

QUALITY ASSURANCE OFFICE

UNIVERSITY "ISA BOLETINI"  
MITROVICA



QUALITY ASSURANCE OFFICE

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**Summary report on  
questionnaires  
conducted with the  
students of the Faculty  
of Geosciences**

**BACHELOR LEVEL  
(Summer semester)  
July, 2022**

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### List of abbreviations

|               |   |
|---------------|---|
| <b>HEI:</b>   | Higher Education Institution                            |
| <b>CCQAE:</b> | Central Commission for Quality Assurance and Evaluation |
| <b>EQAS:</b>  | Electronic Quality Assessment System                    |
| <b>UMS:</b>   | University Management System                            |
| <b>UIBM:</b>  | University "Isa Boletini" Mitrovica                     |
| <b>QAO:</b>   | Quality Assurance Office                                |

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### **Introduction**

University "Isa Boletini" in Mitrovica (hereinafter: UIBM), as a Higher Education Institution (hereinafter: HEI) established since 2013, has continuously made efforts to make the quality assurance process measurable. Every year, questionnaires have been organized at UIBM with students and other relevant actors, who answered the questions that were intended to show the real situation at UIBM through the perception of the respondents.

UIBM has its own mechanisms for measuring quality, and in addition to the fact that the process is continuously measured and monitored by deans, vice-deans, quality coordinators within the faculties, the Quality Assurance Office at University "Isa Boletini" (Hereinafter: QAO) has a special role in these developments, and is the main body within UIBM for internal quality measurement.

In May 2022, in the wake of activities to improve quality within UIBM, with the aim of improving the provision of services at UIBM, improving teaching as a constantly changing process in relation to new methodologies, and increasing the responsibility of management staff, The QAO has carried out the questionnaire with the students of the Faculty of Geosciences of UIBM, at the Bachelor level, at the end of the summer semester, as an already usual process.

The entire process has been transparent, and all questionnaires have been anonymous, thus respecting the dignity of each respondent and preserving the institution's prestige.

Below, we will present the data that was extracted from the questionnaire. In order for the report to preserve the ethics of each individual and that of the institution, you will find published only some of the main findings of the questionnaire. The recommendations, as its last part, will also contain suggestions and remarks which are not made public, but which were given by the respondents .

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### **Quality Assurance Office (QAO)**

The Office for Quality Assurance is an independent office that functions within the Rectorate of "Isa Boletini" University in Mitrovica (hereafter UIBM) which reports directly to the Rector of UIBM. QAO engages in increasing quality at UIBM by implementing all institutional policies and quality measuring instruments approved by the Central Commission for Quality Assurance and Evaluation (hereinafter CCQAE). Quality officers are not part of the UIBM academic staff.

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

### **Conducting of the questionnaire**

After the end of the lectures and exercises for the summer semester 2022, QAO launched the questionnaire with all bachelor level students in the Faculty of Geosciences, from May 19 to May 31, 2022. The questionnaire was anonymous and the data was collected and stored by QAO through the Electronic System for Quality Assessment - EQAS. The students answered through the University Management System (hereinafter UMS) in the questionnaire which contained 22 closed questions and 1 open question, where they evaluated the teaching, the subject and the resources.

The questionnaire was divided into two levels:

- Teaching quality and teaching style
- Subject matter and resources

The questions were intended to see these main aspects:

- The approach of teachers to students;
- Online learning;
- The behavior of teachers;
- Student assessment;

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- Learning outcomes.

### **Questionnaire findings**

The questionnaire was completed by all the students who took the exams in the regular exam period at the Faculty of Geosciences, Bachelor's level. QAO has distributed the questionnaire to all the academic staff of the Faculty of Geosciences and we have received 229 responses from students, where the students' participation in the questionnaires is considered very satisfactory.

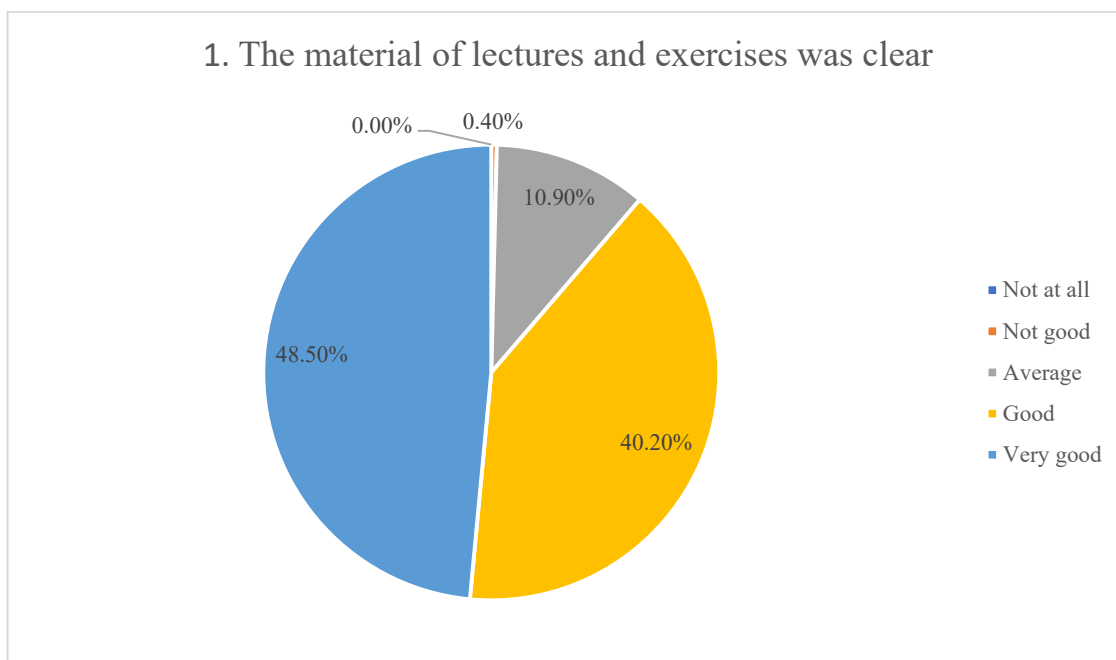
From the findings, students have been honest in their responses, and we have received many comments and suggestions that show their interest in contributing to the processes at UIBM.

This report expresses the general statistics, and the recommendations that emerge from the totality of the responses at the faculty level as well as for each professor. The QAO sends the findings to the Faculty Deans, who will discuss the findings with their academic staff.

