

**UNIVERSITY "ISA BOLETINI"
MITROVICA**



QUALITY ASSURANCE OFFICE

**Summary report on
questionnaires
conducted with students**

**BACHELOR LEVEL
(Winter semester)**

February, 2022

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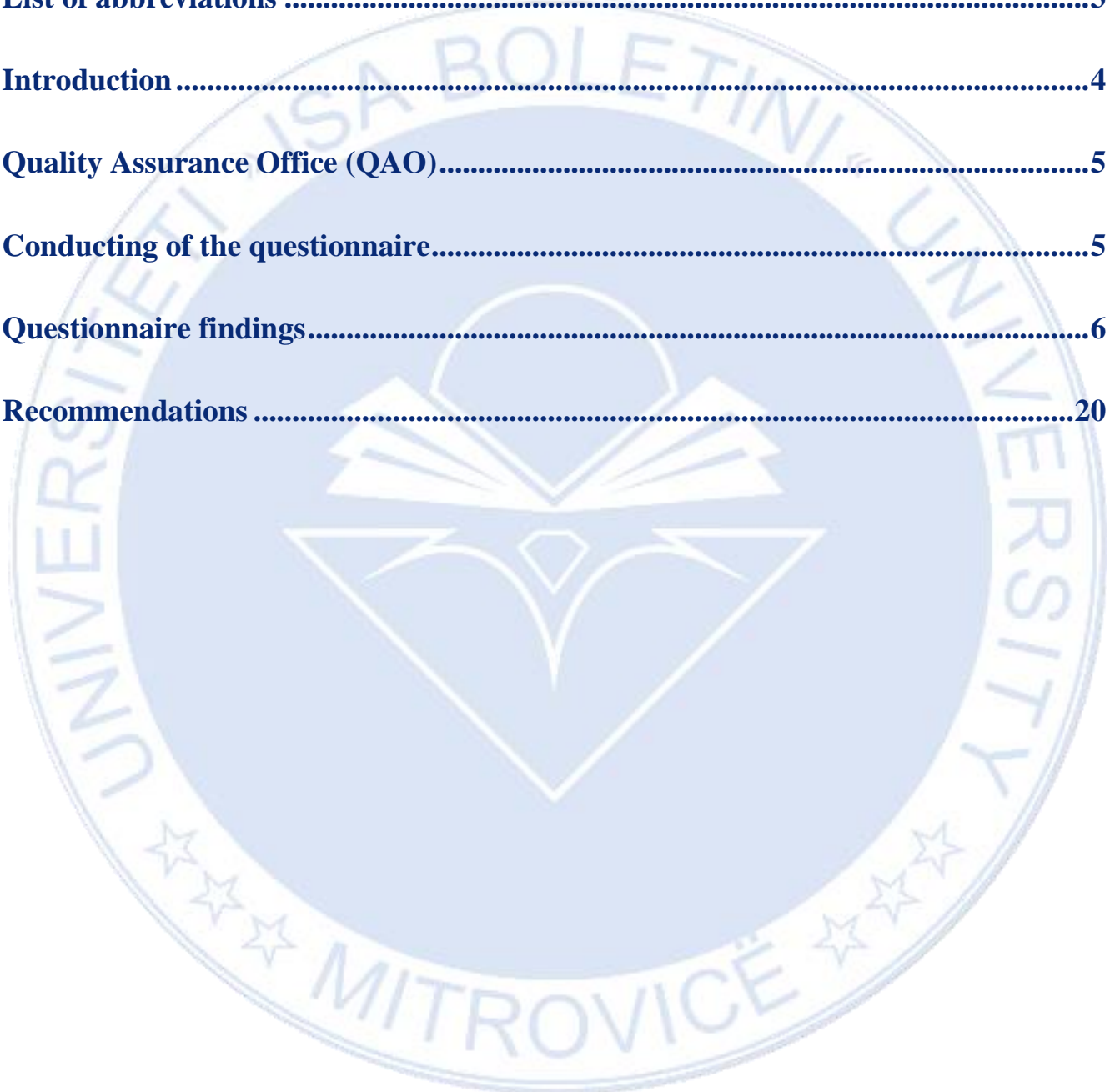
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List of abbreviations



HEI:	Higher Education Institution
CCQAE:	Central Commission for Quality Assurance and Evaluation
EQAS:	Electronic Quality Assessment System
UMS:	University Management System
UIBM:	University “Isa Boletini” in Mitrovica
FE:	Faculty of Education
QAO:	Quality Assurance Office

Introduction

University Isa Boletini in Mitrovica (hereinafter: UIBM), as a Higher Education Institution (hereinafter: HEI) established since 2013, continuously aims to develop a quality assurance system. According to the activities planned with a strategic plan for each year in UIBM, questionnaires are organized with students and other relevant actors, who answered the questions which aimed to show the real situation in UIBM through their perception.

UIBM has its own quality measurement mechanisms, and besides that the process is measured and monitored continuously by deans, vice deans, quality coordinators within the faculties, the Quality Assurance Office at the University “Isa Boletini” in Mitrovica (hereinafter:) has a special role in these developments, and is the main body within UIBM for measuring the internal quality.

In January 2022, in the course of activities to improve quality within UIBM, with the aim of improving service delivery at UIBM, improving teaching as continuously changing process in relation to new methodologies, and increasing the responsibility of management staff, has conducted the questionnaire with UIBM students, at the Bachelor level, at the end of the winter semester, as an already common process.

The whole process was transparent, and all the questionnaires were unanimous, thus respecting the dignity of each respondent and maintaining the prestige of the institution.

Below, we will present the data that were extracted from the questionnaire. In order for the report to preserve the ethics of everyone and that of the institution, you will find published only some of the main findings of the questionnaire. The recommendations, as the last part of it, will also contain suggestions and remarks aimed at the continuous improvement of the academic life at UIBM.

Quality Assurance Office (QAO)

The Quality Assurance Office is an independent office which operates within the Rectorate of the University “Isa Boletini” in Mitrovica (hereinafter UIBM) which reports directly to the Rector of UIBM. is committed to quality enhancement at UIBM by implementing all institutional policies and quality measuring instruments approved by the Central Commission for Quality Assurance and Evaluation (hereinafter CCQAE). Quality officials are not part of the UIBM academic staff.

The office performs quality measurements using all the instruments included in the package of quality measuring instruments approved by CCQAE. QAO prepares reports containing findings and recommendations for each completed questionnaire which is sent to the Rector of UIBM. The office also sends the findings to the deans of the academic units for the purpose of planning the development of the academic staff and continuous improvement.

Conducting of the questionnaire

After the completion of lectures and exercises for the winter semester 2022, QAO has launched the questionnaire with all bachelor level students in all programs, from 05 January to 28 January 2022. In this process, the Faculty of Education has completed the questionnaire which is already part of the package of quality development questionnaires within the Erasmus + project, QATEK. The data of the questionnaire for FE, are reported by the quality coordinator of this academic unit and aim to improve the quality in the preparation of new teachers. The questionnaire was anonymous and the data were collected and stored by the QAO through the Electronic Quality Assessment System - EQAS. Students answered through the University Management System (hereinafter UMS) the questionnaire which contained 22 closed questions and 1 open question, where they evaluated teaching, subject and resources.

