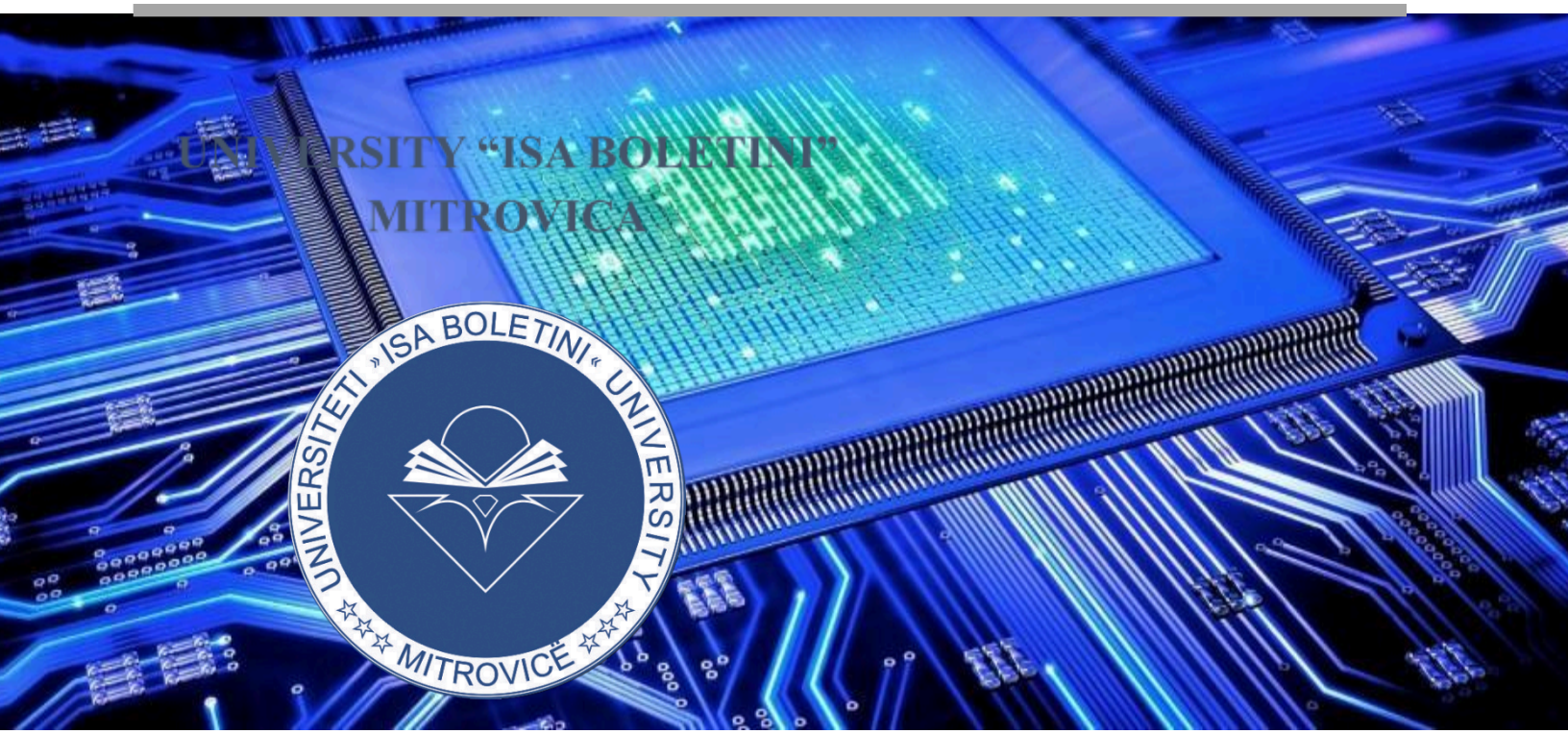


QUALITY ASSURANCE OFFICE

Summary report on questionnaires conducted with students of Faculty of Mechanical and Computer Engineering

BACHELOR LEVEL

(Summer Semester)

July, 2022

CONTENT

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

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 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 conducted the questionnaire with the students of the Faculty of Mechanical and Computer Engineering 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 .

Quality Assurance Office (QAO)

The Quality Assurance Office 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 Mechanical and Computer Engineering, from May 19 to May 31, 2022. The questionnaire was anonymous and the data was collected and maintained 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:

- Teaching quality and teaching style
- Subject matter and resources

The questions were intended to see these main aspects:

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

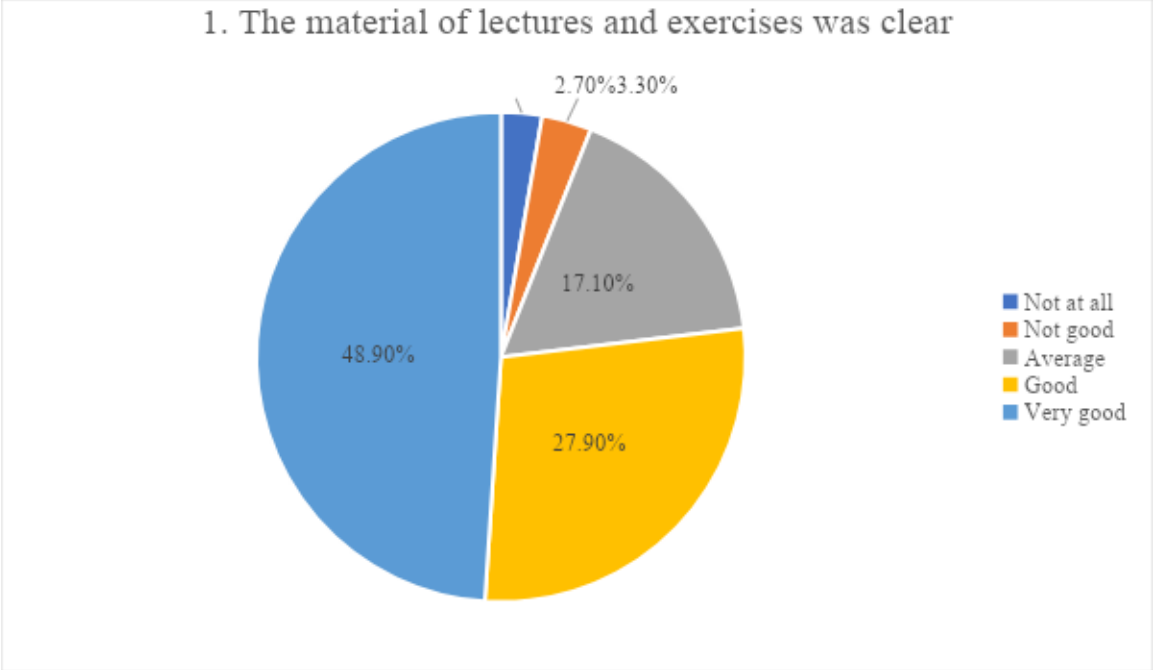
- Learning outcomes.

