

**UNIVERSITY "ISA BOLETINI"
MITROVICË**



QUALITY ASSURANCE OFFICE

**Summary Report on
questionnaires
conducted with the
students of the Faculty
of Economics**

**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 “ISA BOLETINI” in Mitrovica
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: QAO) 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 Economics, 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 Economics, 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.

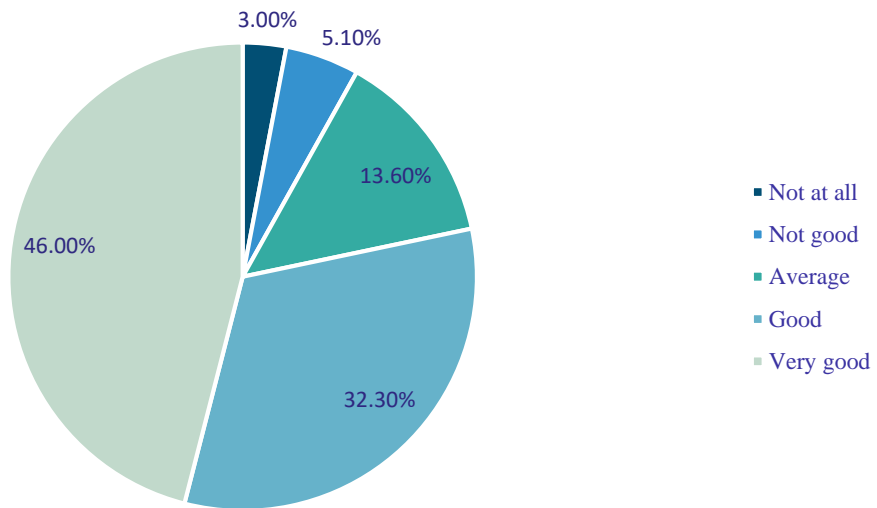
Questionnaire findings

The questionnaire was completed by all students of Faculty Economics 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 631 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.

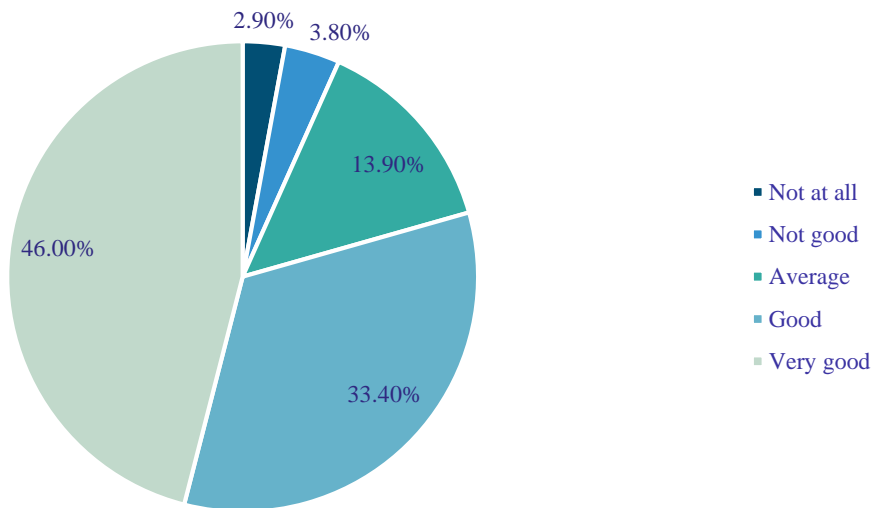
The diagram below shows in percentage students` answers regarding the material of lectures and exercises used during the winter semester 2021/2022, where almost half of the students rated very good, about a third good, a little more than a tenth on average and a small percentage rated it as not good 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



