

QUALITY ASSURANCE OFFICE

UNIVERSITY "ISA BOLETINI"
MITROVICA



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

**Master 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" in Mitrovica
QAO:	Quality Assurance Office
FFT:	Faculty of Food Technology

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 have 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 the deans, vice-deans, quality coordinators within the faculties, the Quality Assurance Office at University "Isa Boletini" in Mitrovica (here hereinafter: QAO) has a special role in these developments, and is the main body within UIBM for internal quality measurement.

In the month of 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 Food Technology of UIBM, at the Master '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 unanimous, 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, like 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 the University of "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 end of the lectures and exercises for the summer semester 2022, QAO launched the questionnaire with all students of the Faculty of Food Technology, master's level in all programs, 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 (hereafter UMS) in the questionnaire which contained 24 closed questions and 1 open question, where they evaluated the study program and the support in the research work.

The questionnaire was divided into two levels:

- Study program and
- Support in research work

The questions were intended to see these main aspects:

- Curricula of program
- Development of critical thinking
- Consultations with the mentor and his contribution;
- Teachers' approach to students

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- Methods of holding in online lessons;
- Learning outcomes.

Questionnaire findings

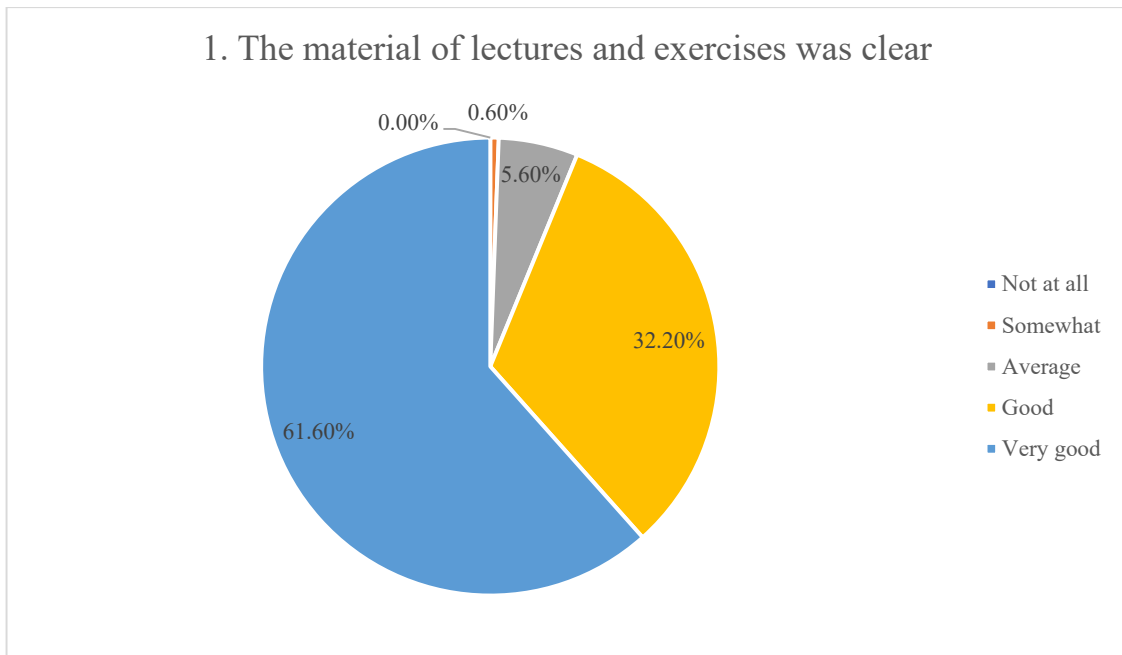
The questionnaire was completed by all students who submitted the exams in the regular exam period at the Faculty of Food Technology, Master's level. QAO has distributed the questionnaire to all FFT academic staff and we have received 177 responses from students, where the students' participation in 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 only the general statistics, and the recommendations that emerge from the totality of the responses. While, the reports for the faculties separately, as well as for each professor, the QAO has sent them to the Deans of the faculties, and they will discuss the findings with their academic staff.

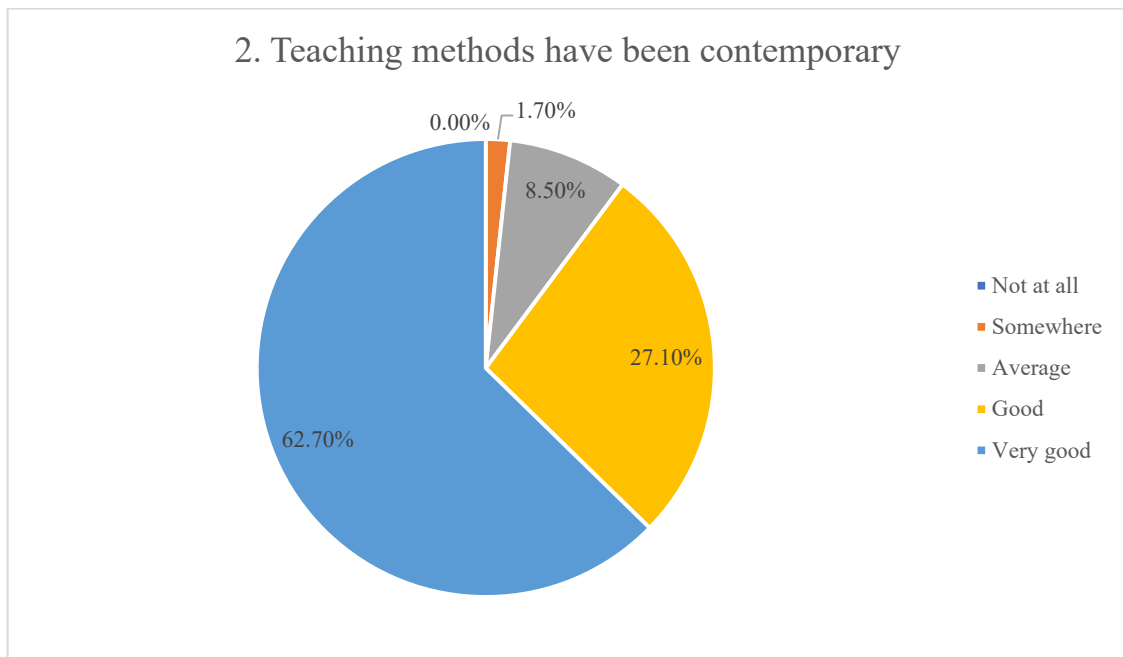
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The first diagram expresses in percentage the students' answers regarding the question of whether the material of the lectures and exercises was clear, where more than half of the students rated it as very good, less than a third as good, a little more than a tens rated average, and a small number of students somewhat and not good at all. In general, we can say that the material of lectures and exercises during the summer semester of the academic year 2021/2022 was clear.