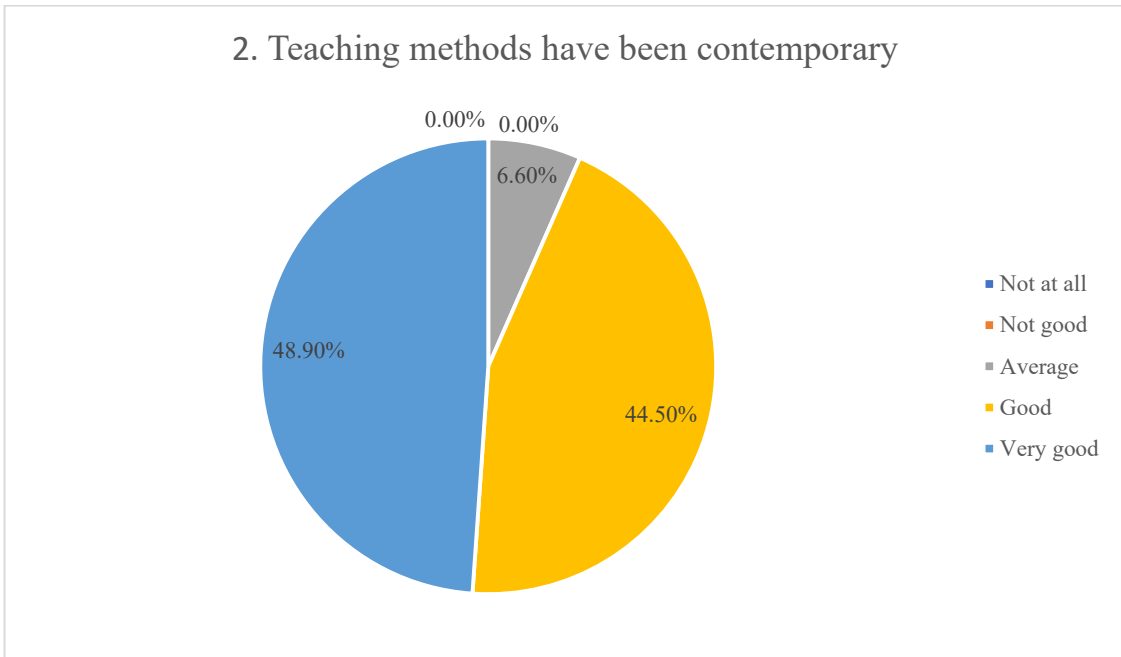
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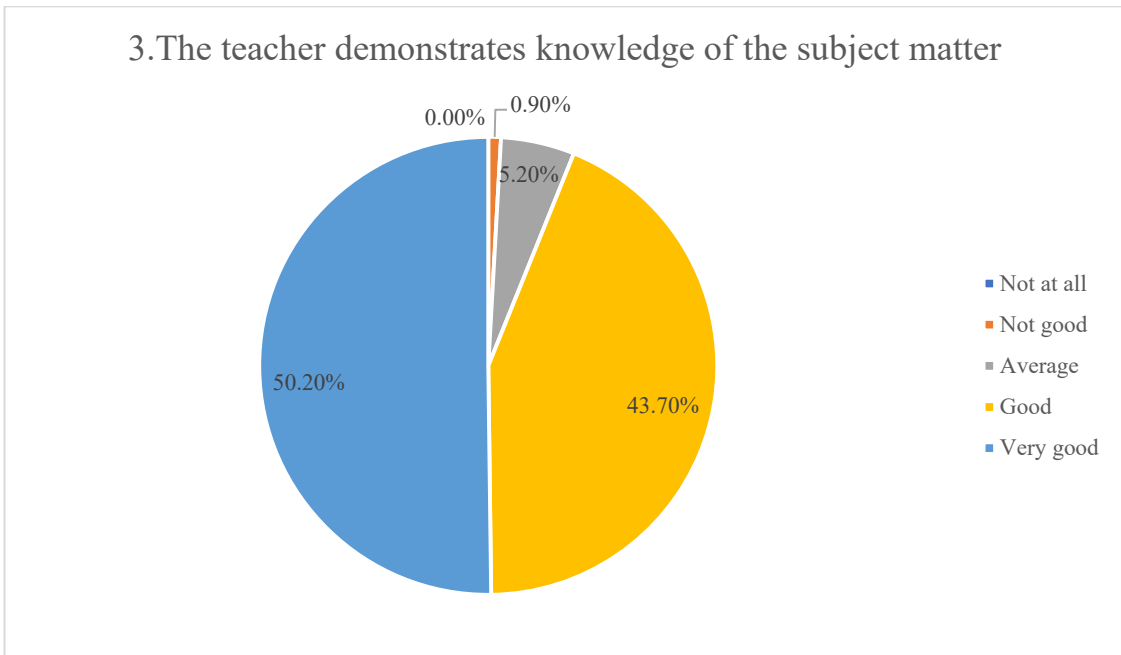
The following diagram expresses in percentage the students' answers regarding the material of lectures and exercises, used during the summer semester of the academic year 2021/2022, where almost half of the students had rated very good, two fifths of the students had rated good, a tenth on average, and a small number had rated it as not good and not at all good. In general, we can say that the majority of students gave a positive assessment regarding the clarity of the materials used during the lectures and exercises.



The second diagram expresses in percentage the answers of the students regarding teaching methods during the summer semester of the academic year 2021/2022. Almost half of the students gave the highest rating regarding the teaching methods, more than two fifths rated the methods as good, a small percentage responded with average and no students rated it as not good or not at all good. In general, we can say that most students have positively evaluated the teaching methods during the summer semester 2021/2022.



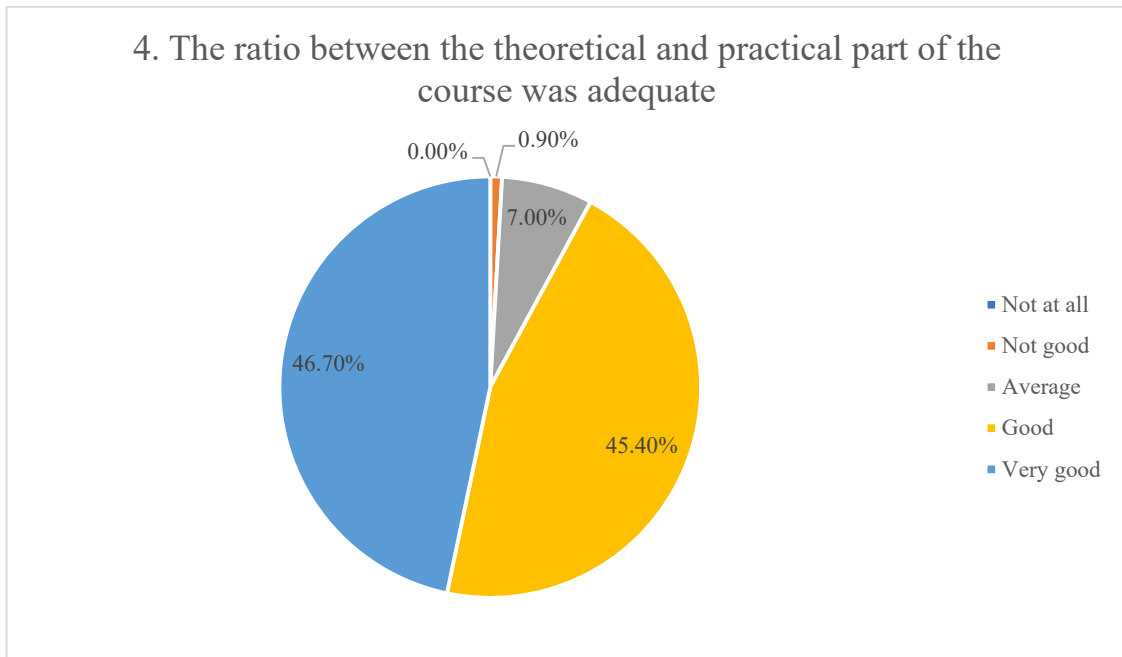
The following diagram, the third in a row, shows the answers of students regarding the preparation of teachers during the summer semester of the academic year 2021/2022. A little more than half gave the maximum rating, two-fifths rated it better, twenty-one gave an average rating, and one percent of the students rated it as not good and none as not at all good. In general, based on the results, we can say that the teachers have demonstrated knowledge of the subject matter.