Questionnaire findings

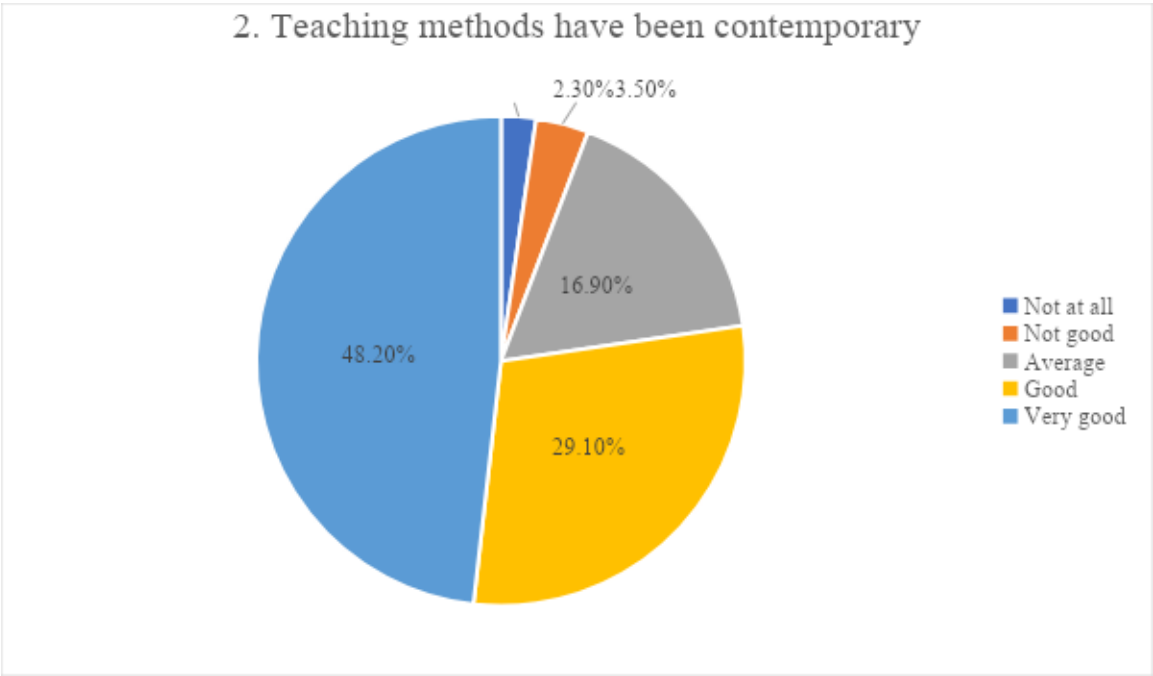
The questionnaire was completed by all the students who presented the exams in the regular exam period, in the Faculty of Mechanical and Computer Engineering, Bachelor level, and we received 1325 answers from the students, where the participation of the students in the questionnaires is considered very 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.

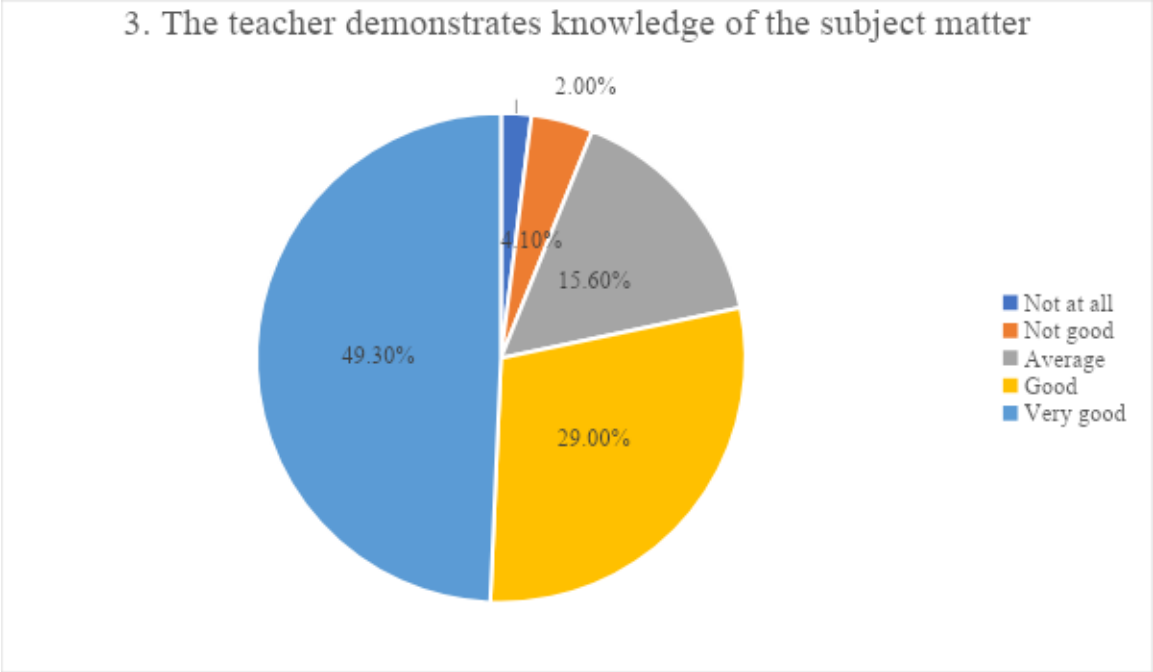
The following diagram expresses in percentages the answers of the students regarding the material of the lectures and exercises, used during the summer semester of the academic year 2021/2022, where almost half of the students had rated it as very good, a little more than a quarter of the students rated good, just under a fifth on average, and a small number rated 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 lectures and exercises.



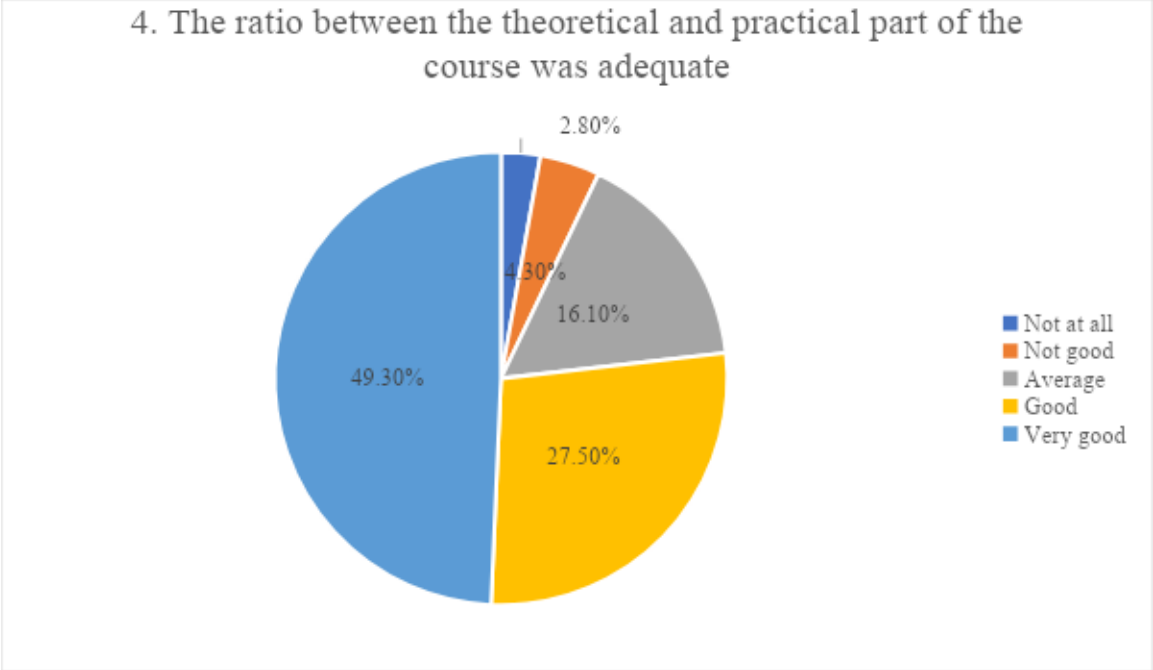
The second diagram expresses in percentage the answers of the students regarding teaching methods during the summer semester of the academic year 2021/2022. Almost half of the students gave the highest assessment regarding the teaching methods , almost a third assessed the methods as good, less than a fifth on average and a small part of the students assessed them as not good and not at all good. In general, we can say that most students have positively evaluated the teaching methods during the summer semester 2021/2022.