The questionnaire was divided into two levels:

- Quality of teaching and teaching style
- Subjects and resources

The questions were intended to look at these key aspects:

- Teachers' approach towards students;

- Methods of online teaching;
- Students` space during the lesson;
- Teachers` behaviour;
- Students` evaluation;
- Learning outcomes.

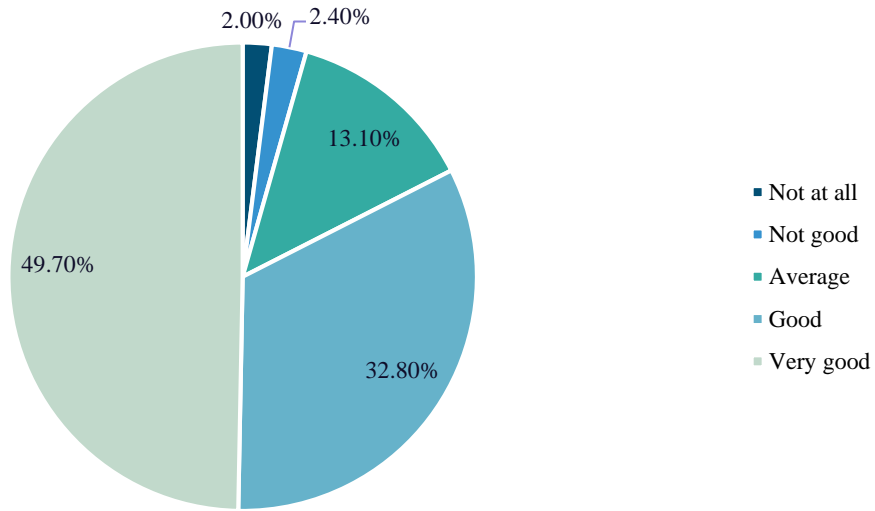
Questionnaire findings

The questionnaire was completed by all Bachelor level students who announced the exams on the regular January exam timeline. The Quality Assurance Office distributed the questionnaire for the evaluation of all courses and professors and received 3871 responses from students. Students` participation in questionnaires is considered very satisfactory. From the findings the students have been honest in their responses, and we have received many comments and suggestions indicating their interest in contributing to the processes at UIBM.

This report expresses only the general statistics, and the recommendations that emerge from the entirety of the answers. While, the reports for the faculties separately, as well as for each professor, the QAO has sent to the Deans of the faculties, and they will discuss the findings with their academic staff.

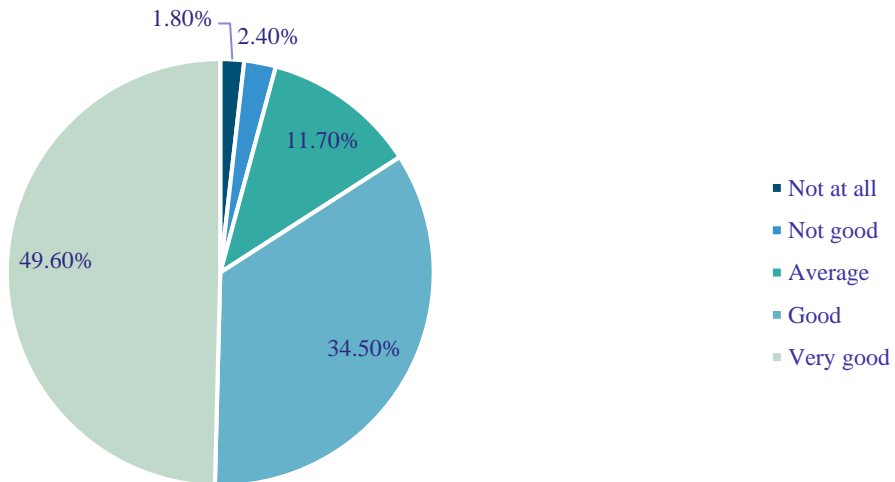
The diagram below shows the percentage of students' answers regarding the material of lectures and exercises during the winter semester 2021/2022. Almost half of the students stated that the material of the lectures and exercises was very well clear, less than a third of the students answered well, less than one fifth of the students answered with average, and a small number of students responded with not well and not at all well. In general, we can say that most of the students had given a positive evaluation regarding the clarity of the materials used during the lectures and exercises.

1. The material of the lectures and exercises was clear



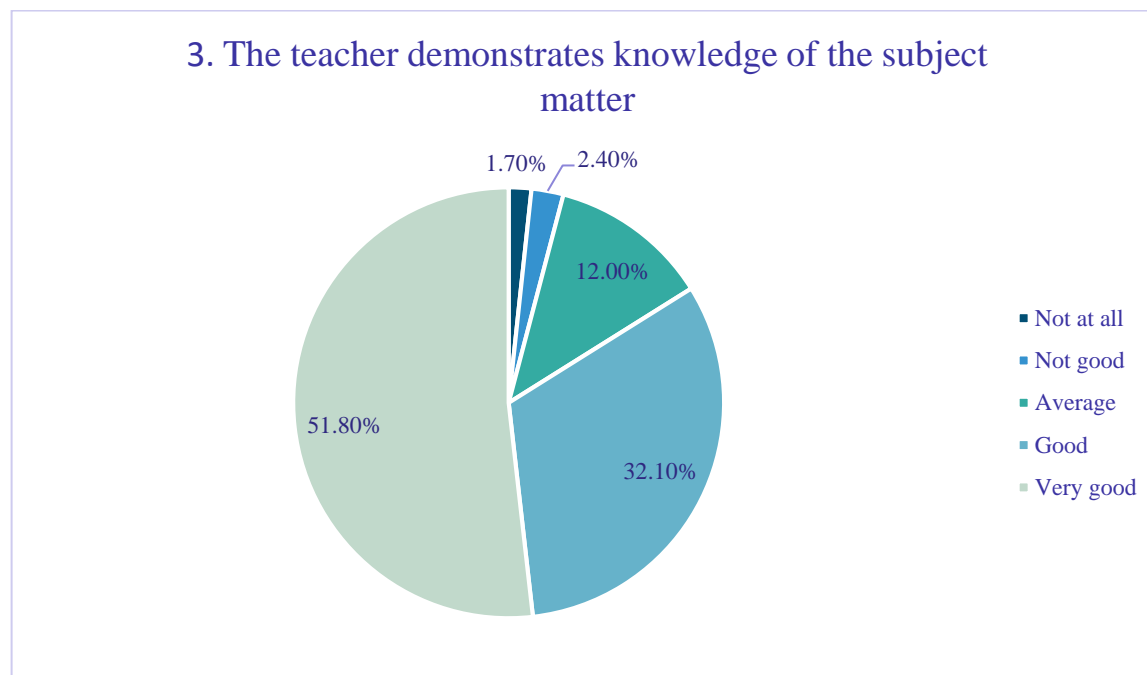
The second diagram expresses in percentage the answers of students regarding the teaching methods during the winter semester of the academic year 2021/2022. Almost half of the students gave the highest grade in relation to teaching methods, almost one-third rated the methods better, less than one-fifth responded with an average, and a small proportion of students rated poorly and not at all good. In general we can say that most students have positively evaluated the teaching methods during the winter semester 2021/2022.

