

**UNIVERSITY "ISA BOLETINI"
MITROVIĆE**



QUALITY ASSURANCE OFFICE

**Summary report on
questionnaires
conducted with students
of Faculty of Food
Technology**

**BACHELOR LEVEL
(Winter Semester)**

February, 2022

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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 Management System
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, QAO has conducted the questionnaire with students of Faculty of Food Technology, 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 of Faculty of Food Technology, from 05 January to 28 January 2022. 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.

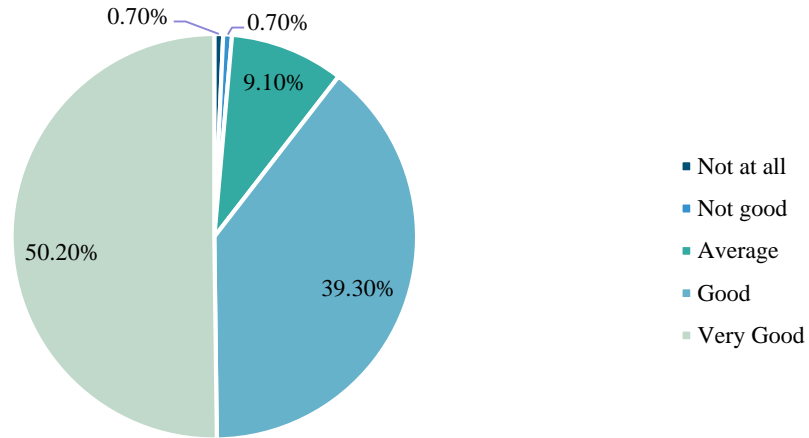
Questionnaire findings

The questionnaire was completed by all students of Faculty of Food Technology BA 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 440 responses from students, where student 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.

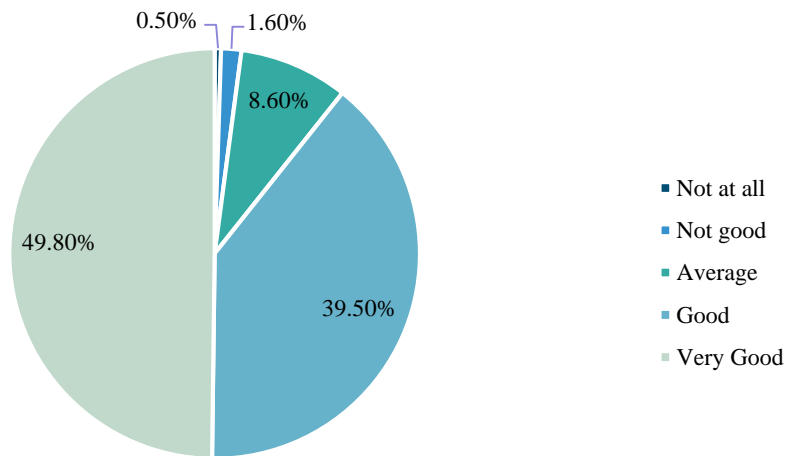
The diagram below shows the percentage of students' answers regarding the material of lectures and exercises during the winter semester 2021/2022. Half of the students rated the material of the lectures and exercises as very clear, almost two-fifths of the students rated it as good, less than a tenth of the students rated it as average, and a small number rated it as not good and not good at all. In general we can say that the material of lectures and exercises used during the winter semester of the academic year 2021/2022, was clear.

1. The material of the lectures and exercises was clear



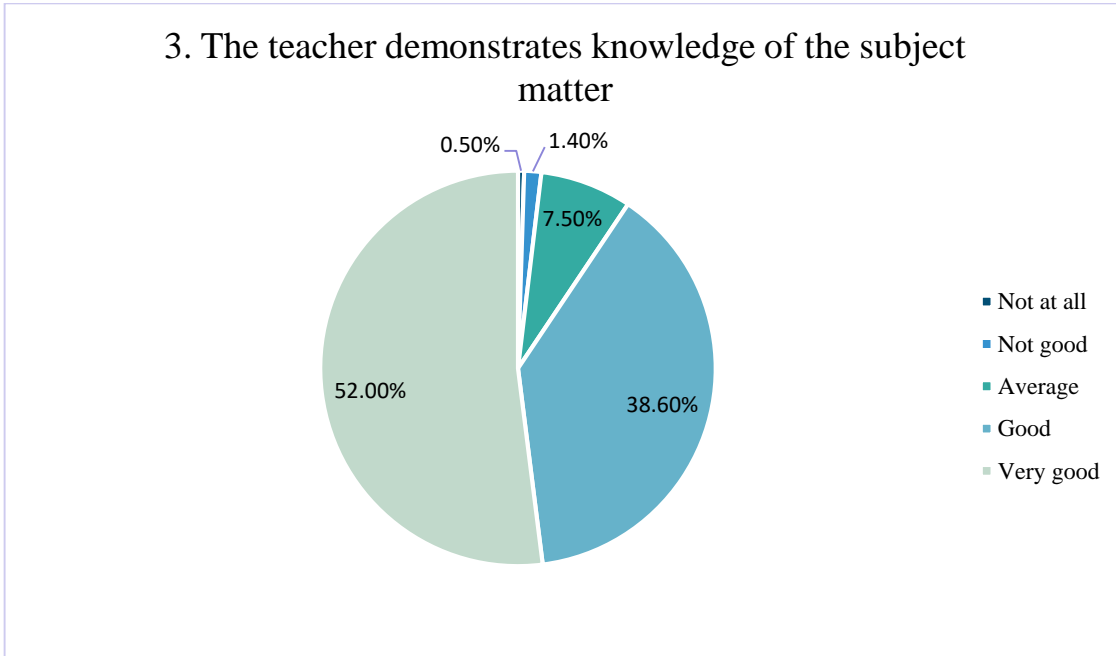
The second diagram expresses in percentage the answers of students regarding the teaching methods where almost half rated very well, almost two-fifths rated well, less than one-tenth responded with an average, and a small number rated with not good and not good at all. In general we can say that most students have positively evaluated the teaching methods during the winter semester 2021/2022.