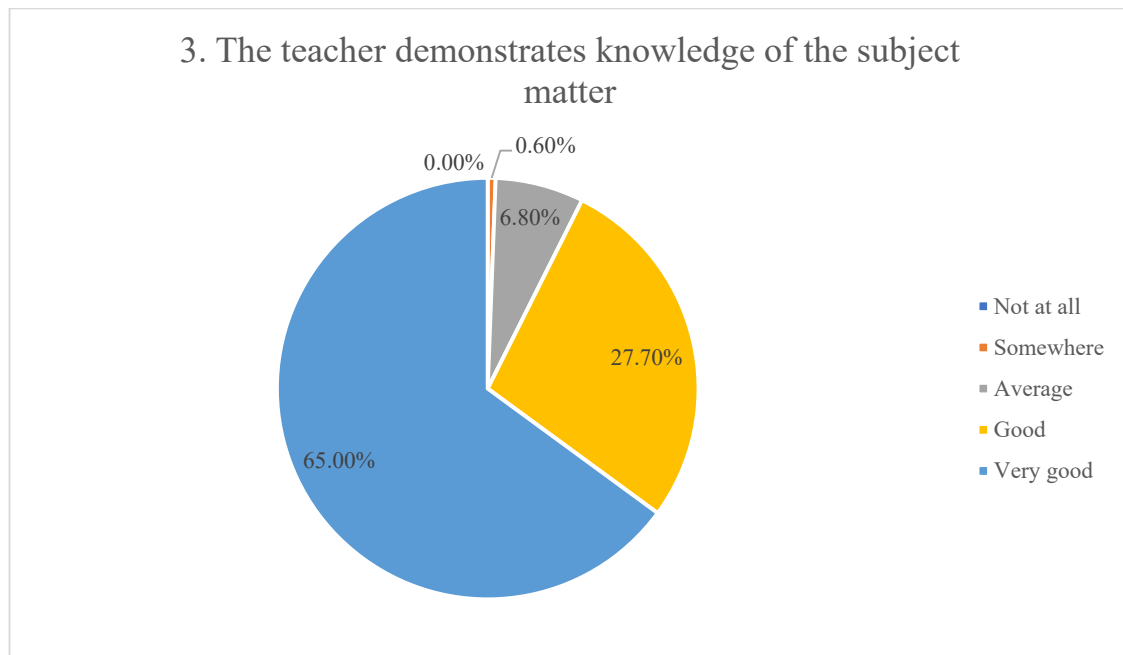


The second diagram expresses in percentages the responses of the students regarding the teaching methods, where more than half of the students have rated the maximum, a quarter have rated good, and a small number of students have rated average, to somewhere and not good at all . In general, according to the results, the teaching methods used during the summer semester of the academic year 2021/2022 were modern or contemporary.

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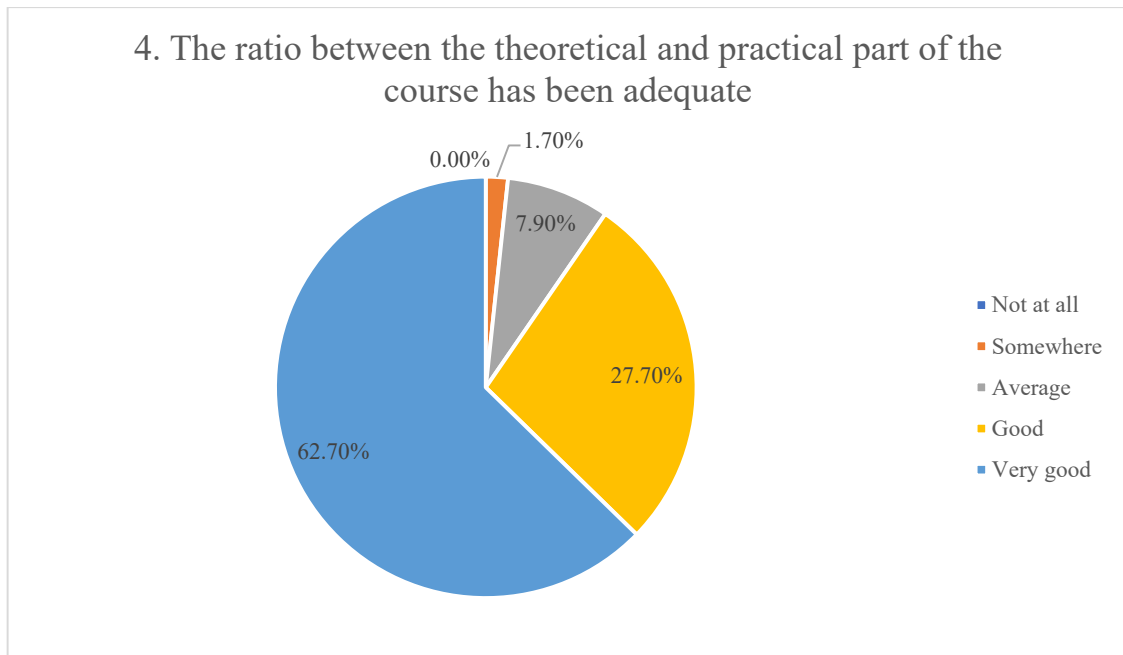


The third diagram in a row expresses in percentages the students' answers regarding the teachers' knowledge of the subject, where more than half of the students had given the maximum assessment, more than a quarter good, and a small number answered with an average, up to somewhere and not good at all. Based on the results, we can say that the teachers have shown knowledge of the subject matter.