2. Teaching methods have been contemporary



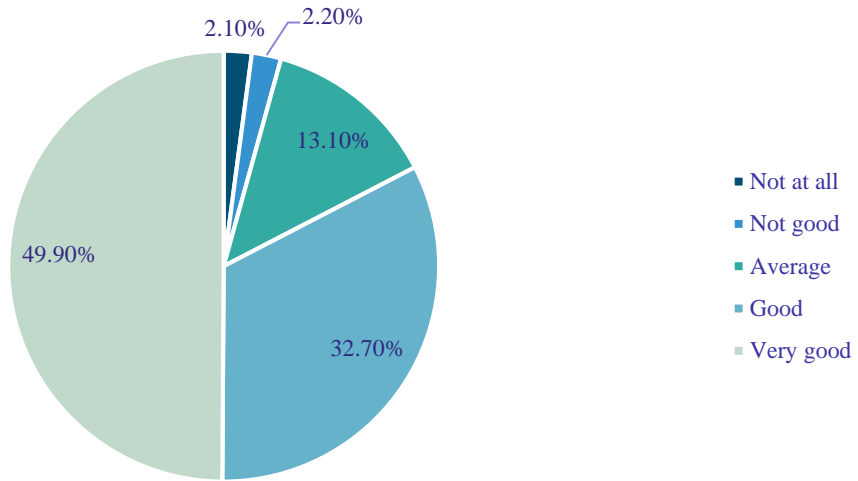
The following diagram, the third in a row shows the answers of students regarding the preparation of teachers during the winter semester of the academic year 2021/2022. Half of the students gave the

maximum grade, one-third rated it better, less than one-fifth on average, and a small number of students responded with poorly and not at all well. In general, based on the results it can be seen that teachers have demonstrated knowledge of the subject matter.



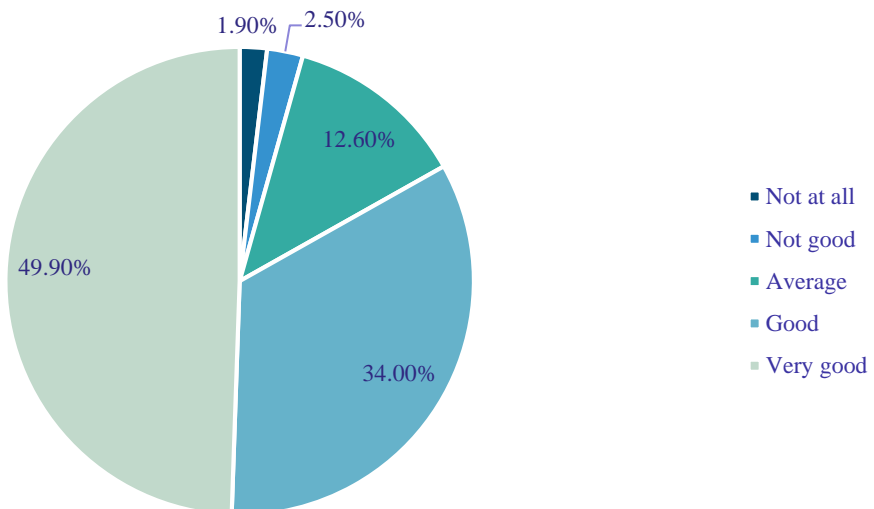
The fourth diagram expresses in percentage the students` answers regarding the ratio between the theoretical and practical part of the course. Almost half of them gave the highest rating that the ratio between the theoretical and practical part of the course was adequate, more than one- third answered well, less than one-fifth on average, and a small percentage of students answered with not good and not at all good. In general, based on the answers of most students we can say that the ratio between the theoretical and practical part of the course was adequate.

4. The ratio between the theoretical and practical part of the course has been adequate



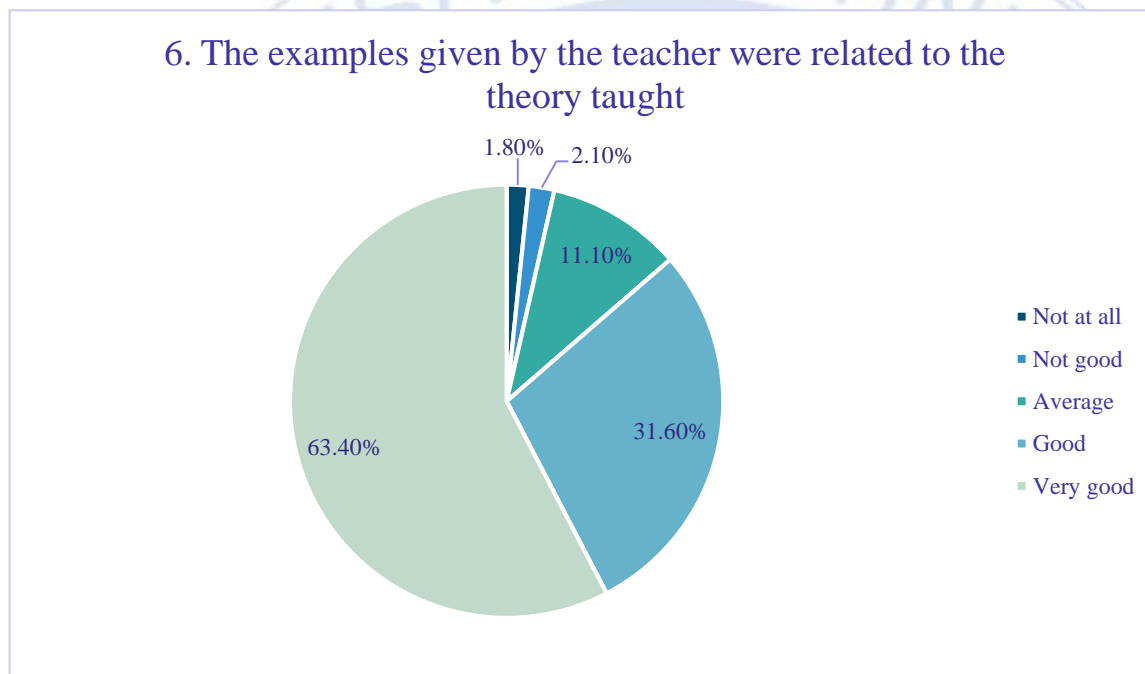
Further, the fifth diagram expresses in percentage the answers of students regarding the interactivity of lectures and exercises during the winter semester of the academic year 2021/2022. Almost half rated the interoperability of lectures and exercises as very good, one-third as good, less than one-fifth on average, and a small number of students responded poorly and not at all well. Based on the results we can say that lectures and exercises have been interactive during the winter semester 2021/2022.

