Acceptance Rate, Yield Rate & Students Transfer	Undergraduate Acceptance Rate
		Graduate Acceptance Rate
		Undergraduate Enrollment Yield Rate
		Graduate Enrollment Yield Rate
		Undergraduate % Conditional Admission
		Graduate % Conditional Admission
		Undergraduate % Transfer Students
		Graduate % Transfer Students

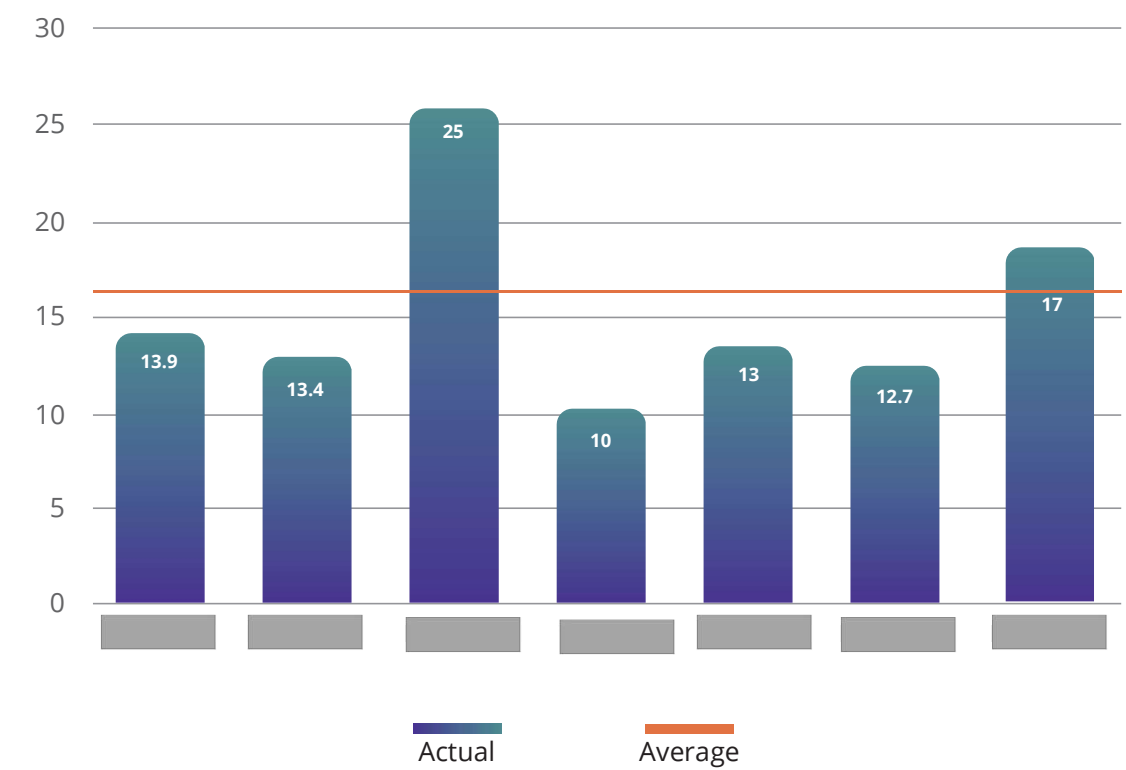
THE LEARNING AND TEACHING ENVIRONMENT

Based on QS World University rankings 2023 methodology, the faculty student ratio and class size indicator measure the learning and teaching environment of the university. The more academic staff that are available per student, the more the institution is recognized as having adequately funded and resourced their teaching commitments. Lecturing, supervision, curriculum design and marking all require a strong staff headcount. Hence, this indicator allows stakeholders to see how well-resourced different institutions are in this respect. The average of student-faculty ratio for AY 2020–2021 was 15, with the lowest ratio reported by [redacted] being 10 and the highest by [redacted] being 25. Student-Faculty ratio averages slightly varied across the three academic years, where AY 2017–2018 registered average of 16, and 15 in AY 2018 – 2019.

Insights into institutional performance on this metric against AY 2020 – 2021 average is demonstrated below.

Figure 5

Student to Faculty Ratio AY 2020 - 2021





Regarding class size data, 5 institutions have responded with a response rate of 71%. Data shows an average of 23% of all undergraduate classes have fewer than 10 students, with an increase by 30% from AY 2018–2019. An average of 8% of all undergraduate classes have more than 50 students, with an increase by 41% and 9%, respectively, from previous years. Figures below provide insight into specific institutional data.