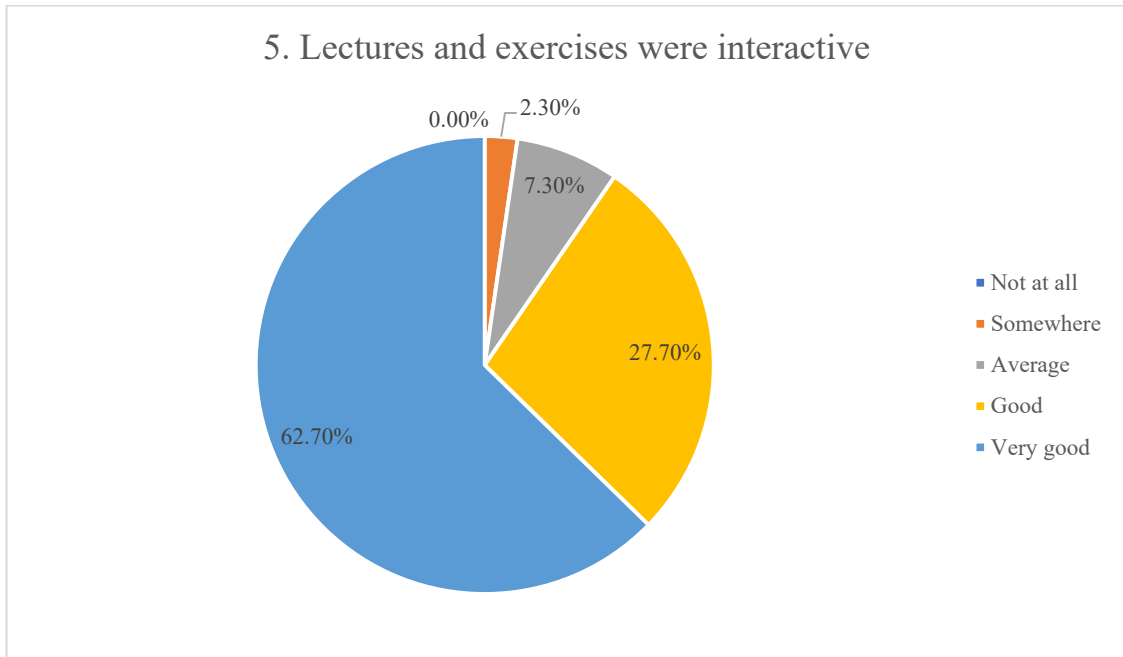


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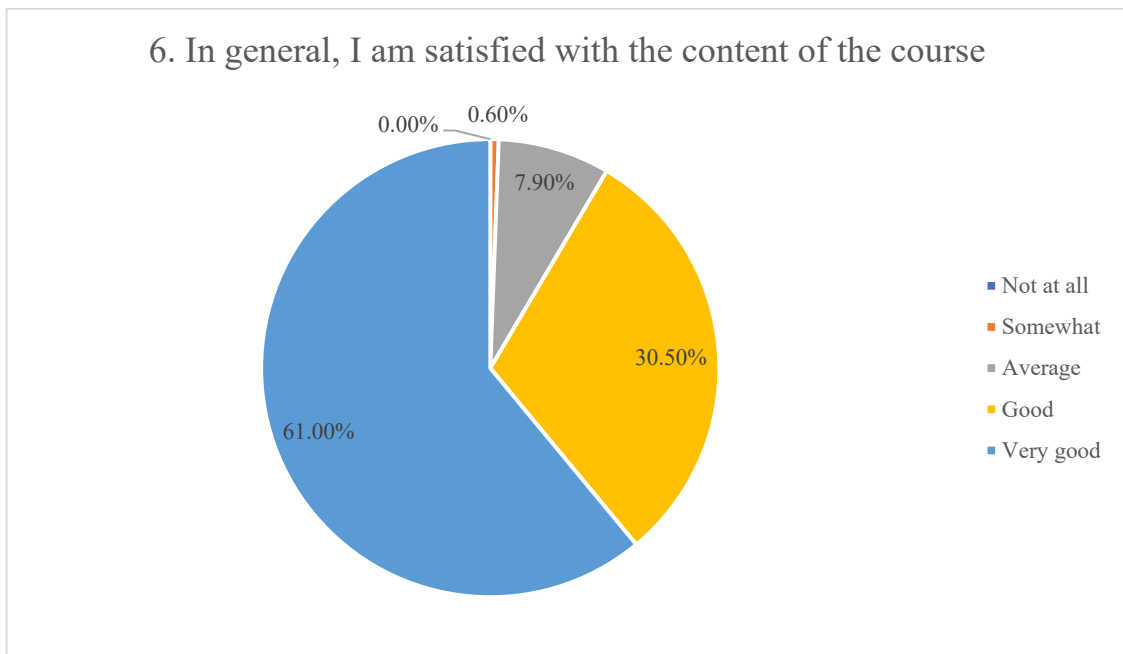
Next, the fourth diagram expresses the percentage of students' answers regarding the ratio between the theoretical and practical part of the course, where a little more than half of the students rated it very good, a little less than a third good and a small number answered average, to somewhere and not at all good. In general, we can say that the ratio between the theoretical and practical part of the course was adequate.



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

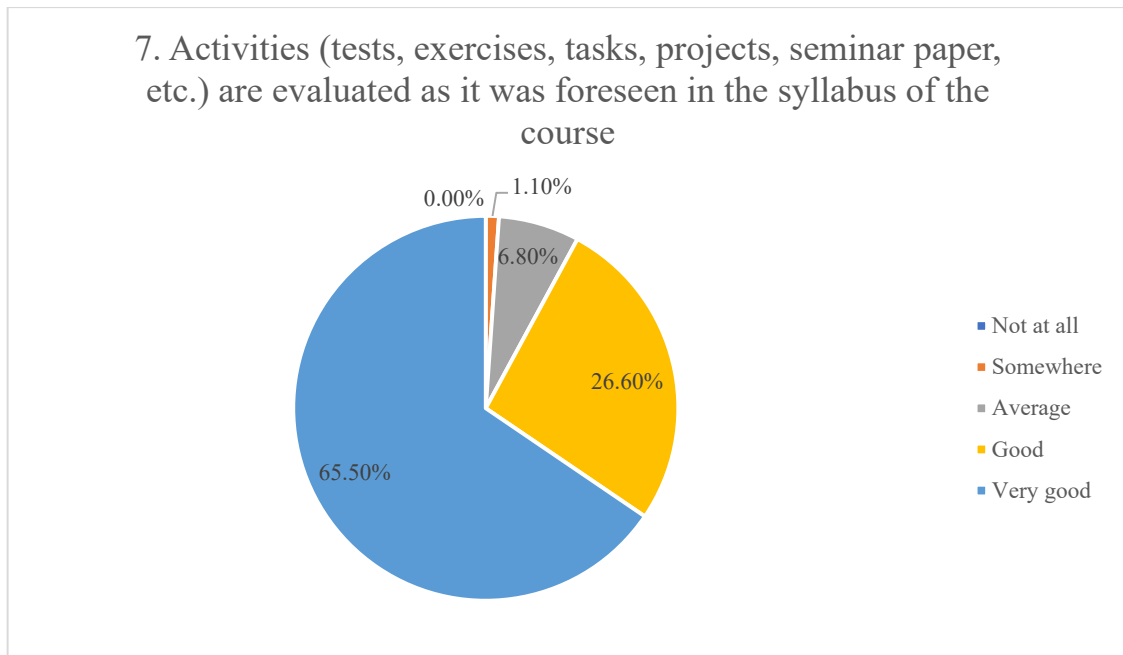


The sixth diagram expresses the percentage of students' answers related to the content of the course, where more than half of the students rated very good, less than a third good, less than a tenth answered averagely, and a number of somewhere small and not at all good. In general, we can say that the students were satisfied with the content of the course.



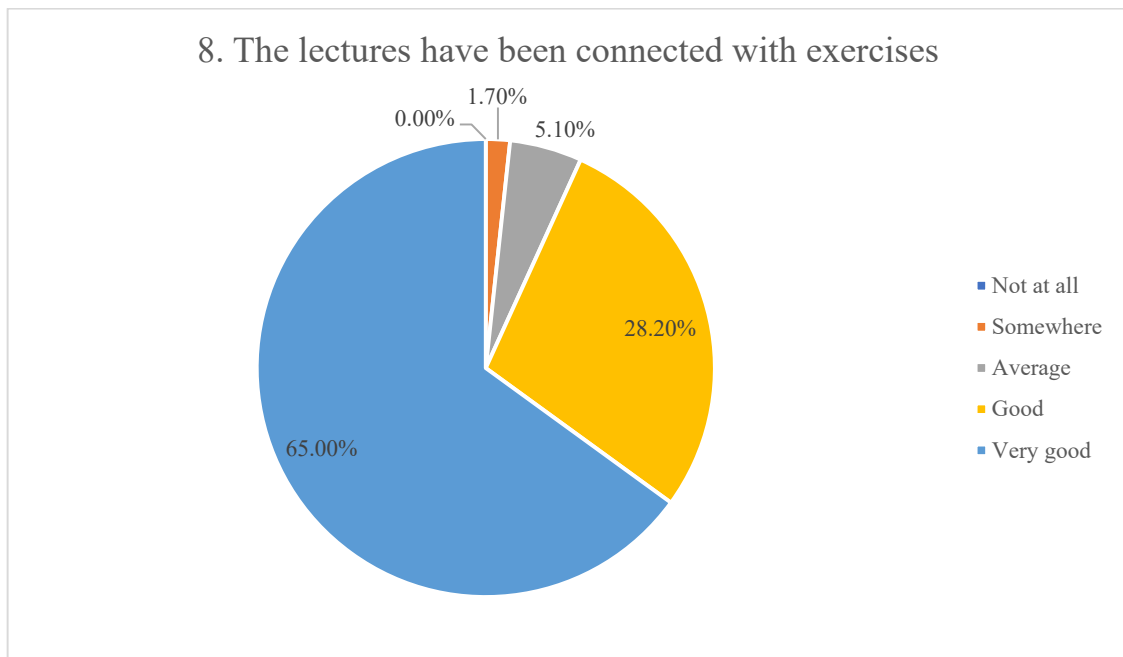
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The seventh diagram expresses in percentage the students' answers regarding the evaluation of the activities according to the course syllabus, where a little more than three-fifths of the students rated it as very good, one-fifth as good, less than one-tenth responded averagely and a somewhere small number and not at all good. In general, we can say that the activities were evaluated as it was foreseen in the course syllabus.