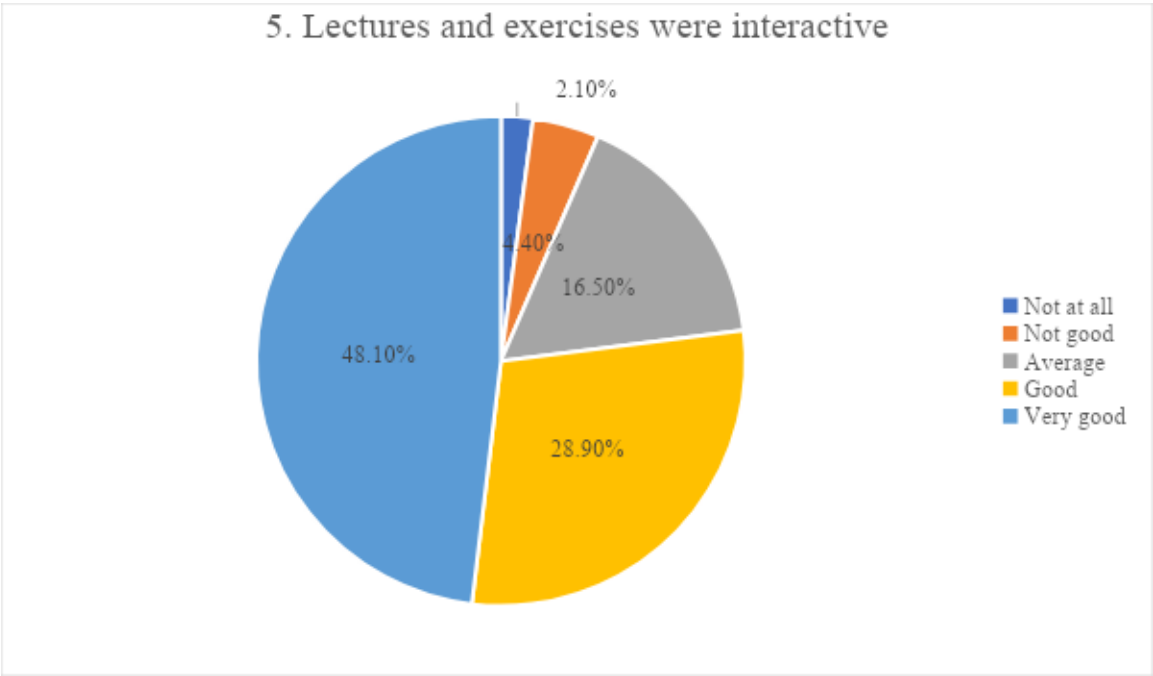
The following diagram, the third in a row, shows the answers of students regarding the preparation of teachers during the summer semester of the academic year 2021/2022. Almost half of the students gave the highest rating, a third rated it good, less than a fifth averaged and a small part of the students rated it not good and not at all good. In general, based on the results, we can say that the teachers have demonstrated knowledge of the subject matter.



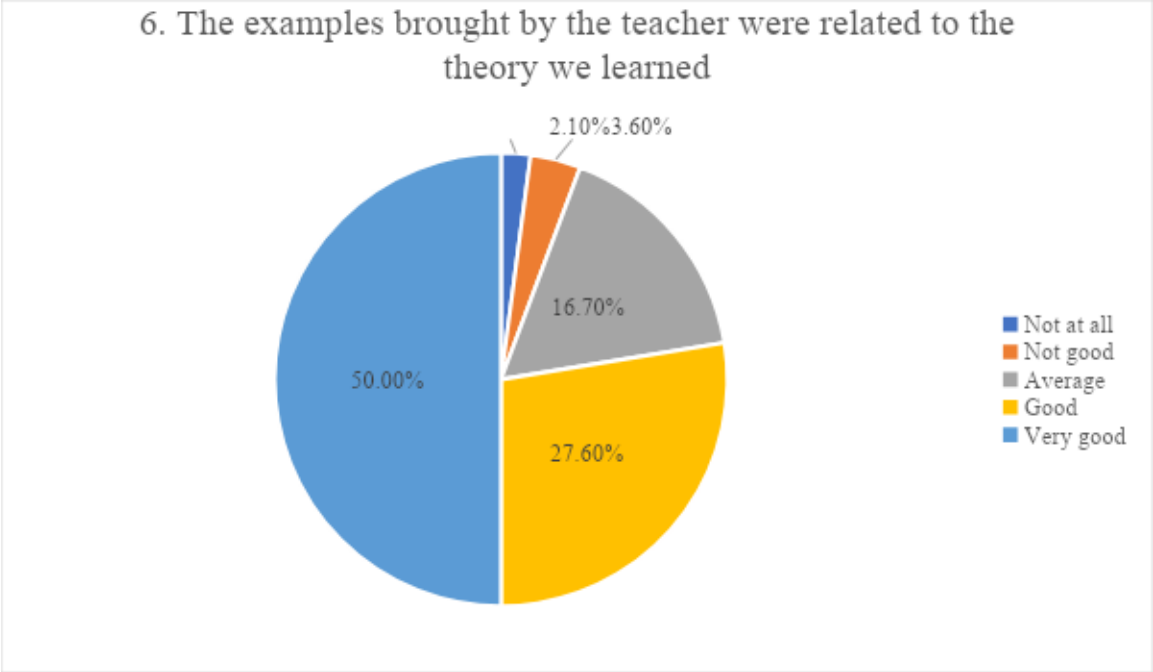
The fourth diagram expresses in percentage the students' answers regarding the relationship between the theoretical and practical part of the course. Almost half of the students gave the highest assessment that the ratio between the theoretical and practical part of the course was adequate, almost a third answered good, less than a fifth on average and a small percentage answered not 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.



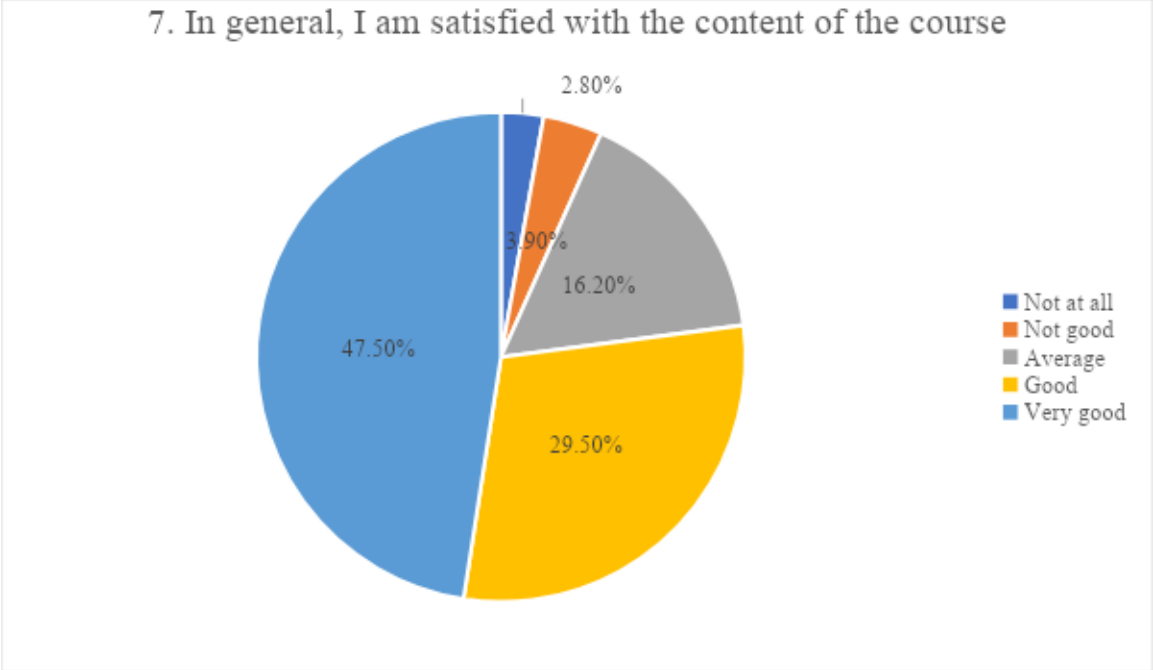
Next, the fifth diagram expresses in percentage the students' responses regarding the interoperability of lectures and exercises during the summer semester of the academic year 2021/2022. Almost half of the students rated the interactivity of the lectures and exercises as very good, a third as good, less than a fifth on average and a small number of students answered 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.



