

QUALITY ASSURANCE OFFICE

UNIVERSITY "ISA BOLETINI"  
MITROVICA



QUALITY ASSURANCE OFFICE

---

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

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

# QUALITY ASSURANCE OFFICE

---

## Content

<b>List of abbreviations .....</b>	<b>3</b>
<b>Introduction .....</b>	<b>3</b>
<b>Quality Assurance Office (QAO) .....</b>	<b>5</b>
<b>Conducting of the questionnaire .....</b>	<b>Error! Bookmark not defined.</b>
<b>Questionnaire findings .....</b>	<b>6</b>
<b>Recommendations .....</b>	<b>21</b>

## QUALITY ASSURANCE OFFICE

---

### 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

### **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 Office for Quality Assurance 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 conducted the questionnaire with the students of the Faculty of Economics of UIBM, at the Bachelor's 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.

## QUALITY ASSURANCE OFFICE

---

### **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 Economics, from May 19 to May 31, 2022. The questionnaire was anonymous and the data was collected and stored by QAO through 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:

## QUALITY ASSURANCE OFFICE

---

- Teachers' approach towards students;
- Online learning;
- The behavior of teachers;
- Student assessment;
- Learning outcomes.

### **Questionnaire findings**

The questionnaire was completed by all students who submitted the exams in the regular exam period, at the Faculty of Economics, Bachelor level. QAO has distributed the questionnaire to all the academic staff of the Faculty of Economics and we have received 419 responses from the students, where the students' participation in the questionnaires is considered very satisfactory.

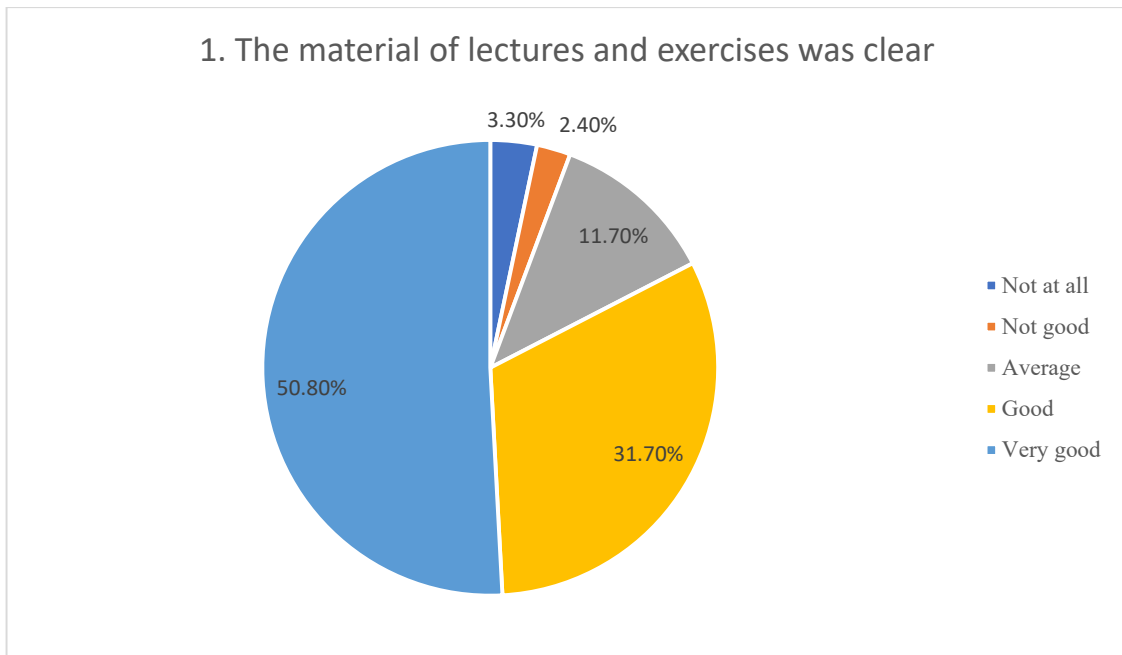
From the findings, students have been honest in their responses, and we have received many comments and suggestions that show their interest in contributing to the processes at UIBM.

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.