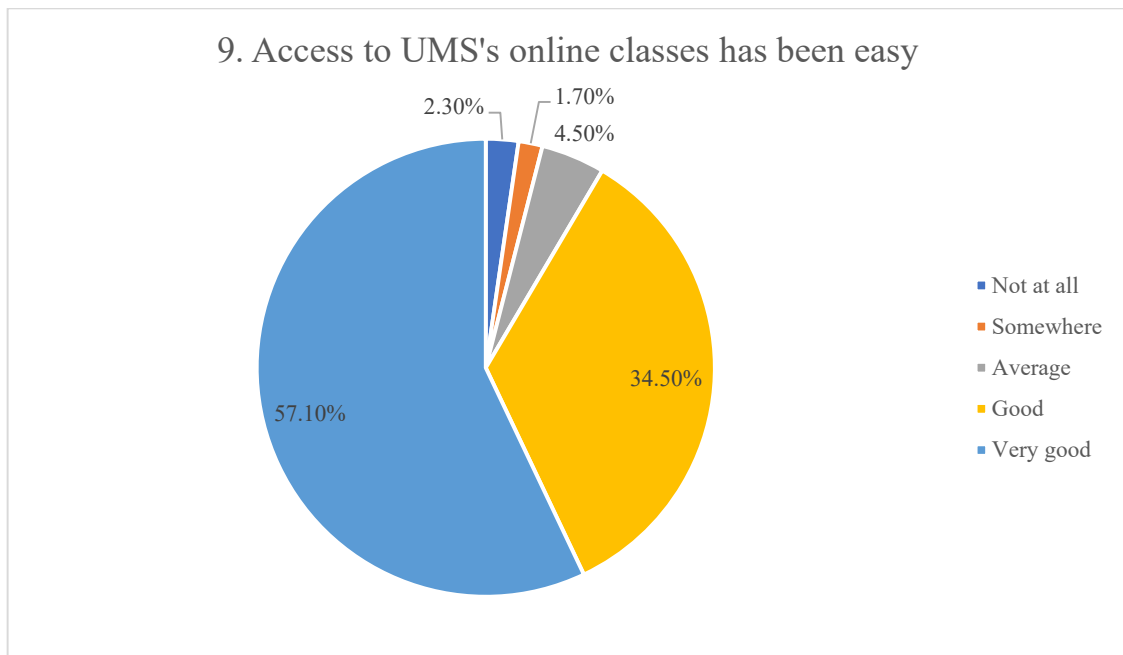


The eighth diagram expresses the percentage of students' answers regarding the correlation between lectures and exercises, where more than half of the students rated very well, a little less than a third well and a little more than a tenth answered averagely and a somewhere small number and not at all good. In general, we can say that the lectures were related to the exercises.

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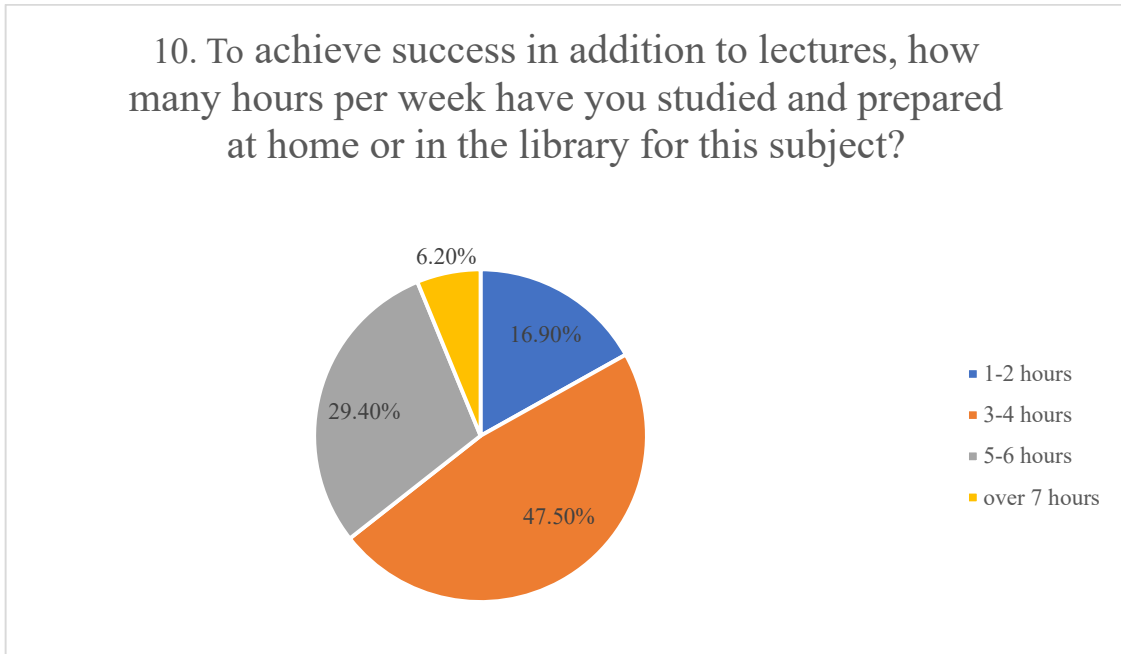


Next, the ninth diagram expresses in percentage the students' answers regarding the ease of access to the online learning classes at SMU, where more than half of the students rated it as very good, one third as good, less than one in twenty are answered moderately, and a small number of students answered somewhere and not at all good. In general, we can say that most students have positively evaluated the ease of access to online classes.

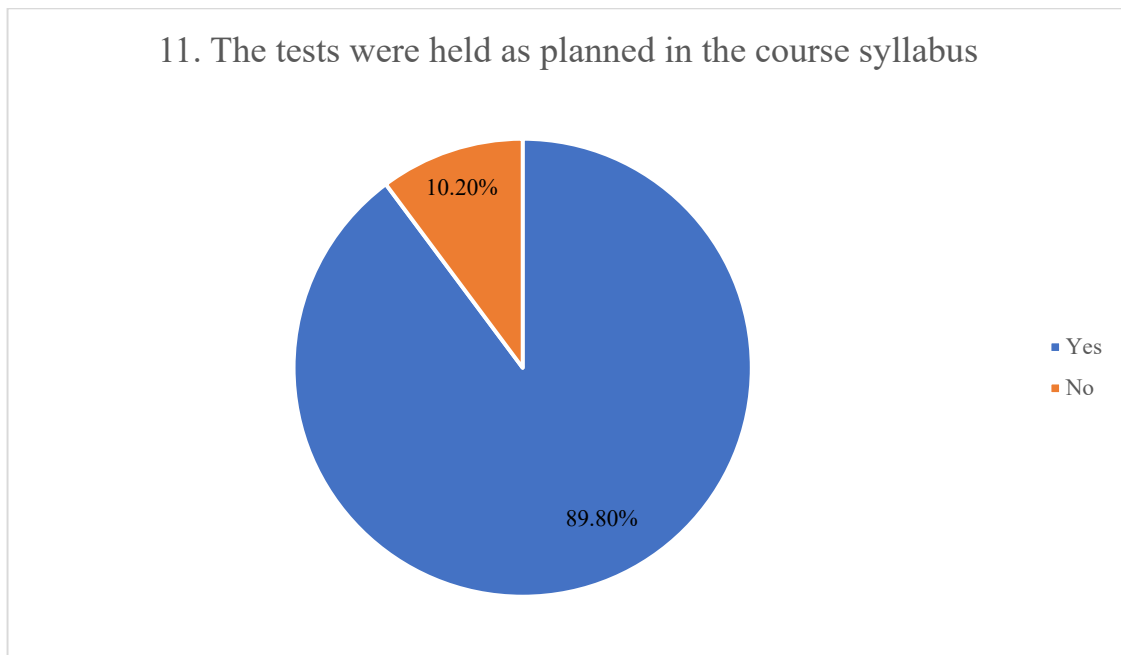


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The tenth diagram expresses the percentage of students' answers regarding their commitment to study at home or in the library for the subjects, where more than two fifths of students answered with 3-4 hours, one quarter with 5-6 hours, almost one the fifth 1-2 hours and almost a tenth over 7 hours.