5. Lectures and exercises have been interactive



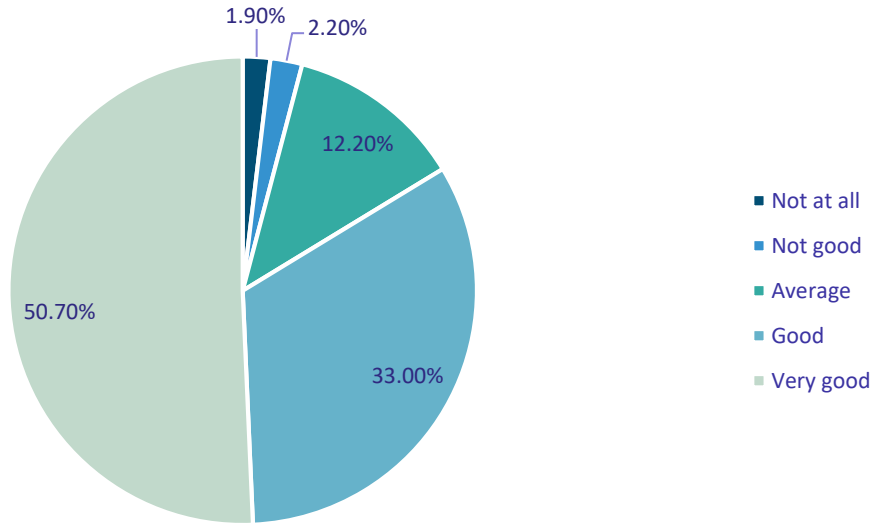
In the second part, the questionnaire included questions related to the subject and resources where students gave their assessments about the subject, materials and forms of assessment.

The following diagram shows the percentage of students' answers to the question whether the examples given by the teacher were related to the theory taught, where more than half gave the maximum grade, one-third answered well, less than one-fifth on average, and a small number of students responded with poorly and not at all well. In overall the results show that the examples given by the teachers have been related to the theory taught.



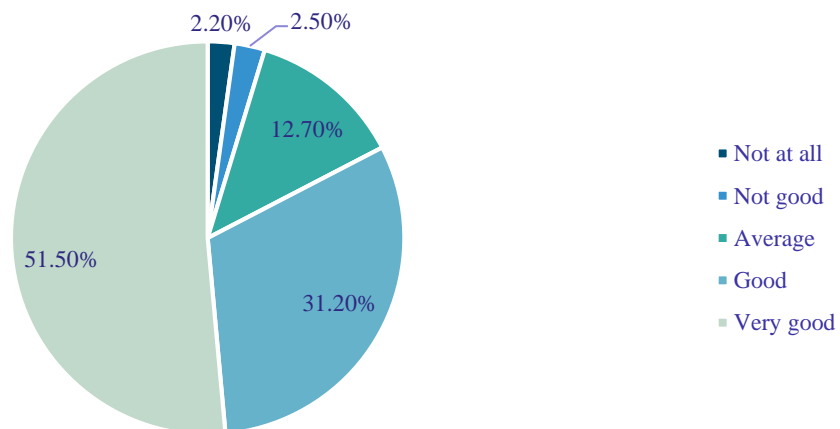
The following seventh diagram expresses in percentage the answers of students regarding the content of the subjects, where half of the students gave the maximum grade, one-third of the students answered well, less than one-fifth of the students in average, and a small number of students responded with not well and not at all well. In general, we can say that most students are satisfied with the content of the subjects.

7. I am generally satisfied with the content of the subject

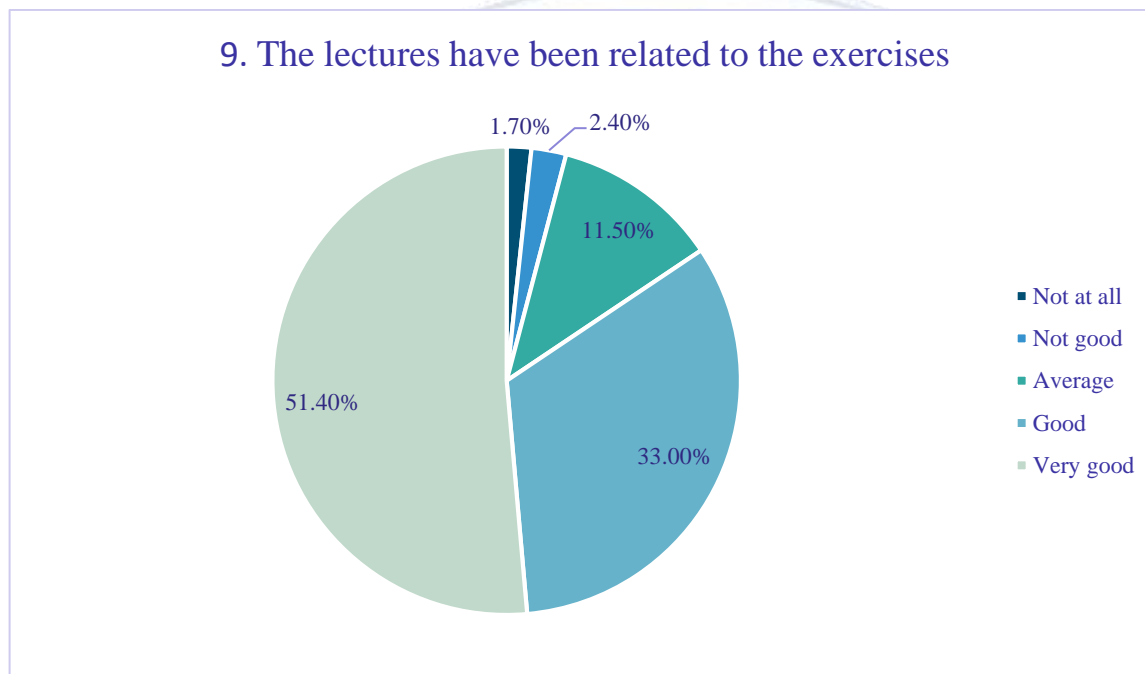


Further, the following diagram expresses in percentage the answers of students regarding the evaluation of activities according to the syllabus of the subject, where half of the students have evaluated with very good, one-third of students with good, less than one-fifth with average, and one small number of students with not good and not at all good. In general, we can say that activities such as tests, exercises, tasks, projects, seminar papers, etc., are evaluated as it was provided in the syllabus of the subject.

8. The activities (tests, exercises, tasks, projects, seminar papers, etc.) are evaluated as it was foreseen in the syllabus of the subject.