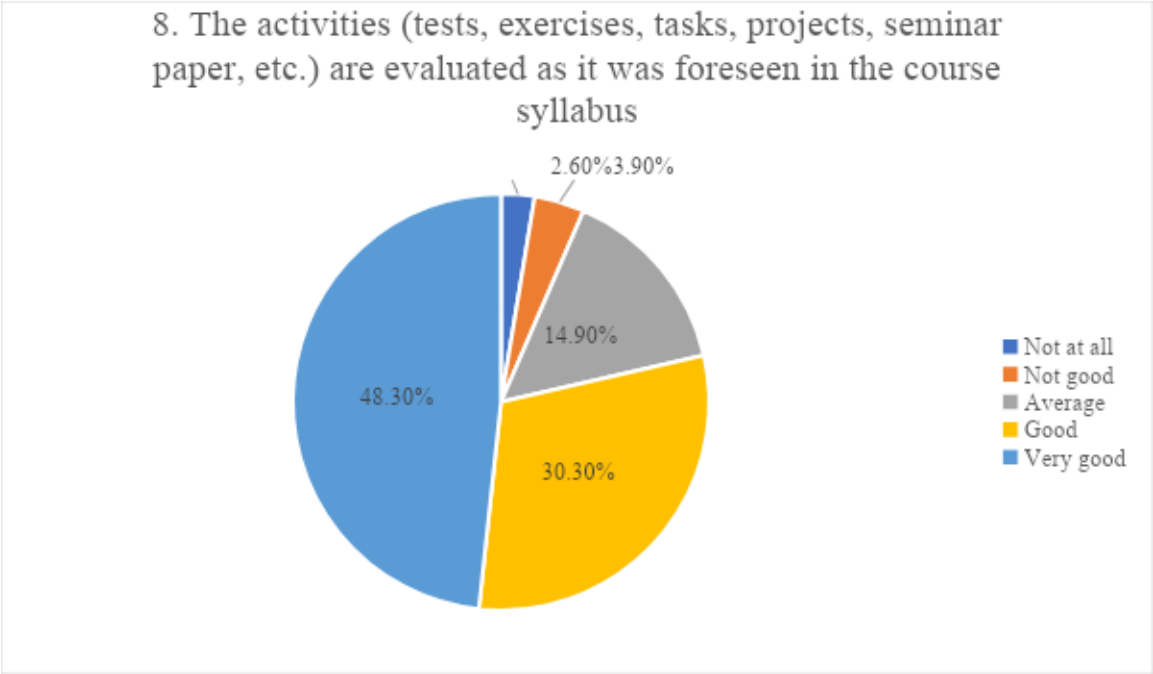
In the following, the sixth diagram expresses in percentage the students' answers regarding the question whether the examples brought by the teacher were related to the learned theory, where half of the students gave the maximum assessment, a third answered better, more that a tenth on average and a small number of students answered not well and not at all well. In general, the results show that the examples brought by the teachers were related to the learned theory.



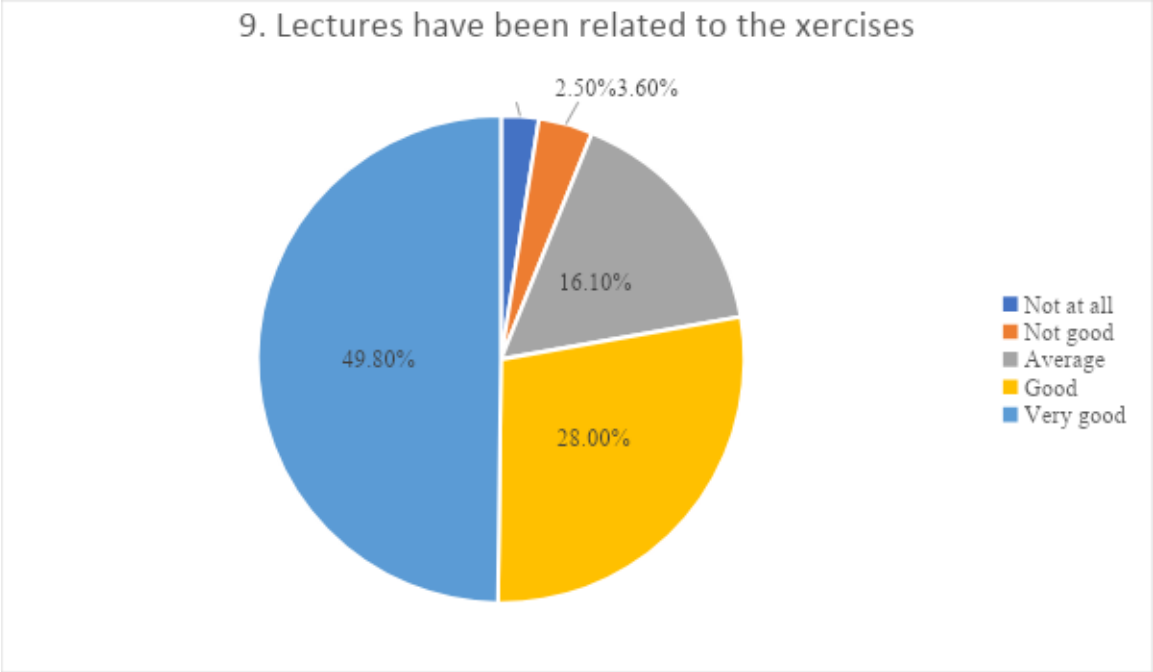
The seventh diagram below expresses in percentages the students' responses regarding the course content, where almost half of the students rated very good, a third answered good, less than a fifth on average and a small number of students they answered not good and not at all good. In general, we can say that most students are satisfied with the content of the courses.



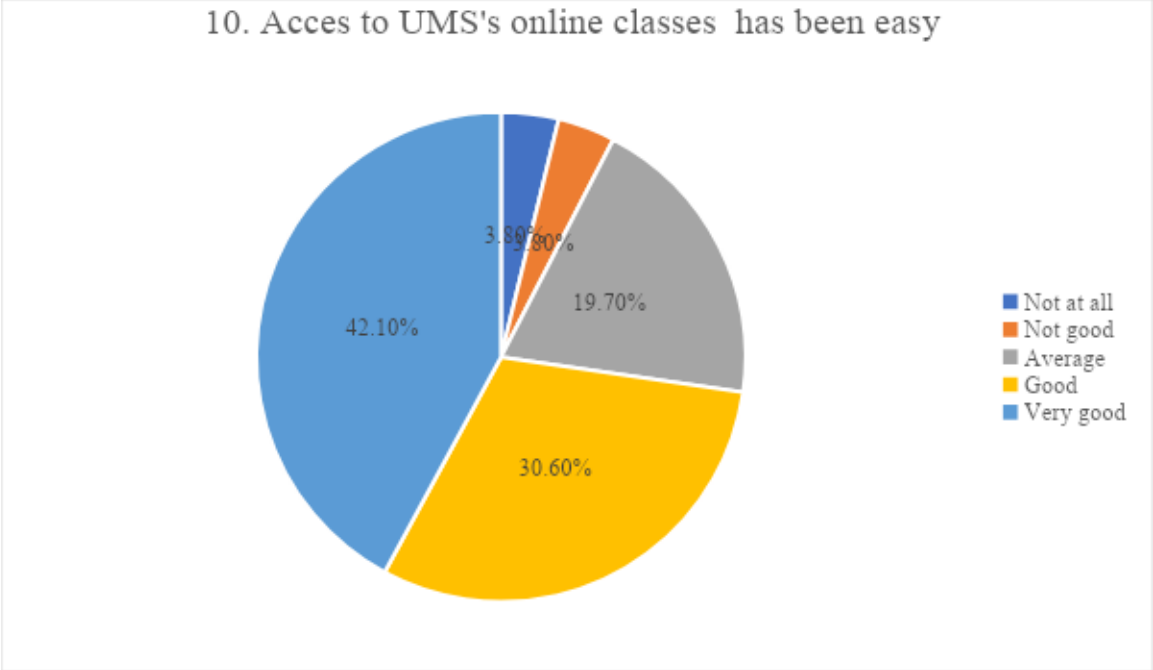
Furthermore, the following diagram expresses in percentage the students' responses regarding the evaluation of the activities according to the course syllabus, where almost half of the students rated it as very good, almost a third of the students rated it as good, less than a fifth on average and a small number of students with not well and not well at all. 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.



