

QUALITY ASSURANCE OFFICE

UNIVERSITY "ISA BOLETINI"  
MITROVICA



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**Summary report on  
questionnaires  
conducted with students  
of Faculty of Food  
Technology  
BACHELOR LEVEL  
(Summer Semester)**

**July, 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" Mitrovica
QAO:	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. 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 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" in Mitrovica (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 course 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 conducted the questionnaire with the students of the Faculty of Food Technology 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 maintaining the prestige of the institution.

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 Quality Assurance Office is an independent office that functions within the Rectorate of University "Isa Boletini" 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 lectures and exercises for the summer semester 2022, QAO launched the questionnaire with all bachelor level students in all programs of the Faculty of Food Technology, from May 19 to May 31, 2022. The questionnaire was anonymous and the data are collected and stored by QAO through the Electronic Quality Assessment System - 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:

- Quality of teaching and teaching style
- Subject matter and resources

The questions were intended to see these main aspects:

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

### **Questionnaire findings**

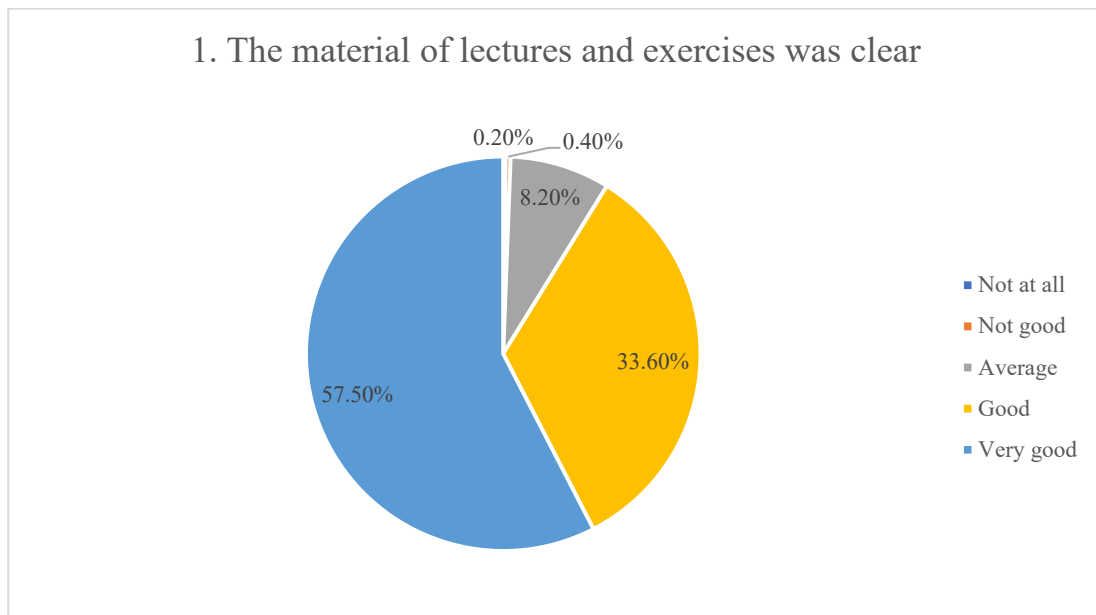
The questionnaire was completed by all students who took the exams in the regular exam period at the Faculty of Food Technology, Bachelor's level. QAO has distributed the questionnaire to all academic staff and we have received 473 responses from students, where the students' participation in the questionnaire 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.

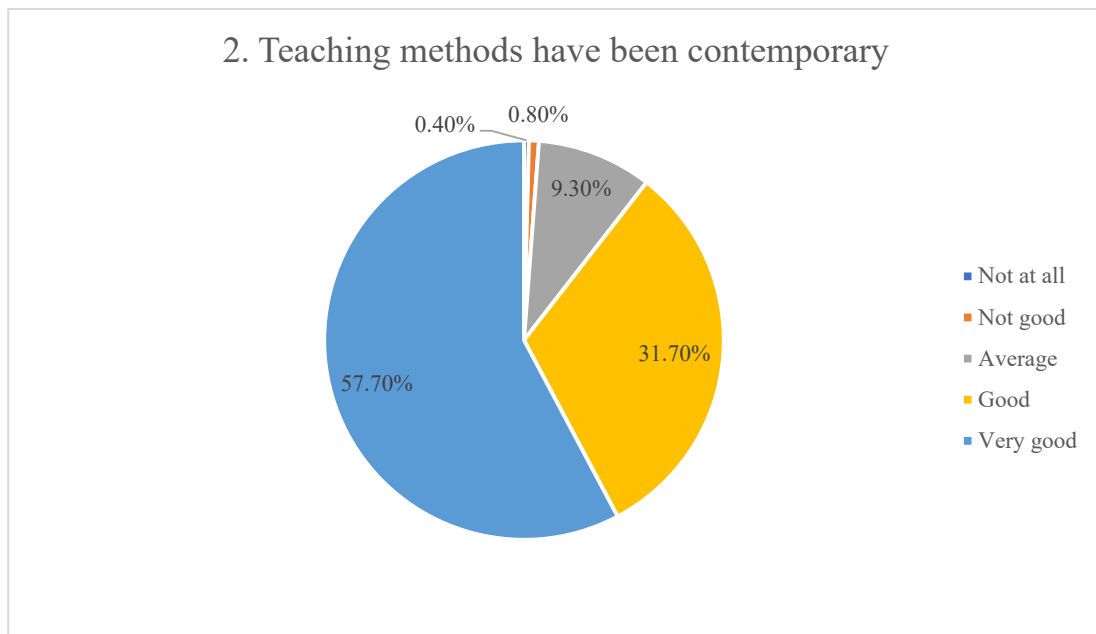
This report expresses the general statistics, and the recommendations that emerge from the totality of the responses at the faculty level as well as for each professor. The QAO sends the findings to the Faculty Deans, who will discuss the findings with their academic staff.