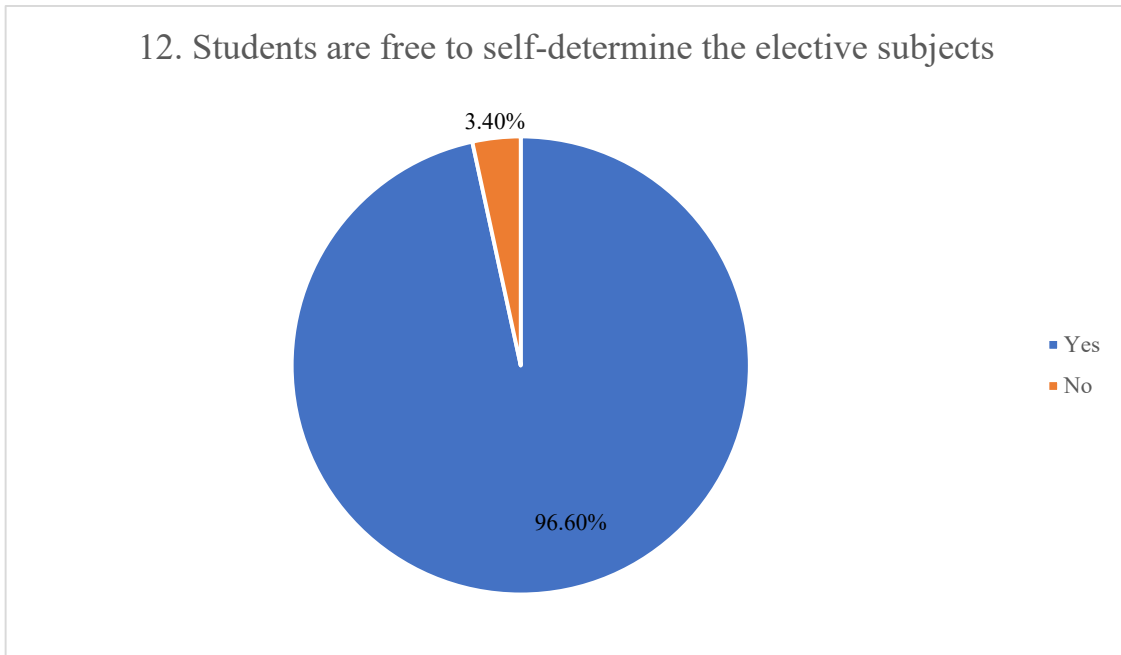


The eleventh diagram shows that most students affirmed that the tests were held as planned in the course syllabus.

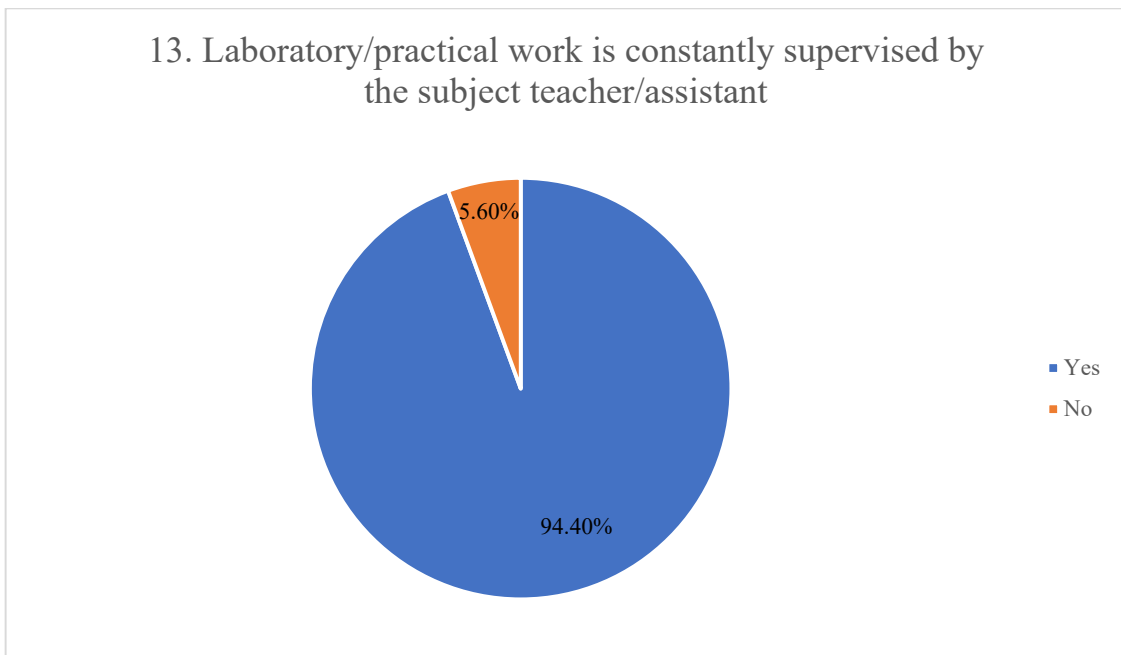


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The twelfth diagram shows that the majority of students affirmed that they were free to decide for themselves the elective subjects.

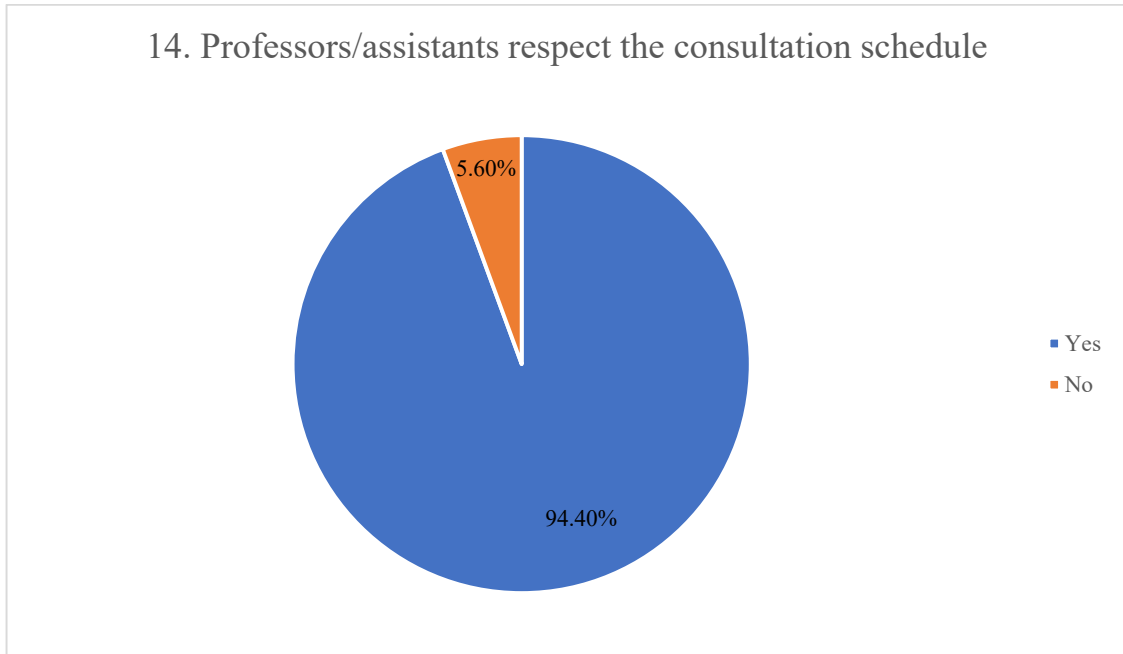


The thirteenth diagram shows that the majority of students affirmed that the laboratory/practical work was constantly supervised by the subject teacher/assistant during the summer semester of the academic year 2021/2022.