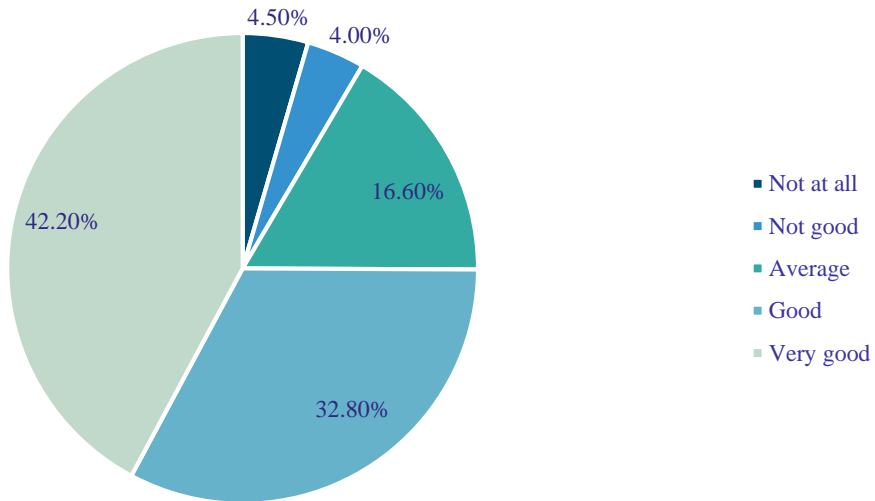


The ninth diagram in a row expresses in percentage the answers of students regarding the interconnectedness of lectures with exercises, where half of the students have given the maximum grade, one-third have evaluated it well, less than one-fifth on average and a small number of students have rated with not good and not at all good. Based on the results we can say that the lectures were related to the exercises.



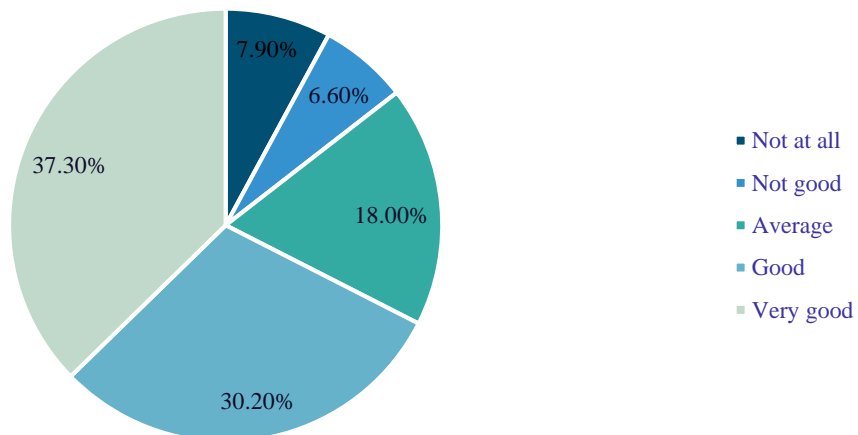
The tenth diagram expresses in percentage the answers of students regarding the ease of access to online classes in UMS, where two-fifths of students have rated it very good, one-third good, more than one-fifth on average, less than one-twentieth have rated it good and not at all well. In general, we can say that access to online learning classes at UMS has been moderately easy.

10. Access to online learning classes at UMS has been easy



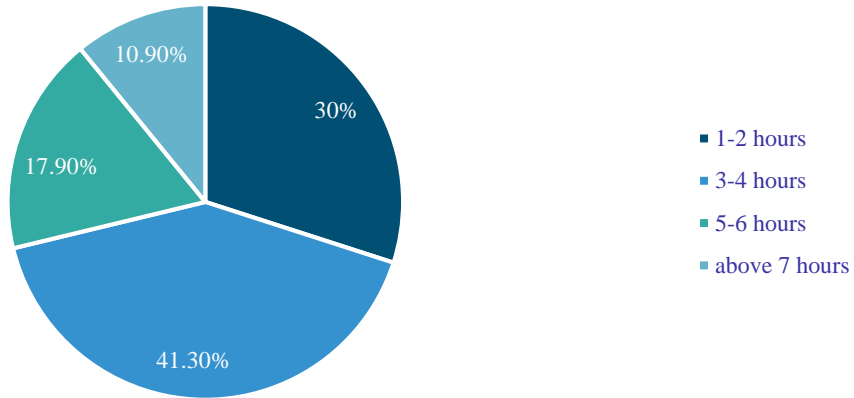
The following eleventh diagram expresses in percentage the answers to the question whether online lectures have developed the same skills as physically held lectures, where less than two-fifth of the students have given the maximum grade, less than one-third have answered well, almost one-fifth on average, less than one-tenth not good and not at all good. In general, based on the results, we can say that online lectures have developed moderate skills compared to lectures held physically.

11. Online lectures have developed my skills the same as physically held lectures



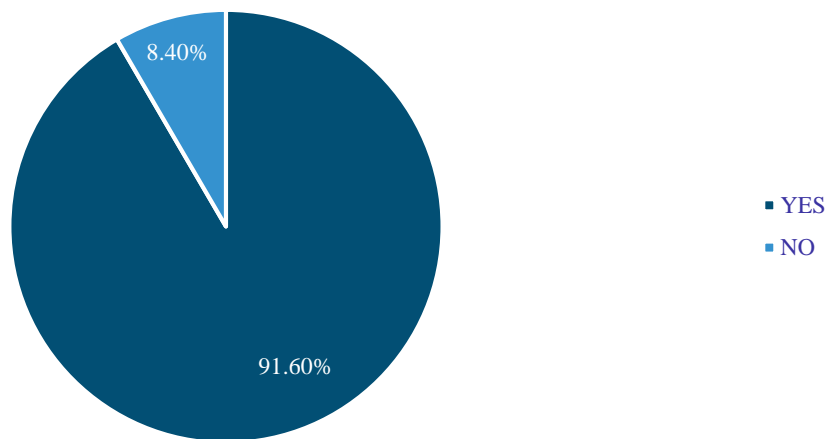
The twelfth diagram expresses in percentage the hours of study at home or library for subjects, where the majority, i.e. two-fifth of students have studied 3-4 hours, less than one-third 1-2 hours, almost one-fifth 5-6 hours and a one-tenth were engaged over 7 hours a day.

12. To succeed in addition to lectures and exercises, how many hours per week have you studied and prepared at home or in the library for this subject?



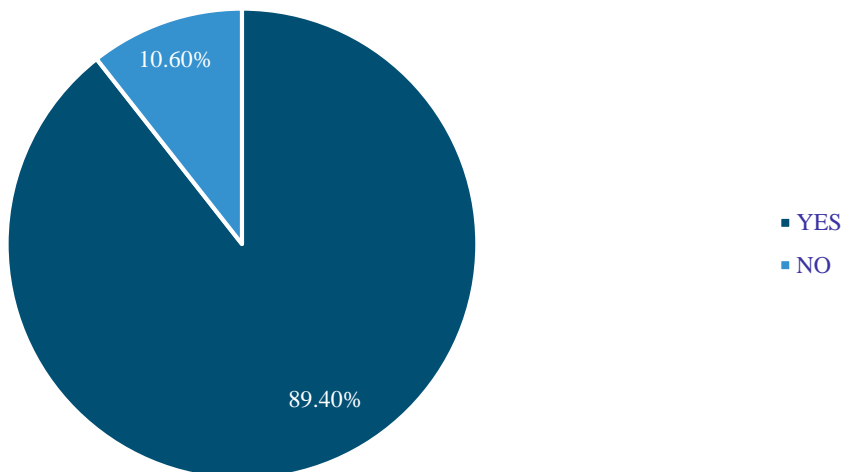
The following diagram, the thirteenth in a row, expresses in percentage the answers of the students regarding the question whether the tests were held as it was planned in the syllabus of the subject, where most of the students answered YES.