Figure 6

Undergraduate Class Size (Less than 10 students) as a % of
Total Undergraduate Classes AY 2020 - 2021

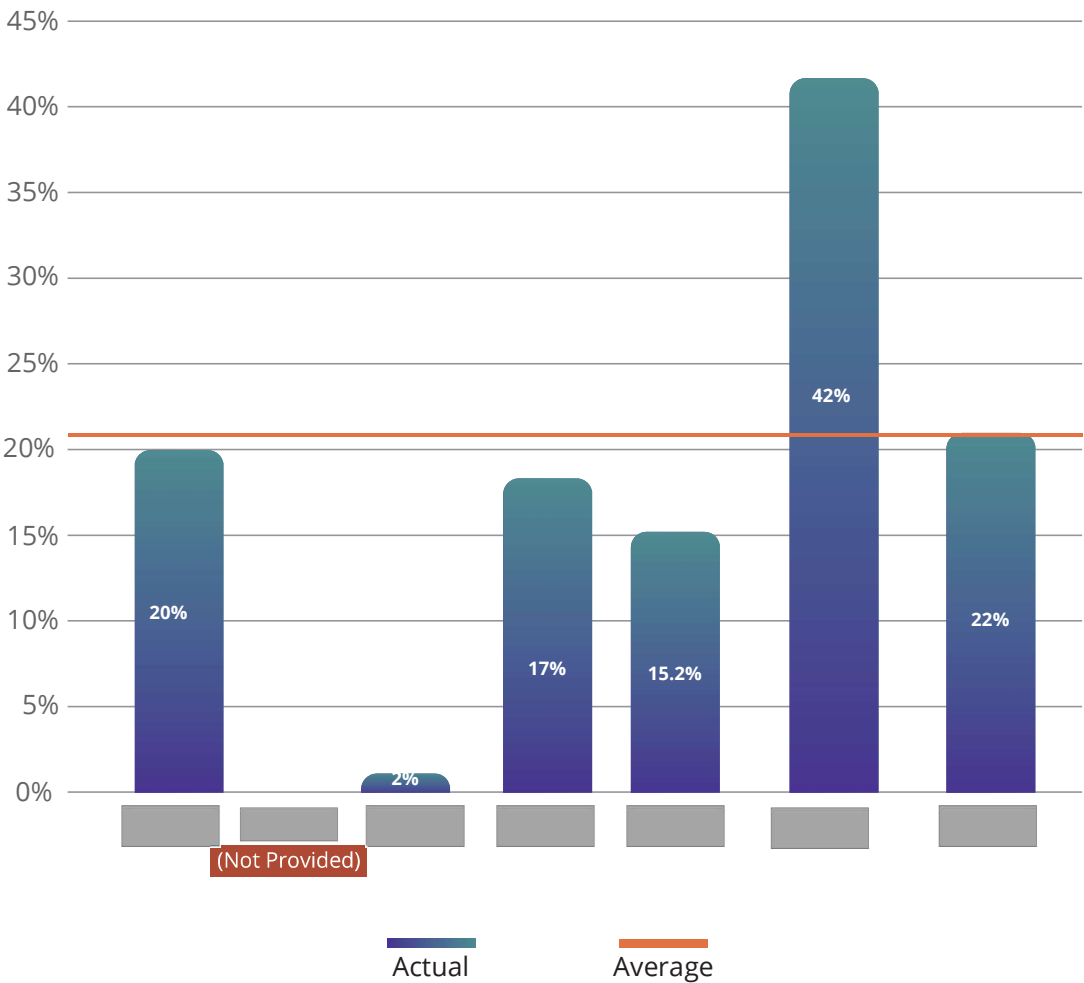
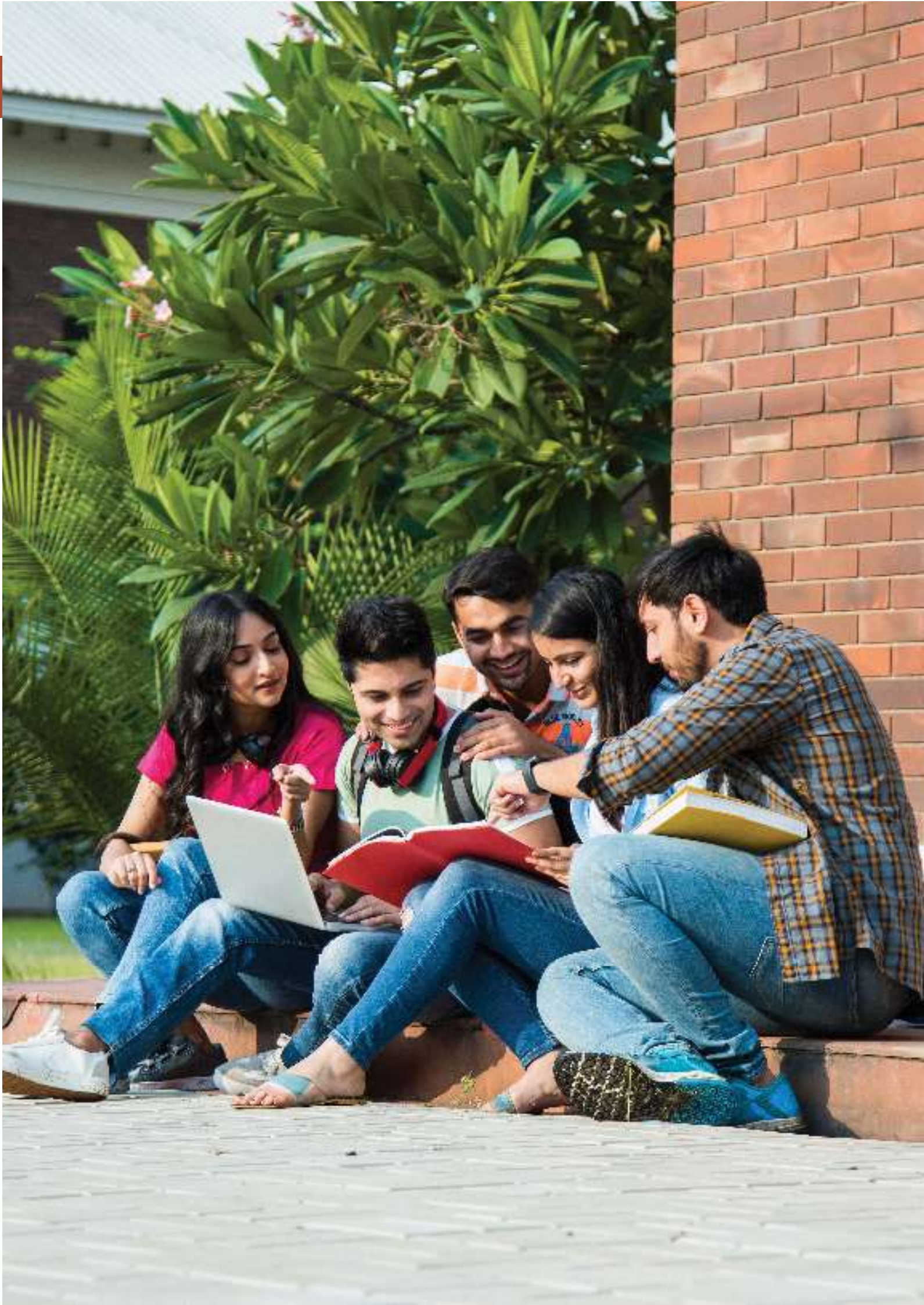
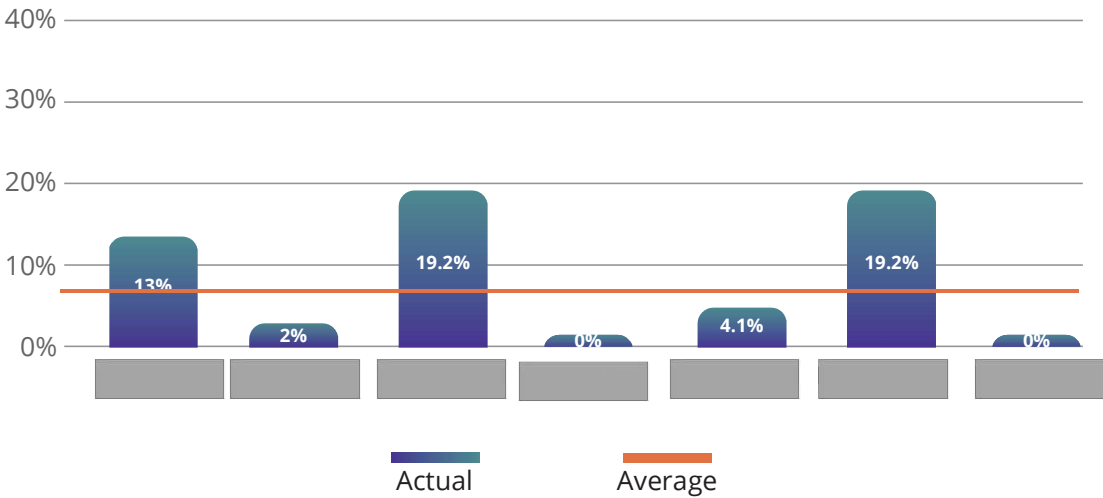