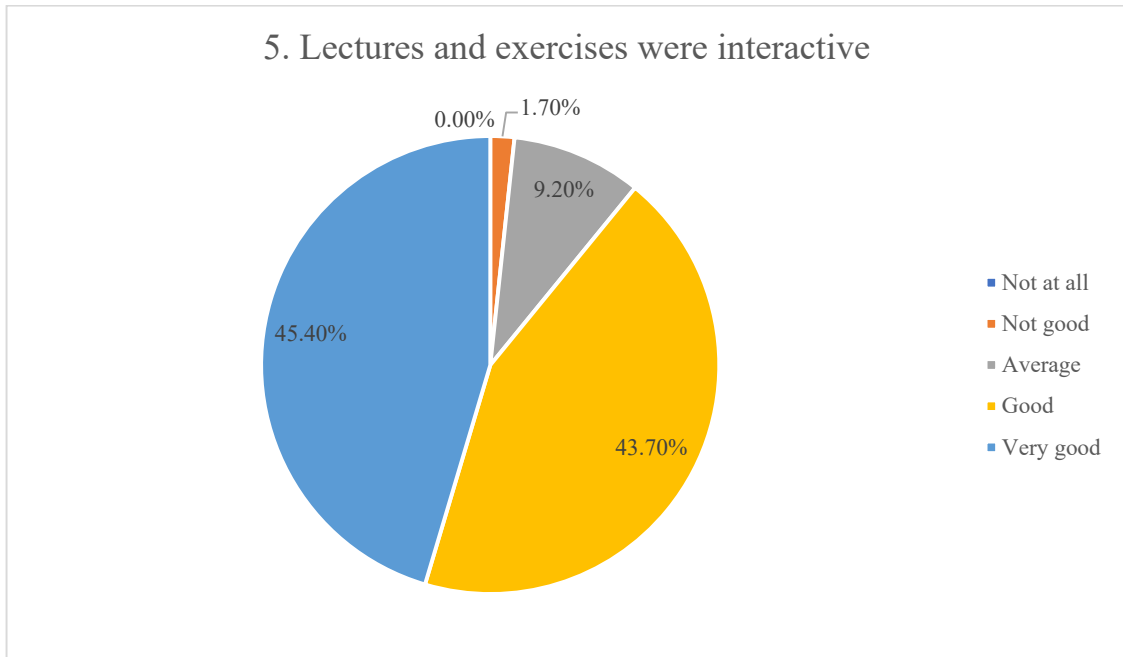
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The fourth diagram expresses in percentage the students' answers regarding the relationship between the theoretical and practical part of the course. Almost half of the students have the highest assessment that the ratio between the theoretical and practical part of the course was adequate, more than a third answered good, less than a tenth on average and a small percentage answered no good and not good at all. In general, based on the answers of the majority of students, we can say that the ratio between the theoretical and practical part of the course was adequate.

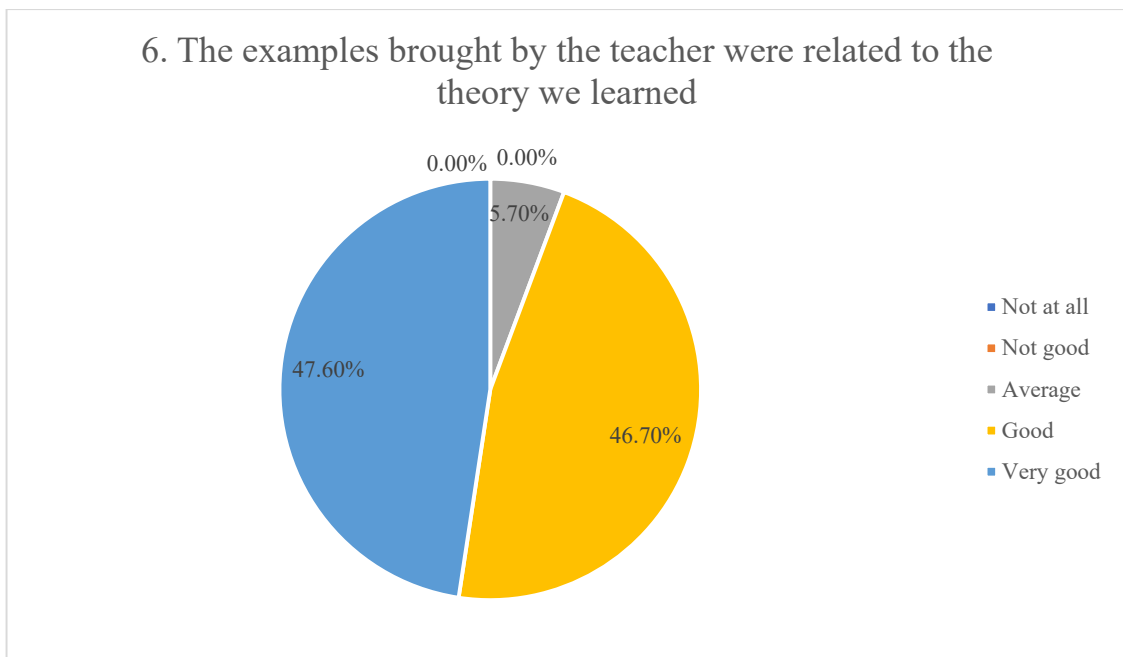


Next, the fifth diagram expresses in percentage the students' responses regarding the interoperability of lectures and exercises during the summer semester of the academic year 2021/2022. Approximately half of the students rated the interactivity of the lectures and exercises as very good, more than a third as good, less than a tenth on average and a small number of students responded with not good and not at all good. Based on the results, we can say that the lectures and exercises were interactive during the summer semester 2021/2022.

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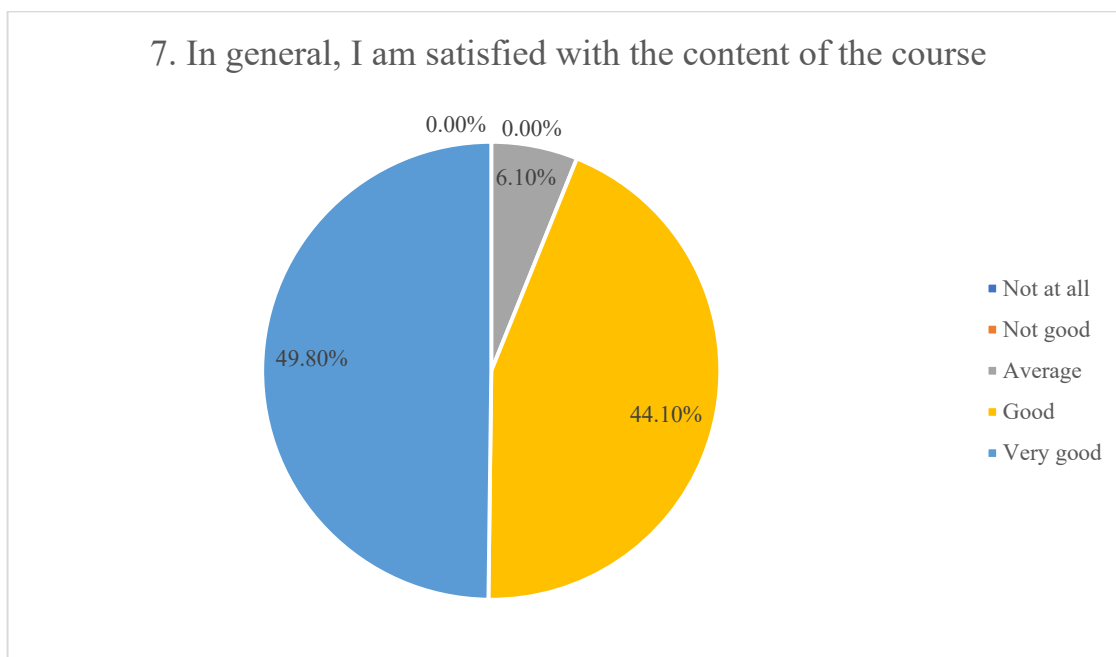
In the following, the sixth diagram expresses in percentage the students' answers regarding the question whether the examples brought by the teacher were related to the learned theory, where almost half of the students gave the maximum assessment, over a third answered good, one in twenty on average and none of the students responded with not good and not at all good. In general, the results show that the examples brought by the teachers were related to the learned theory.