13. The tests were held as planned in the syllabus of the subject



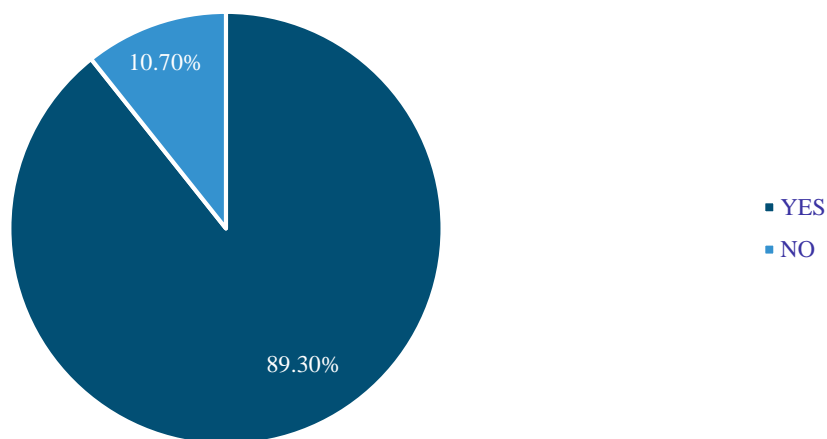
The following diagram, expresses in percentage the answers of students regarding the determination of elective subjects where the majority of them, i.e. 89.4% answered that they were free to determine for themselves the elective subjects.

14. Students are free to self-determine for elective subjects



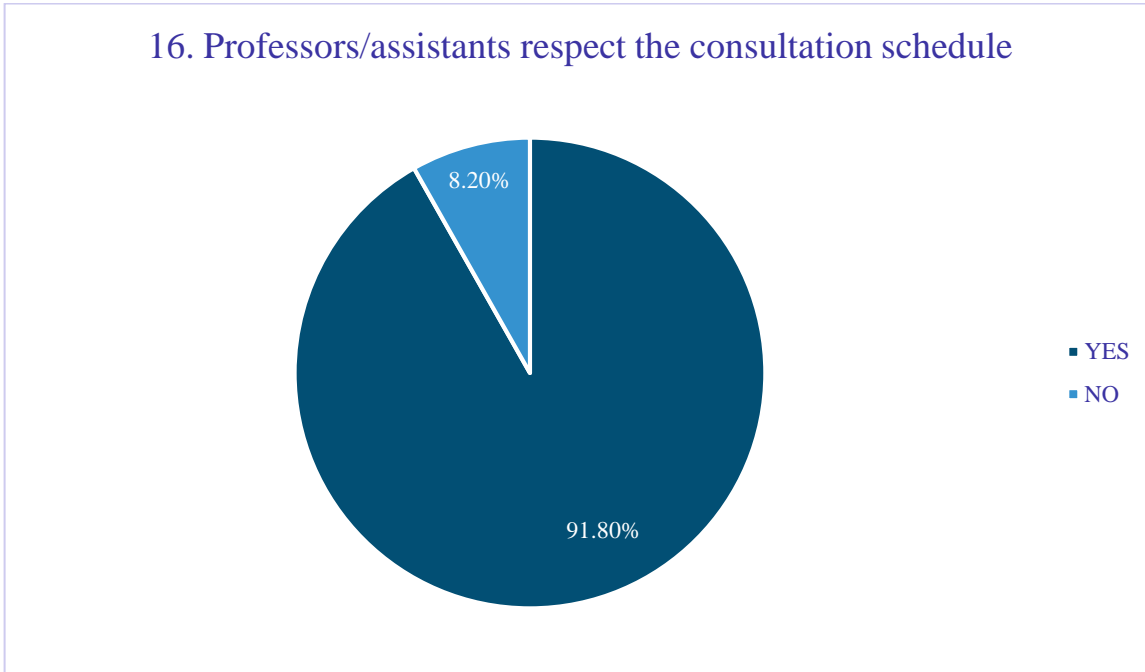
Further, the fifteenth diagram expresses in percentage the answers of students regarding the question whether the laboratory work is supervised by the teacher/assistant of the subject, where the majority, 89.3% answered YES.

15. Laboratory/practical work is constantly supervised by the subject teacher/assistant

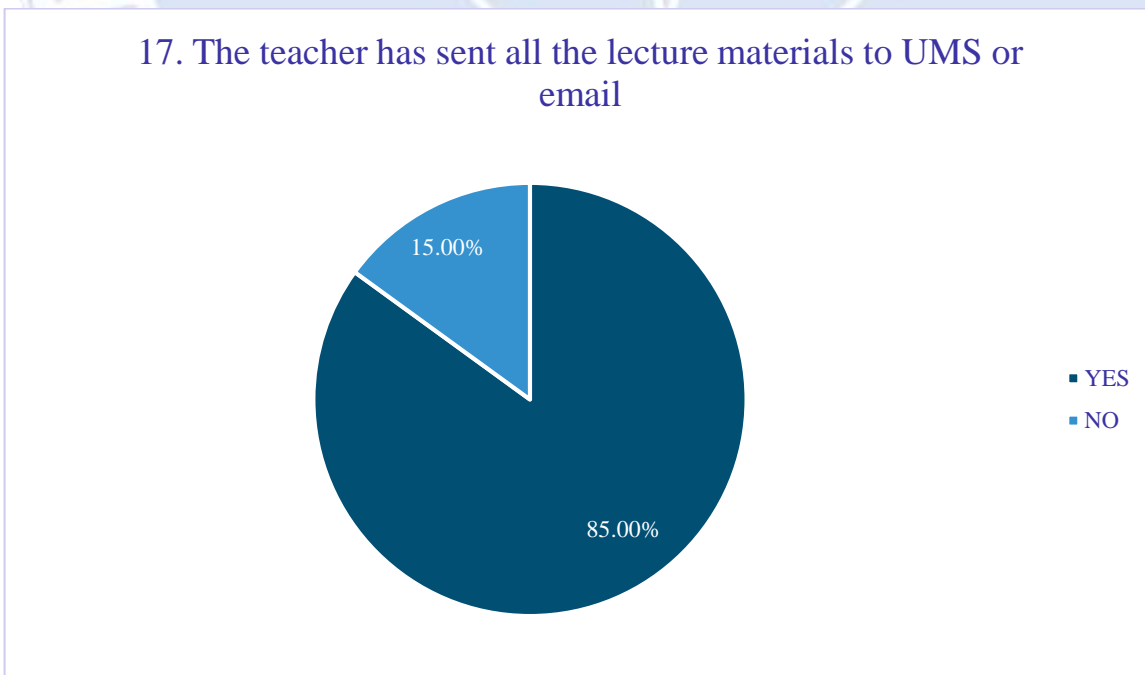


The sixteenth diagram expresses in percentage the answers of the students regarding the observance of the consultation schedule by the professors.