2. Teaching methods have been contemporary

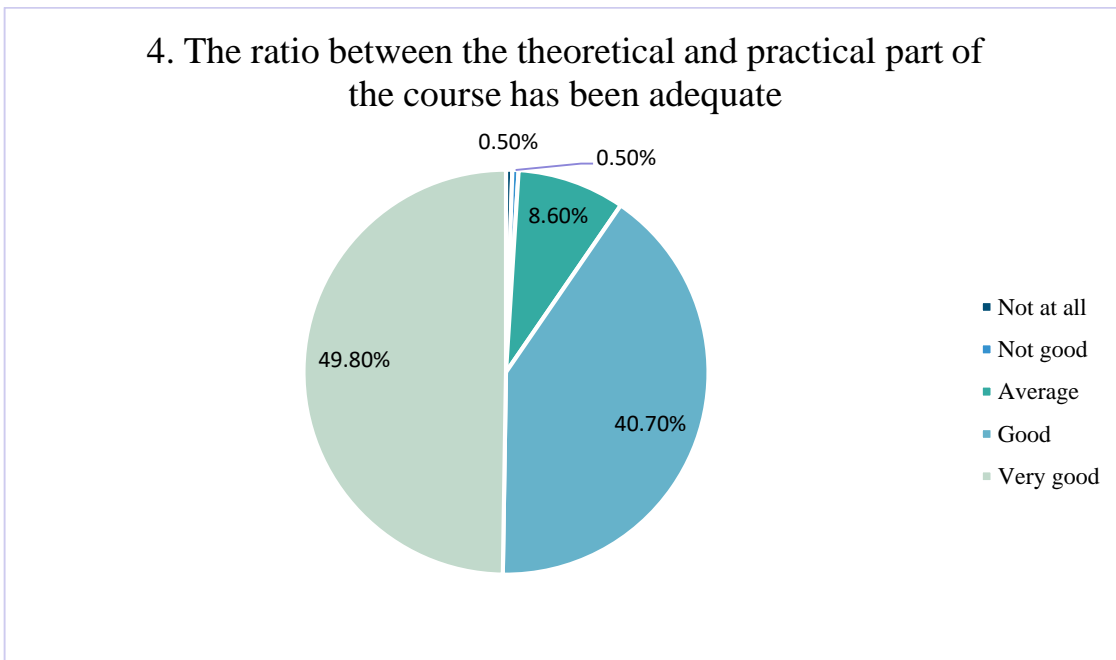


Further, the third diagram in a row expresses in percentage the answers of students regarding the preparation of teachers during the winter semester of the academic year 2021/2022, where half of the students have rated very good, almost two-fifths good, and a small percentage of students have rated

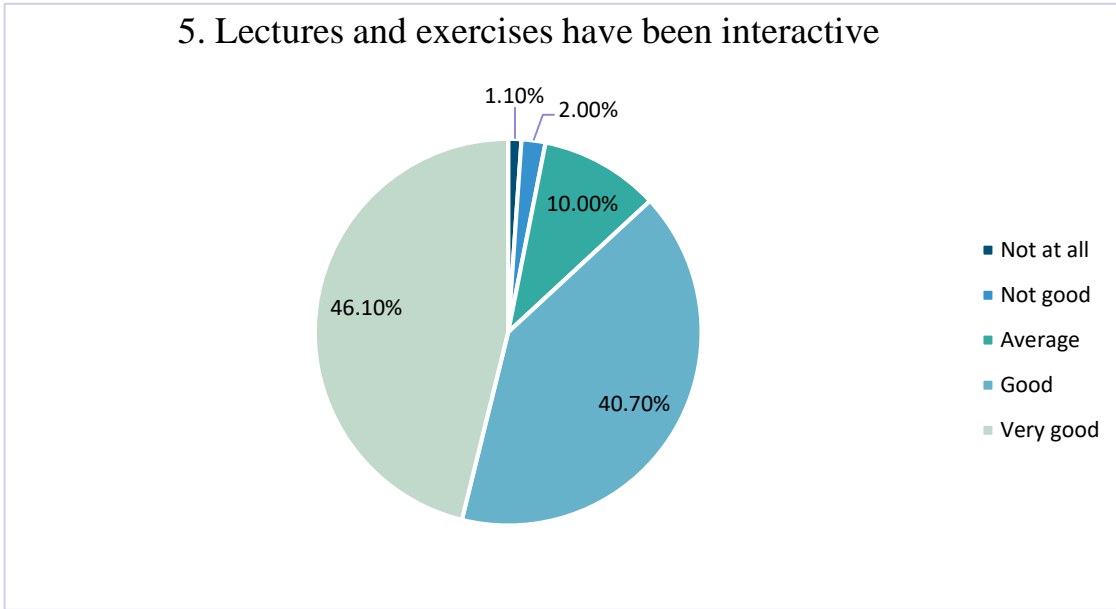
average, not good and not at all good. In general we can say that teachers have demonstrated knowledge of the subject matter.