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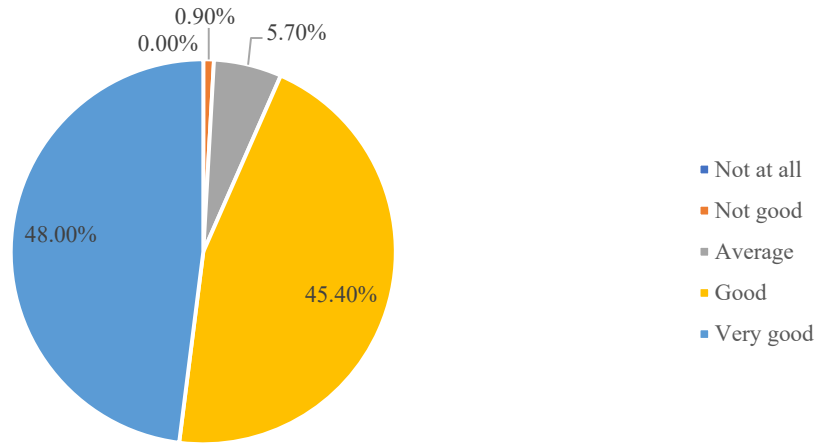
The seventh diagram below expresses in percentage the students' answers regarding the content of the course, where almost half gave the maximum assessment, more than a third answered good, less than a tenth on average and no students answered with not good and not good at all. In general, we can say that most students are satisfied with the content of the courses.



Furthermore, the following diagram expresses in percentage the students' answers regarding the evaluation of the activities according to the course syllabus, where almost half of the students rated it as very good, more than a third of the students rated it as good, less than a tenth on average and a small number of students answered not good and not at all good. In general, we can say that activities such as tests, exercises, assignments, projects, seminar work, etc., have been evaluated as it was foreseen in the course syllabus.

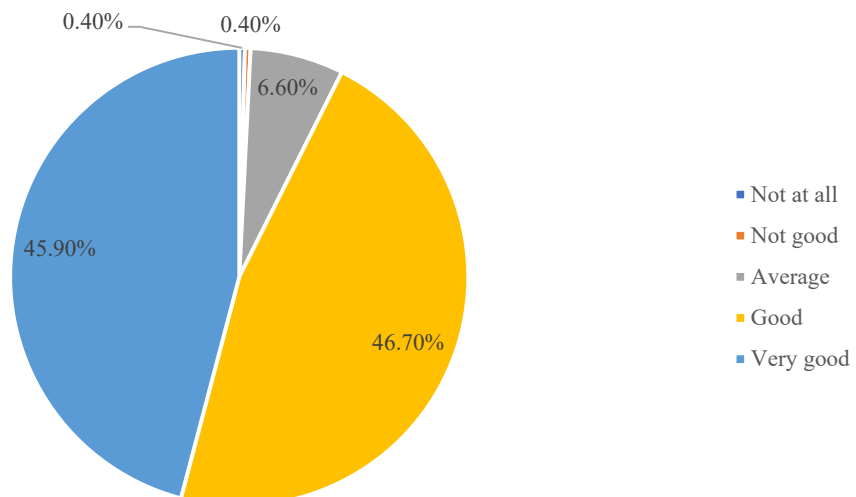
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8. The activities (tests, exercises, assignments, projects, seminar paper, etc.) are evaluated as it was foreseen in the course syllabus



The ninth diagram in a row expresses in percentages the students' responses regarding the connection between the lectures and the exercises, where almost half of the students gave the maximum rating, more than two fifths rated good, less than one tenth on average and a number of a small number of students rated it as not good and not at all good. Based on the results, we can say that the lectures were related to the exercises.

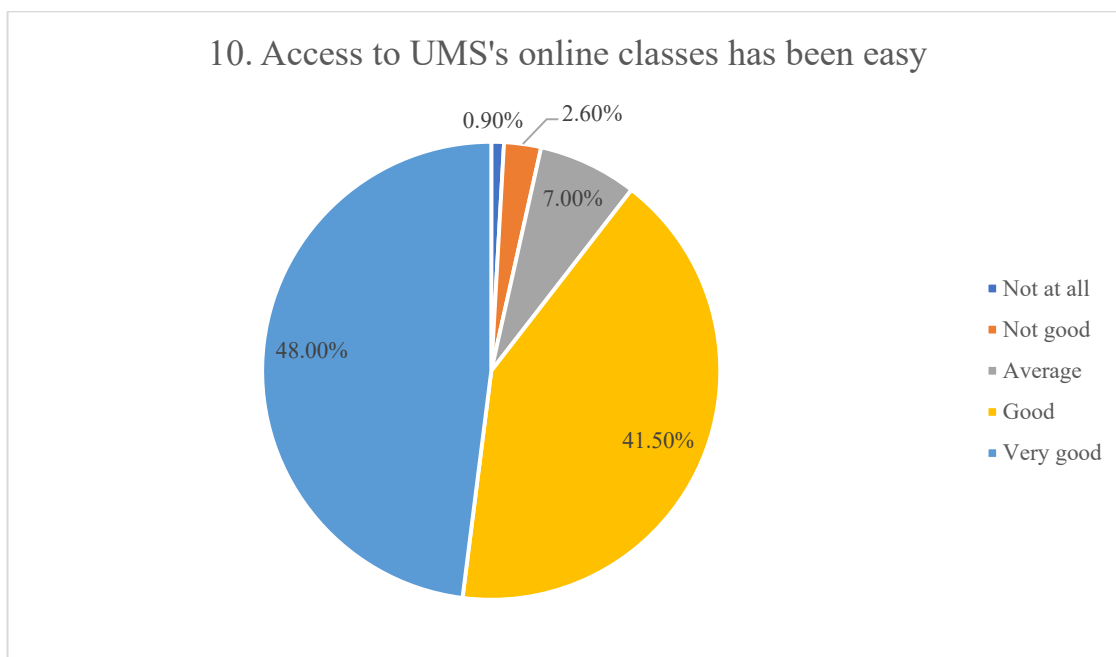
9. Lectures were connected with exercises