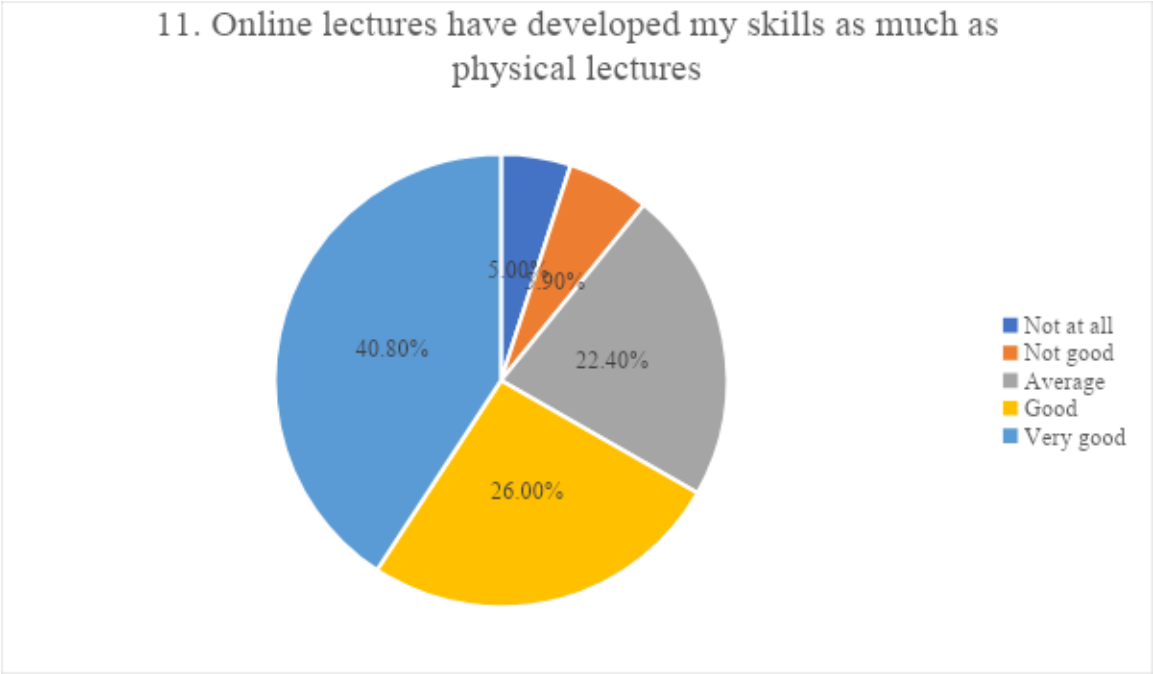
The ninth diagram in a row expresses in percentages the students' responses regarding the correlation between the lectures and the exercises, where half of the students have given the maximum assessment, almost a third have given a good assessment, less than a fifth on average and a small number of students have evaluated not well and not at all well. Based on the results, we can say that the lectures were related to the exercises.



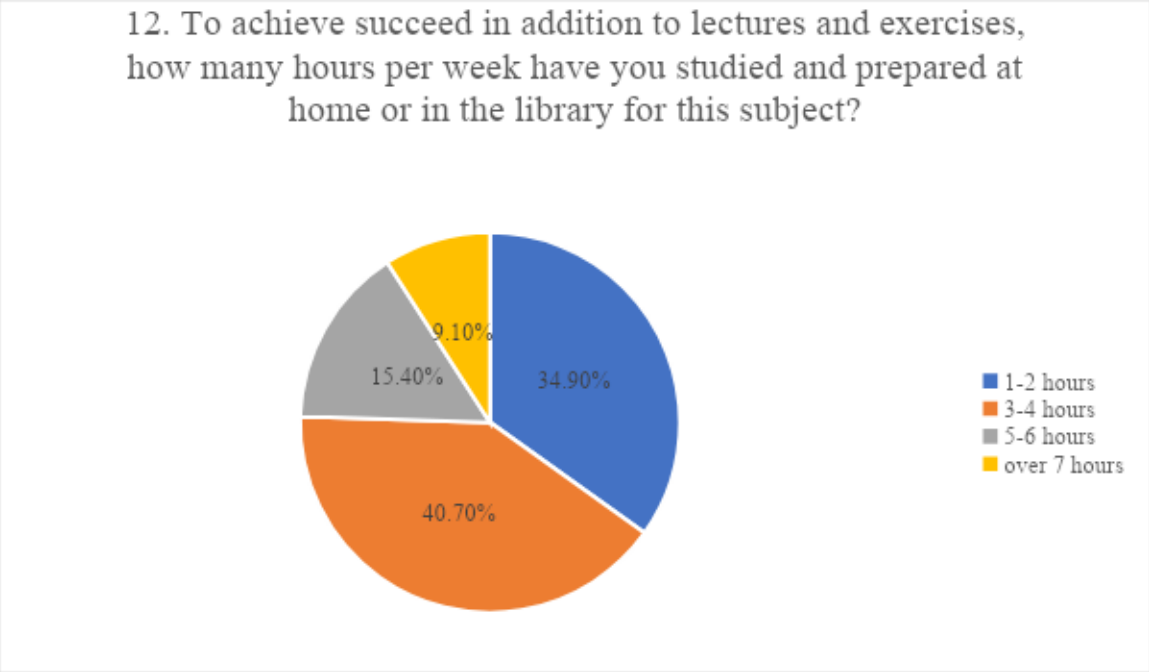
The tenth diagram expresses in percentage the students' responses regarding the ease of access to the online learning classes at UMS, where two fifths of the students rated it as very good, almost a third as good, less than a fifth on average and a a small number of students rated it as not good and not at all good. In general, based on the majority of students who have evaluated positively, we can say that access to online learning classes at UMS has been easy .



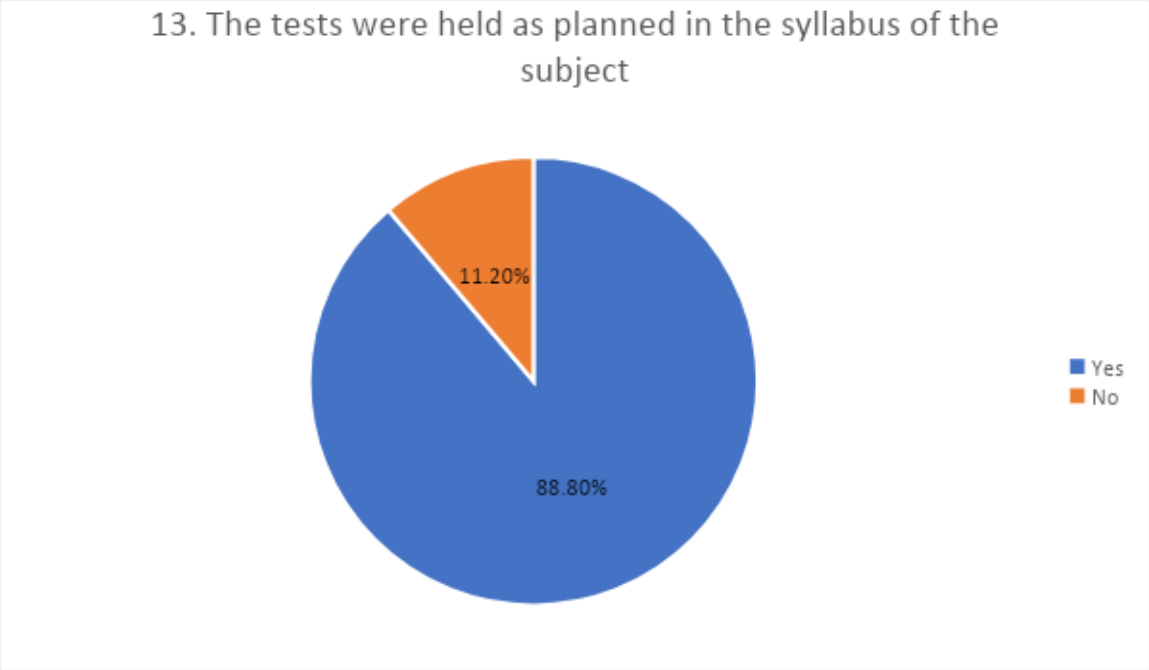
In the following diagram, the eleventh diagram expresses in percentage the students' answers regarding the question of whether online lectures have developed the same skills as physically held lectures, where more than a third rated it very good, less than a third good, a fifth average and a small number of not well and not at all well. In general, based on the majority of students who have evaluated positively, we can say that online lectures have developed the same skills compared to physically held lectures.