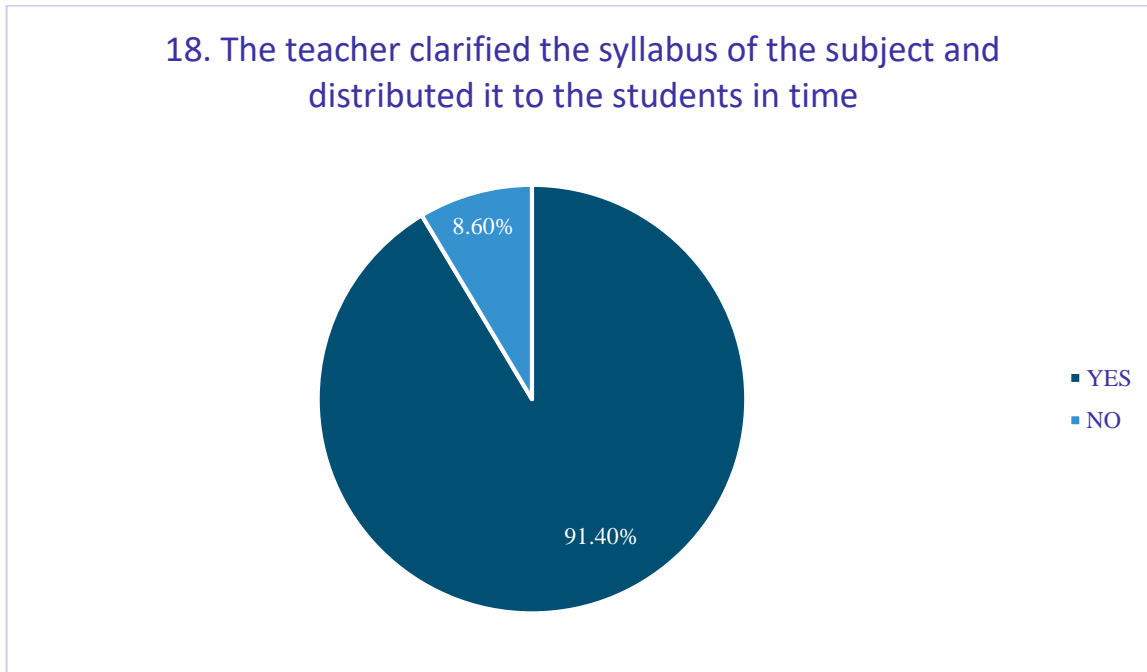
91.8% of students answered that professors respect the consultation schedule.



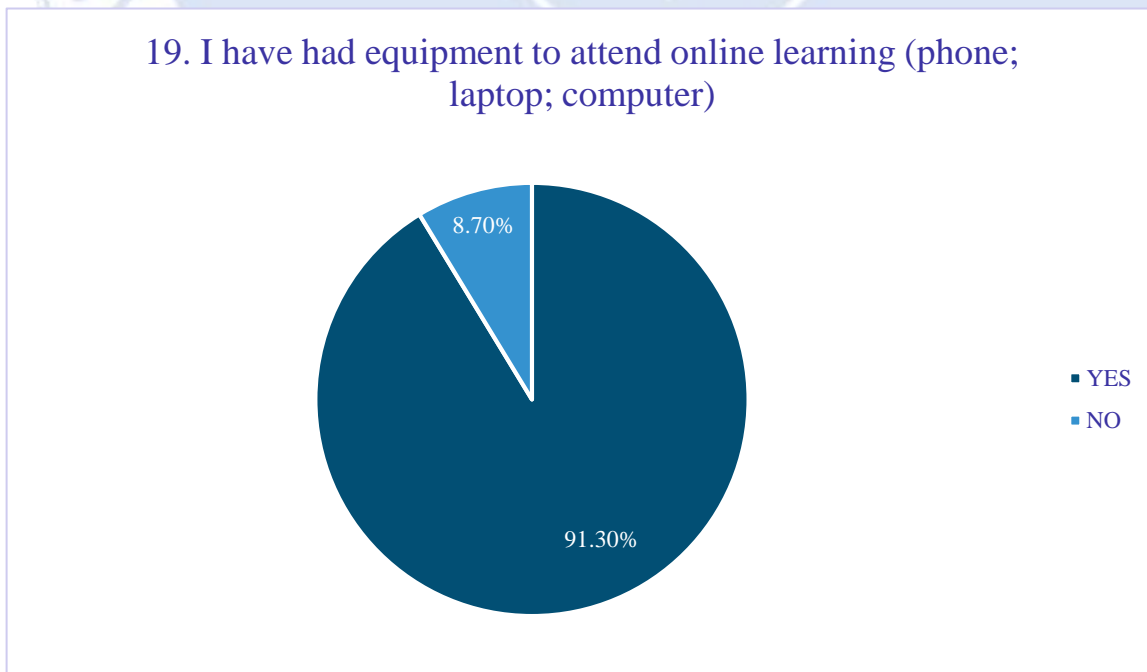
The seventeenth diagram expresses in percentage the answers of the students regarding the question whether the teachers have forwarded the lecture materials in the system or in the email, where most of them i.e. 85% of the students answered YES.