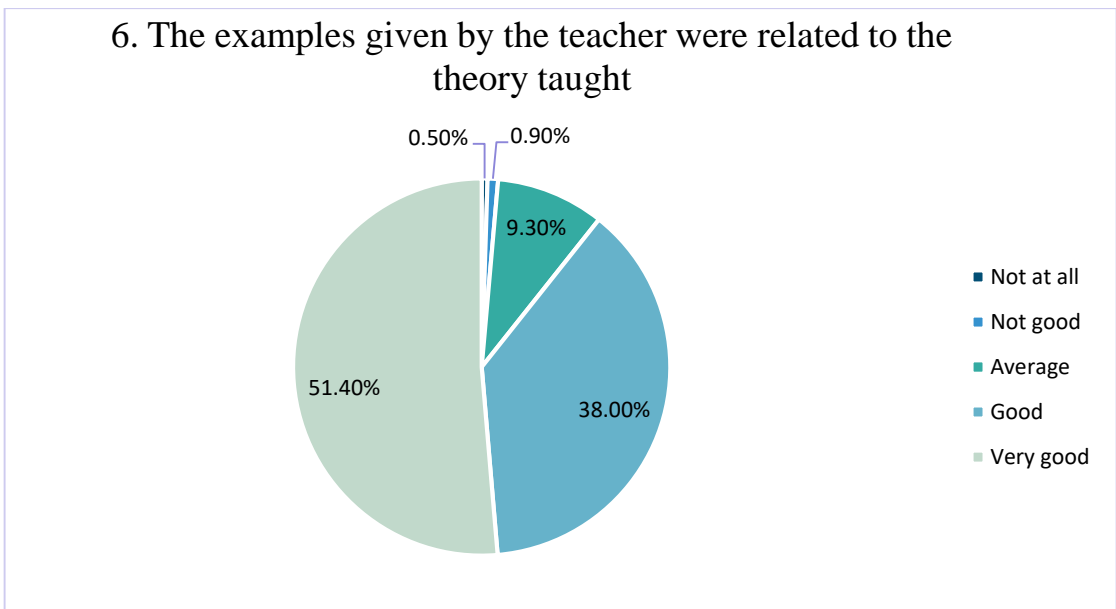
The fourth diagram expresses in percentage the students` answers regarding the ratio between the theoretical and practical part of the course, almost half have rated very well, two-fifths of students have rated well, and a small percentage of students have rated average, not good and not at all good. In general we can say that the ratio between the theoretical and practical part of the course during the winter semester 2021/2022 has been adequate.



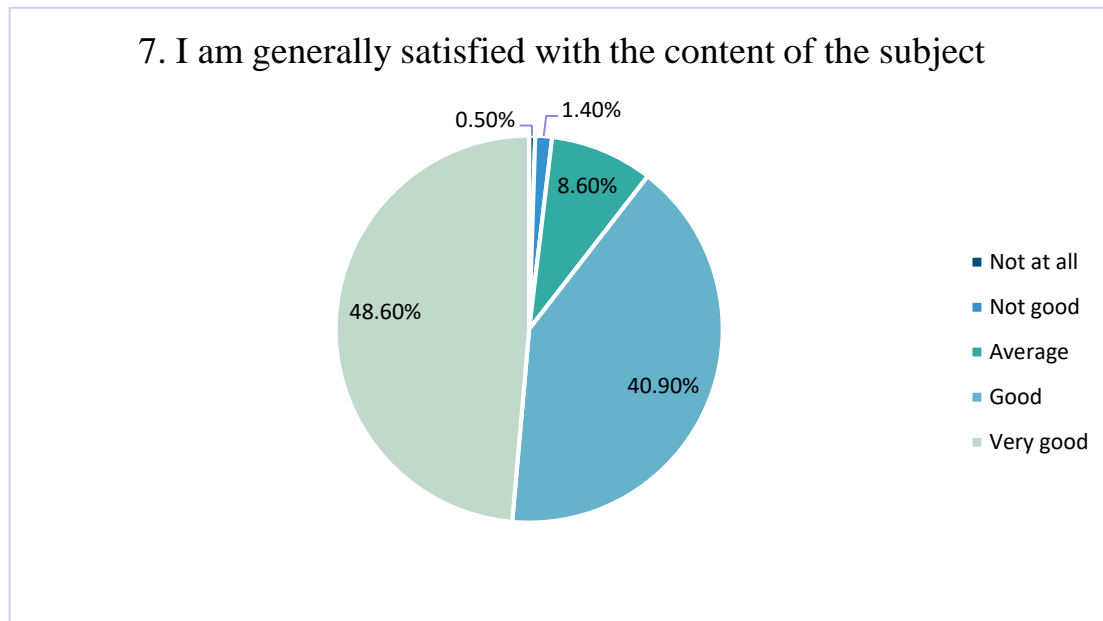
The fifth diagram, expresses the percentage of students' answers regarding the interactivity of lectures and exercises, where more than two fifths of students have rated very good, two fifths good, one tenth average and a small percentage with no good and not good at all. In general we can say that lectures and exercises during the winter semester of the academic year 2021/2022 have been interactive.