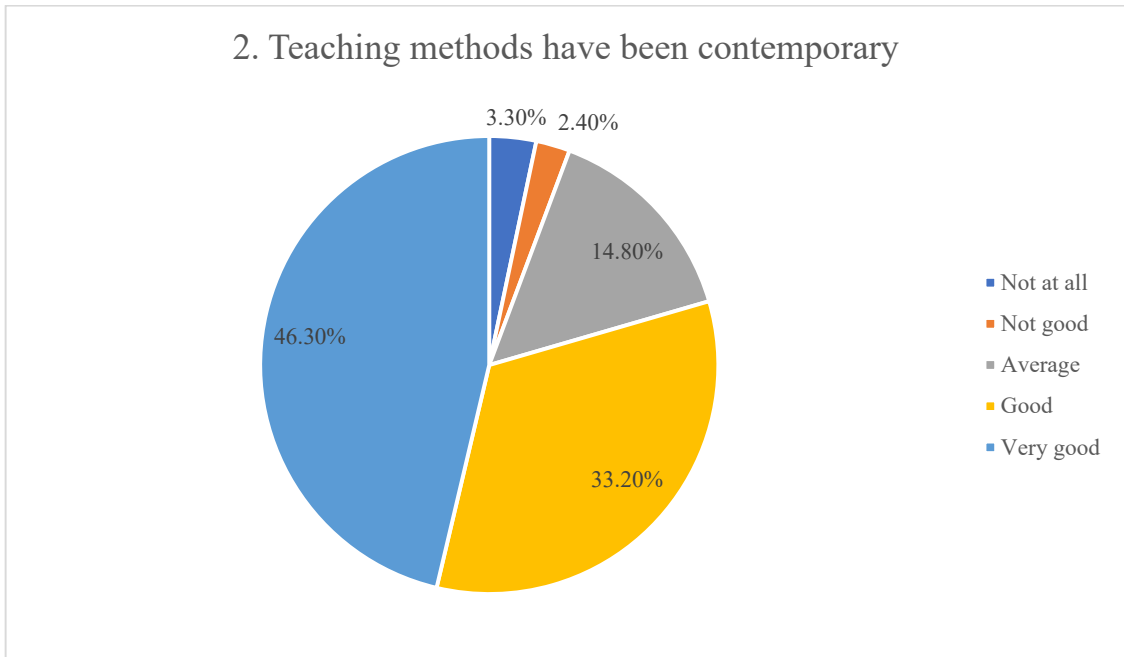
## QUALITY ASSURANCE OFFICE

---

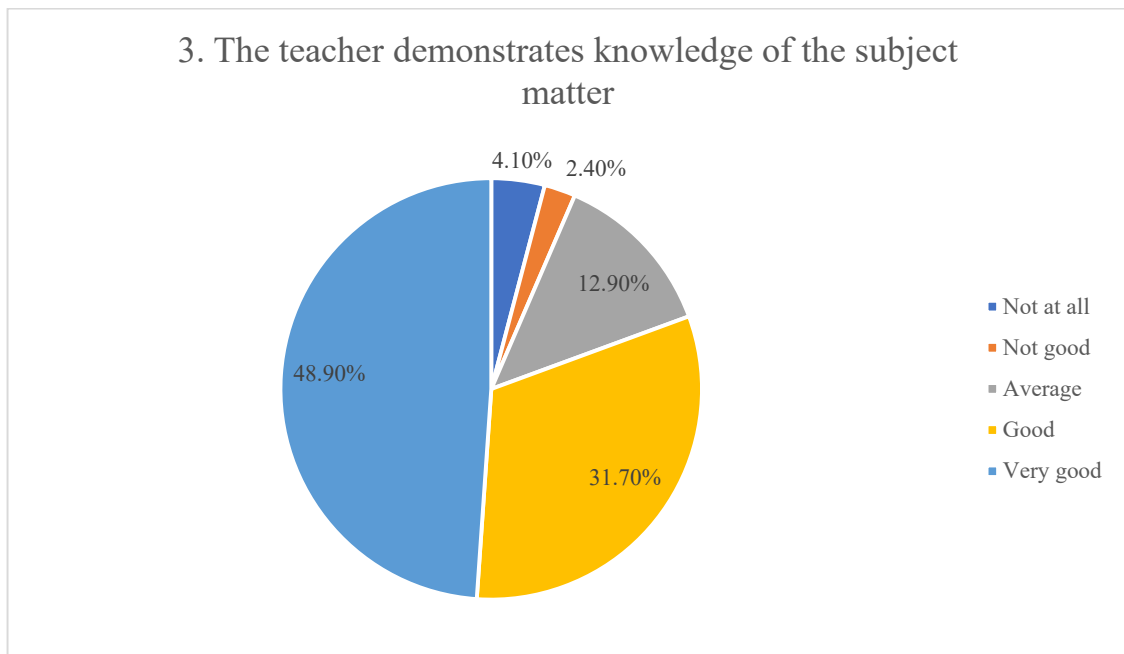
The diagram below expresses in percentage the students' answers regarding the material of the lectures and exercises used during the summer semester 2021/2022, where half of the students rated it as very good, about a third as good, a little more than a tenth on average and a small percentage had rated it as not good and not at all good. In general, we can say that the lecture and exercise material used during the summer semester of the academic year 2021/2022 was clear.



The second diagram expresses the percentage of students' answers regarding the teaching methods, where almost half of the students rated it as very good, more than a third rated it as good, more than a tenth rated it as average, and a small percentage rated it as not good and not good at all. In general, we can say that the teaching methods during the summer semester of the 2021/2022 academic year were contemporary.



The next diagram expresses in percentages the students' answers regarding the teachers' knowledge of the subject, where almost half had rated it as very good, a third as good, a little more than a tenth as average and a small percentage had rated it as not good and not good at all. In general, we can say that the teachers have demonstrated knowledge of the subject matter.