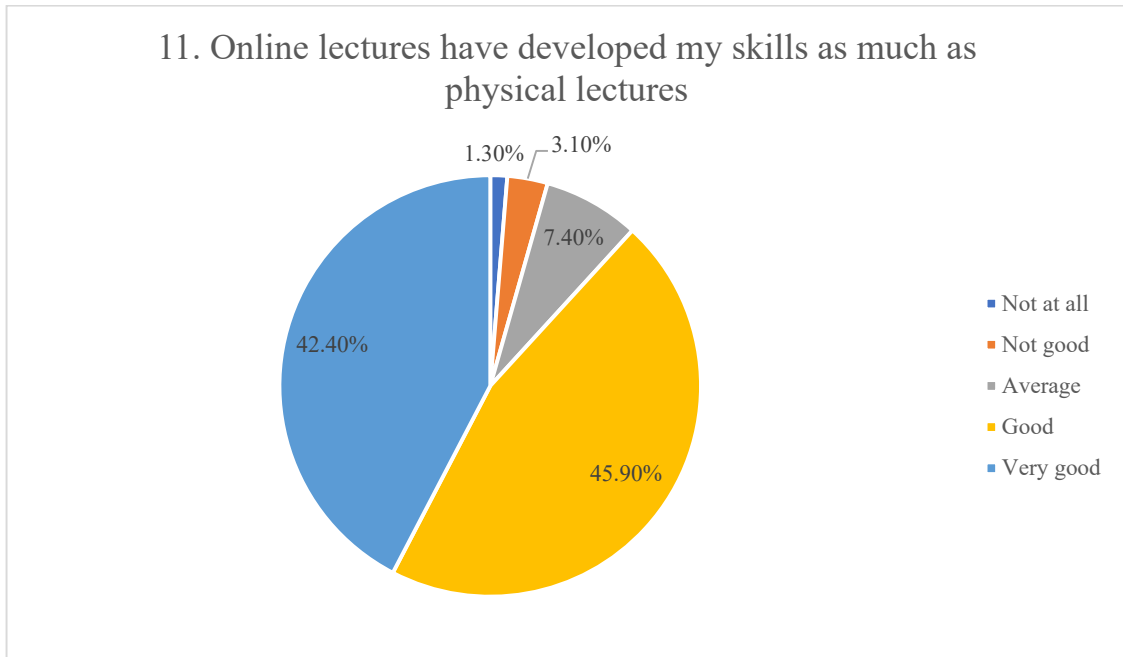
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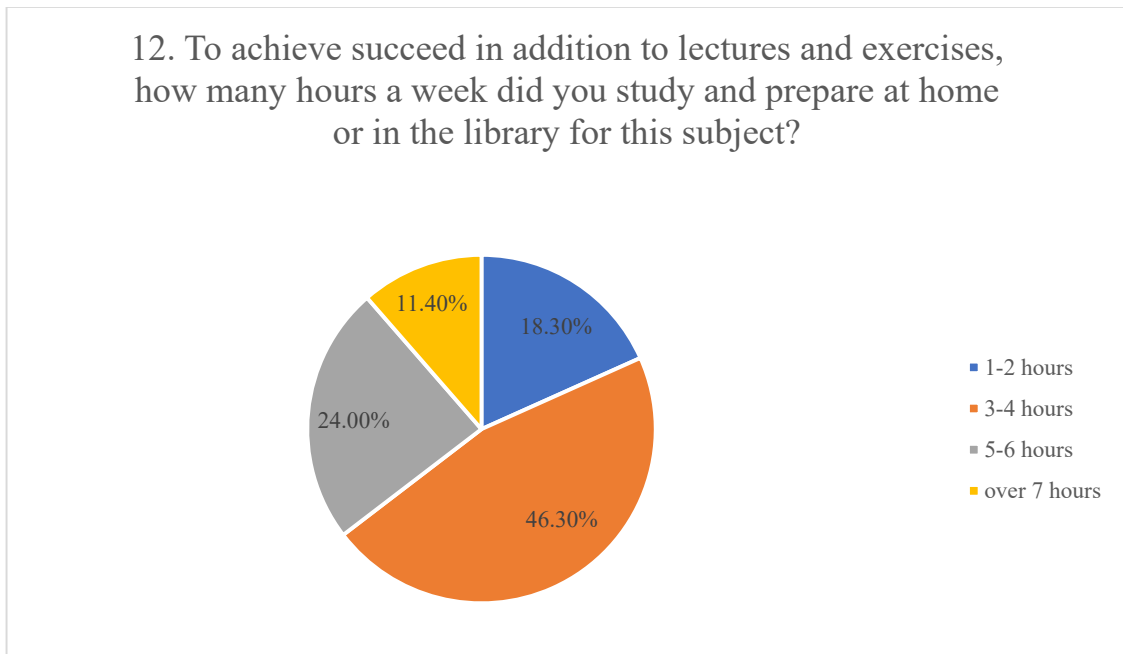
The tenth diagram expresses in percentage the students' answers regarding the ease of access to the online learning classes at UMS, where almost half of the students rated it as very good, more than two-fifths as good, less than one-tenth as average and a small number of students rated it as not good and not at all good. In general we can say that access to online learning classes at UMS has been easy .



Below, the eleventh diagram expresses in percentage the students' answers regarding the question whether the online lectures have developed the same skills as the physically held lectures, where more than two fifths have evaluated very good, more than two fifths have evaluated good , less than a tenth on average and a small number of not good and not at all good. In general, based on the results, we can say that online lectures have developed the same skills compared to physically held lectures.



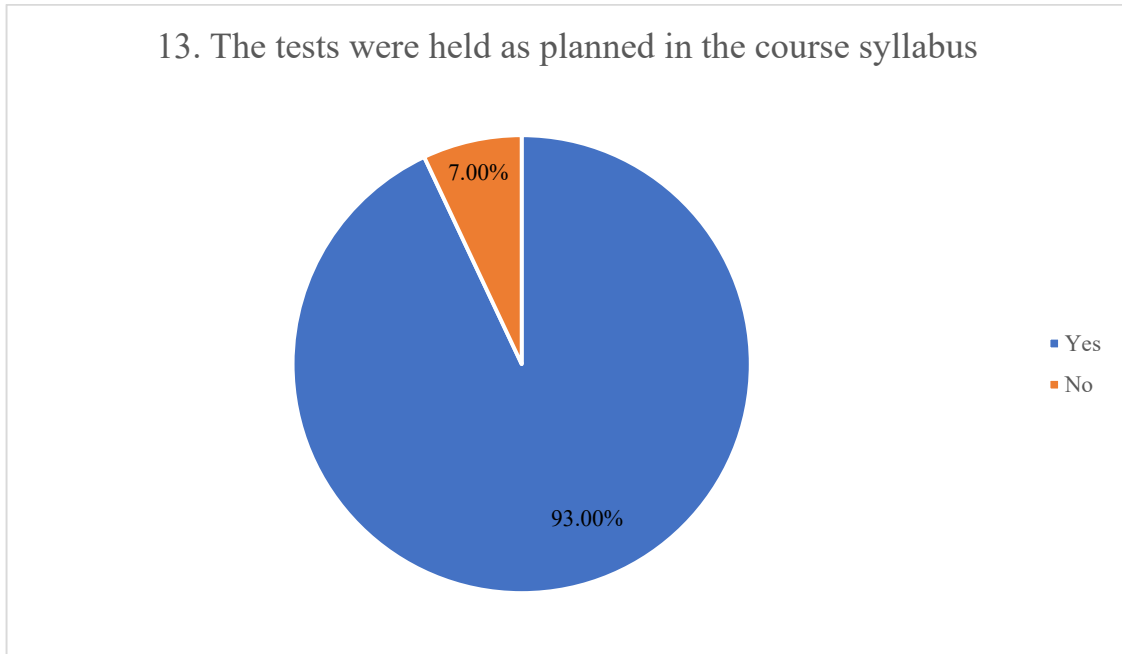
The twelfth diagram expresses in percentage the hours of study at home or in the library per subject, where most two-fifths of the students studied 3-4 hours, one-fourth 5-6 hours, almost one-fifth 1-2 hours and less than one fifth over 7 hours.



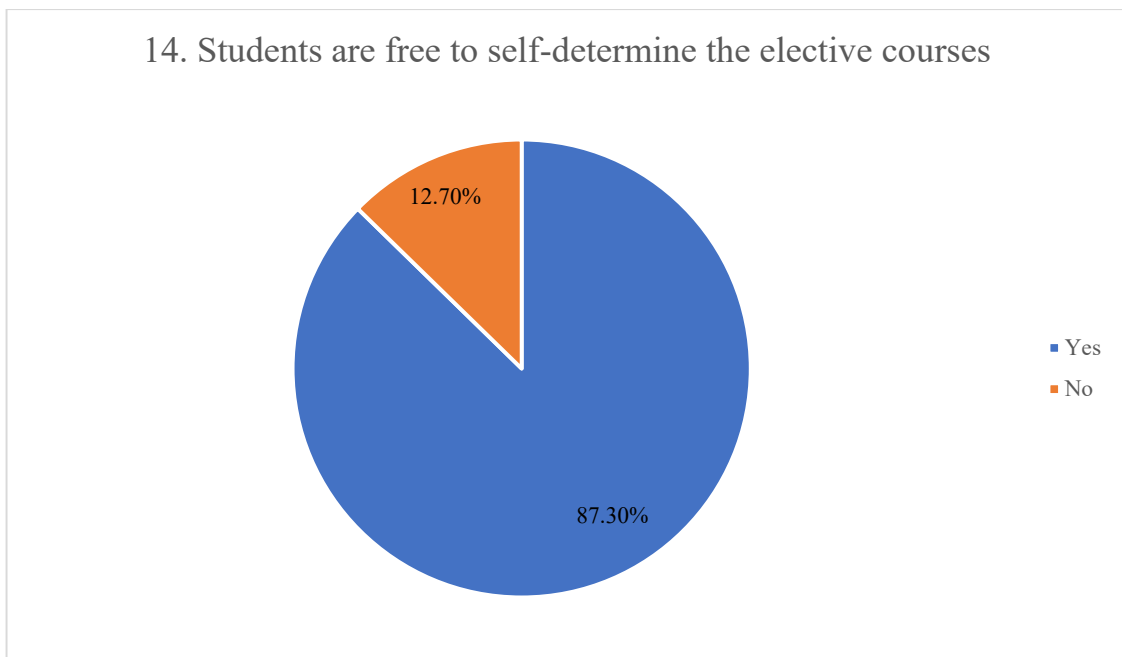
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The following diagram, the thirteenth in a row, expresses in percentage the students' answers regarding the question of whether the tests were held as planned in the course syllabus, where the majority of students answered with YES.