The sixth diagram in a row expresses in percentage the students' answers to the question whether the examples given by the teacher were related to the learned theory, where half of the students have rated very good, almost two-fifths good, almost a tenth average and a small percentage have rated it as not good and not good at all. In general we can say that the examples given by teachers have been related to the theory taught.

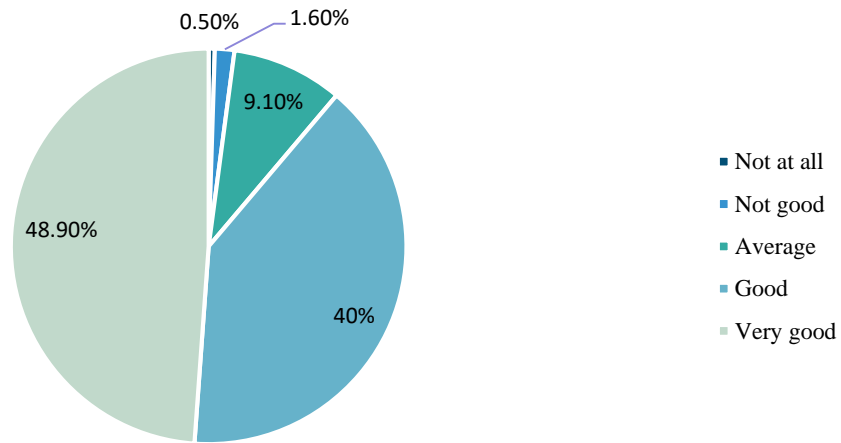


The following diagram expresses the percentage of students' responses regarding the content of the courses, where almost half of the students have rated very good, two-fifths good, and a small percentage of students have rated average, not good and not good at all. In general we can say that the students were satisfied with the content of the course.



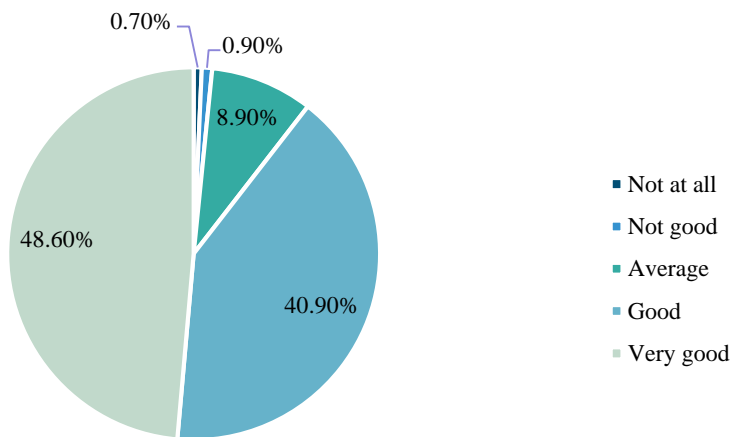
Further, the following diagram expresses in percentage the answers of students regarding the evaluation of activities according to the syllabus of the subject, where almost half have evaluated with very good, two-fifths of students with good, almost one tenth with average, and a small percentage with not good and not good at all. In general we can say that activities such as tests, exercises, tasks, projects, seminar paper, etc., were evaluated as it was provided in the syllabus of the subject.

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



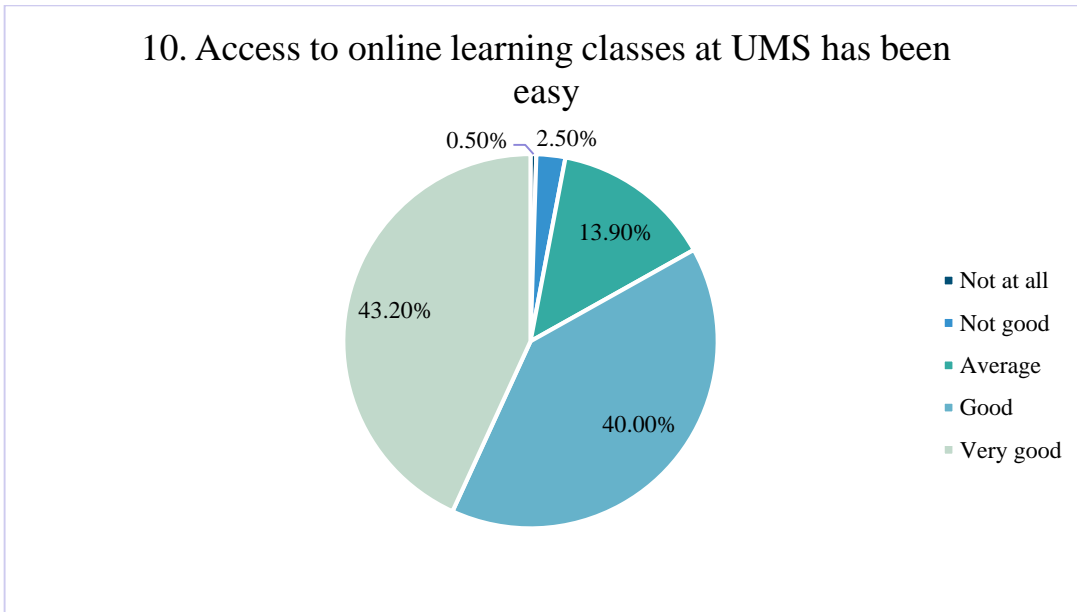
The ninth diagram in a row expresses in percentage the answers of the students regarding the interconnectedness of the lectures with the exercises, where almost half have evaluated with very good, two fifths with good, and a small percentage with average, not good and not good at all . In general we can say that the lectures were related to the exercises, during the winter semester of the academic year 2021/2022.