Figure 7

Undergraduate Class Size (Greater than 50) as a % of
Total Undergraduate Classes AY 2020-2021



Similarly, regarding graduate class size figures, an average of 39% of classes had size less than 5 students, with a drop by 26% from AY 2018 – 2019, and on average, about 8% of classes had size larger than 25.

Figure 8

Graduate Class Size (Less than 5 students) as a % of Total Graduate Classes AY 2020 - 2021

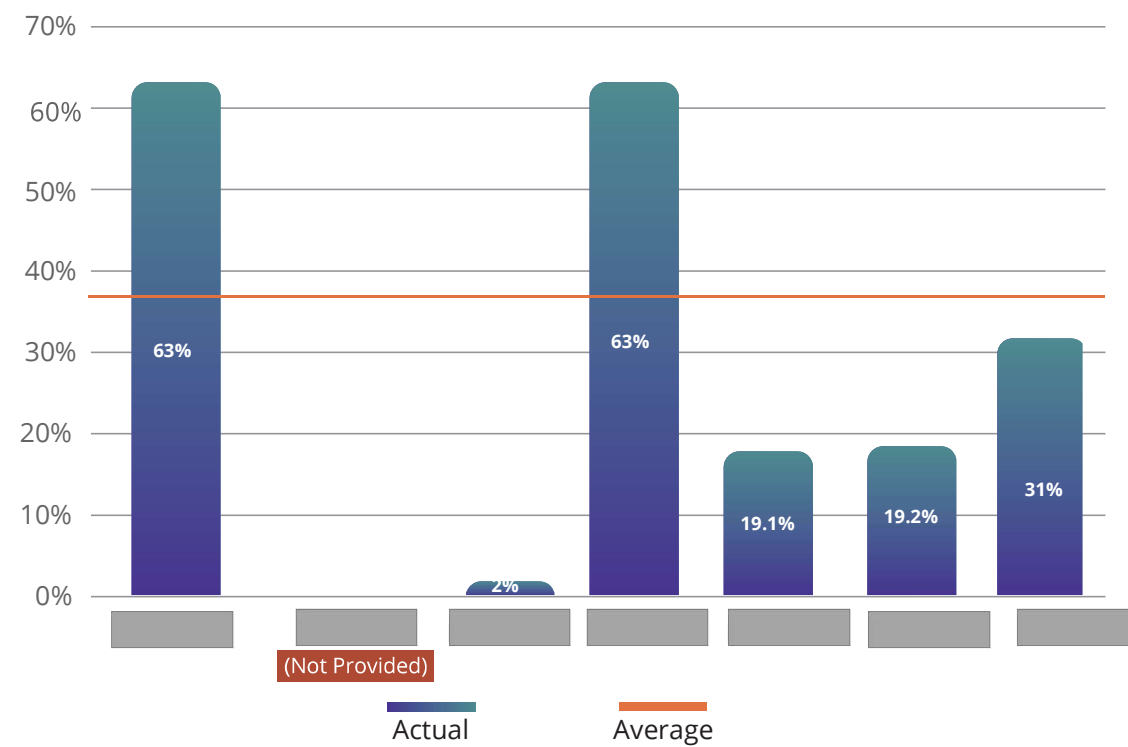
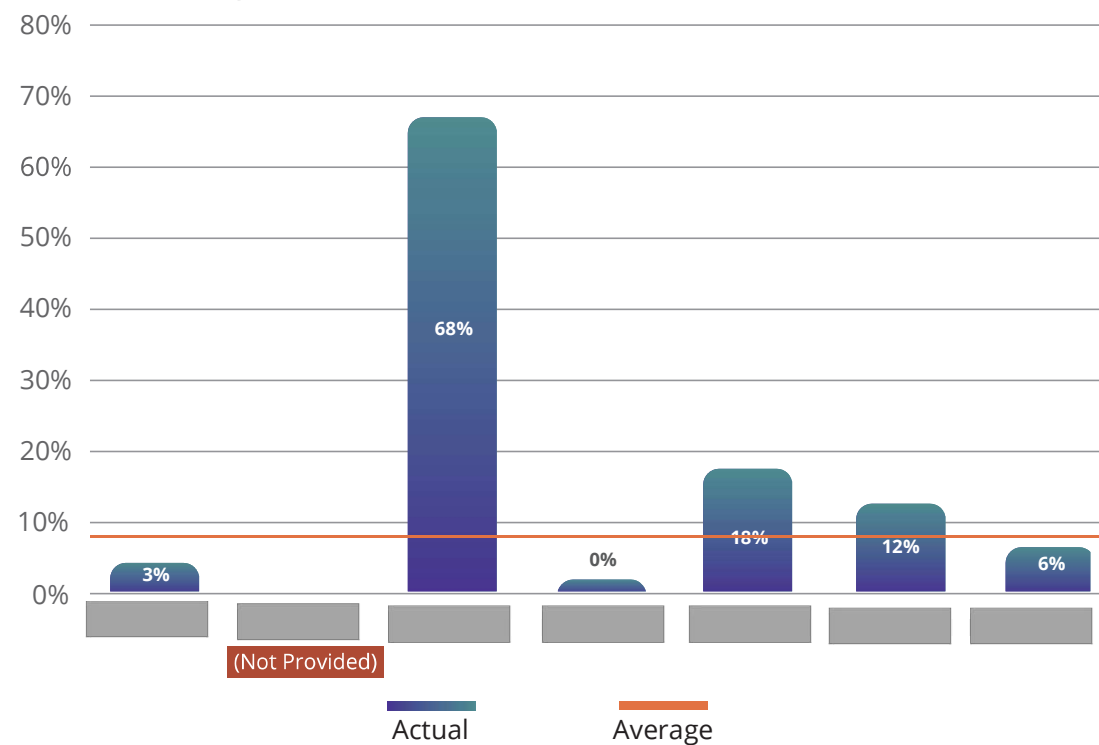