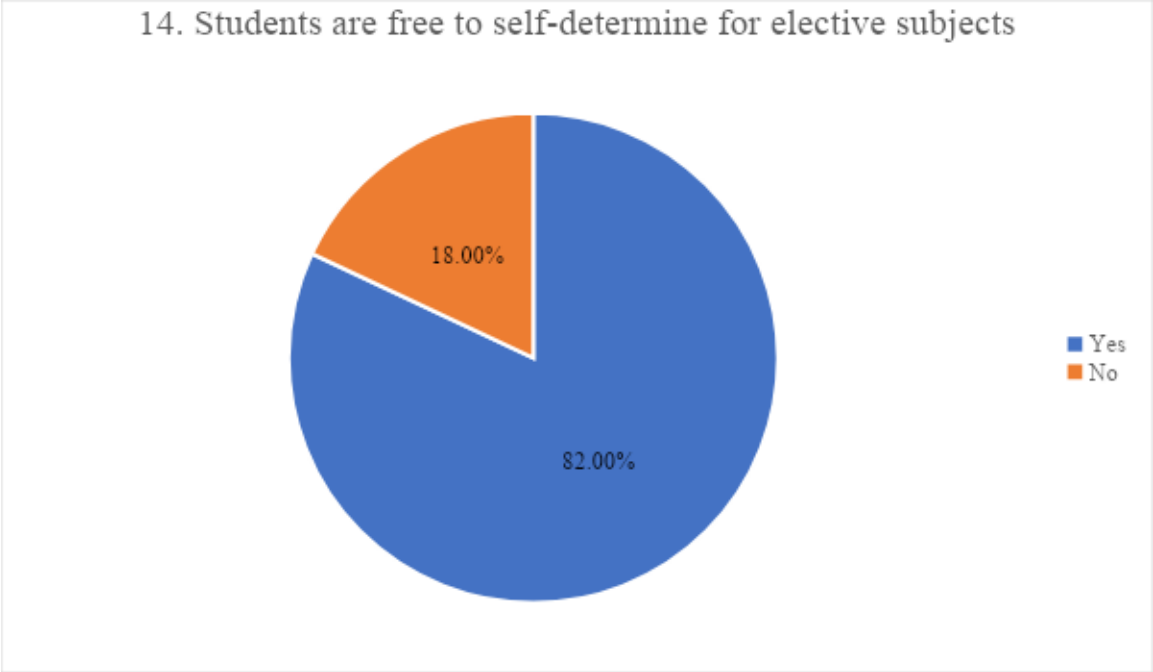
The twelfth diagram expresses as a percentage the hours of study at home or in the library per subject, where most two-fifths of the students studied 3-4 hours, one-third 1-2 hours, almost one-fifth 5-6 hours and less than one-tenth over 7 hours.



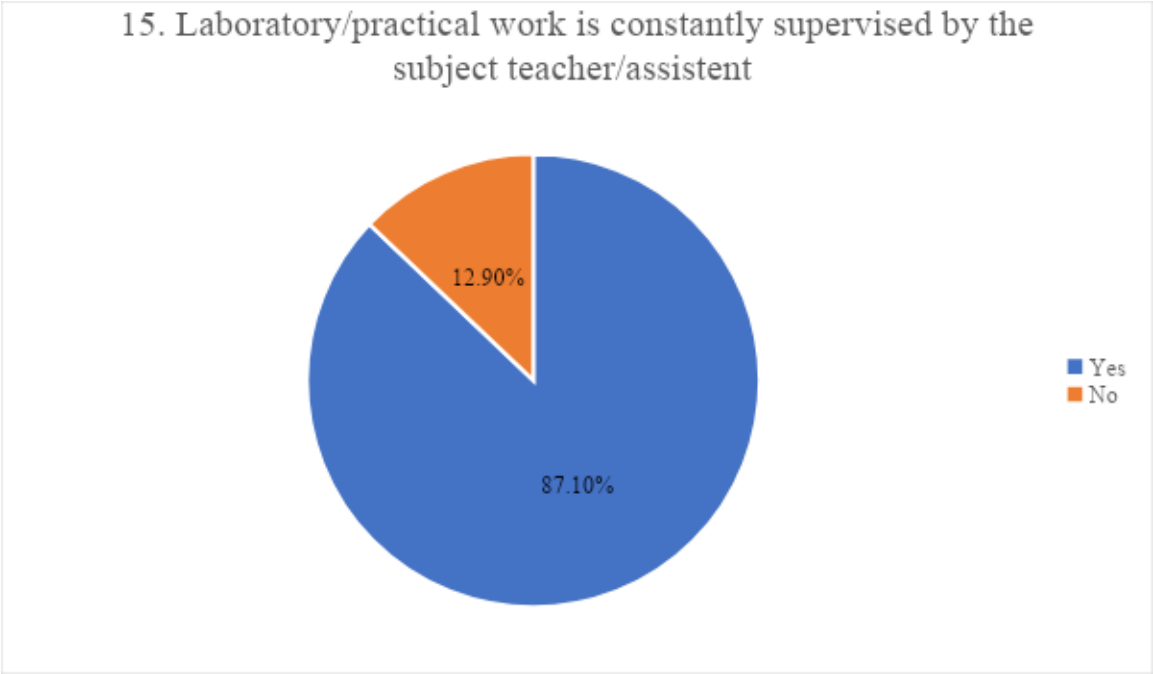
The following diagram, the thirteenth in a row, expresses in percentage the students' answers regarding the question of whether the tests were held as planned in the course syllabus, where the majority of students answered with YES.



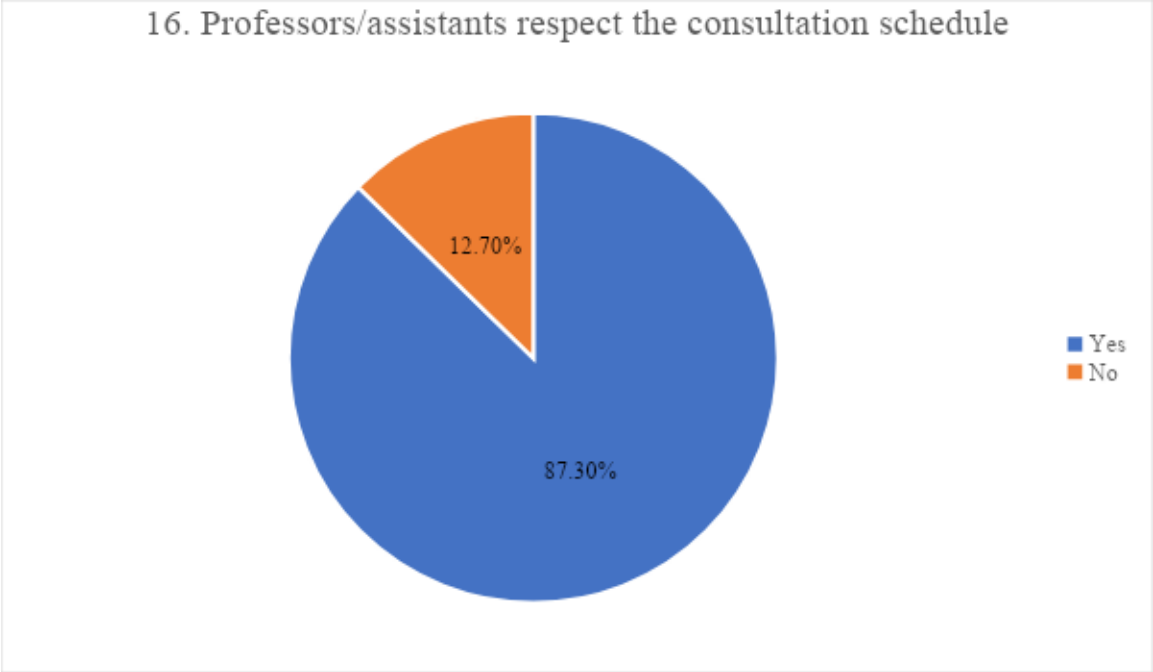
The next diagram expresses in percentage the answers of the students regarding the determination of the elective subjects, where the majority of them answered that they were free to determine the elective subjects themselves.