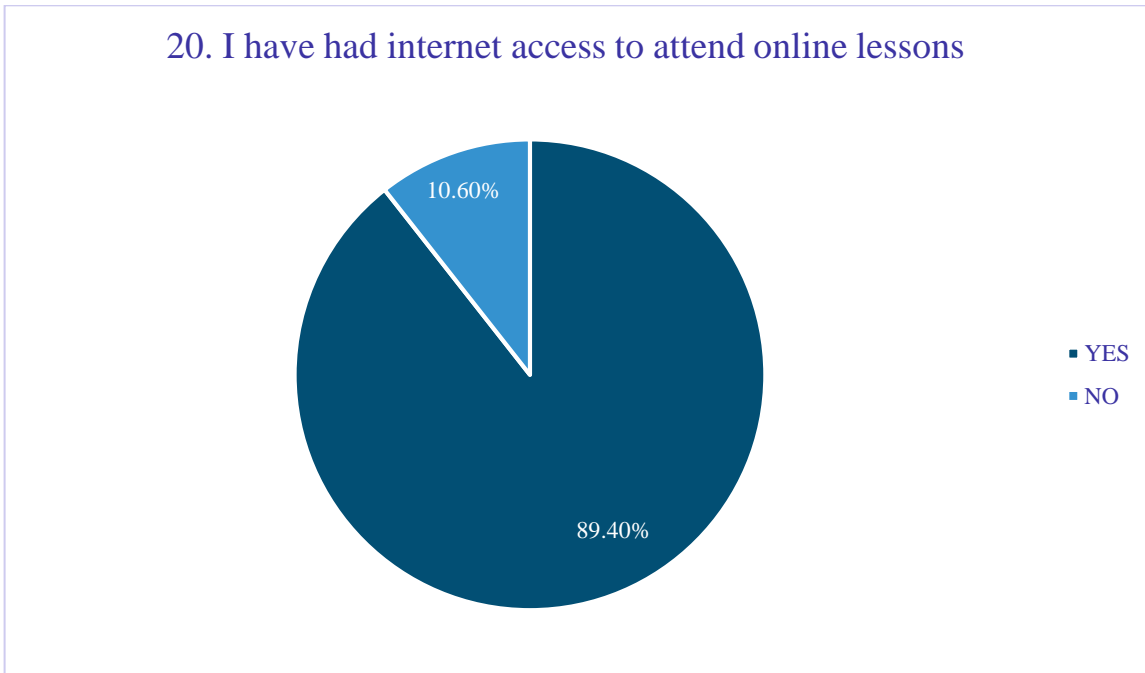
Further, the eighteenth diagram expresses the percentage of students' answers regarding the question whether the teachers have clarified the syllabus of the subject and distributed it in time to the students, where 91.40% answered YES.



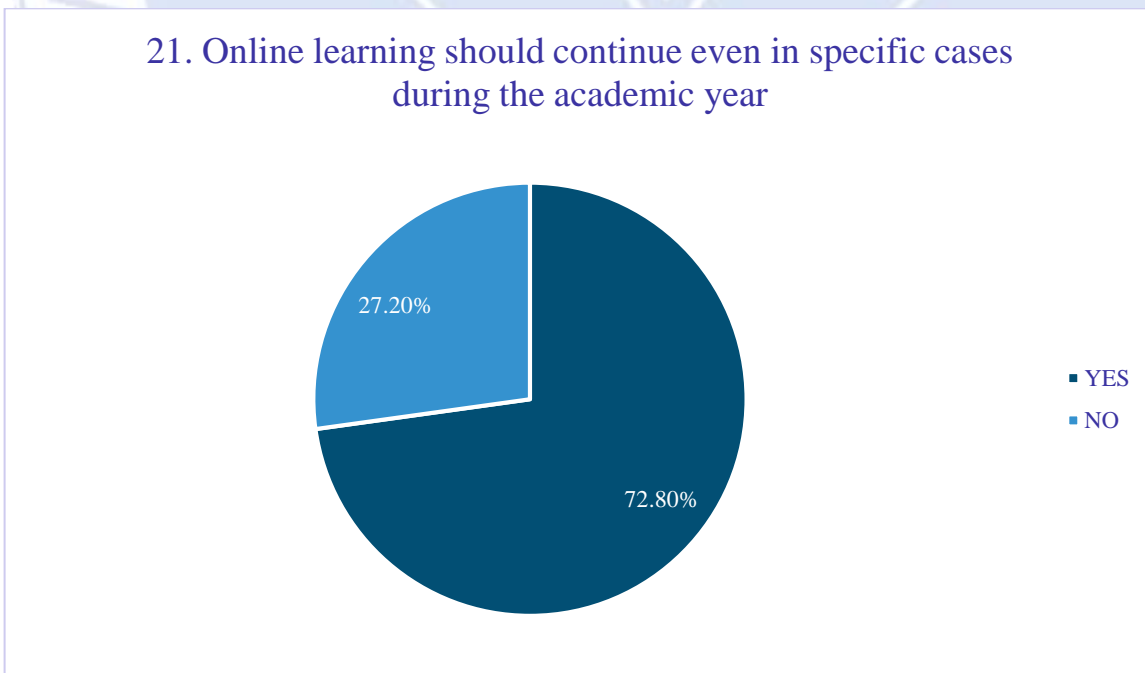
The nineteenth diagram expresses the percentage of students' answers to the question whether they possessed equipment to attend online learning, and most of them, i.e. 91.30%, stated that they possessed equipment.



The twentieth diagram shows the percentage of students' answers to the question whether they had access to the Internet to attend online learning. Based on the results, most of them, i.e. 89.40%, answered YES.

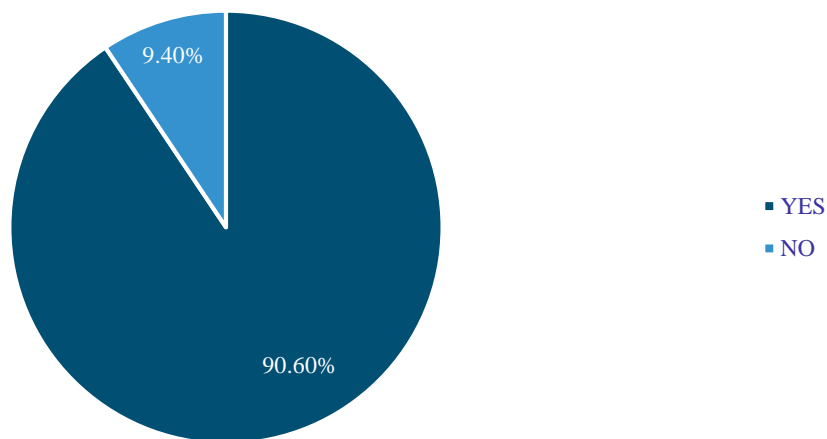


The following diagram expresses in percentage the answers of students regarding the question whether online learning should continue even in specific cases during the academic year. Most students, almost three quarters answered YES.



The last diagram, expresses in percentage the answers of the students regarding the question if you could choose again or would you enrol again in the same program. Most of them, 90.60% answered YES.

22. If you could choose again now, would you enrol in the same study program again?



23.

COMMENTS:

Not mandatory question,
Short textual question,
(3871 posted answers)

Comments:

Students have generally given positive feedback on the whole teaching process and have rated the teaching process and the teacher with a high percentage.

They have encouraged teachers in continuing such commitment and motivation for students by having interactivity during lectures and appreciating every thought.

We also had a small number of comments that were against online learning but that the general conditions with COVID19 have affected the necessity of realizing online learning, occasionally.

Recommendations

The UIBM Quality Office, after reviewing the answers of the Bachelor level students in this questionnaire, and after analysing all the questions and comments, at this stage of the development of the institution, recommends to the senior management of UIBM to take following steps:

- Faculties are encouraged to explore virtual learning environments through online learning.
- Academic staff and faculties to consider the focusing of academic content also on the development of students' skills and abilities during online learning.
- Examine the possibility of combining teaching, online and physical, with the aim of maintaining the balance of academic workload for students and academic staff.
- Creating a variety of activities to create effective learning environments.
- QAO and CCQAE to consider the possibility of completing questionnaires by students through representative groups.