The following diagram expresses the percentage of students' answers related to the material used in lectures and exercises. More than half of the students rated the lecture and exercise material very well clear, a third of the students rated it as good, less than a tenth of the students rated it average, and a small number rated it not good and not good at all. In general, we can say that the lecture and exercise material used during the summer semester of the academic year 2021/2022 was clear.

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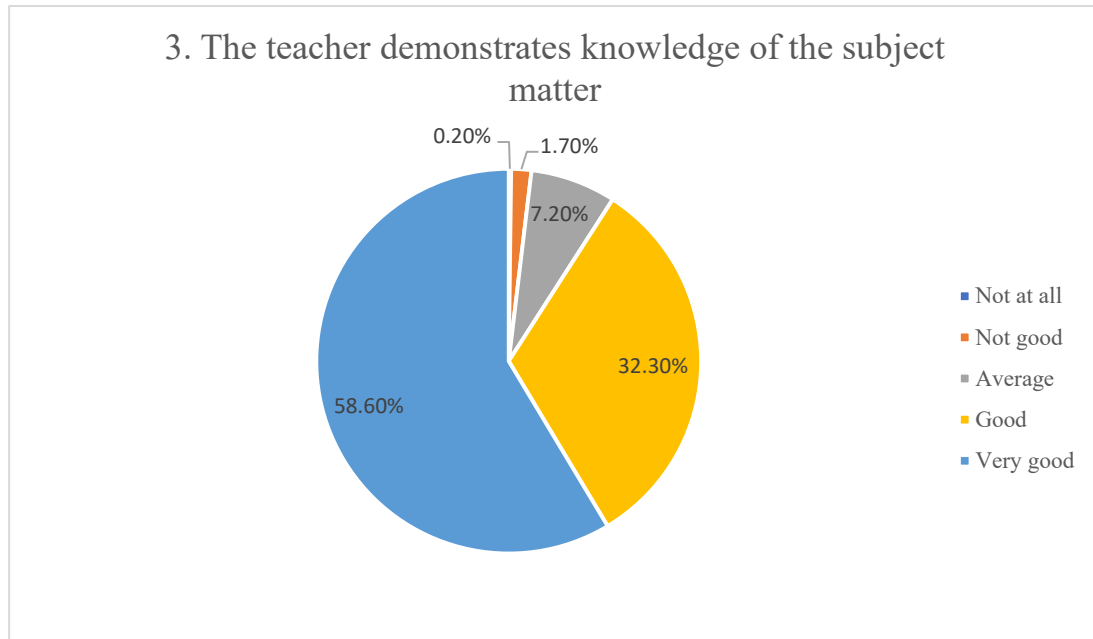
The second diagram shows the percentage of students responses regarding the teaching methods, where half rated it as very good, almost a third of the students rated it as good, less than a tenth on average, and a small number rated it with not good and not good at all. In general, we can say that most students have assessed that the teaching methods during the summer semester 2021/2022 were contemporary.



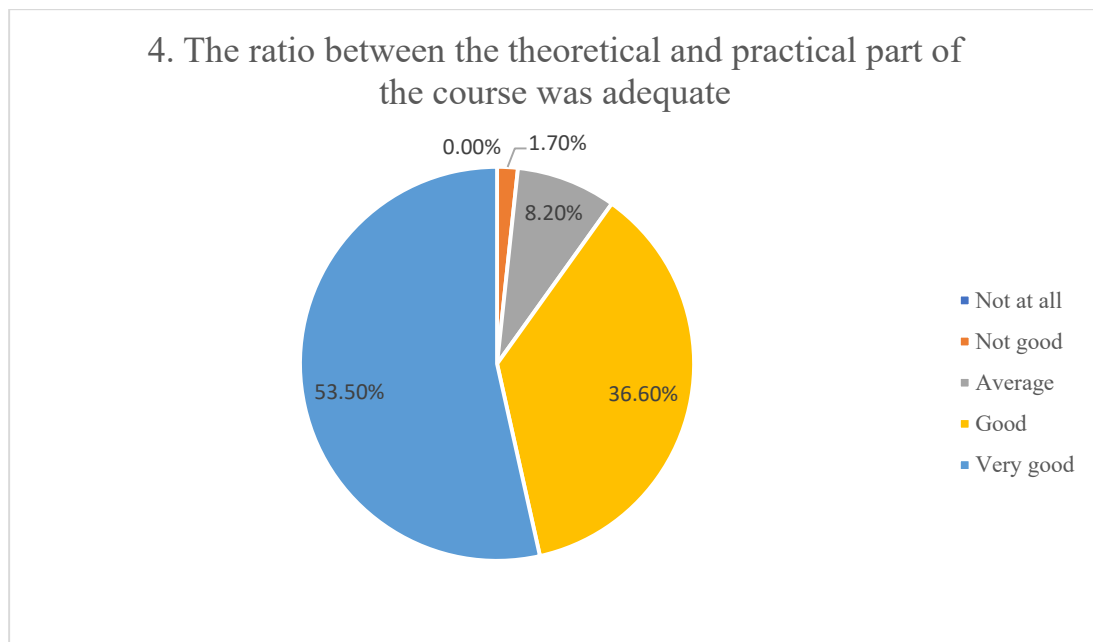
Next, the third diagram in a row expresses in percentage the students' responses regarding the teachers' knowledge, where half of the students had rated very good, almost a third better, and a small

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



The fourth diagram expresses the percentage of students' answers regarding the ratio between the theoretical and practical part of the course, more than half had rated it very good, one third of the students had rated it good, and a small percentage of the students had rated it moderately, not good. and not good at all. In general, we can say that the ratio between the theoretical and practical part of the course during the summer semester 2021/2022 was adequate.