Figure 9

Graduate Class Size (greater than 25) as a % of Total Graduate Classes AY 2020-2021



Internationalisation

Based on QS indicator world ranking methodology, the internationalisation of the student experience is presented by the two indicators, International Student Ratio and International Faculty Ratio, that shows how attractive is the university to international students and staff. On the percentage of international student indicator, a 100% response rate was observed, showing an average of 37% for undergraduate students and 32% for graduate students. AY 2020 – 2021 results reflect a 23%-drop in the percentage of undergraduate international students, which averaged 48% in AY 2018 – 2019, whereas graduate international student enrollment increased by 45% during the same two academic years, from 22% to 32%. Individual institutional performance is demonstrated below.

Figure 10

% of International Undergraduate Students
AY 2020 - 2021

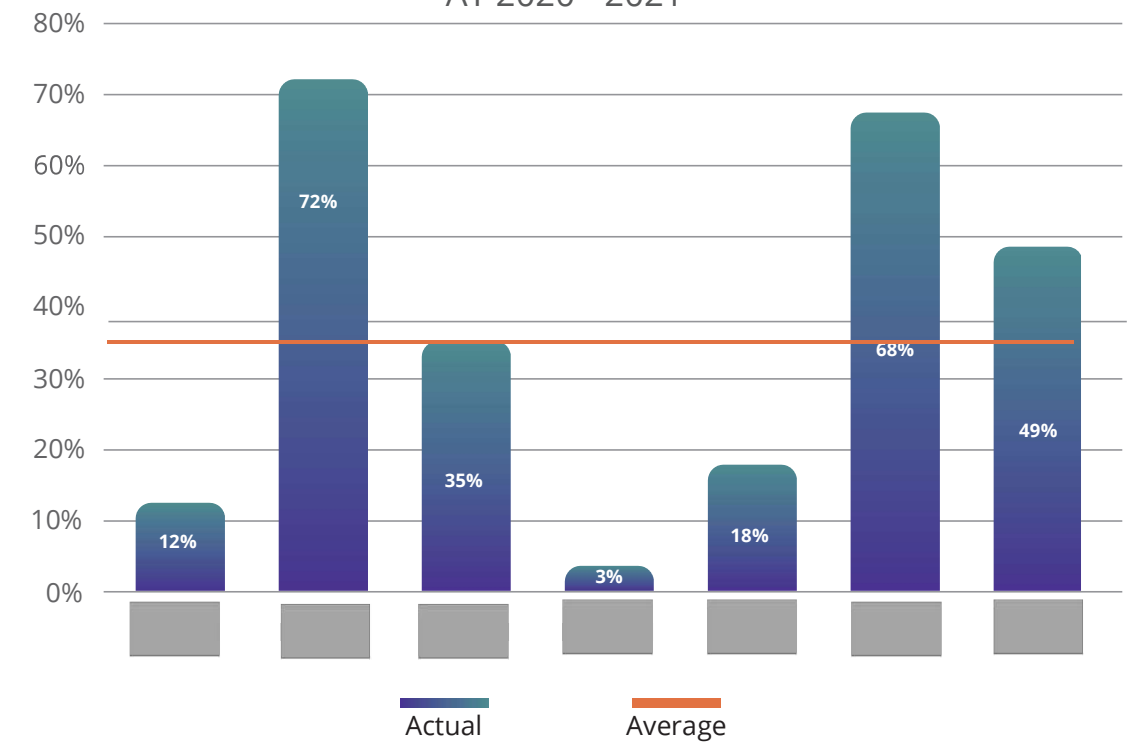
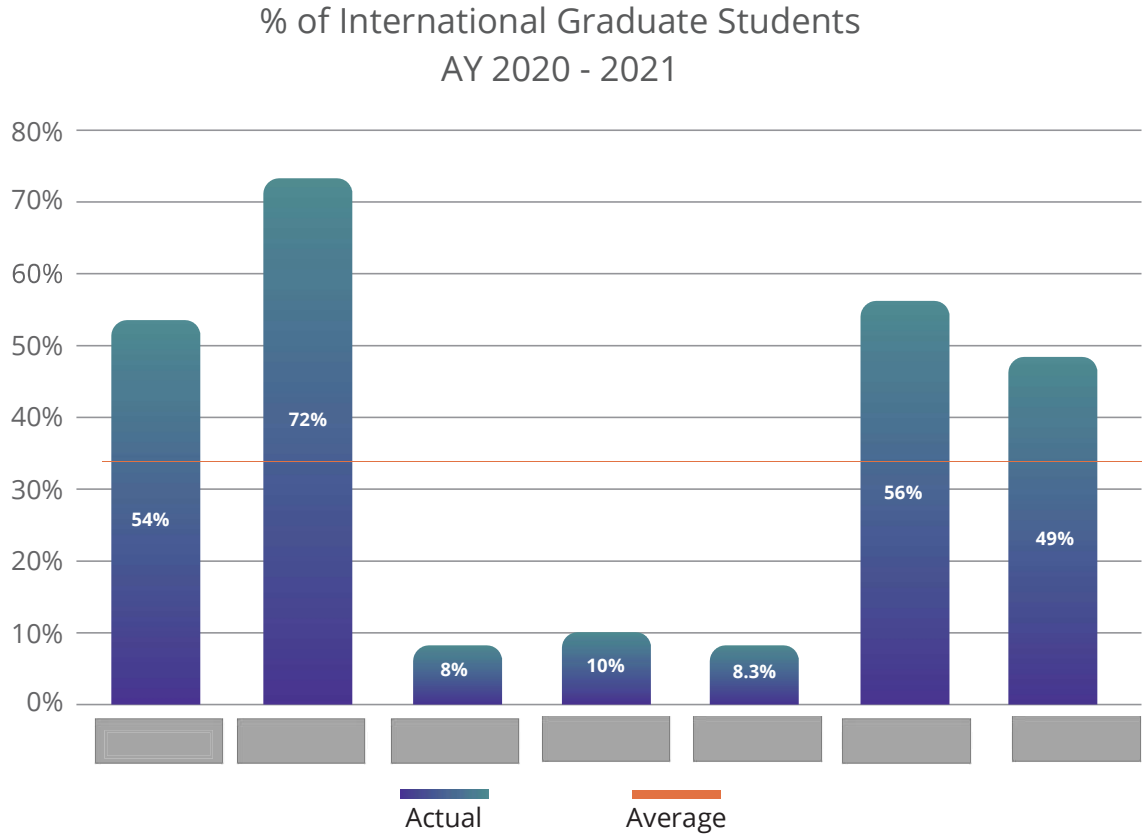