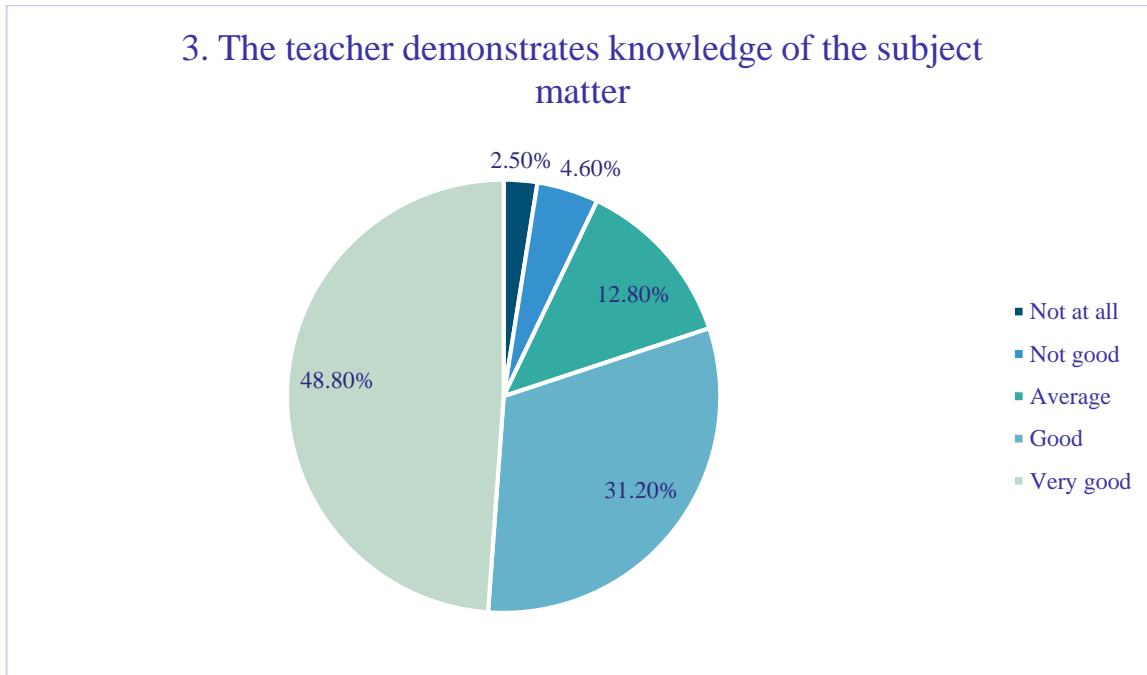
The second diagram expresses the percentage of students' responses to teaching methods, where almost half of the students rated very good, a little more than a third good, a little more than a tenth on average, and a small percentage rated with not good and not good at all. In general, we can say that the teaching methods during the winter semester of the academic year 2021/2022 have been contemporary.

2. Teaching methods have been contemporary



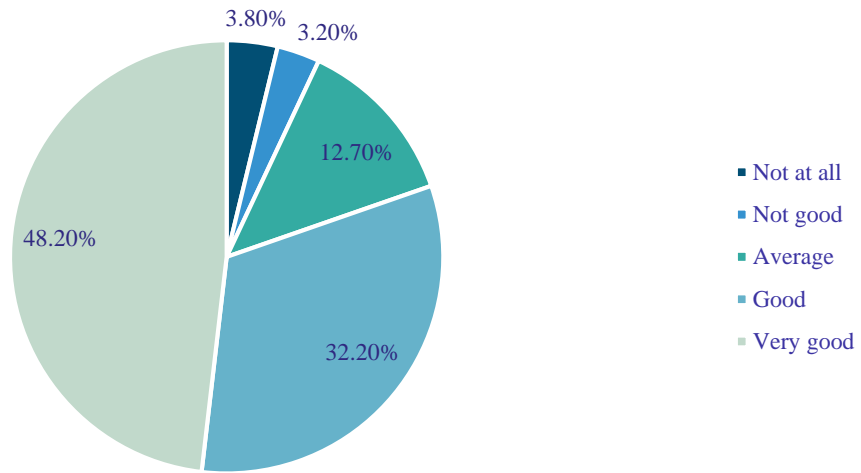
The following diagram expresses in percentage the students' answers regarding the teachers' knowledge of the subject, where almost half rated very good, a third good, a little more than one tenth on

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



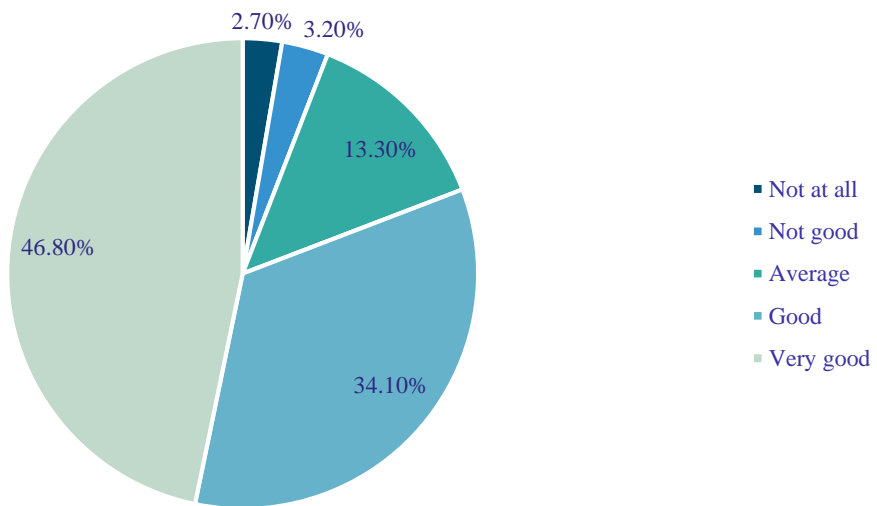
The fourth diagram expresses in percentage the students' answers, regarding the ratio between the theoretical and practical part of the course, where almost half rated very good, a little more than a third good, a little more than a tenth on average and small number rated it not good and not good at all. In general, we can say that the ratio between the theoretical and practical part of the course has been adequate.