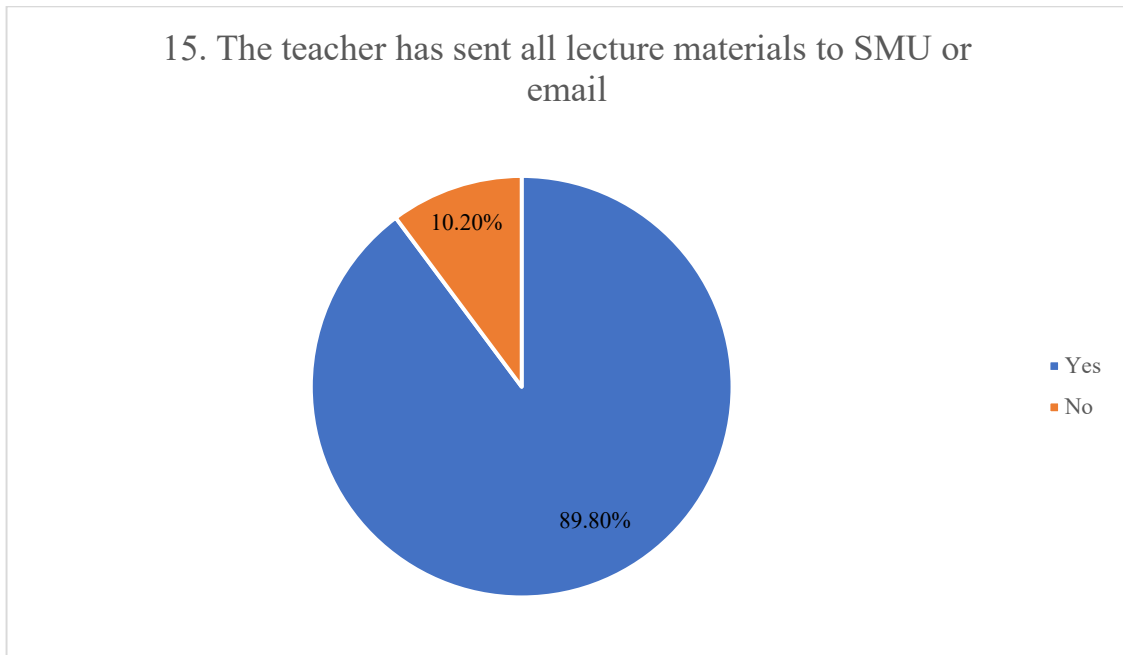


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Further, the fourteenth diagram shows that the majority of students affirmed that the professors/assistants respected the consultation schedule during the summer semester of the academic year 2021/2022.

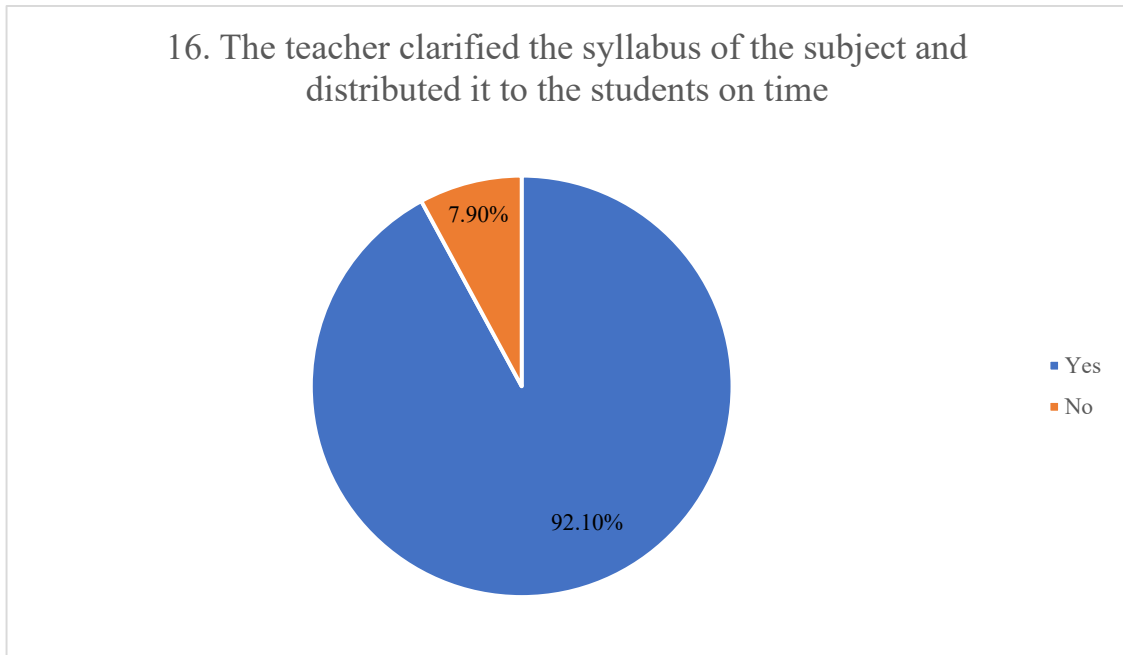


The next diagram shows, based on the statement from the majority of students, that the teacher has sent all lecture materials to SMU or email.

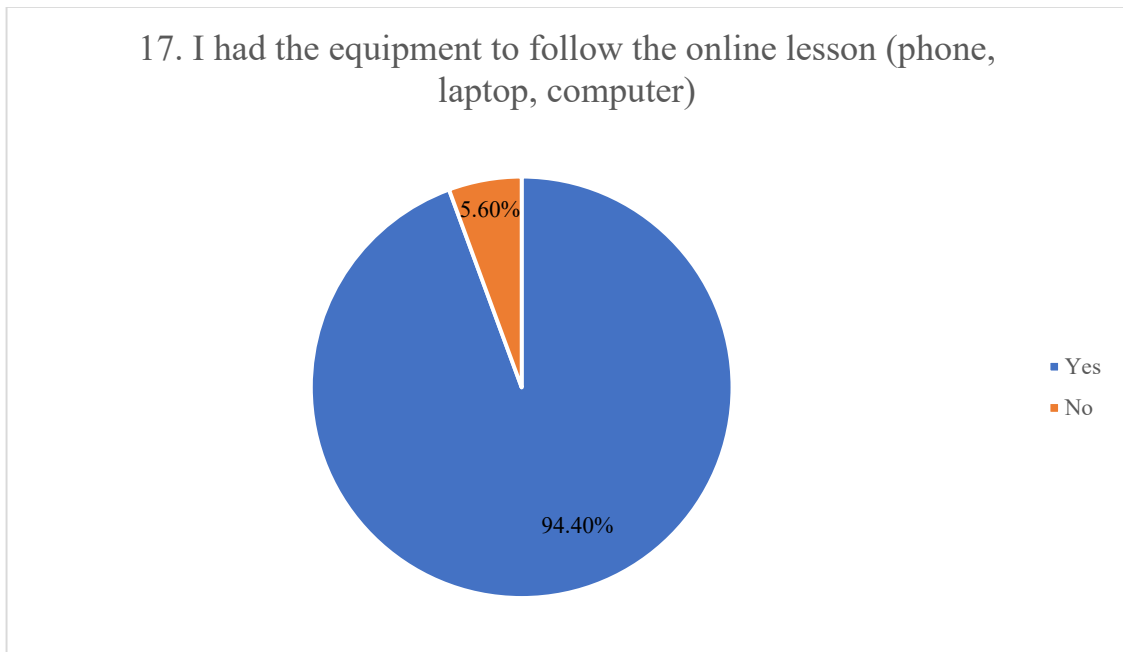


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The sixteenth diagram shows that most of the students affirmed that the teacher clarified the syllabus and distributed it on time.