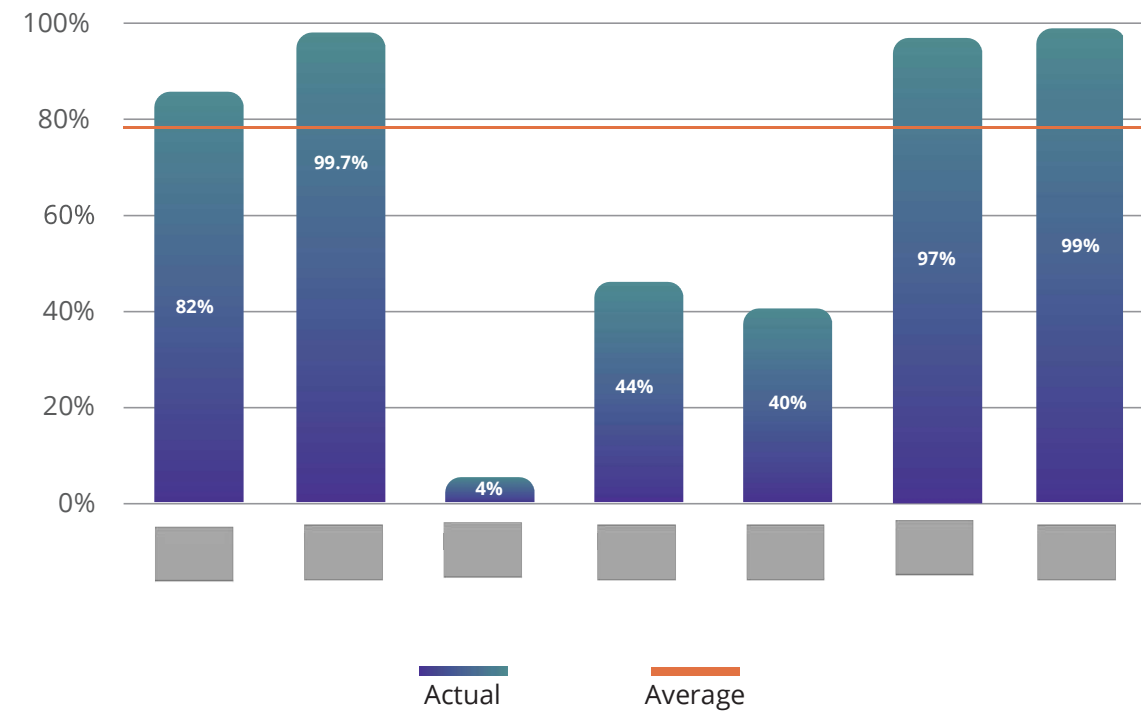
Figure 11



On the other hand, over the last two academic years, the percentage of full-time international faculty has been steady and high, representing an average of 77% of all full-time faculty. The overall number of nationalities represented among the faculty during the most recent two academic years, which ranged between 39 and 37 on average, provides additional support for these figures.

