



**UNIVERSITETI - UNIVERSITY - UNIVERZITET
"HAXHI ZEKA"**

**Dedicated to quality, standards and success
Dedicated for quality, standards and excellence
Special quality, the standard of success**

Summary evaluation results from the "Student Teacher" questionnaire

Winter semester, 2023/24

1. The purpose of the evaluation

The realization of this evaluation is aimed at the continuous improvement of the quality of teaching and learning, so that we can identify possible challenges related to the fulfilment of learning objectives, and make efforts to remove them.

2. Evaluation process

As foreseen in the calendar of activities, at the end of each semester, students complete the questionnaire "Student - Teacher" to evaluate the course and the professor of the course. The evaluation process in all five academic units, for the winter semester 2023/2024, started on January 15 and lasted until January 20. The assessment was made for the professors and assistants of each subject taught in the winter semester of the academic year 2023/24. During this period, 160 academic staff, 85 regular staff and 75 engaged staff were evaluated. The number of completed questionnaires was 4490.

This semester, the questionnaire was done through the SEVC system, during the period of exam submissions, for professors and assistants of all five academic units. Before the start of the evaluation process, all academic staff and students are notified of the start of the process. Also, meetings were organized to sensitize students on the importance of quality assurance and flyers were distributed on the importance of evaluations by students. The students were also informed of the general rules of this process, guaranteeing them that the questionnaires are anonymous and that they can freely express what they think about each teacher and evaluated subject. After the end of the evaluation period, the Coordinators/Quality Officers and the Central Office processed the data from this process, which were analysed by the Commissions for quality assurance and evaluation at the level of academic units and the Council for quality management and evaluation at the central level. The Commissions and the Council, after analysing the process, based on the evaluation findings, have given recommendations for improvement.

3. Evaluation results

1. The students affirm that they have accepted the literature from the teacher, where 93% of them answered with Yes, while only 7% with No. The results of this assessment give an overview of the division of opinion among students. The largest group, 93%, confirmed that they received the course literature from the teacher. On the other hand, only 7% of students reported that they did not receive the literature (figure 1).

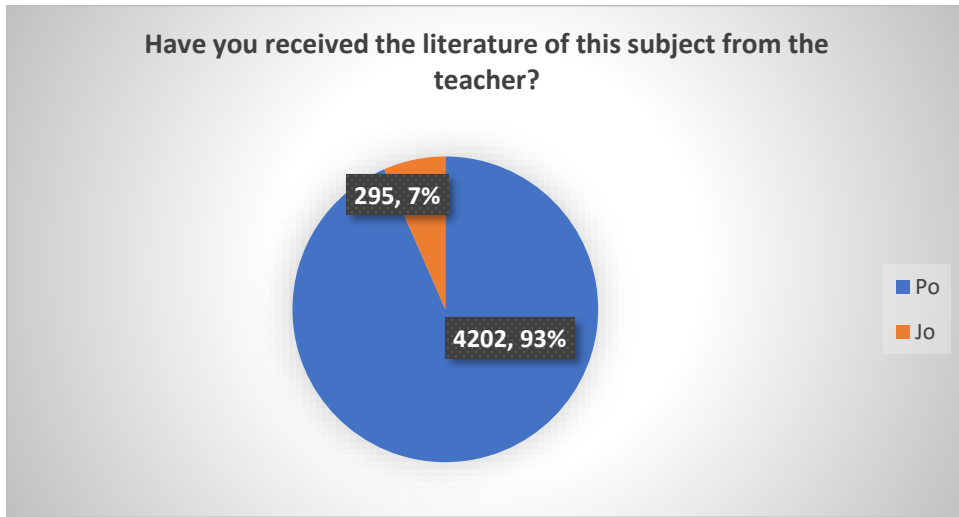


Figure 1

2. Students have affirmed that the most applicable forms for accepting literature are through SEMS and e-mail, where 44% have declared that they accept literature through SEMS, while 41% through e-mail. 8% stated that they can find the literature in the library, while 7% did not accept it in any form. From this we can conclude that in addition to SEMS and e-mail, the library should be enriched with proposed literature of study programs (figure 2).