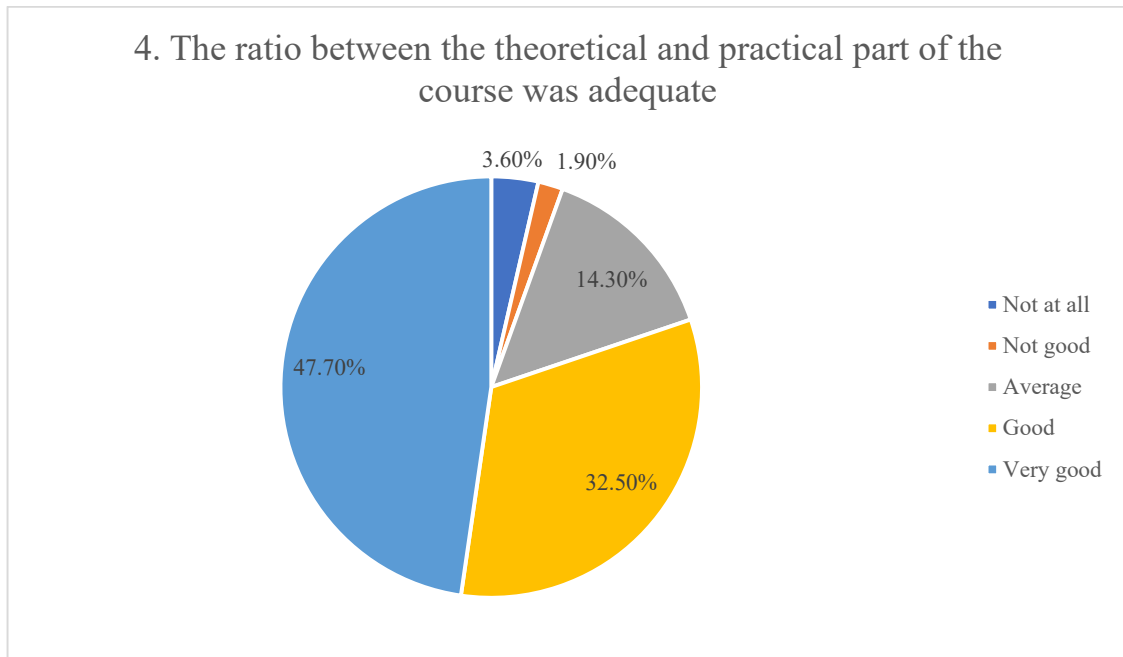




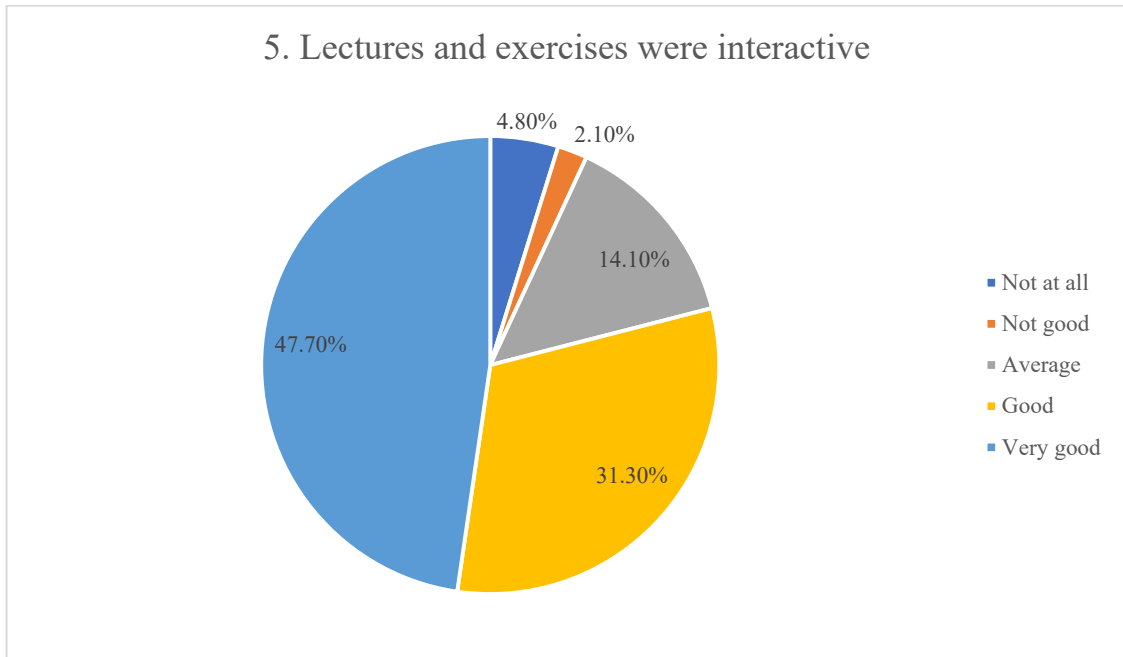
## QUALITY ASSURANCE OFFICE

---

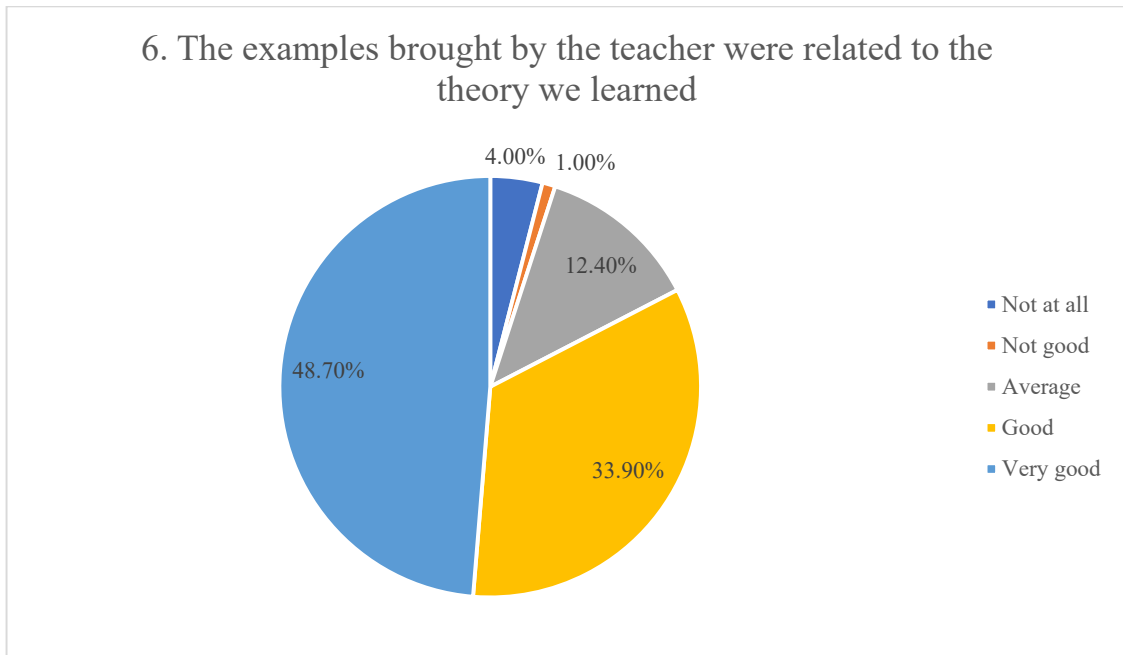
The fourth diagram expresses in percentage the students' answers regarding the ratio between the theoretical and practical part of the course, where almost half had rated it as very good, more than a third good, more than a tenth average and a small percentage they had rated not good and not good at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



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



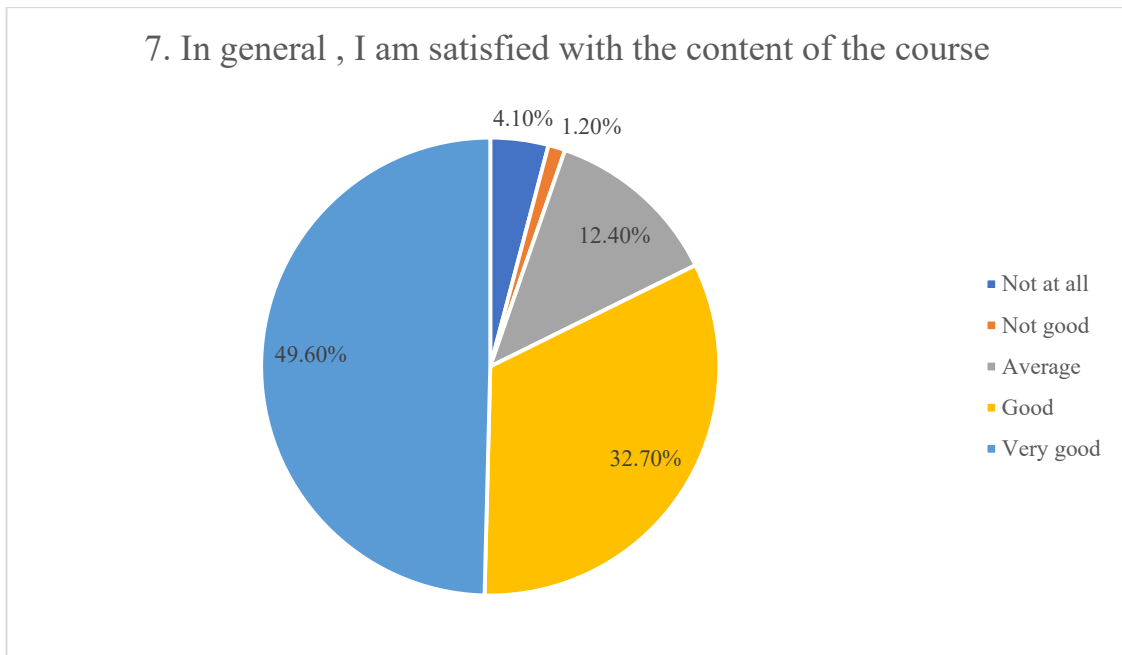
The sixth diagram expresses in percentages the students' answers regarding the question of whether the examples brought by the teacher were related to the theory we learned, where almost half of the students rated it as very good, a third as good, more than one a tenth on average and a small percentage had rated it as not good and not at all good. In general, we can say that the examples brought by the teachers were related to the learned theory.