Figure12

Full-Time International Faculty as % of Total Full Time AY 2020-2021



Enrollment and Student Body

A 100%-response rate pertinent to enrollment data was observed in AY 2020 – 2021, showing an average of 6205 undergraduate students and 876 graduate students enrolling. Particularly, the average number of undergraduate FTE students increased to 4317 in AY 2020–2021 from 1951 in the preceding academic year, with a 100% response rate. The average number of graduate FTE students increased to 489 in the most recent academic year from 224 in AY 2018–2019.

Figure 13

Undergraduate FTE Students AY 2020 - 2021

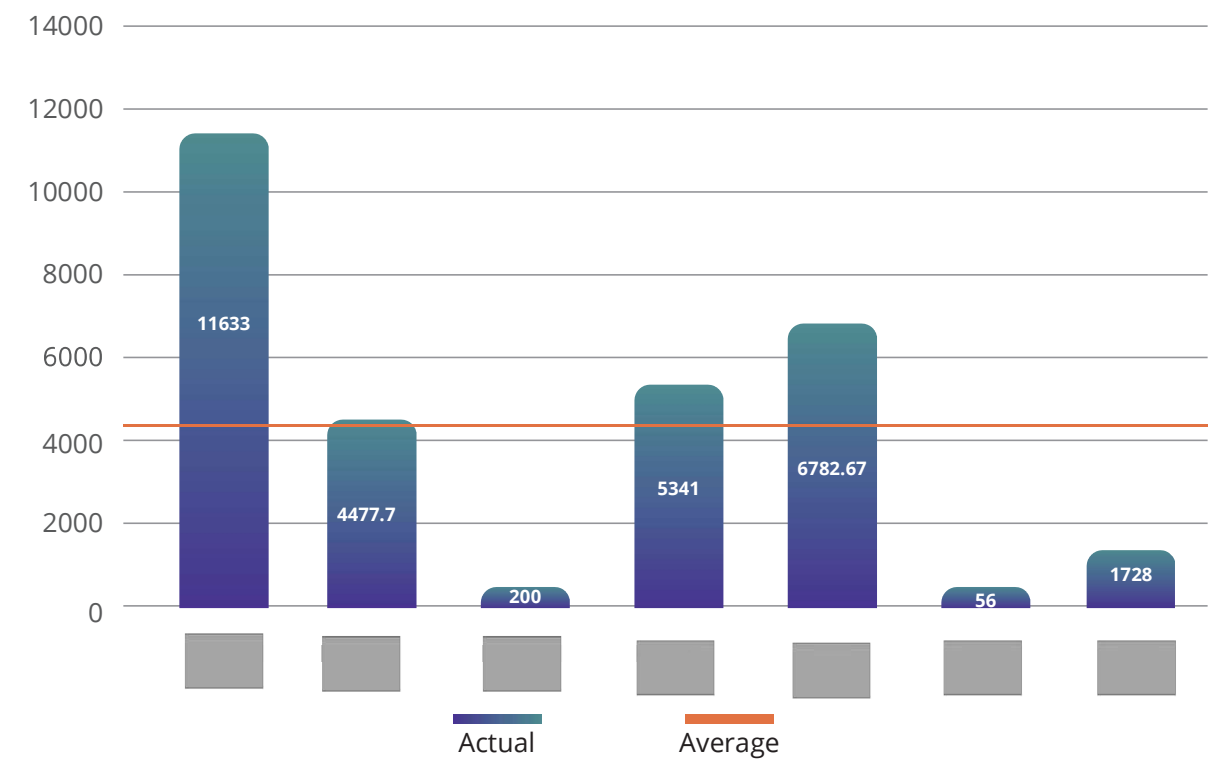
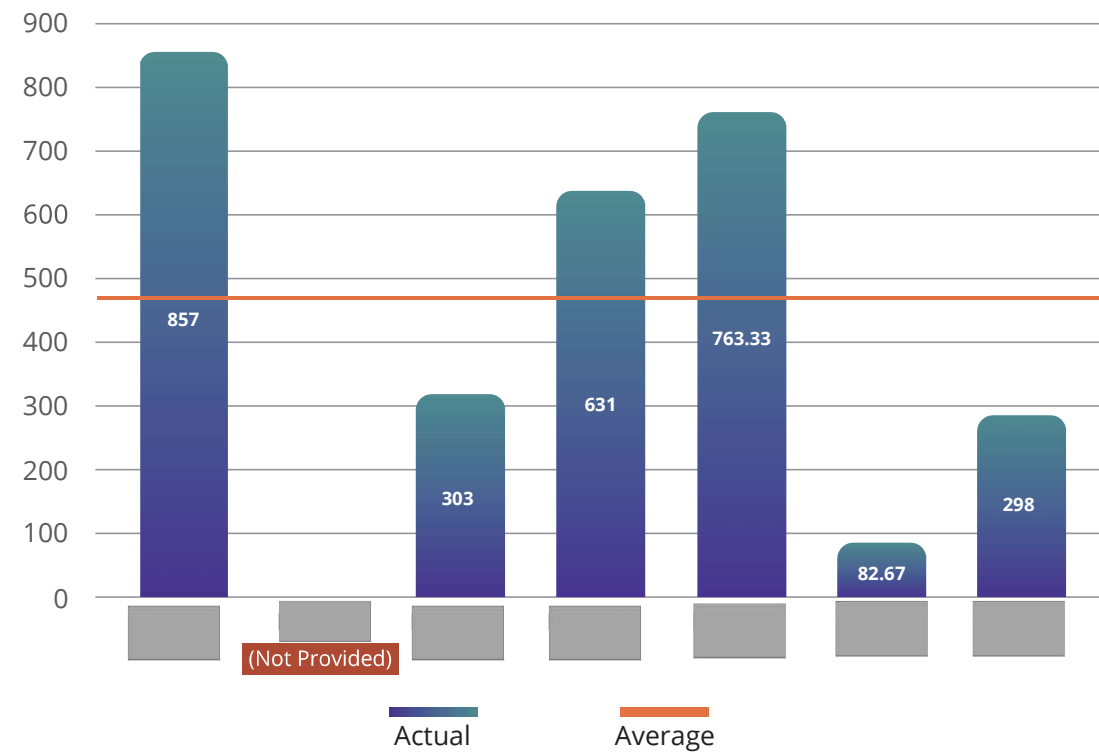