9. The lectures have been related to the exercises

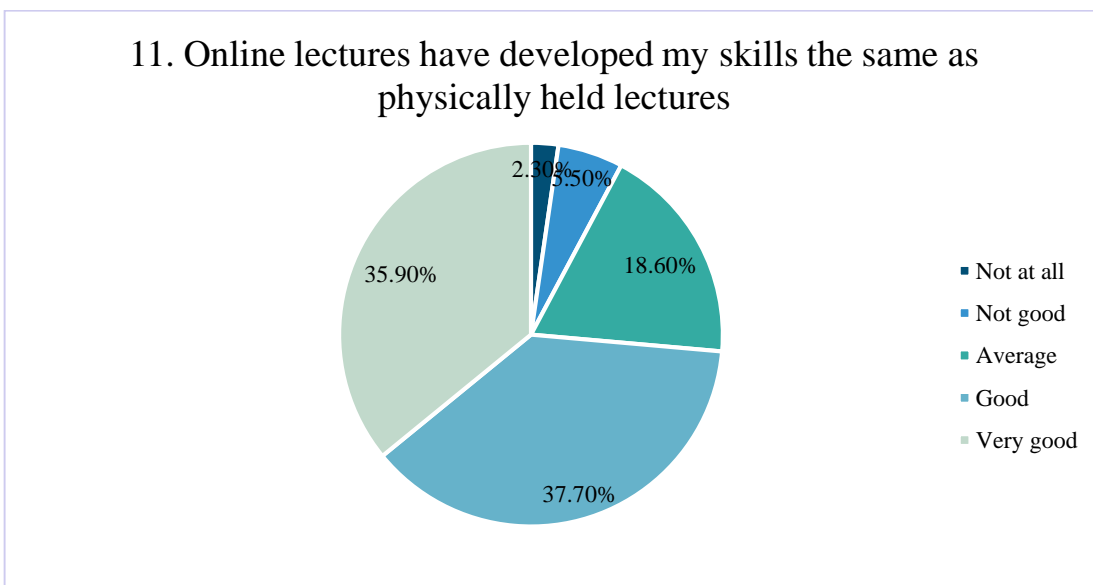


The tenth diagram expresses in percentage the answers of students regarding the ease of access to online classes in UMS, where more than two-fifths of students have rated very good, two-fifths good, more

than one-tenth average and a small number of students have rated it not good and not good at all. In general we can say that according to students, access to online learning classes at UMS has been easy.

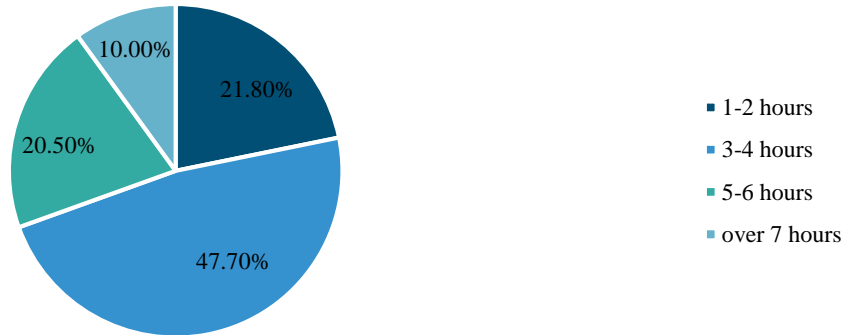


The following diagram shows the percentage of student responses to the question of whether online lectures have developed their skills similar to physically held lectures, where just over a third rated very good, nearly two-fifths rated good, almost one-fifth rated average and a small number not good and not good at all. In general, based on the results, we can say that online lectures have developed skills good compared to lectures held physically.