## QUALITY ASSURANCE OFFICE

---

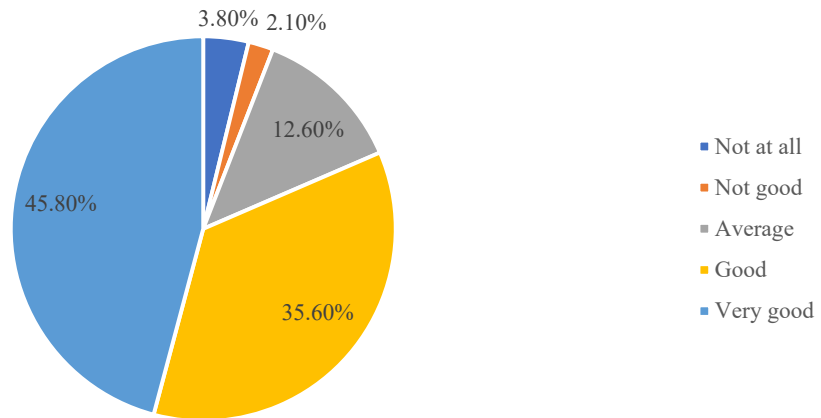
The seventh diagram expresses in percentages the answers of the students regarding the content of the courses, where almost half of the students had rated it as very good, a third as good, more than a tenth as average and a small percentage had rated it as not good and not at all good. In general, we can say that the students were satisfied with the content of the courses.



The eighth diagram expresses in percentages the students' responses regarding the evaluation of the activities according to the course syllabus , where almost half of the students had evaluated very good, more than a third good, more than a tenth average and a percentage of small had rated not good and not good at all. In general, we can say that activities such as tests, exercises, projects, seminar papers, etc., have been evaluated as it was foreseen in the course syllabus.

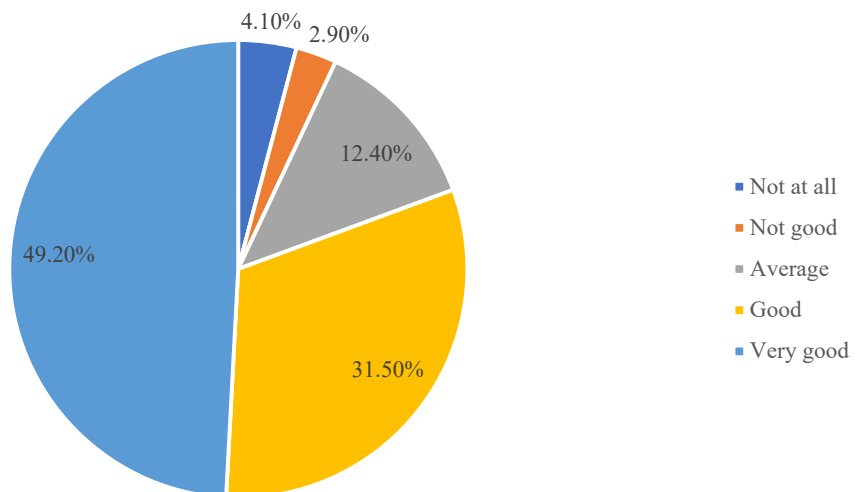
## QUALITY ASSURANCE OFFICE

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



Next, the next diagram expresses in percentage the students' answers regarding the connection between the lectures and the exercises, where almost half of the students had rated it as very good, more than a third good, more than a tenth average and a small percentage they had rated not good and not good at all. In general, we can say that the lectures were related to the exercises.

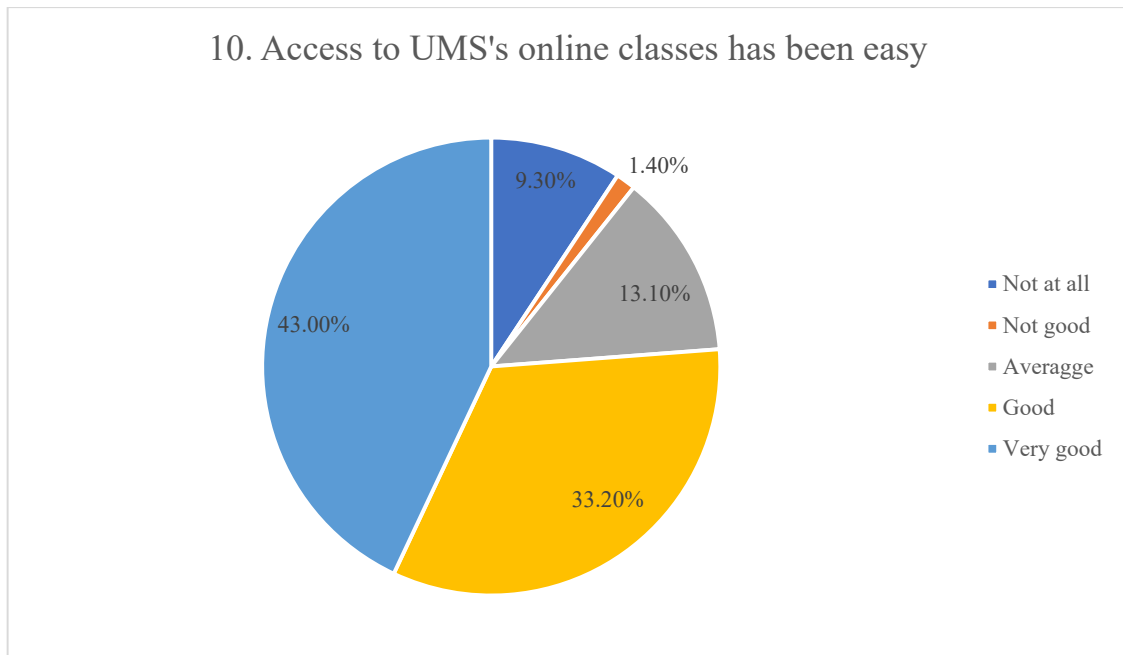
9. Lectures have been related to the exercises



## QUALITY ASSURANCE OFFICE

---

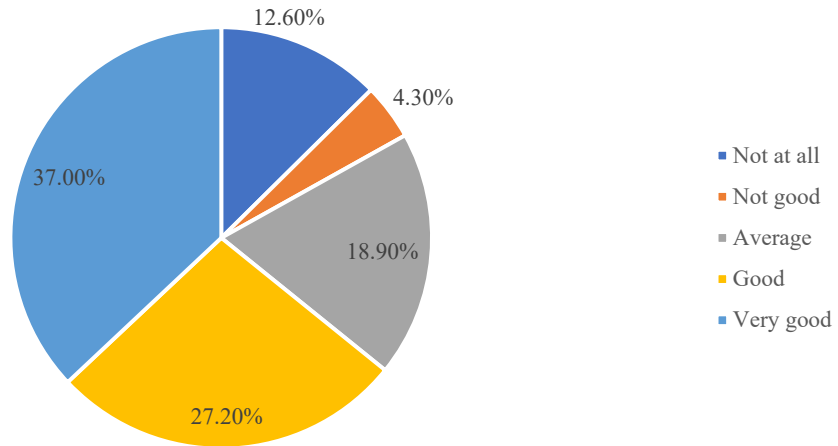
The tenth diagram expresses the percentage of students' responses regarding access to online learning classes at UMS, where almost half of the students rated it as very good, more than a third good, more than a tenth average and a percentage of small had rated not good and not good at all. In general, we can say that access to online classes at UMS has been easy.