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



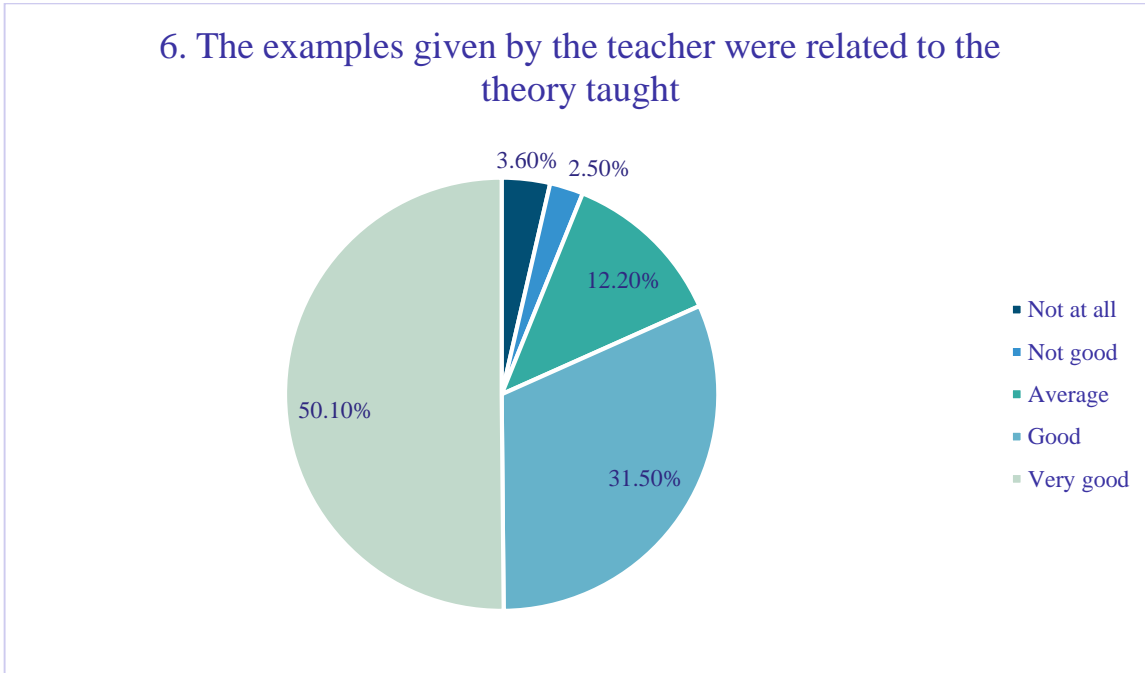
The fifth diagram expresses the percentage of students' answer regarding the interactivity of lectures and exercises, where almost half rated very good, a little more than a third good, a little more than a tenth average and a small percentage rated it not good and not good at all. In general, we can say that lectures and exercises during the winter semester of the academic year 2021/2022 have been interactive.