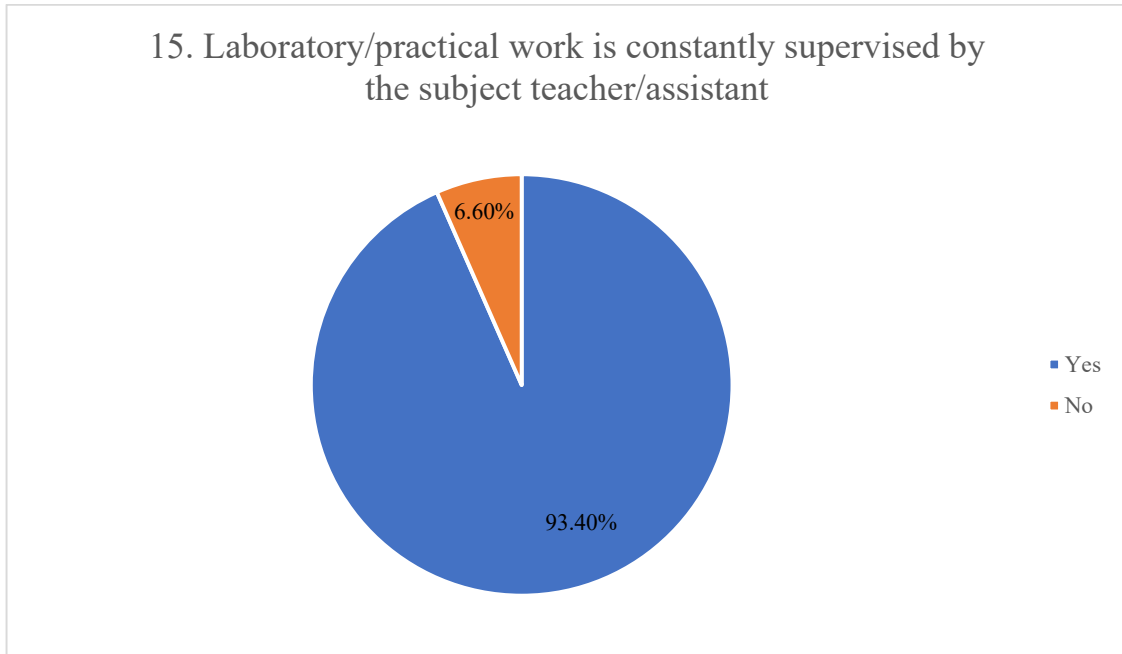
The next diagram expresses in percentage the answers of the students regarding the determination of the elective subjects, where the majority of them answered that they were free to determine the elective subjects themselves.



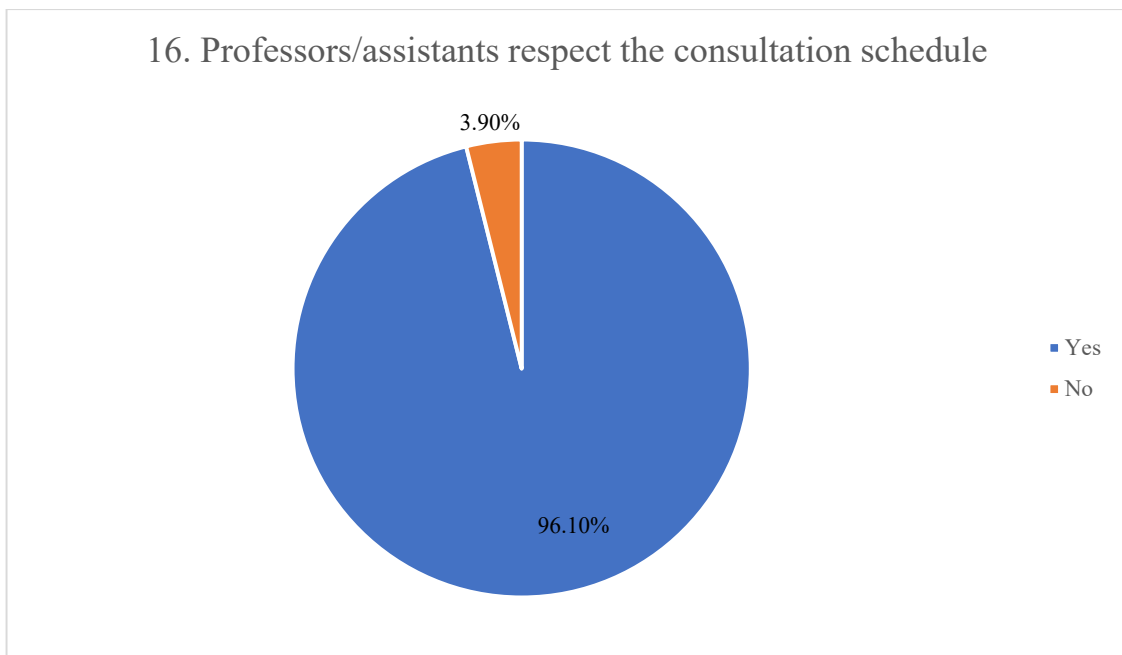
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Next, the fifteenth diagram expresses in percentage the answers of the students regarding the question of whether the laboratory work is supervised by the teacher/assistant of the subject, where the majority answered with YES.