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 one third of the students rated it as very good, more than a quarter rated it good, less than a fifth on average, a small percentage had rated it not good and less than a tenth not at all good. So, in general, we can say that online lectures have, on average, developed the same skills of students as physical lectures.

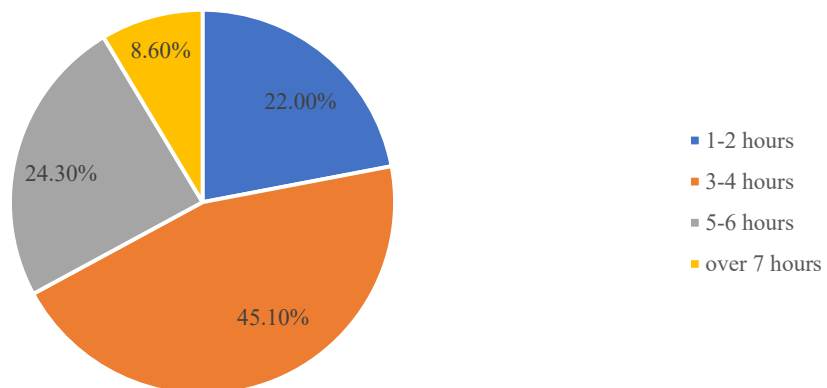
## QUALITY ASSURANCE OFFICE

11. Online lectures have developed my skills as much as physical lectures



The twelfth diagram shows students' commitment to studying at home or in the library for subjects, where more than two-fifths claimed to study 3-4 hours, more than a fifth 1-2 hours, almost a quarter 5-6 hours and a small number over 7 hours.

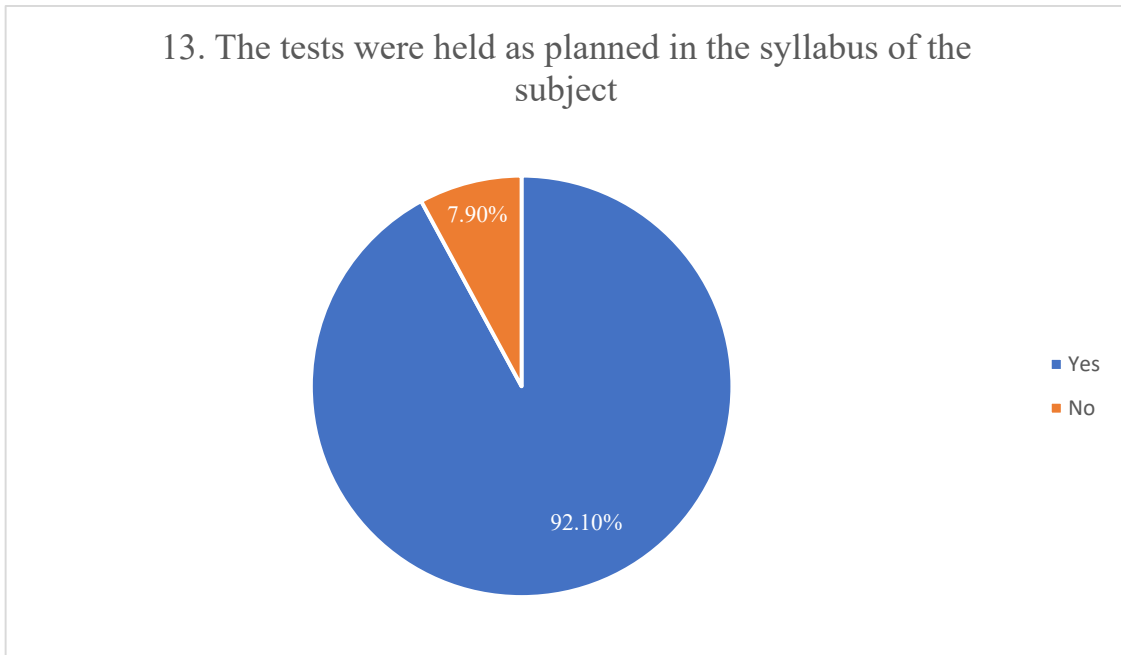
12. To achieve succeed in addition to lectures and exercises, how many hours a week did you study and prepare at home or in the library for this subject?



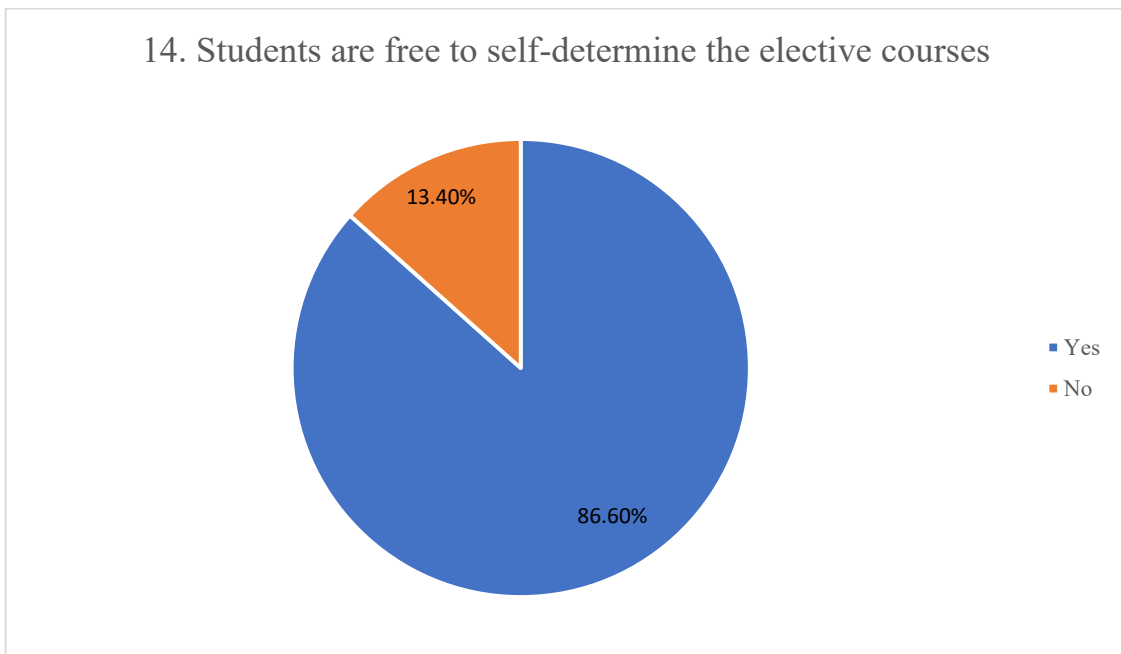
## QUALITY ASSURANCE OFFICE

---

The thirteenth diagram shows that the tests were held as it was planned in the syllabus of the course as most of the students affirmed the same.