5. Lectures and exercises have been interactive

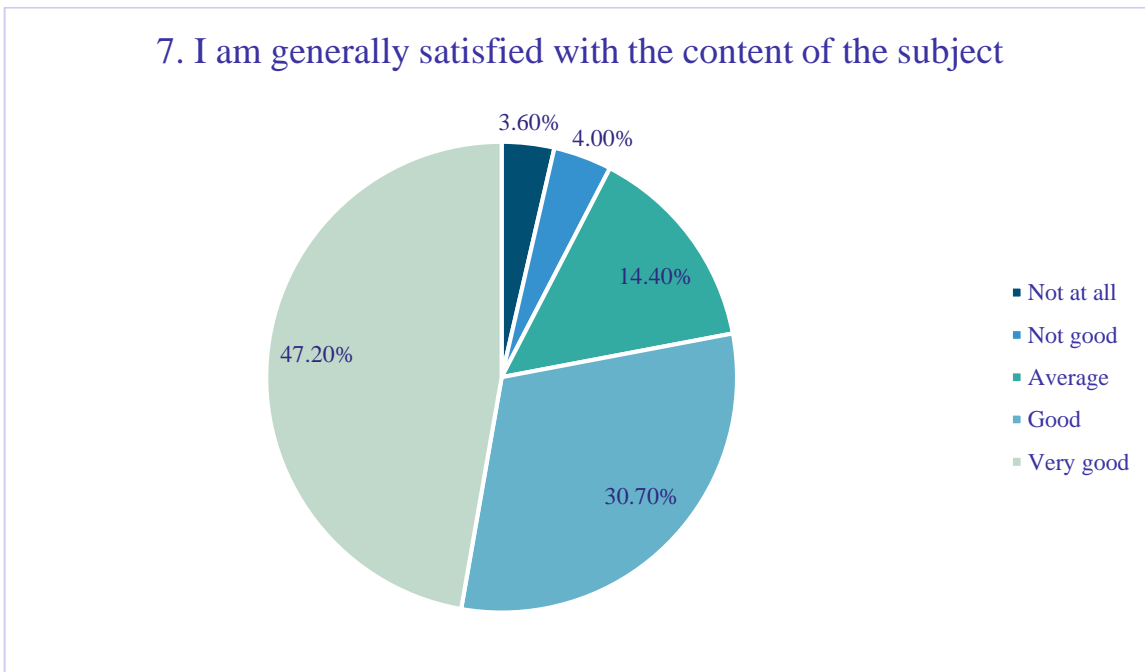


The sixth diagram expresses in percentage the students' answers to the question whether the examples given by the teacher were related to the theory learned, where half of the students rated very good, a third good, a little more than one tenth on average and a small percentage rated it as not good and not

good at all. In general, we can say that the examples given by teachers have been related to the theory taught.

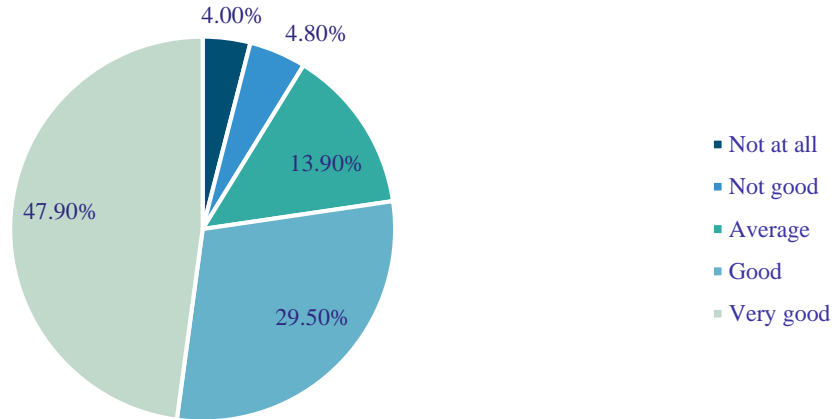


The seventh diagram expresses in percentages the responses of students to the course content, where nearly half of the students rated very good, a third good, slightly more than a tenth on average, and a small percentage rated not good or not good at all. In general, we can say that the students were pleased with the course content.



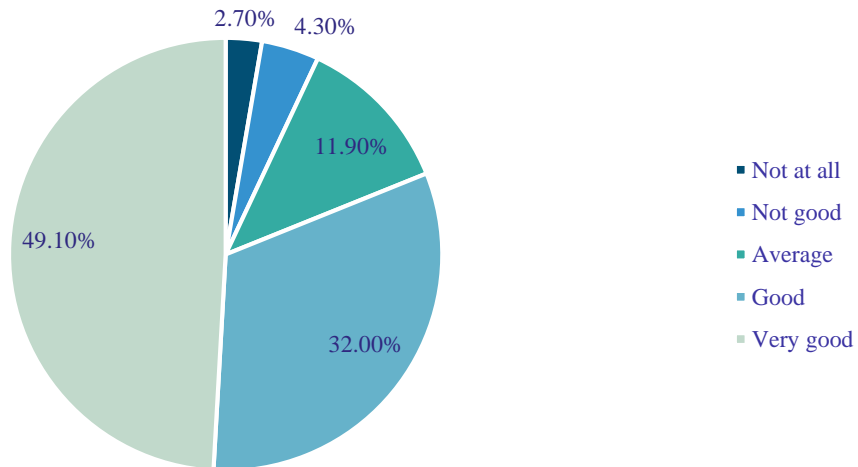
The eighth diagram expresses in percentages the responses of students to the evaluation of activities according to the course syllabus, where nearly half of the students rated very good, nearly a third good, a little more than one tenth on average, and a small percentage rated not good and not good at all.