Figure 14

Graduate FTE Students AY 2020 - 2021



The proportion of female graduate students presents as 55% of total student body, growing by 49% compared to AY 2018 – 2019, while the proportion of undergraduate female students remained consistent across last two academic years with an average ranging between 58% - 55%.

Figure 15

% Female Undergraduate Students
AY 2020 - 2021

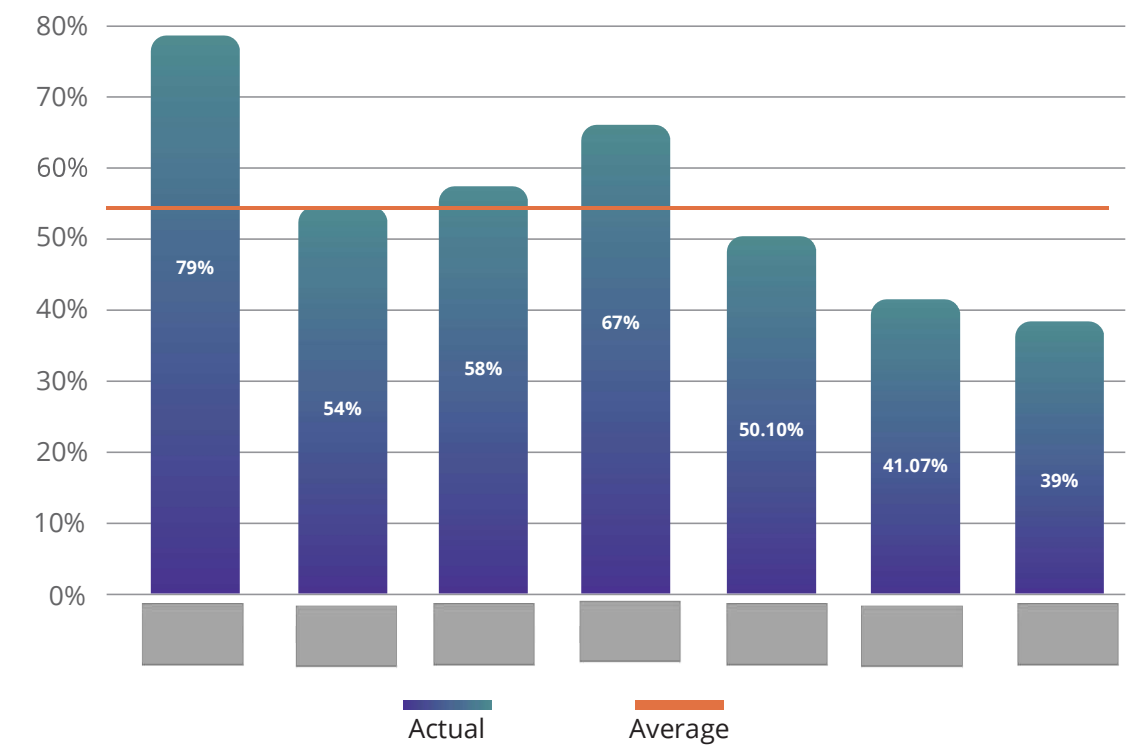


Figure 16

% Female Graduate Students
AY 2020 - 2021