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

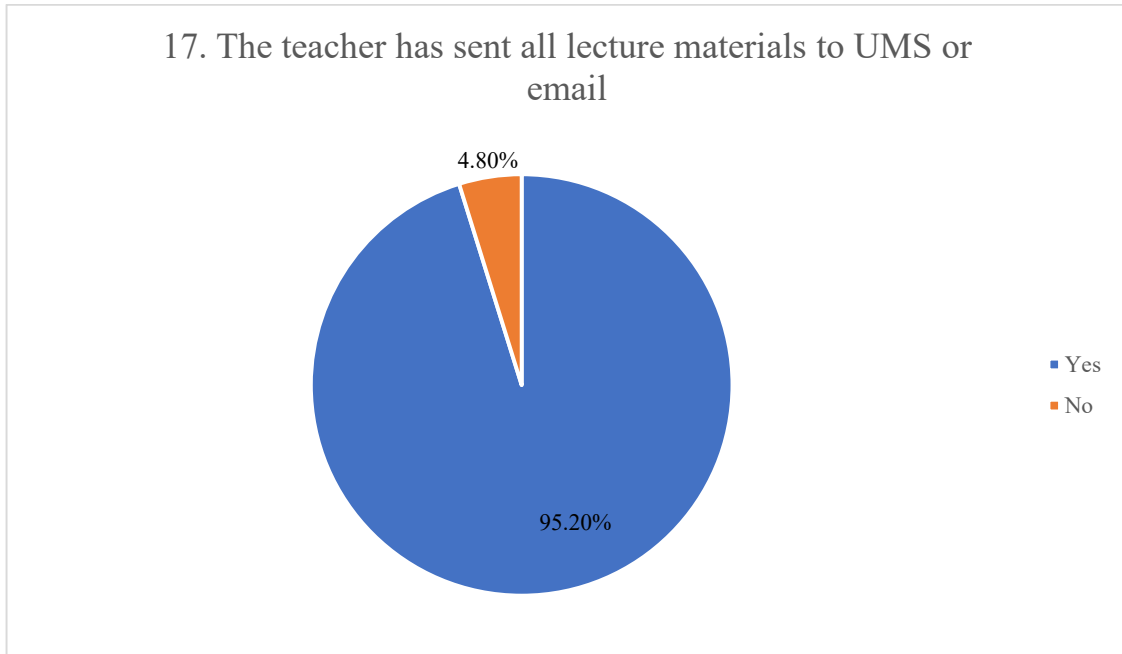




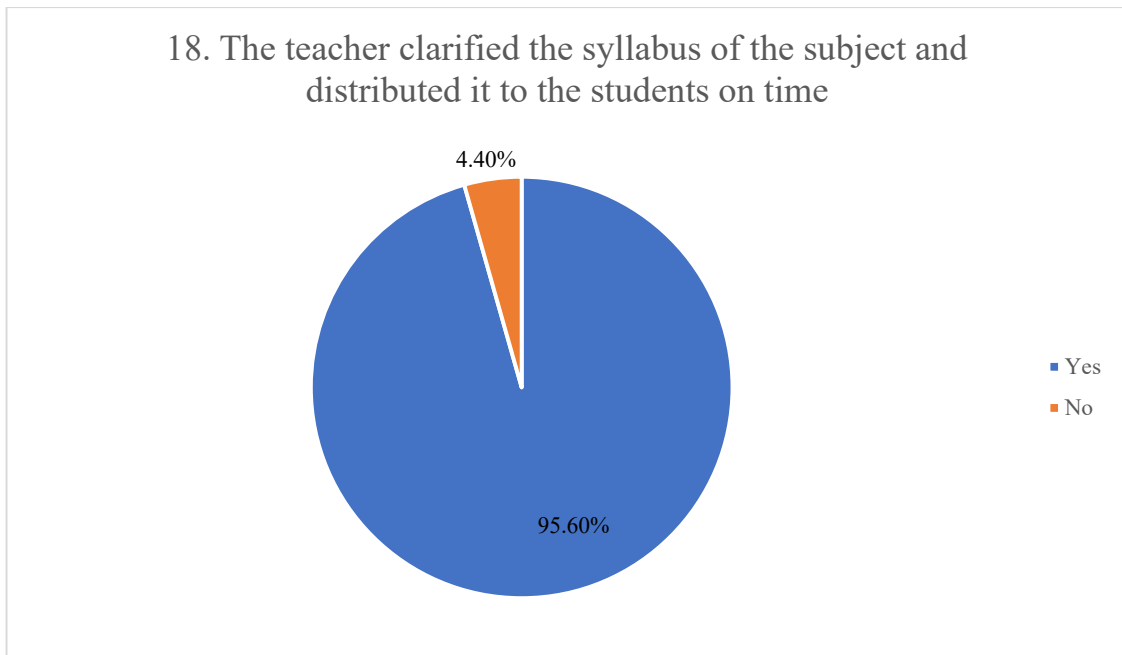
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The seventeenth diagram expresses in percentage the answers of the students regarding the question whether the teachers forwarded the materials of the lectures in the system or by email, where most of them answered with YES.



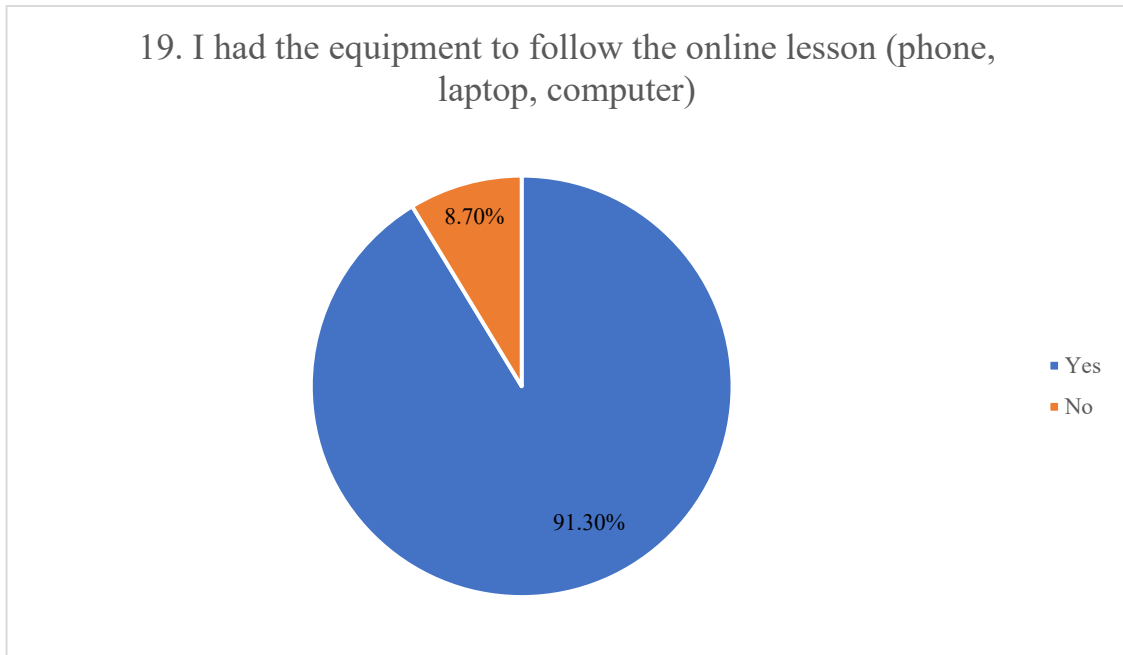
Next, the eighteenth diagram expresses the percentage of students' answers regarding the question of whether the teachers clarified the syllabus of the course and distributed it to the students in time, where most of them answered with YES.



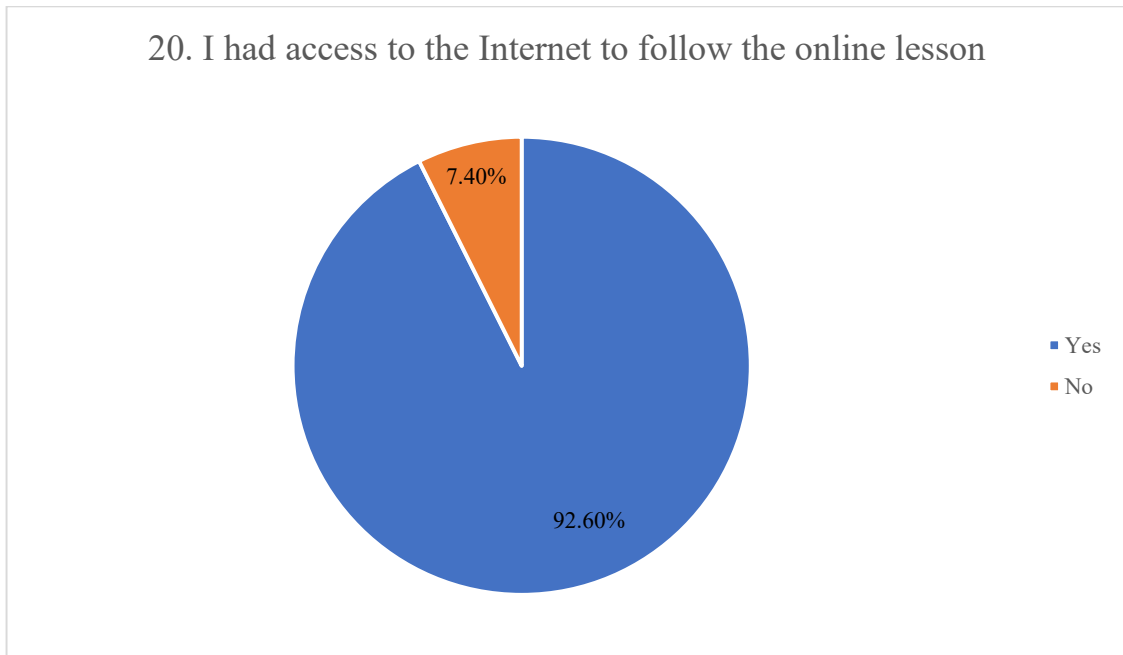
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The nineteenth diagram expresses the percentage of students' responses to the question of whether they possessed equipment to attend online classes, and most of them answered Yes.