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

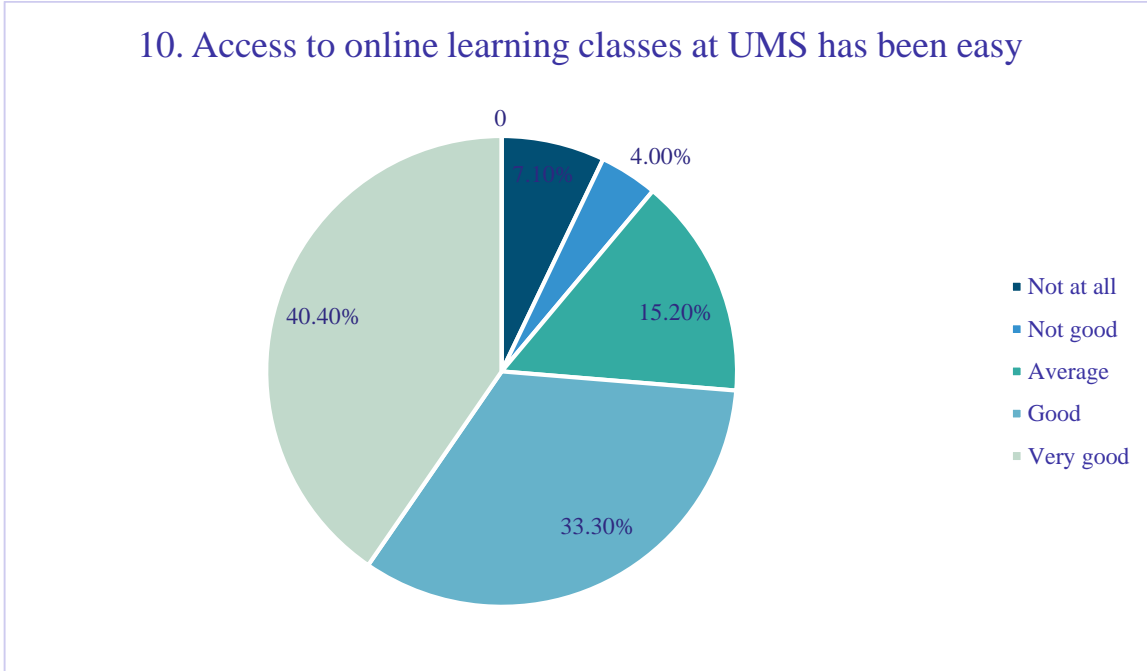


Furthermore, the following diagram expresses in percentages the responses of students regarding the interconnectedness of lectures with exercises, which nearly half of the students rating very good, slightly more than a third good, slightly more than a tenth on average, and a small percentage rated not good and not good at all. In general, the lectures have been related to the exercises.

9. The lectures have been related to the exercises

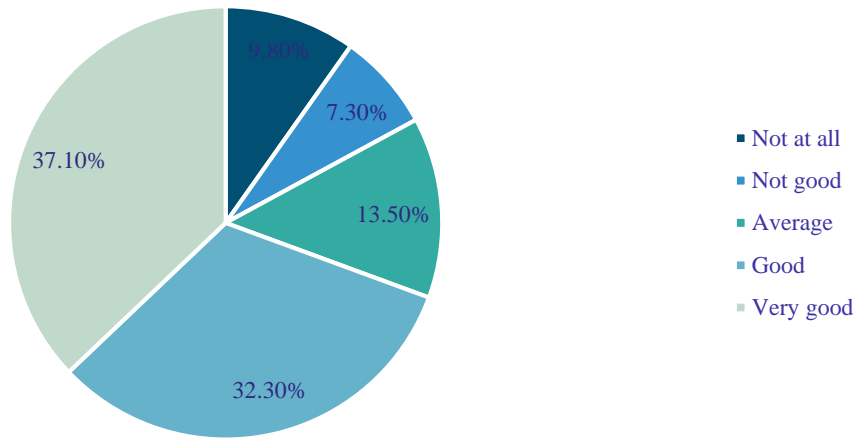


Tenth diagram shows the percentage of student responses regarding access to online classrooms at SMU, with two-fifths rating it very good, slightly more than one-third rating it good, less than one-fifth rating it as average, and one small percentage rating it not good or not good at all. In general, access to online learning classes at SMU has been easy.



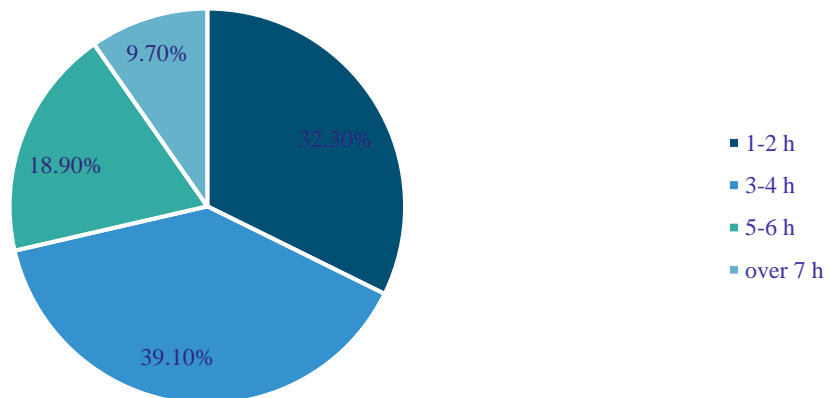
The eleventh diagram expresses in percentage the responses of students to the question of whether online lectures have developed the same skills as physical lectures, with nearly two-fifths rating very good, a little more than a third rating good, less than one-fifth on average, a small percentage rating not good, and less than one-tenth rating not good at all.