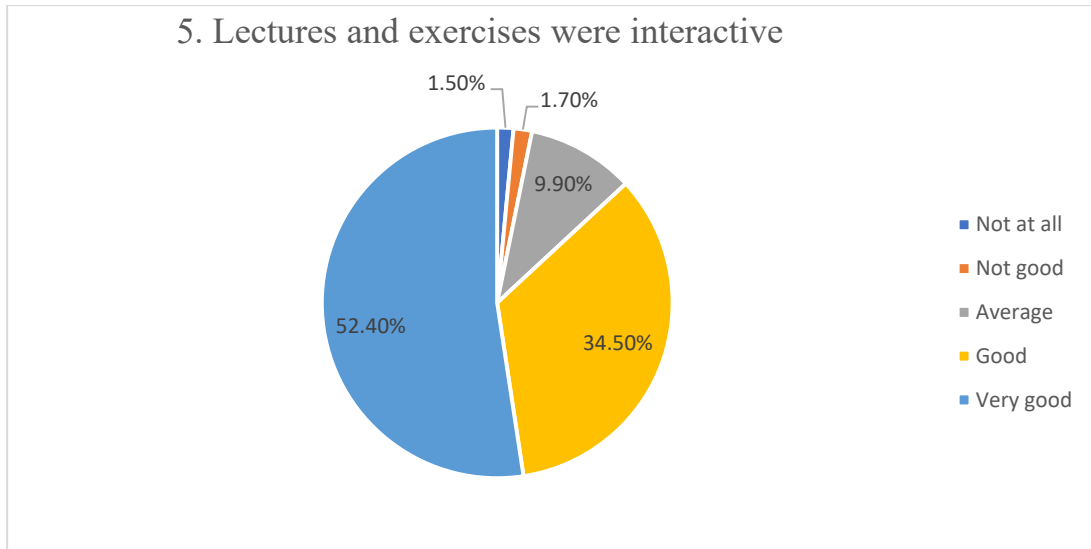




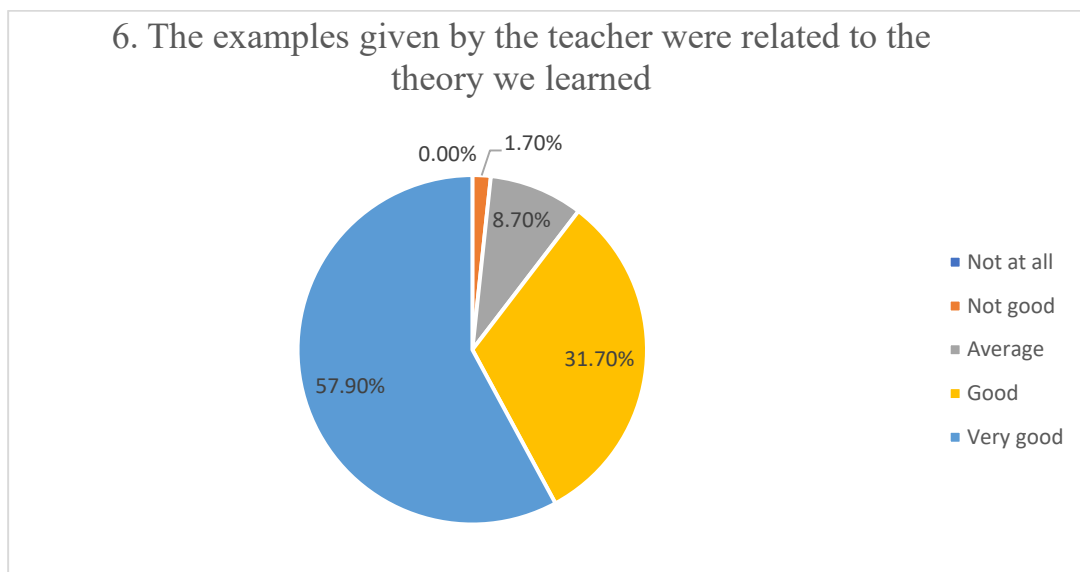
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The fifth diagram expresses the percentage of students' responses regarding the interactivity of lectures and exercises, where more than half of the students rated it as very good, a third as good, a tenth as average and a small percentage as not good 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.