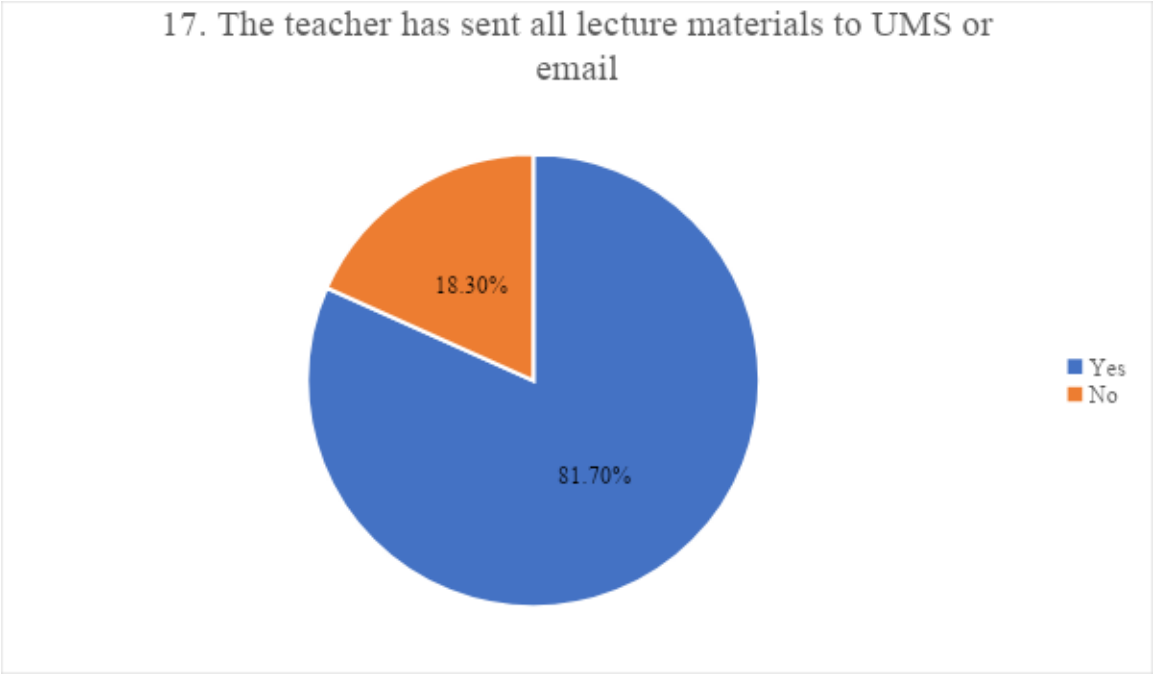
Next, the fifteenth diagram expresses in percentage the answers of the students regarding the question of whether the laboratory work is supervised by the teacher/assistant of the subject, where the majority answered with YES.



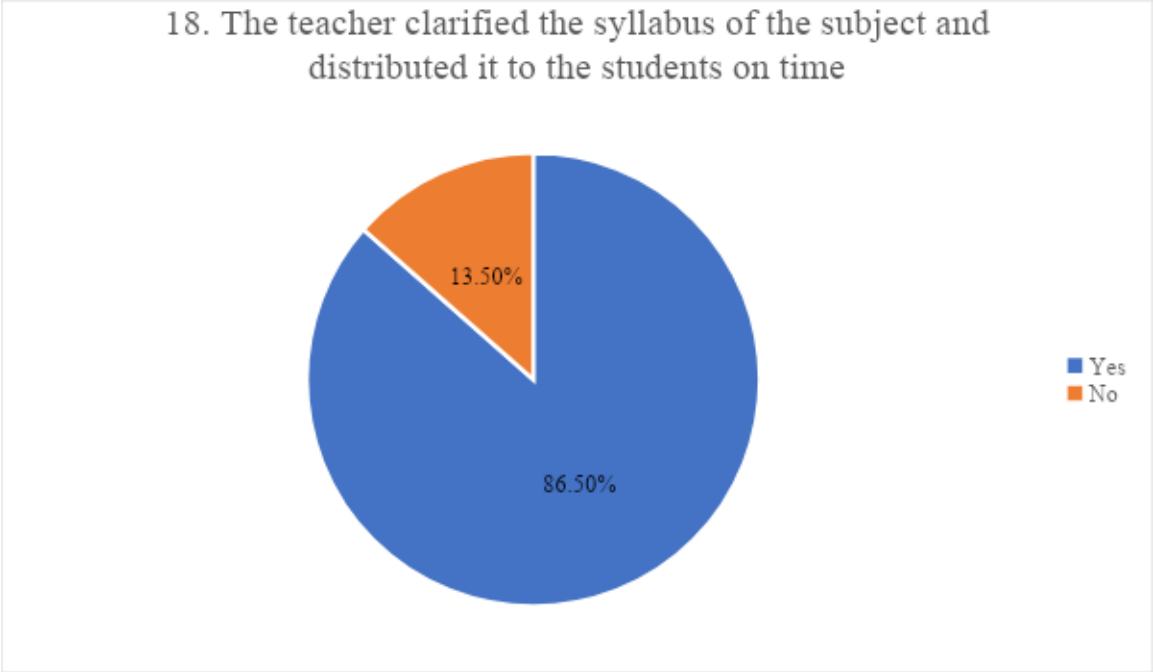
The sixteenth diagram expresses in percentage the answers of the students regarding the observance of the consultation schedule by the professors. Most of the students answered that the professors respect the consultation schedule.



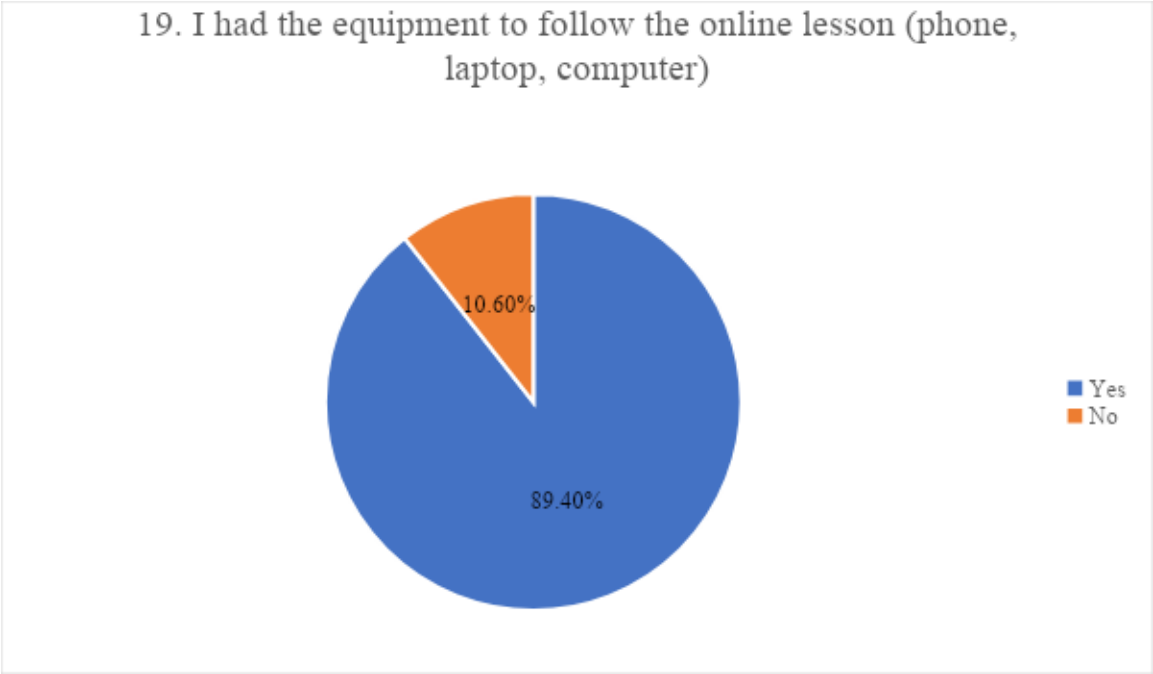
The seventeenth diagram expresses in percentage the answers of the students regarding the question whether the teachers forwarded the materials of the lectures in the system or by email, where most of them answered with YES.