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



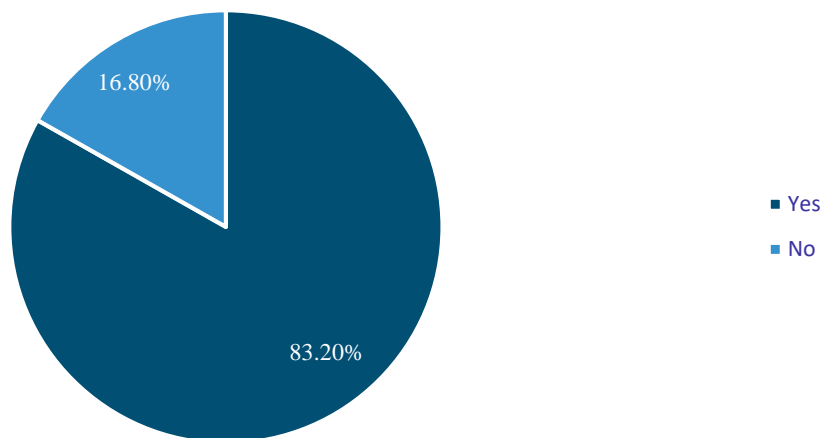
The commitment of students to study at home or in library is shown in diagram twelve, with nearly two-fifths claiming to study 3-4 hours, nearly one-third 1-2 hours, nearly one-fifth 5-6 hours, and one small number over 7 hours.

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?



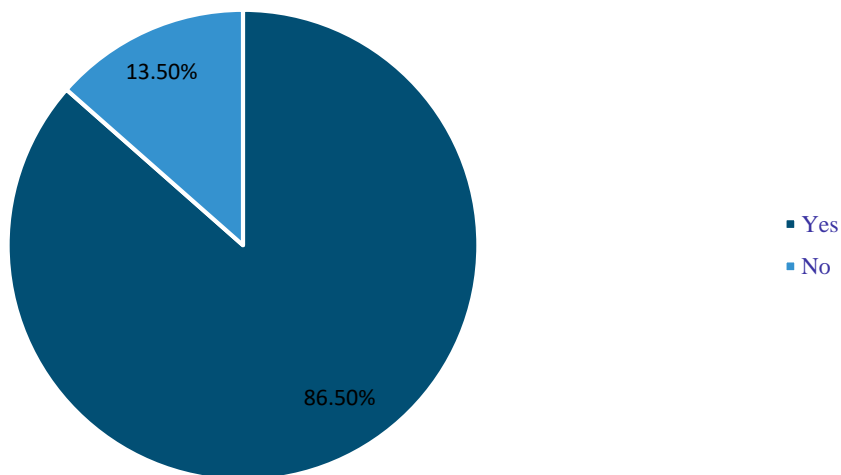
The thirteenth diagram shows that the tests were held as planned in the course syllabus.

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



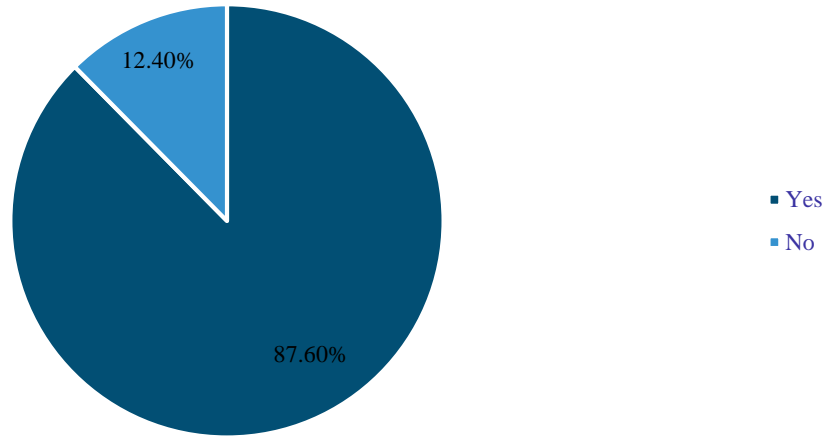
Fourteenth diagram shows how that the majority of students have been able to choose their elective courses on their own.