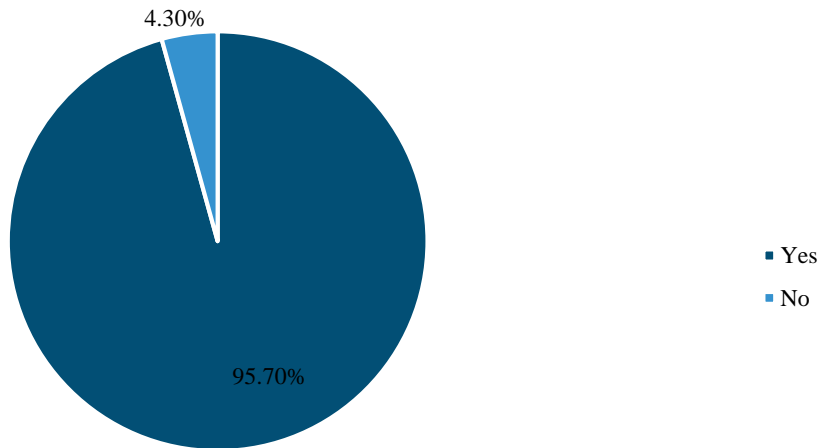
Further, the following diagram shows the engagement of students or their preparation at home or library for subjects, where almost half of the students had stated that they engage 3-4 hours, one fifth 1-2 hours, one fifth 5-6 hours and one tenth over 7 hours.

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?



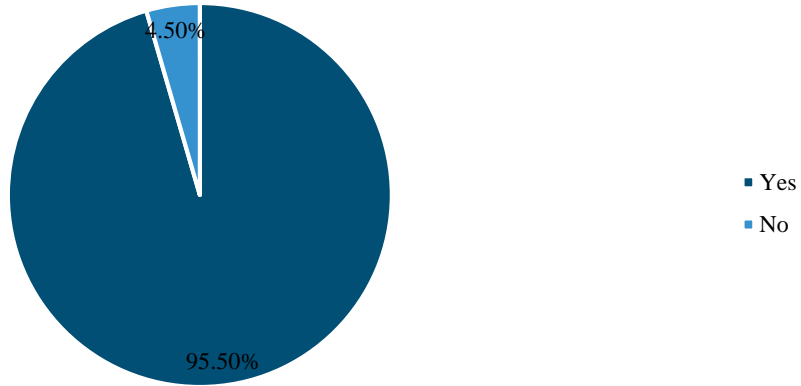
From the following diagram, according to the students' answers we can say that the tests were held as planned in the syllabus of the subject.

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



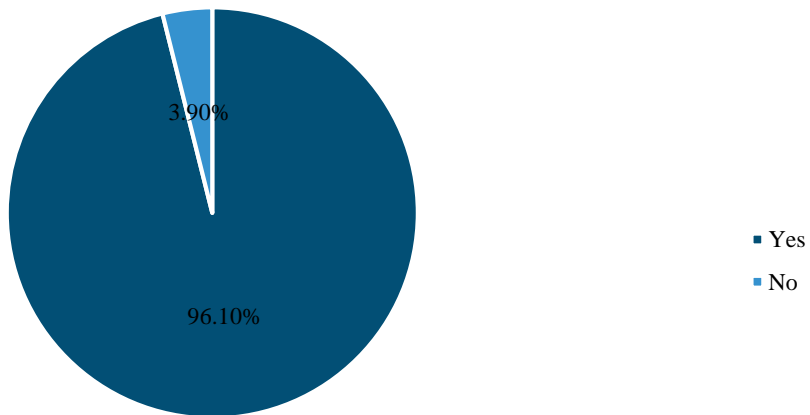
From the following diagram, we can say that students are free to self-determine for elective courses, as most students have stated the same.

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



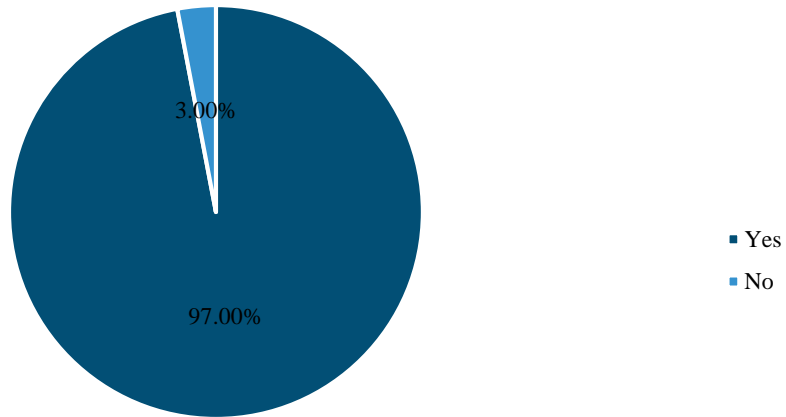
The fifteenth diagram in a row shows that most of the students had stated that the laboratory / practical work is constantly supervised by the subject teacher / assistant.

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



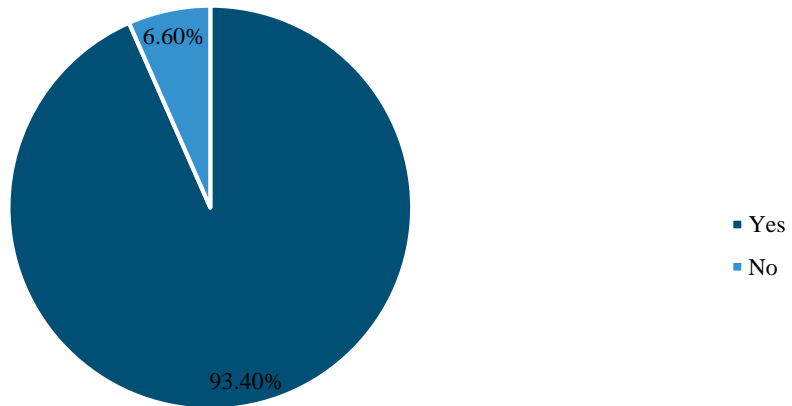
The sixteenth diagram shows that most students have stated that professors / assistants respect the consultation schedule.