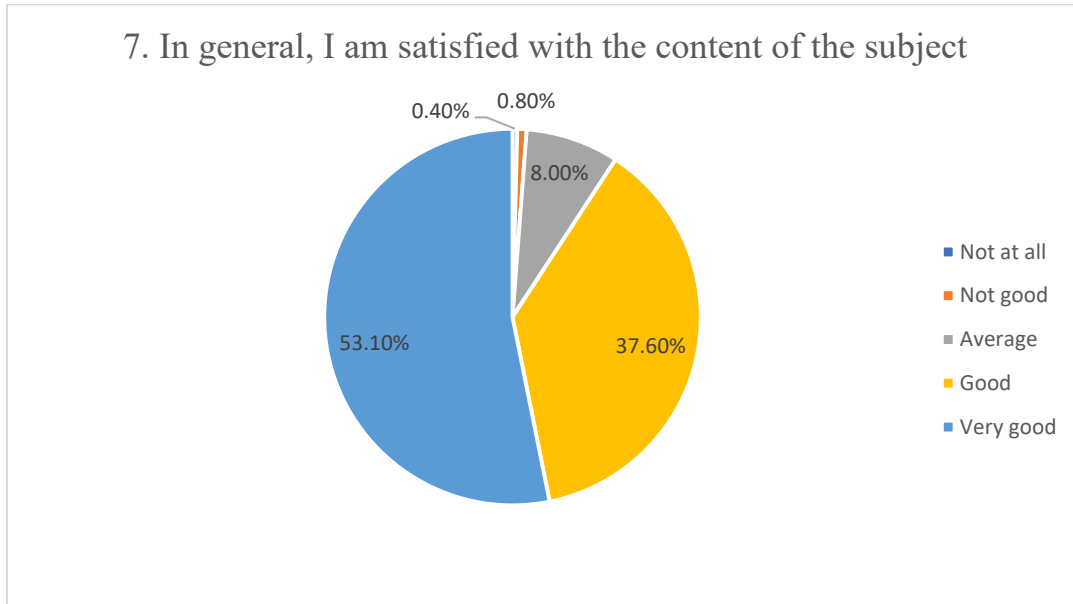


The sixth diagram in a row expresses in percentages the students' answers regarding the question of whether the examples brought by the teacher were related to the theory we learned, where half of the students rated it as very good, almost a third as good, almost a tenth on average and a small percentage 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.

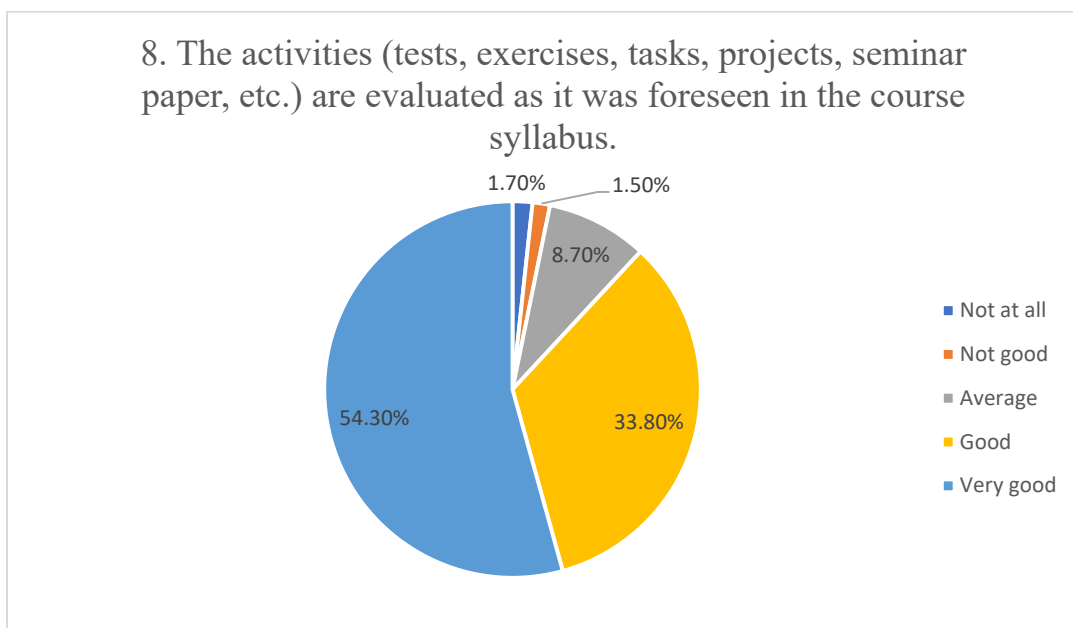


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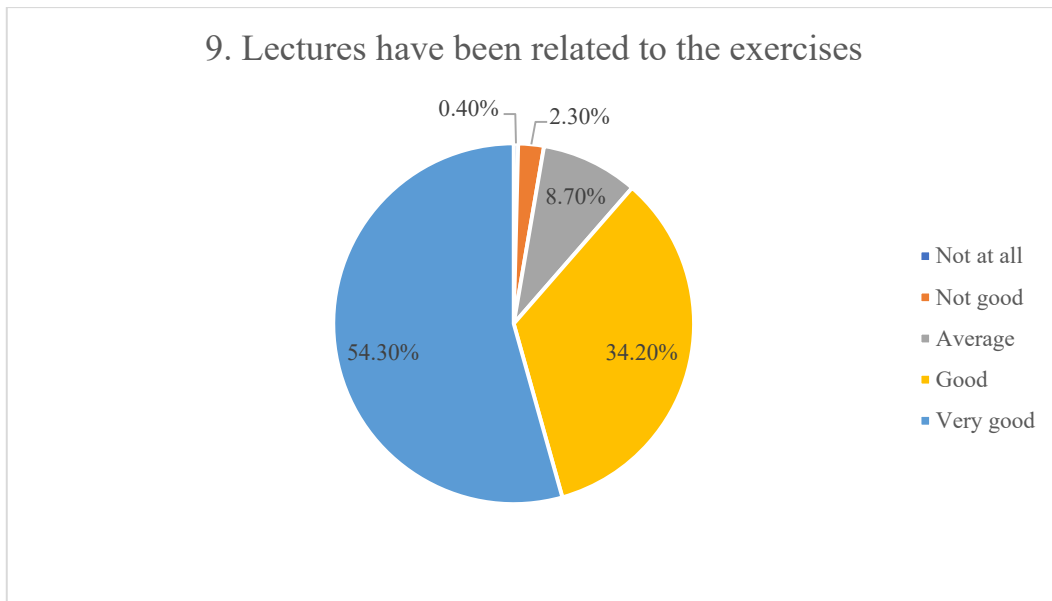
The next diagram expresses the percentage of students' responses regarding the content of the courses, where half of the students rated it as very good, almost two-fifths rated it as good, and a small percentage of students rated it not average, not good and not at all good. In general, we can say that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