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



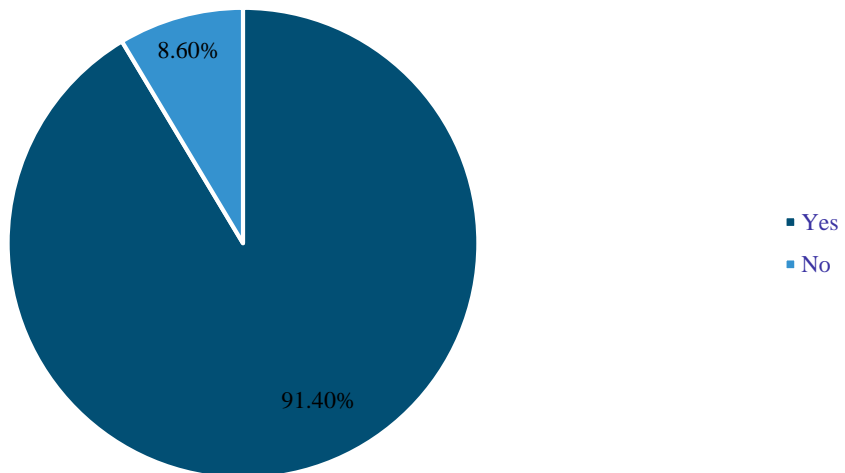
Fifteenth diagram demonstrates that the laboratory / practical work was constantly supervised by the subject teacher / assistant, as most respondents indicated.

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



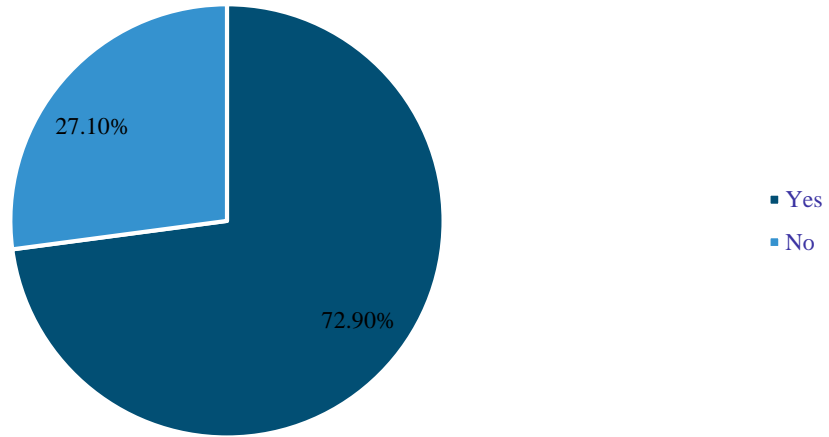
The diagram below, based on the majority of students, shows that the professor/assistants have respected the consultation schedule.

16. Professors/assistants respect the consultation schedule



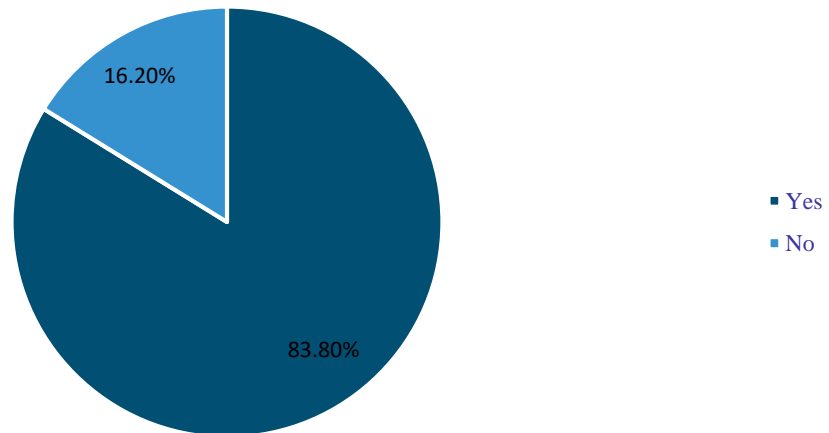
The seventeenth diagram shows that the teachers sent all the materials to UMS or email, based on most of the students who affirmed the same.

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



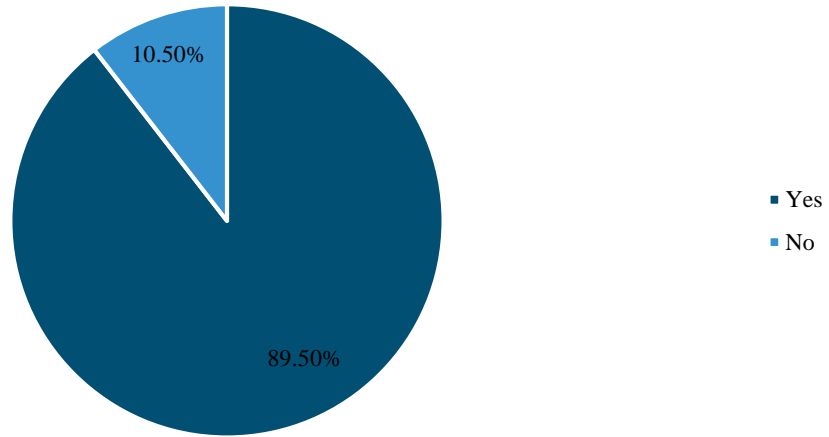
The following diagram, the eighteenth in row, shows that the teachers have clarified the syllabus of the course and distributed it in time to the students, based on the answer of the majority of students.