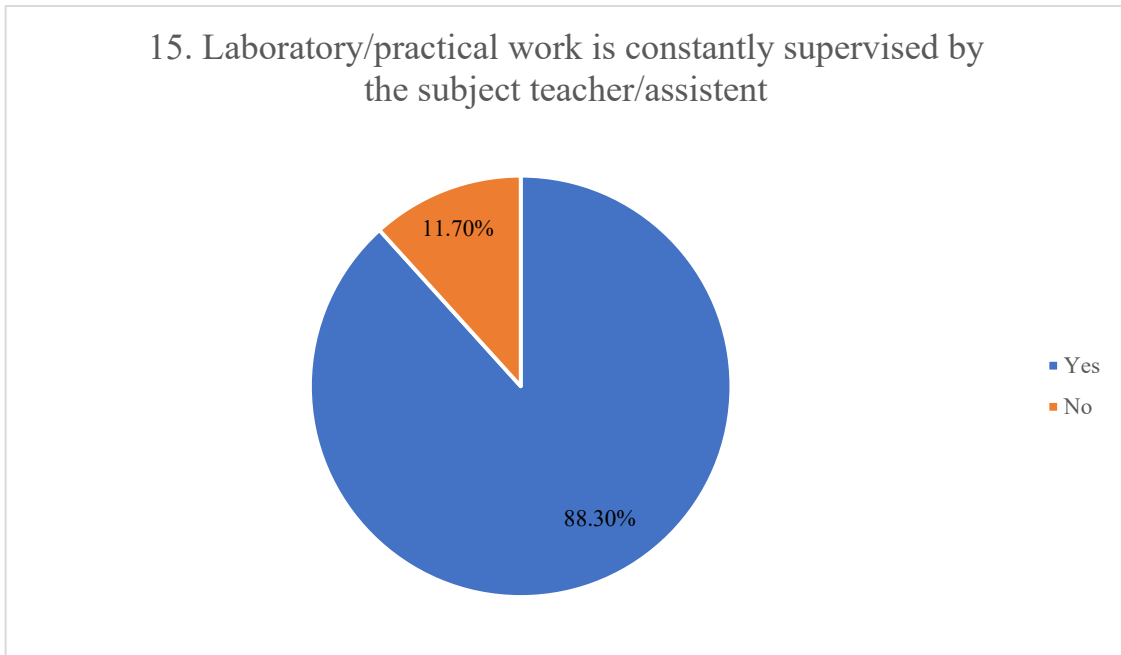
The fourteenth diagram shows that the majority of students were free to decide for themselves the elective courses.



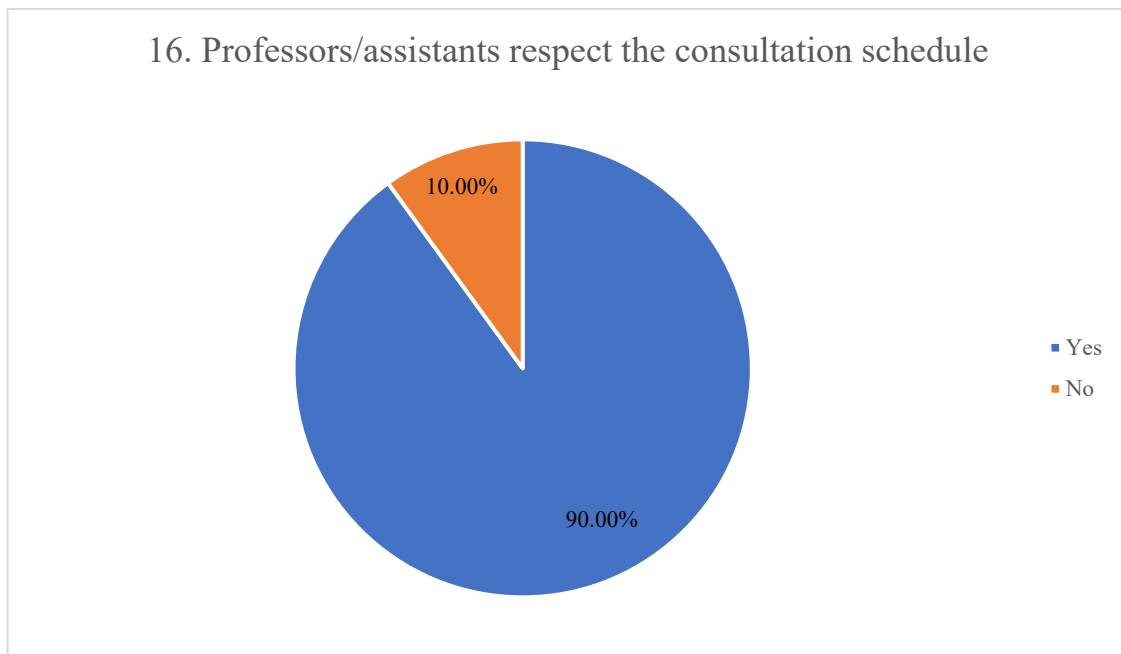
## QUALITY ASSURANCE OFFICE

---

The fifteenth diagram shows that the laboratory/practical work was constantly supervised by the subject teacher/assistant, as most answered Yes.



The following diagram shows that the professors/assistants have respected the consultation schedule, based on the response of the majority of students.