Next, the next diagram expresses in percentages the students' answers regarding the evaluation of the activities according to the syllabus, where half had evaluated very good, a third of the students good, almost a tenth average, and a small percentage not good and not at all good. In general, we can say that the activities such as tests, exercises, assignments, projects, seminar work, etc., according to the students, were evaluated as it was foreseen in the course syllabus.

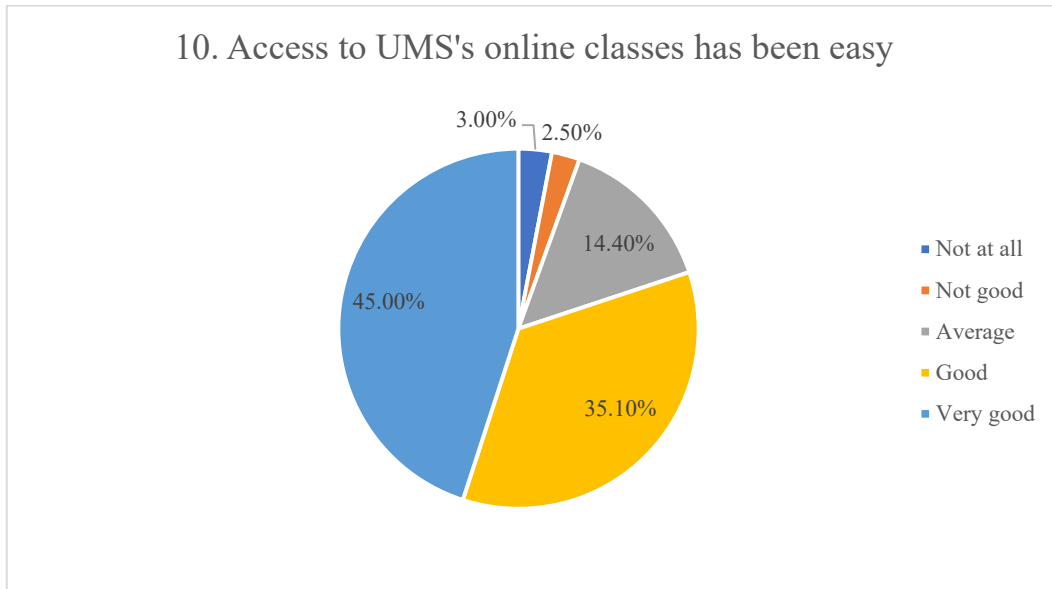


The ninth diagram in a row expresses in percentages the students' responses regarding the connection between the lectures and the exercises, where half had rated very good, a third good, and a small percentage on average, not good and not at all good. In general, we can say that the lectures were related to the exercises, during the summer semester of the academic year 2021/2022.

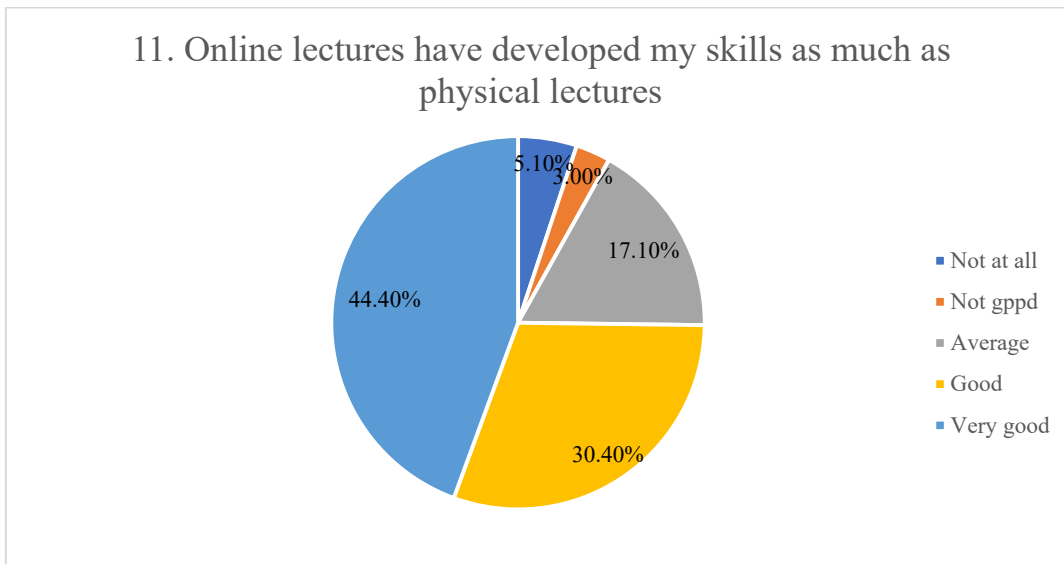


The tenth diagram expresses in percentage the students' responses regarding the ease of access to the online learning classes at UMS, where more than two-fifths of the students rated it as very good, one-third as good, more than one-tenth as average and a small number of students had rated not good and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

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The following diagram expresses the percentage of students' responses to the question of whether online lectures have developed their skills the same as physically held lectures, where more than two fifths rated it as very good, almost a third rated it as good, almost a fifth average and a small number not good and not at all good. In general, we can say that the development of online skills is better evaluated by the students compared to the lectures held physically.