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



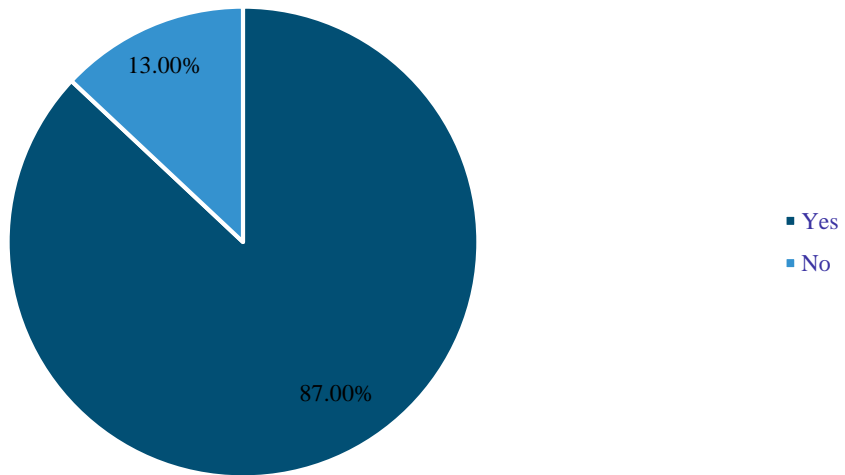
Nineteenth diagram shows that most students possessed equipment for online learning.

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



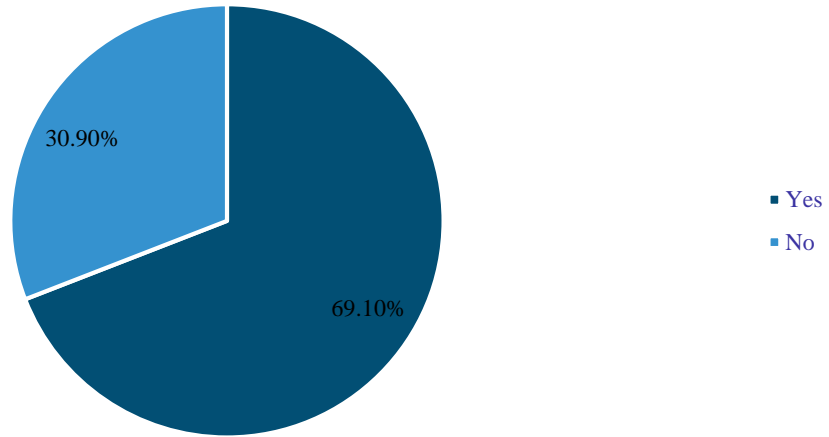
The twentieth diagram shows that most students have had internet access to attend online learning.

20. I have had internet access to attend online lessons



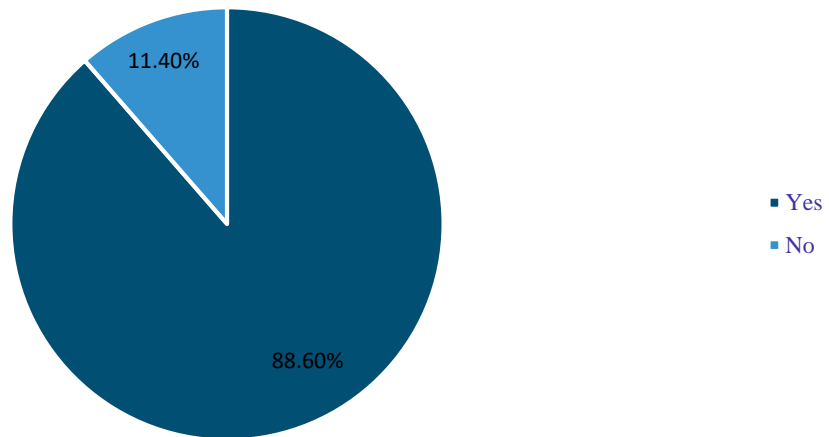
The twenty-first diagram in a row expresses the percentage of students answers regarding the question whether online learning should continue even in specific cases during the academic year, where a large part of them answered Yes.

21. Online learning should continue even in specific cases during the academic year



The last diagram in terms of closed question shows that students if they had the opportunity to enroll again in the same study program, would choose the same.

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.

(631 përgjigje të postuara)

Comments

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

Recommendations

The UIBM Quality Assurance Office, after reviewing the responses of the students of Faculty of Economics 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.
- To continuously invest in training of academic staff on teaching methods;
- 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.