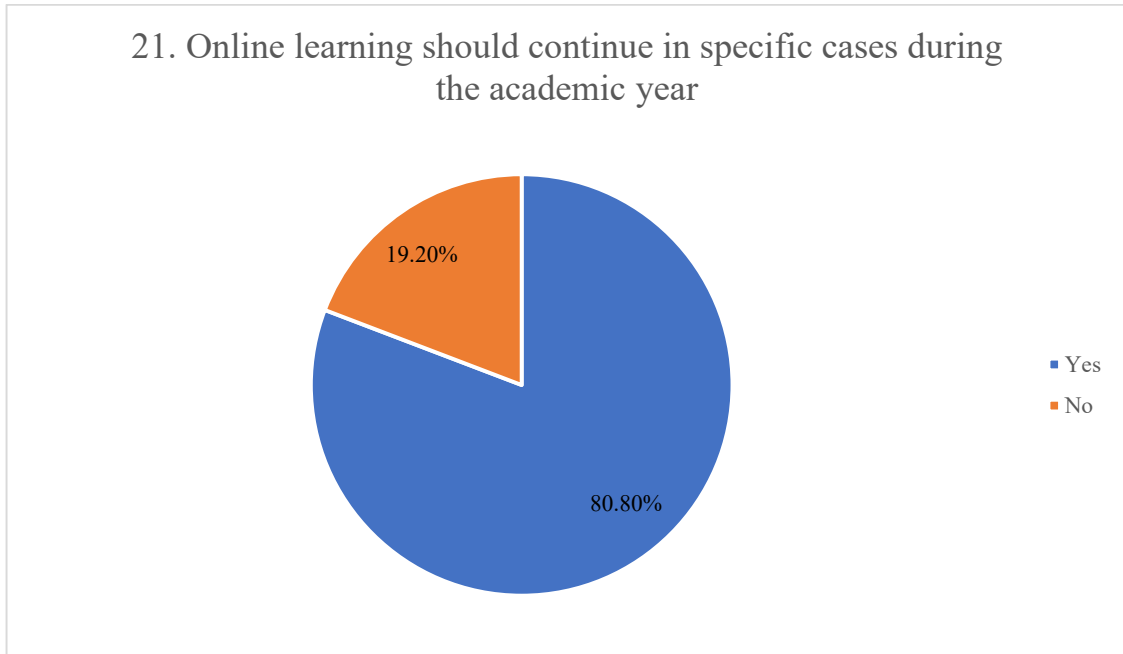
The 20th consecutive diagram expresses in percentage the students' answers regarding the question of whether they had access to the Internet to follow the online lesson, where most of them answered Yes.



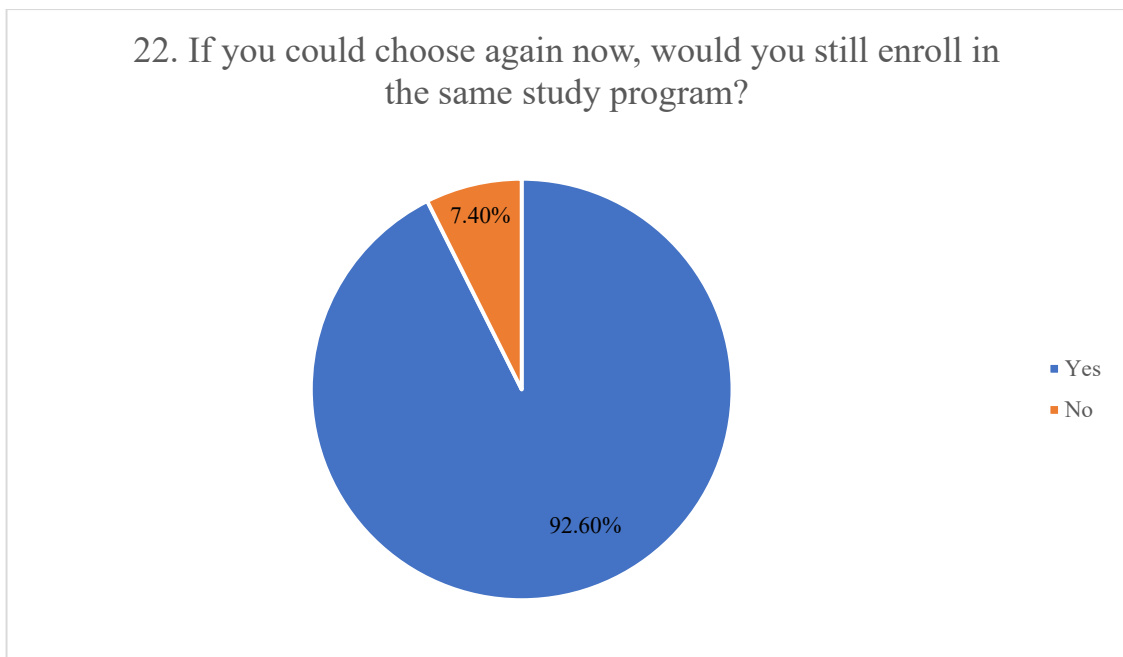
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The next diagram expresses in percentage the students' answers regarding the question of whether online learning should continue even in specific cases during the academic year, where the majority of students answered YES.



The last diagram expresses in percentage the answers of the students regarding the question of whether you could choose again whether you would enroll again in the same program where most of them answered with YES.



23.

**KOMENTE:**  
Pyetje jo e detyrueshme.  
Përgjigje e shkurtër tekstuale.  
**(85 përgjigje të postuara)**

**Comments; 85 posted answers**

### **Comments:**

Students have generally given positive comments about the whole process of lectures, exercises, processes at UIBM and have appreciated all the management of the faculty who have done a very good job in the whole organization of the lesson. They have encouraged teachers to continue such dedication and motivation for students by having interactivity during lectures and valuing every opinion.

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### Recommendations

The quality office at UIBM, after having reviewed the responses of Bachelor students in the Faculty of Geosciences and after analyzing all the questions and comments, at this stage of the institution's development, recommends to the senior management of UIBM to take the following steps: lower:

- Faculties are encouraged to explore virtual learning environments through online learning.
- To continuously invest in academic staff training for teaching methods;
- Academic staff and faculties consider focusing academic content on developing students' skills and abilities during online learning.
- Academic units enable the signing of as many agreements for practical work for students;
- To reach as many agreements as possible with other HEIs, local and international, to enable student mobility;
- To examine the possibility of combining online and physical learning, with the aim of maintaining the balance of academic loads for students and academic staff.
- Creating a variety of activities to create effective learning environments.