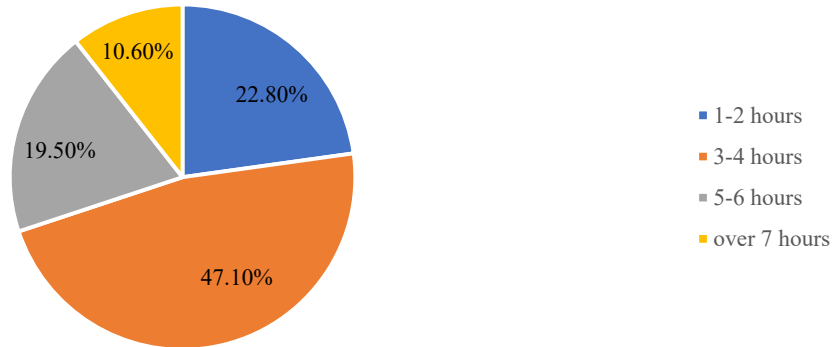


Next, the next diagram expresses the engagement of students or their preparation at home or in the library for subjects, where almost half of the students claimed to engage 3-4 hours, one fifth 1-2 hours, one fifth 5-6 hours and one tenth over 7 hours.

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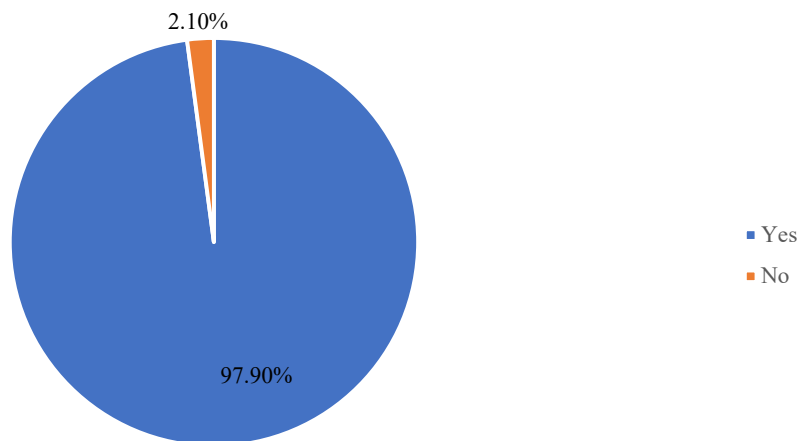
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12. To achieve in addition to lectures and exercises, how many hours per week have you studied and prepared at home or in the library for this subject?



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

13. The tests were held as planned in the course syllabus

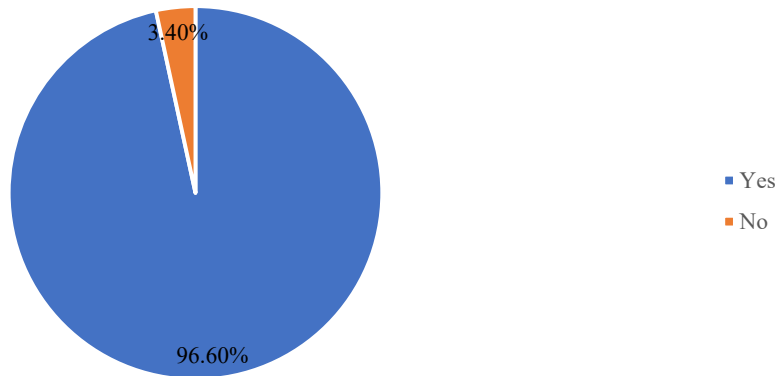


From the next diagram, we can say that the students are free to decide for themselves the elective subjects, since the majority of the students had affirmed the same.

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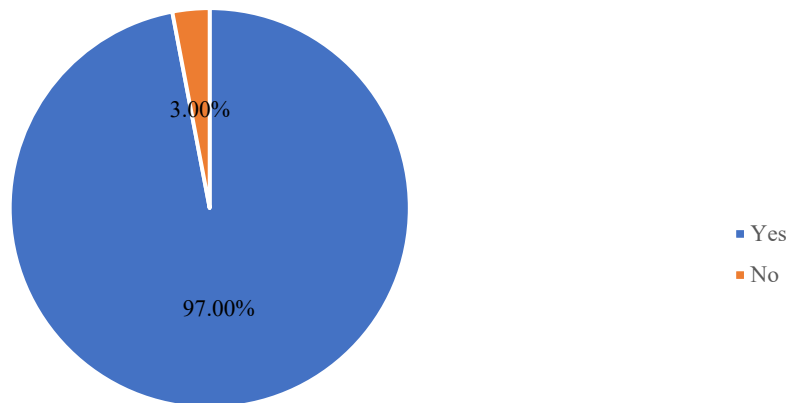
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14. Students are free to self-determine for elective subjects



The fifteenth diagram in a row shows that the majority of students claimed 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

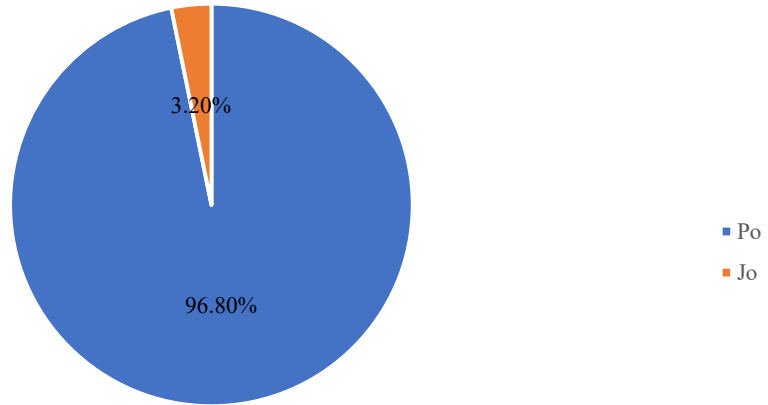


The sixteenth diagram shows that the majority of students affirmed that the professors/assistants respect the consultation schedule.