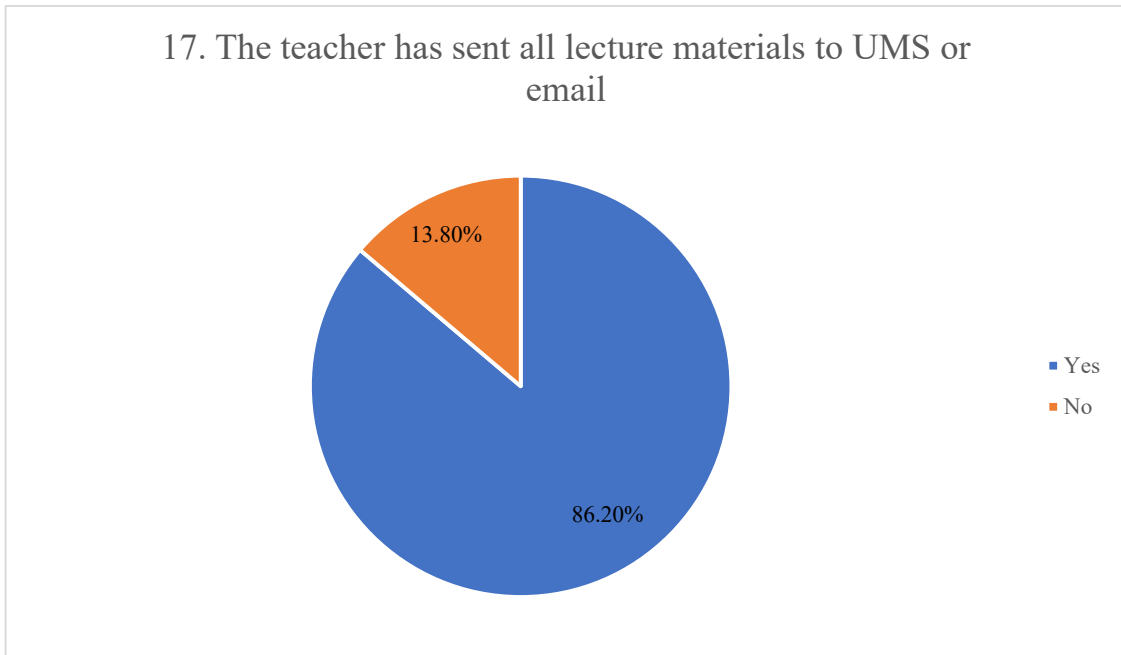




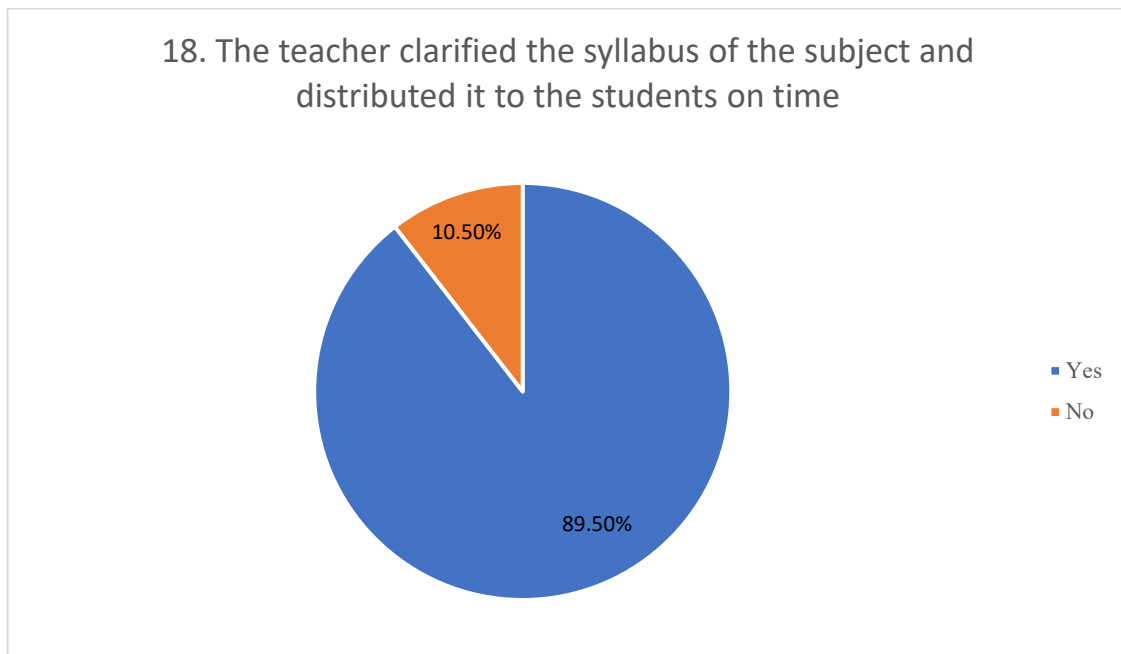
## QUALITY ASSURANCE OFFICE

---

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



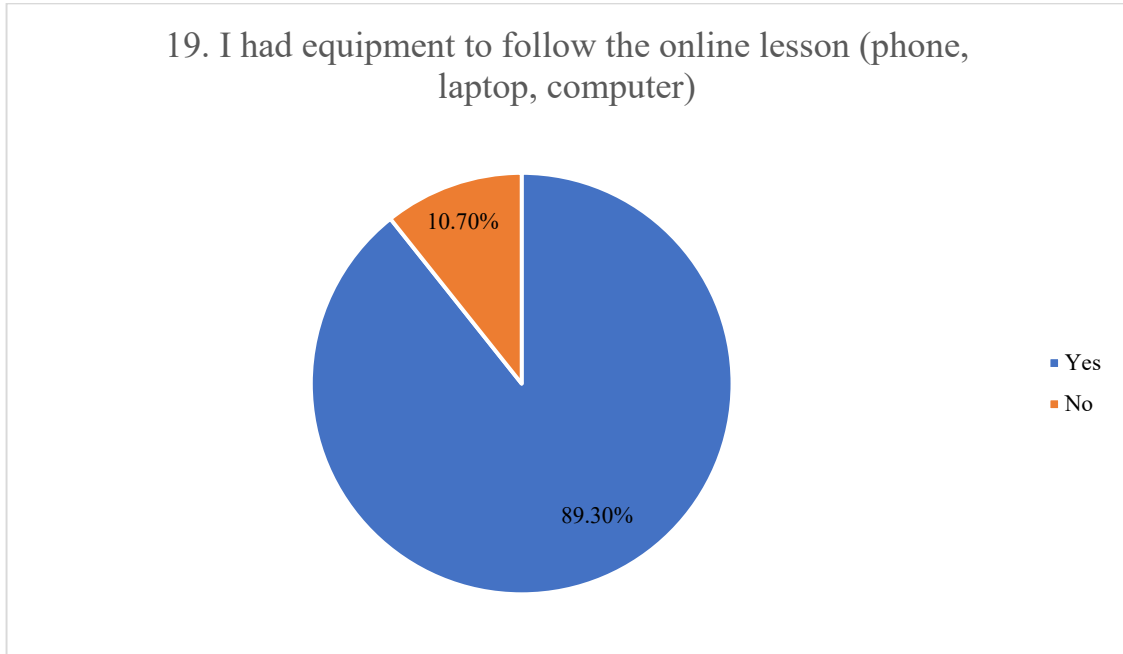
The following diagram, the eighteenth in a row, shows that the teachers clarified the syllabus of the subject and distributed it to the students in time, based on the response of the majority of students.