16. Professors/assistants respect the consultation schedule



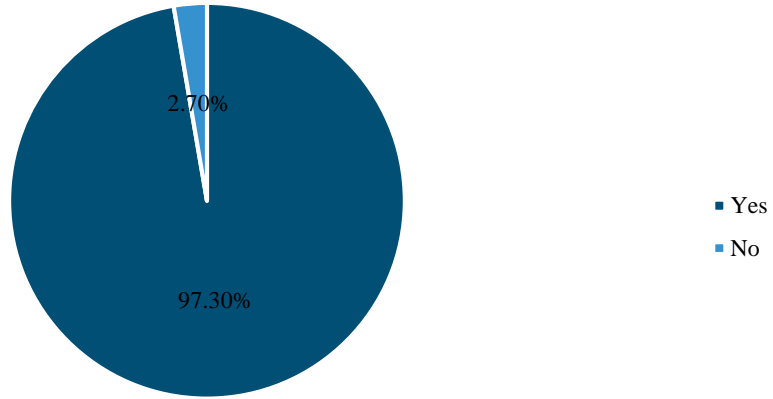
The following diagram shows that according to the students the teachers have sent all the lecture materials to SMU or email.

17. The teacher has sent all the lecture materials to UMS or email



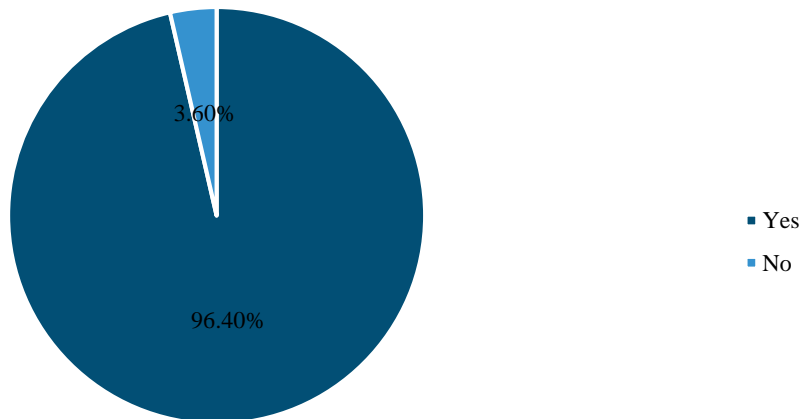
The eighteenth diagram shows that according to the answers of most of the students, the teachers have clarified the syllabus of the course and distributed it to the students on time.

18. The teacher clarified the syllabus of the subject and distributed it to the students in time

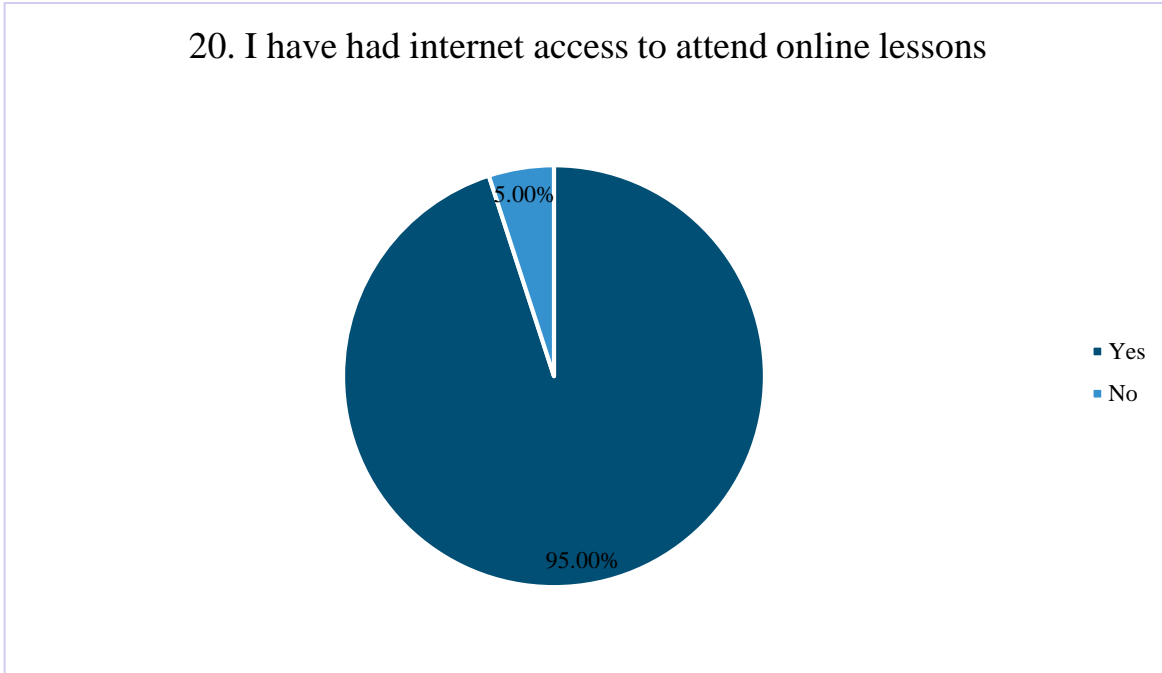


The following diagram shows that the majority of students or a high percentage of 96.4% had the equipment to attend online learning.