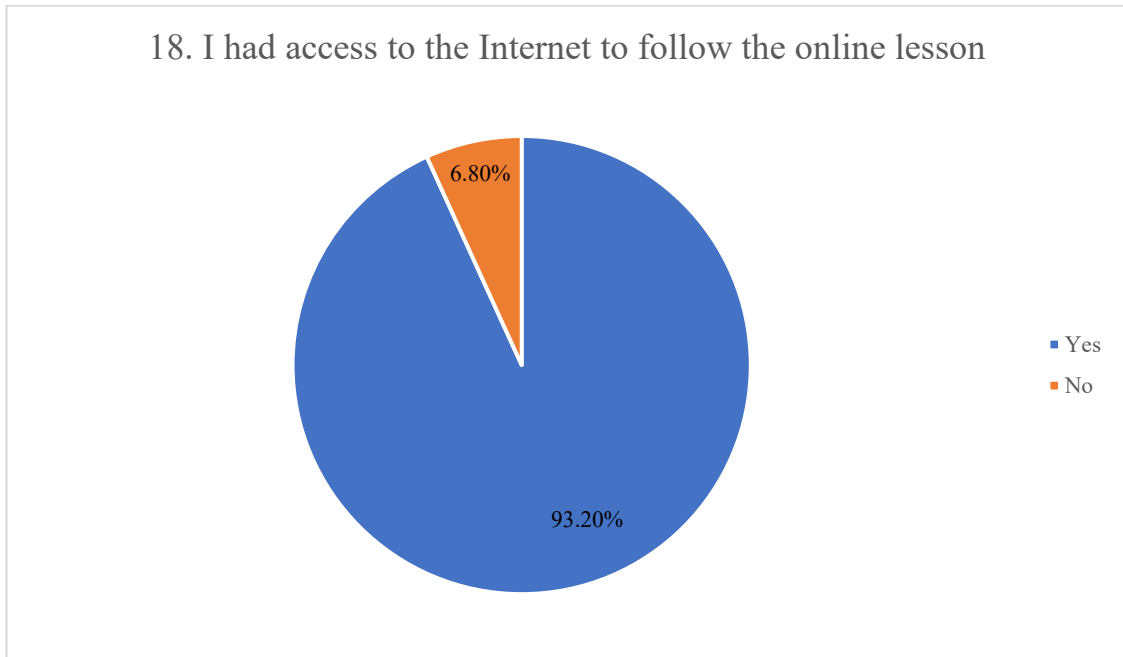


The seventeenth diagram in a row shows that the majority of students had access to online learning.

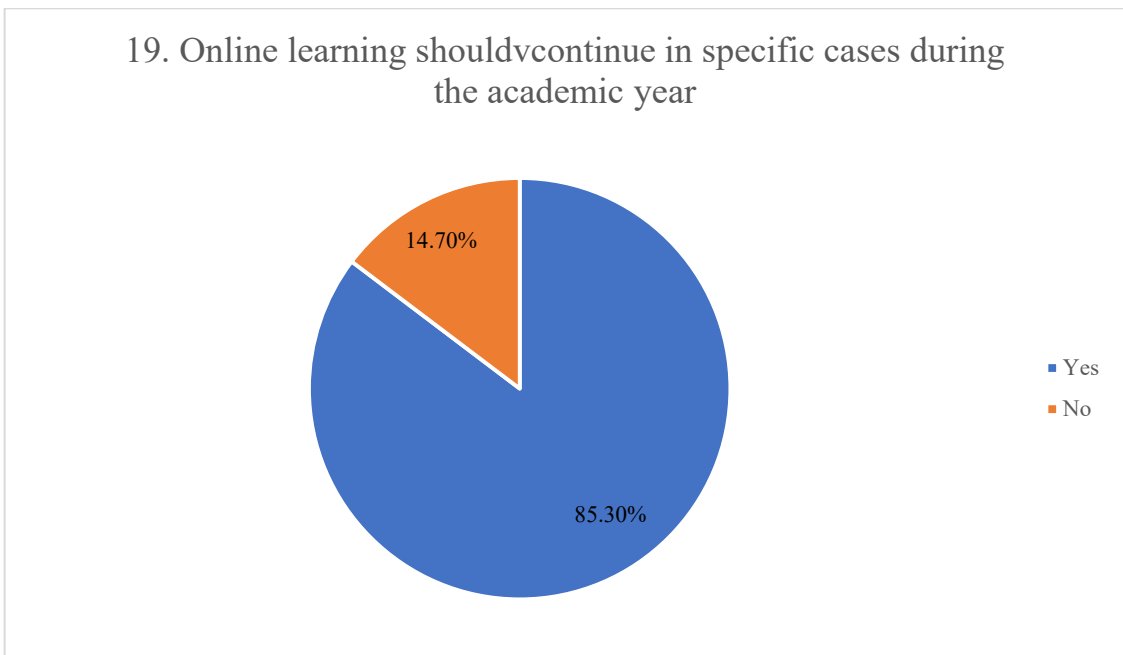


The eighteenth diagram shows that the majority of students claimed that they had access to the Internet to follow online learning.

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The nineteenth diagram shows that the majority of students have affirmed that online learning should continue even in specific cases during the academic year.



The twentieth diagram shows that most of the students claimed to have developed research/research work.