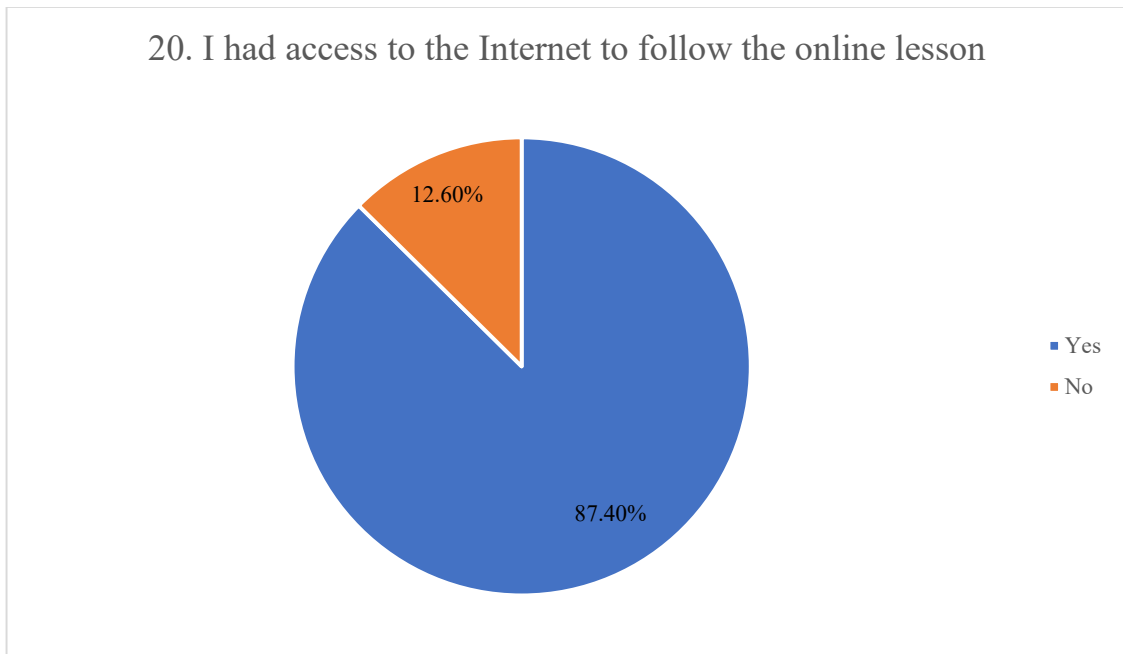
## QUALITY ASSURANCE OFFICE

---

The nineteenth diagram shows that the majority of students have possessed devices for online learning.



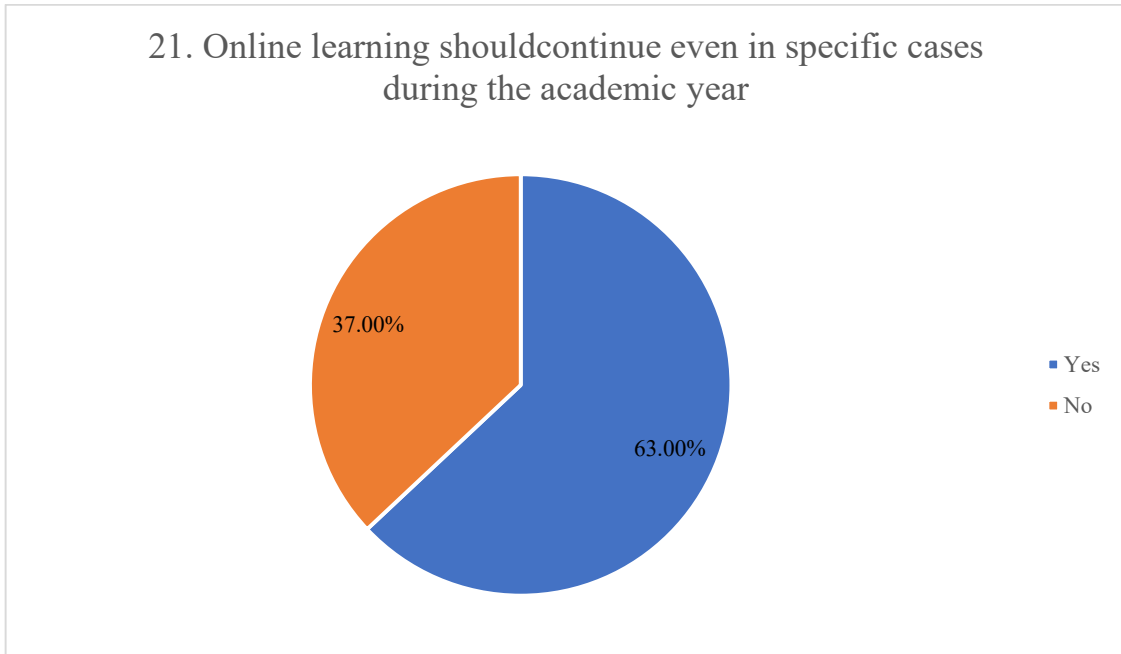
The twentieth diagram shows that the majority of students have had access to the Internet to attend online classes.



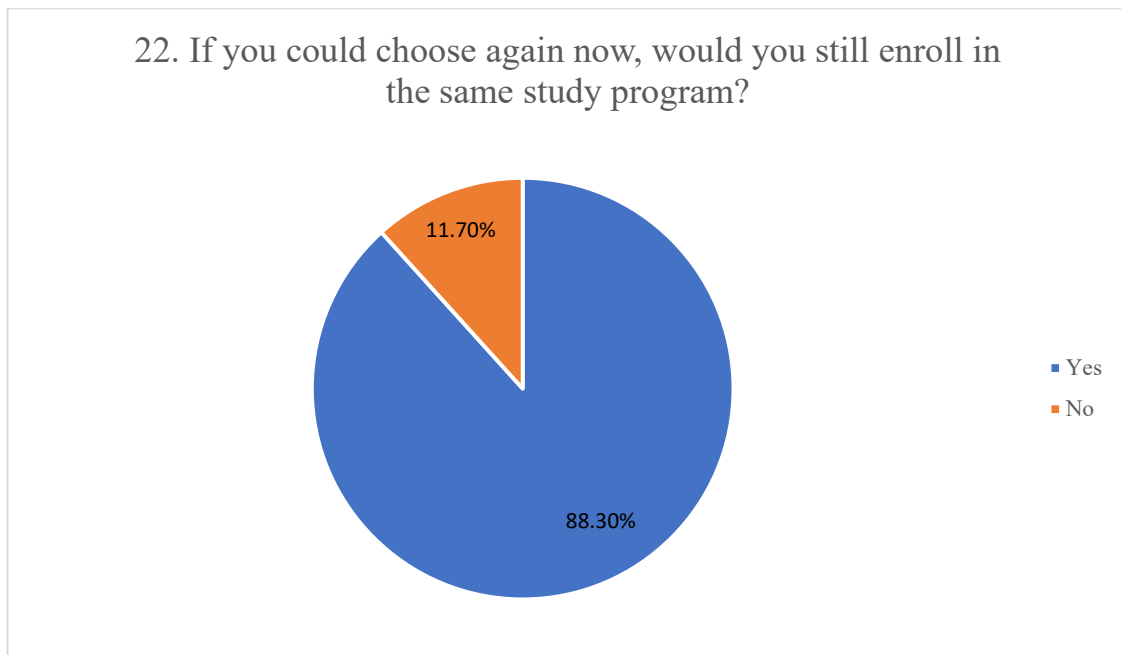
## QUALITY ASSURANCE OFFICE

---

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



The last diagram regarding the closed questions shows that if the students had the opportunity to enroll in the same study program again, they would choose the same one.



23.

### KOMENTE:

Pyetje jo e detyrueshme.

Përgjigje e shkurtër tekstuale.

(92 përgjigje të postuara)

Comments; 92 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 also rated online learning as a good way to keep up with learning.

They have encouraged teachers to continue such dedication and motivation for students by having interactivity during lectures and valuing every opinion.

### **Recommendations**

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

- 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.