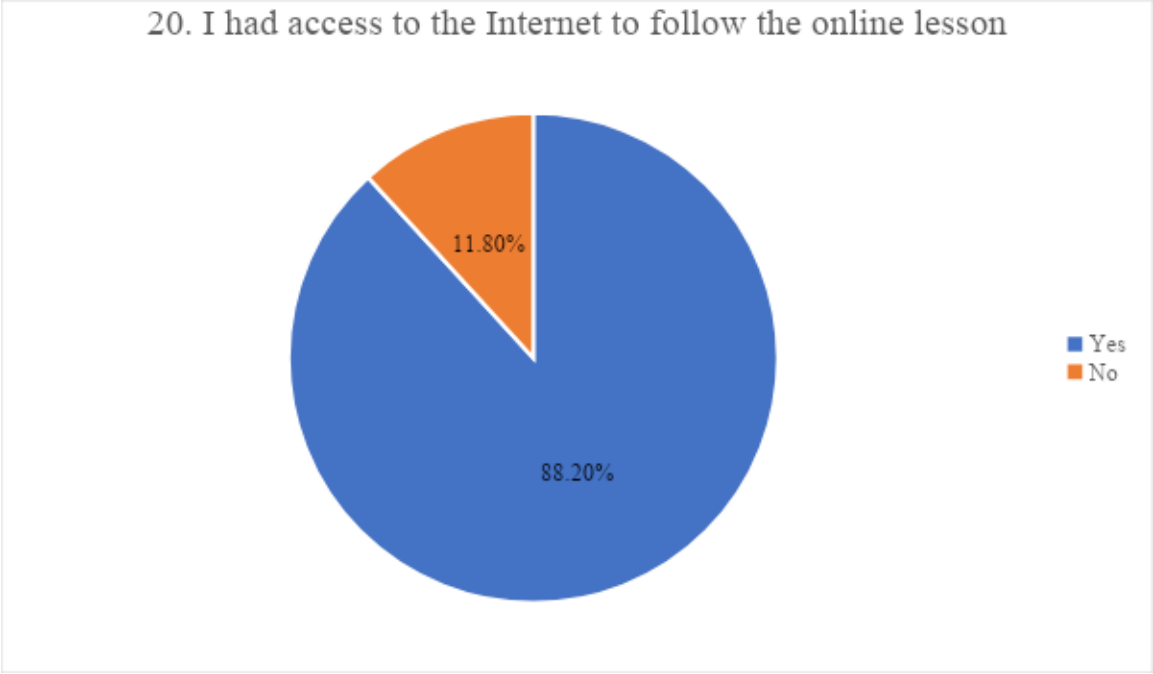
Next, the eighteenth diagram expresses the percentage of students' answers regarding the question of whether the teachers clarified the syllabus of the course and distributed it to the students in time, where most of them answered with YES.



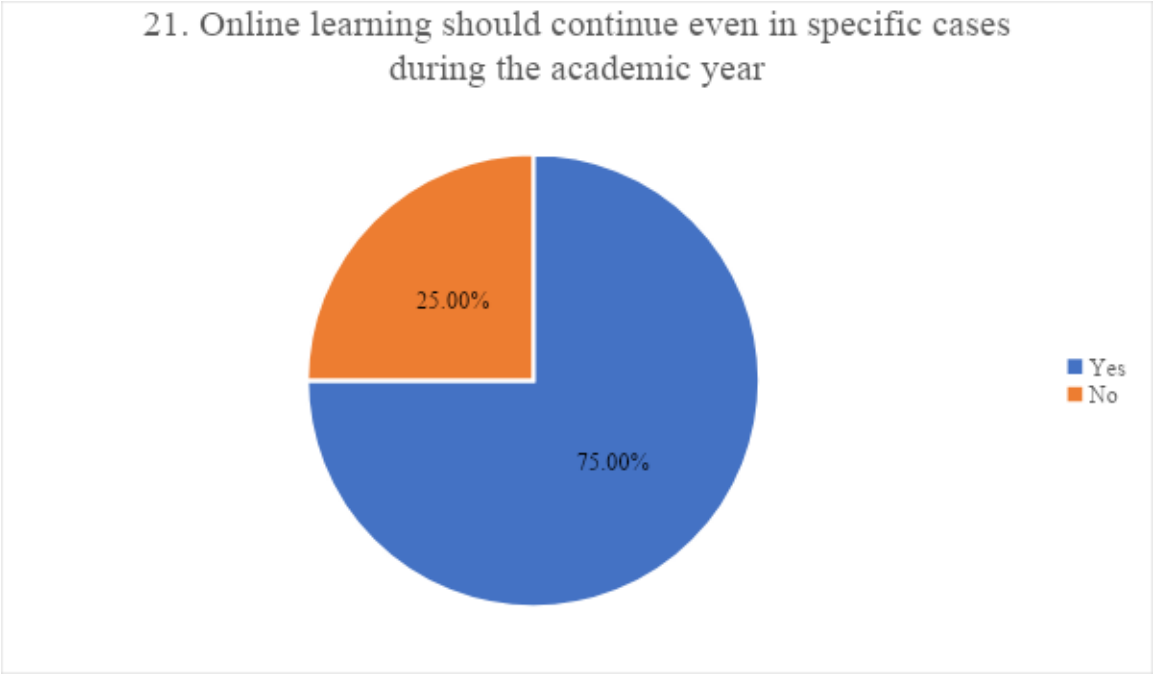
The nineteenth diagram expresses the percentage of students' responses to the question of whether they possessed equipment to attend online classes, and most of them answered Yes.



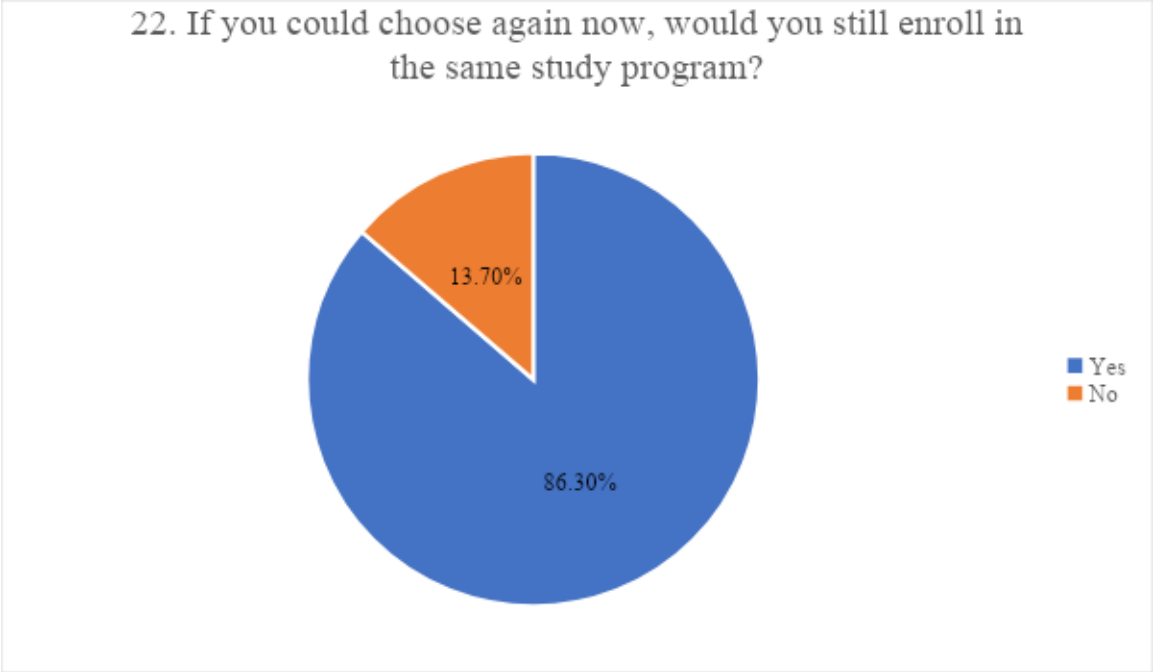
The 20th consecutive diagram expresses in percentage the students' answers regarding the question of whether they had access to the Internet to follow the online lesson, where most of them answered Yes.



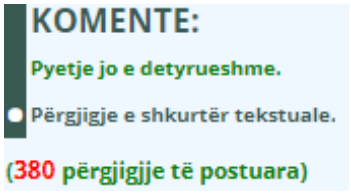
The next diagram below expresses in percentage the students' answers regarding the question of whether online learning should continue even in specific cases during the academic year, where the majority of students answered YES.



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.



Comments; 380 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.

Recommendations

The quality office at UIBM, after having reviewed the responses of Bachelor level students at the Faculty of Mechanical and Computer Engineering and after analyzing all questions and comments, at this stage of the institution's development, recommends to the senior management of UIBM to the following steps are taken:

- 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.