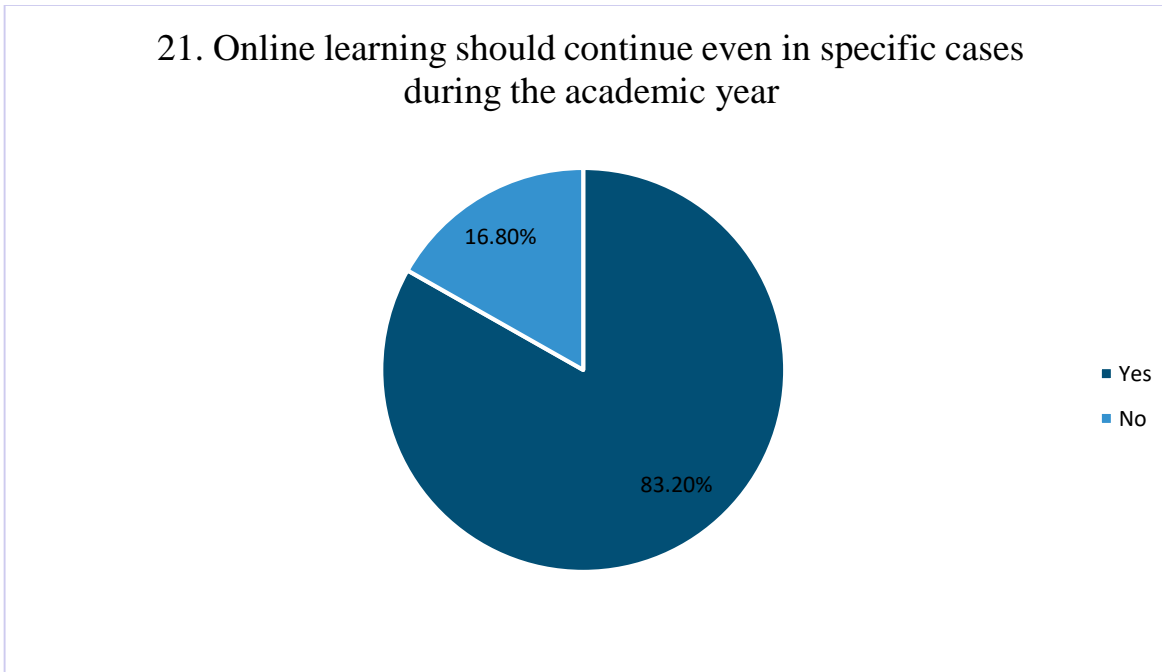
19. I have had equipment to attend online learning (phone; laptop; computer)



The following diagram shows that most students have had internet access to attend online learning.

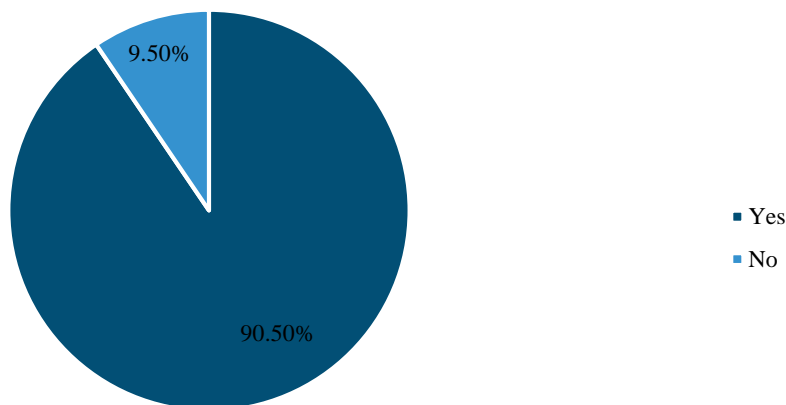


The twenty-first diagram expresses in percentage the answers of students regarding the question whether online learning should continue even in specific cases during the academic year, where most of the students answered Yes.



The last diagram in terms of closed questions shows that most students have stated that if they could choose again, they would enroll again in the same study program.

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



23.

KOMENTE:

Pyetje jo e detyrueshme.

Përgjigje e shkurtër tekstuale.

(440 përgjigje të postuara)

Comments, 440 posted answers

Comments:

Students have generally given positive comments on the whole process of lectures, exercises, processes at UIBM and have evaluated all the faculty management that they have done a very good job throughout the organization of teaching. They also valued online learning as a good way to not get behind with learning, even though according to them online learning brings difficulties.

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

The practical side of the course was commented more by the students, where they had requests for more practical work.

Recommendations

The UIBM Quality Assurance Office, after reviewing the responses of the students of Faculty of Food Technology BA 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 focus of academic content also on the development of students' skills and abilities during online learning.
- Academic units to enable the signing of as many internship agreements for students;
- Reach as many agreements as possible with other HEIs, local and international to enable student mobility;
- 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.