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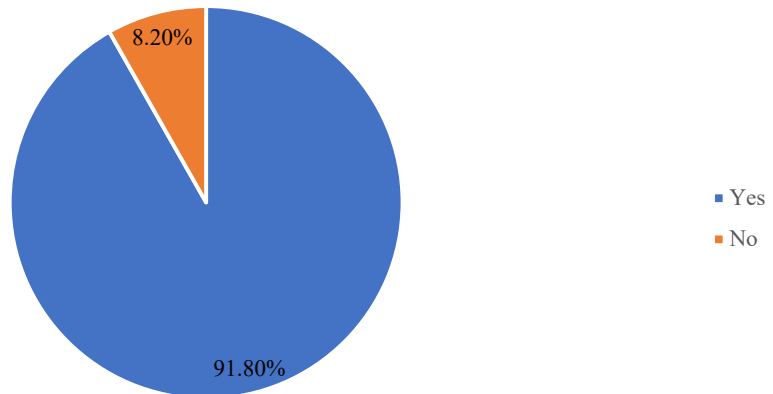
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16. Professors/assistants respect the consultation schedule



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

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

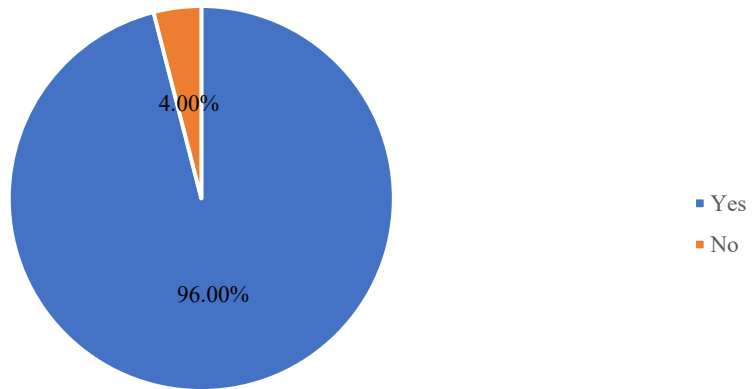


The eighteenth diagram shows that according to the answers of the majority of students, the teachers have clarified the syllabus of the course and distributed it to the students on time.

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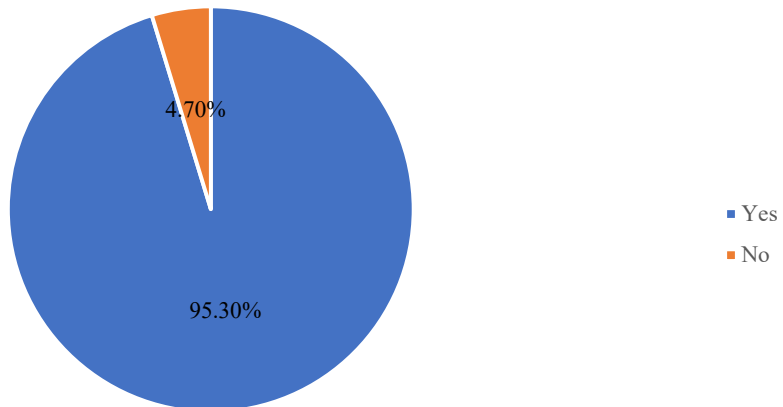
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18. The teacher clarified the syllabus of the subject and distributed it to the students on time



The next diagram shows that the majority of students or a high percentage of 95.3% had equipment to attend online classes.