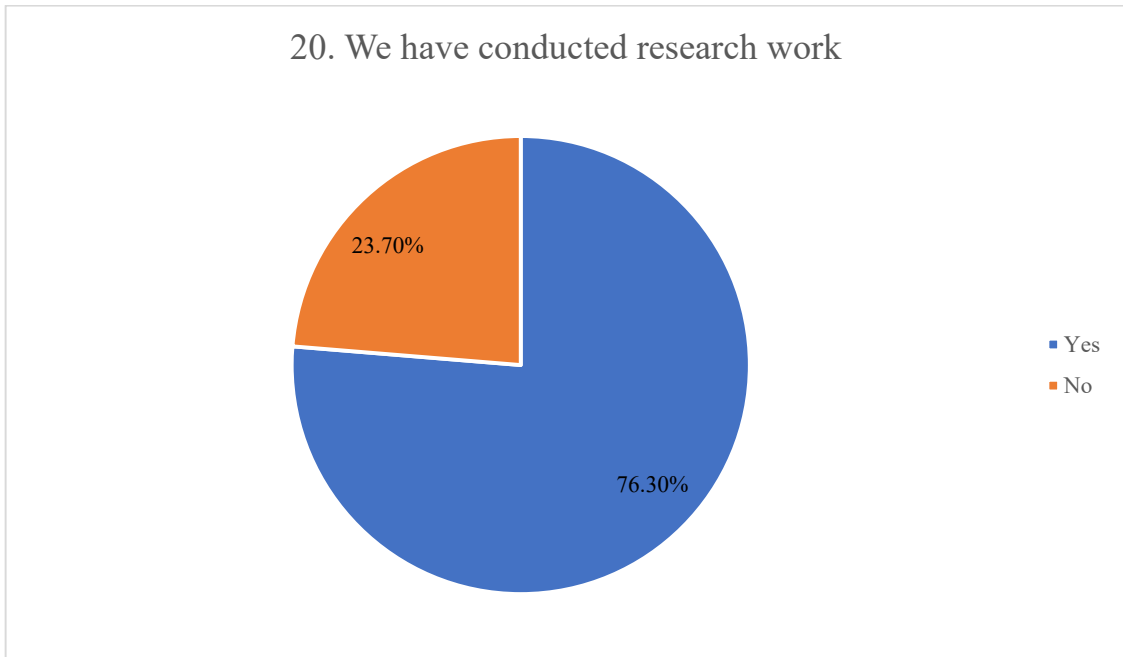
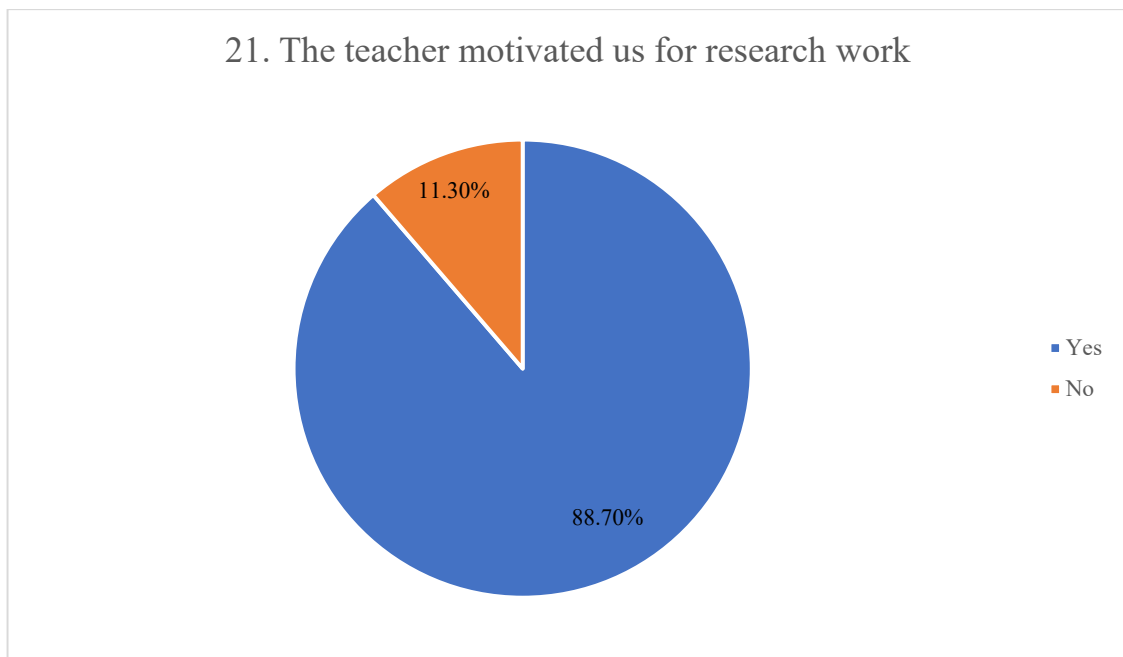


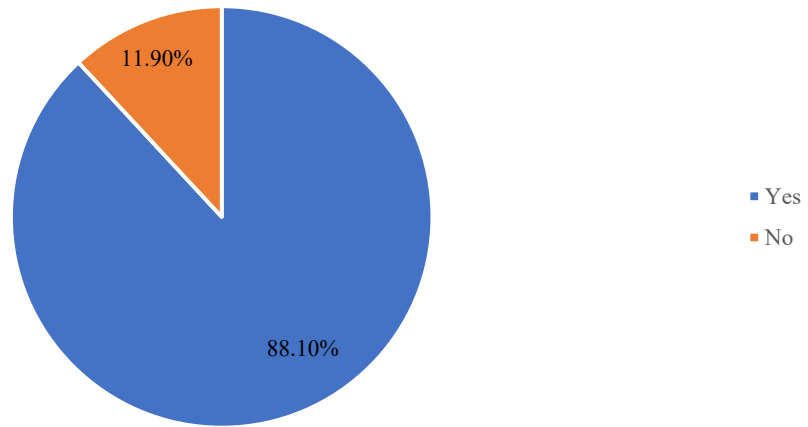
Diagram twenty-one shows that most students have affirmed that teachers have motivated them for research work.



Further, the next diagram shows that most of the students have affirmed that the teachers have explained their experiences from the research/research work.

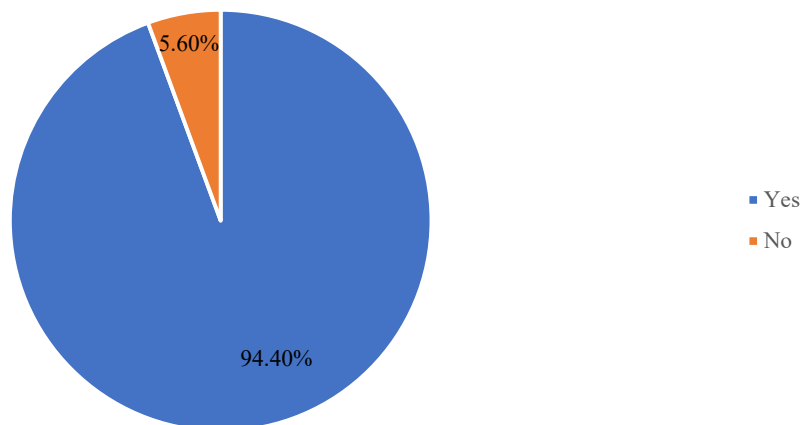
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22. The teacher explained their experiences from research work



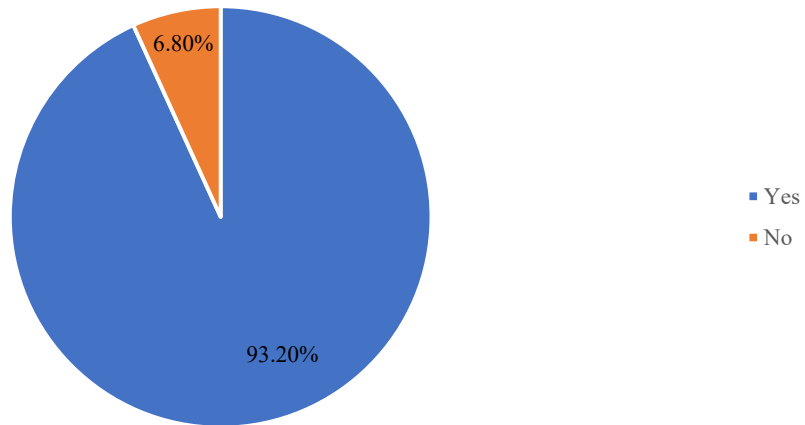
The twenty-third diagram in a row shows that the majority of students have affirmed that if they could choose again, they would enroll again in the same study program.

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



The last diagram regarding the closed questions shows that the majority of students affirmed that they would recommend the study program to others considering the experience.

24. Given your experience, would you recommend this study program to others?



25. Comments; What changes would you suggest in order to improve the quality of teaching and research work in the framework of this study program? (104 respondent)

25. KOMENTE: Çfarë ndryshimesh do të sugjeroni me qëllim të përmirësimit të cilësisë së mësimdhënies dhe punës hulumtuese në kuadër të këtij programi të studimit?
Pyetje jo e detyrueshme.
Përgjigje e gjatë tekstuale (Paragraf teksti)
(104 përgjigje të postuara)

Comments:

- To create as much space as possible for independent research - scientific work, by concluding cooperation agreements inside and outside the country;
- To have more opportunities for practical work of students even during master's studies;
- More communication and cooperation between teachers and students;
- Additional material;
- Evaluation of students during lectures;
- Holding lessons on weekend, due to work;

Recommendations

The quality office of UMIB, after reviewing the responses of the students of the Faculty of Food Technology, Master 's level in this questionnaire, 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:

- To constantly invest in research;
- UIBM to enable the signing of as many agreements for research and practical work for master's students;
- To reach as many agreements as possible with other HEIs, local and international, to enable student mobility;
- To look at the financial opportunities to continuously make investments in the IT sector and that of laboratories;
- Increased teacher-student communication.
- To look at the financial possibilities to continuously enrich the library of UMIB, physical and electronic.