19. I had the equipment to follow the online lesson (phone, laptop, computer)

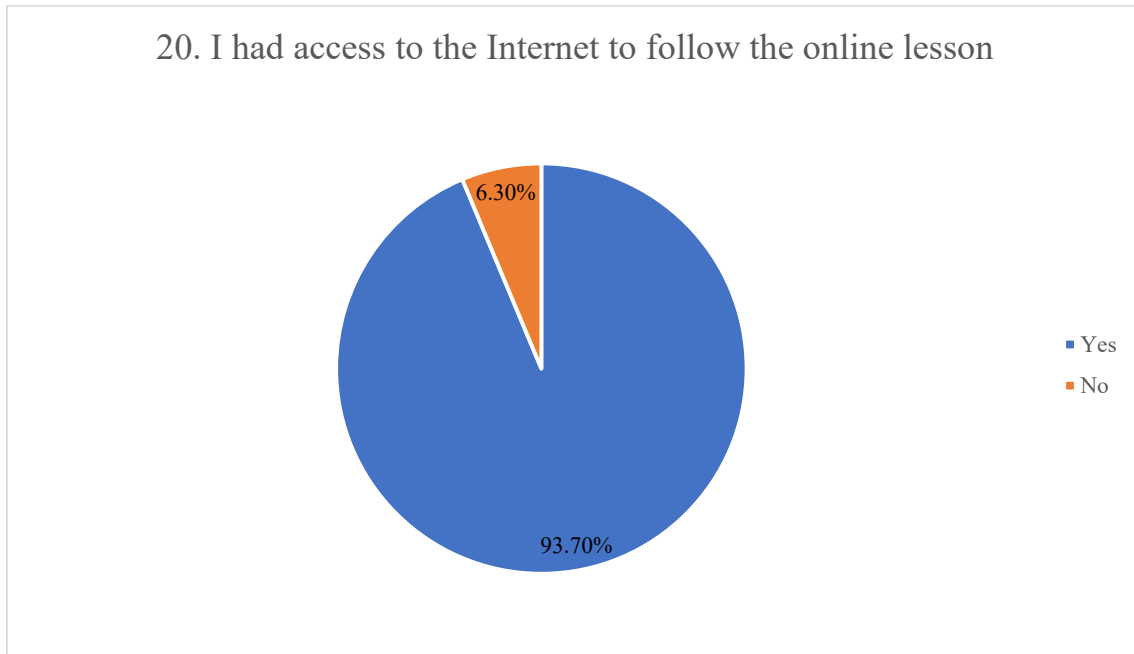


The next diagram below shows that most of the students have had access to the internet to attend online classes.

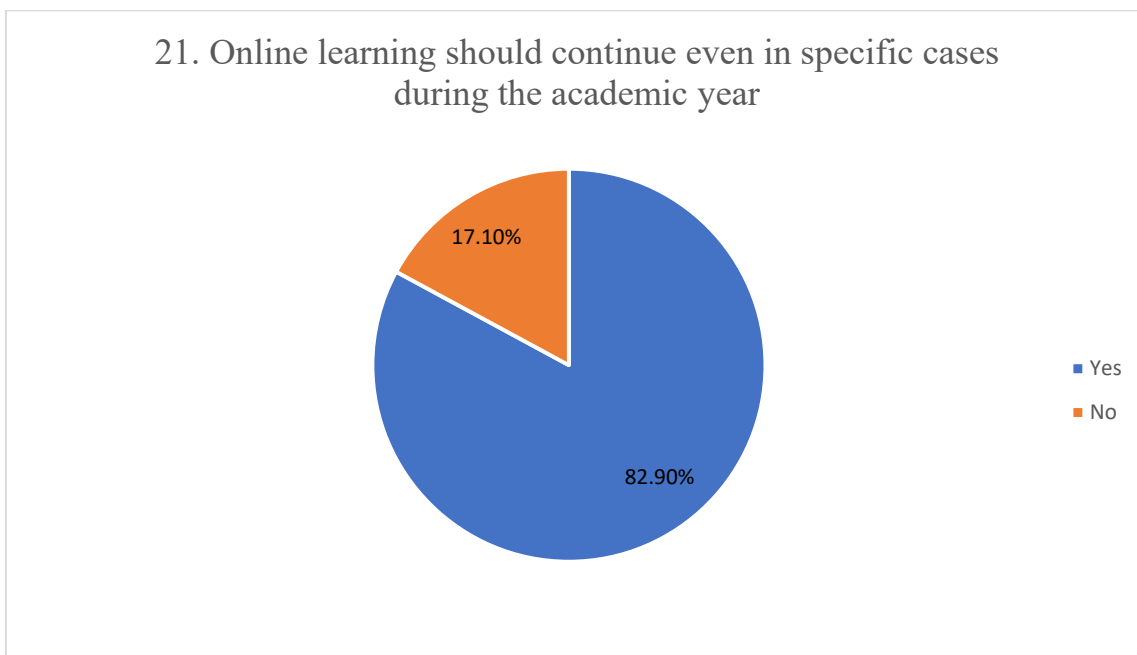


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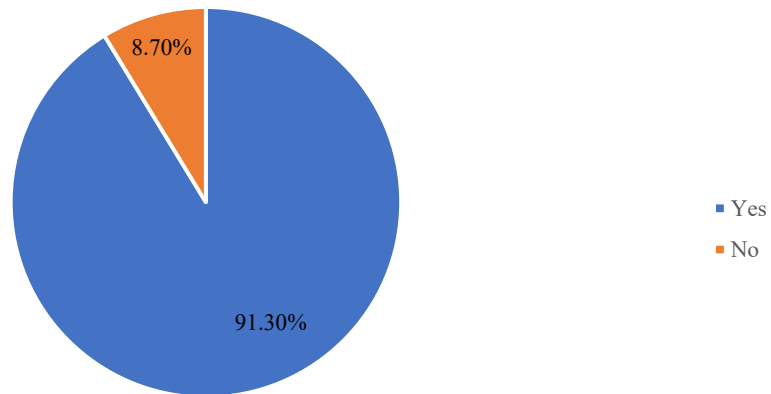


The twenty-first diagram expresses the percentage of students' responses regarding whether online learning should continue in specific cases during the academic year, where the majority of students rated Yes.



The last diagram regarding the closed questions shows that the majority of students have affirmed that if they could choose again, they would still enroll in the same study program.

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



23.

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

**Comments, 153 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 not to fall behind with learning, although according to them online learning brings you difficulties.

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

The practical side of the course has been commented more by the students, where they had requests for more laboratory exercises.

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### **Recommendations**

The quality office at UIBM, after reviewing the responses of the Bachelor level students at the Faculty of Food Technology and after analyzing all the questions and comments, at this stage of the institution's development, recommends to the senior management of UIBM that steps be taken like below:

- 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.