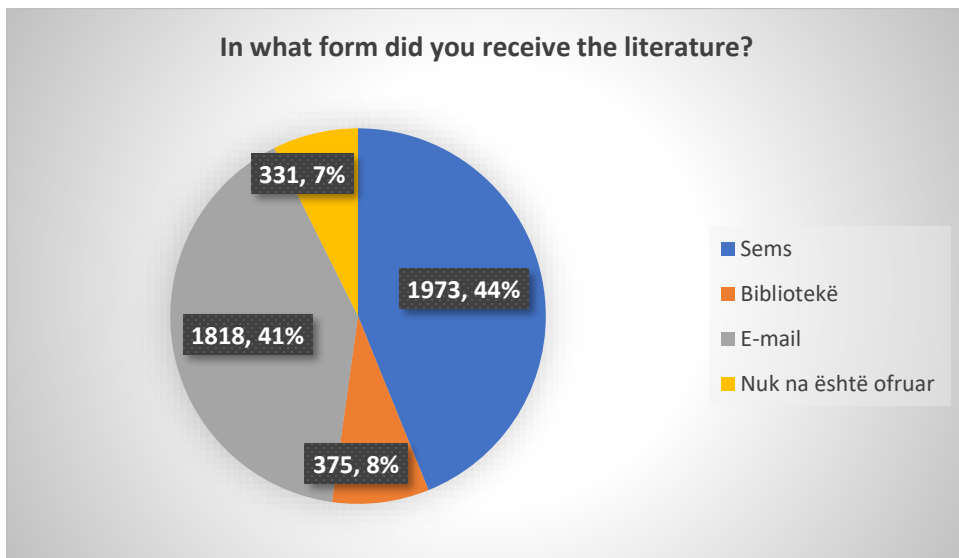


Figure 2

3. The results show that most of the students have understood the literature of the subjects well. 88% of students declared that the materials were understandable. This is a good sign that the teachers have managed to present the material in a way that most students have understood. 7% of students answered "no" to the comprehensibility of the literature. This indicates that there is a small percentage of students who feel that the materials were not clear. 5% of students were neutral (figure 3).

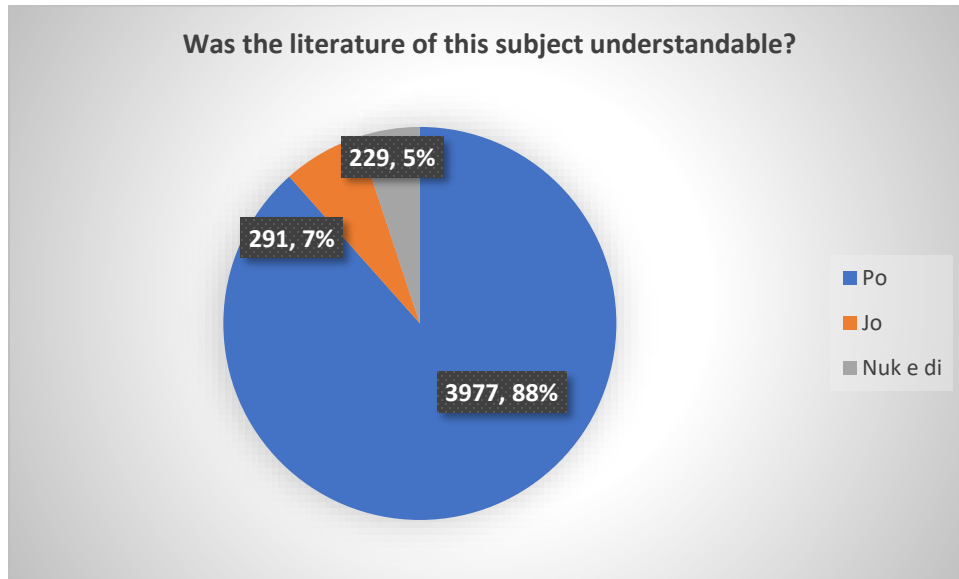


Figure 3

4. 81% of students affirm that they were clearly informed about the evaluation method by the teacher, 15% were partially informed, while 4% stated that they were not informed at all. This shows that the largest percentage of teachers at the beginning of each semester clearly inform students of the evaluation method (figure 4).

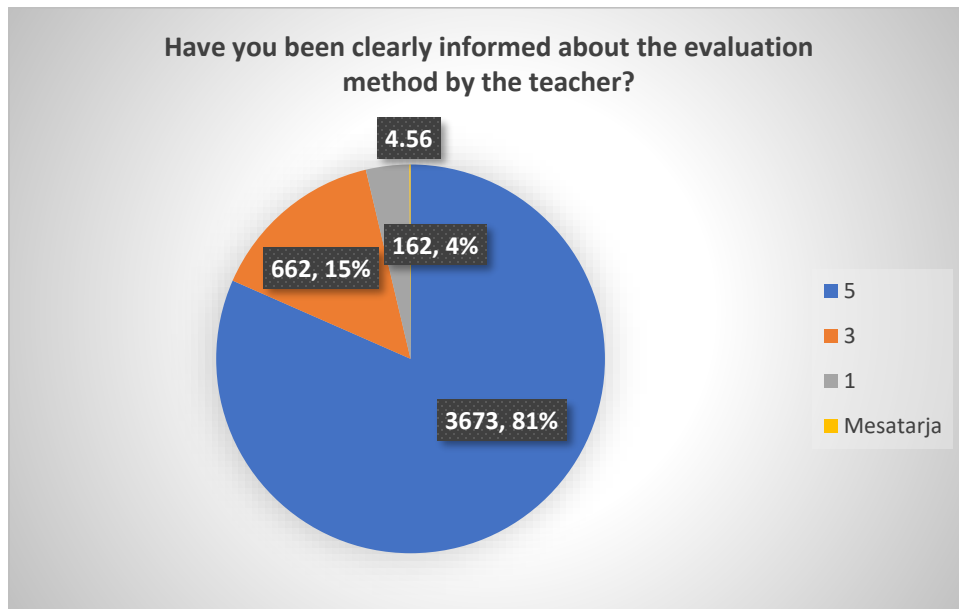


Figure 4

5. 79% of the students claim that the lectures explained by the teachers were very clear, and this high percentage shows that the majority of the students are satisfied with the explanations provided by the teachers. 17% of students claim that they were moderately clear, and this indicates that there is a small group of students who felt that there were some minor challenges in understanding the material from the lectures. Whereas, 4% of students say that the lectures explained by the teachers were not clear (figure 5).

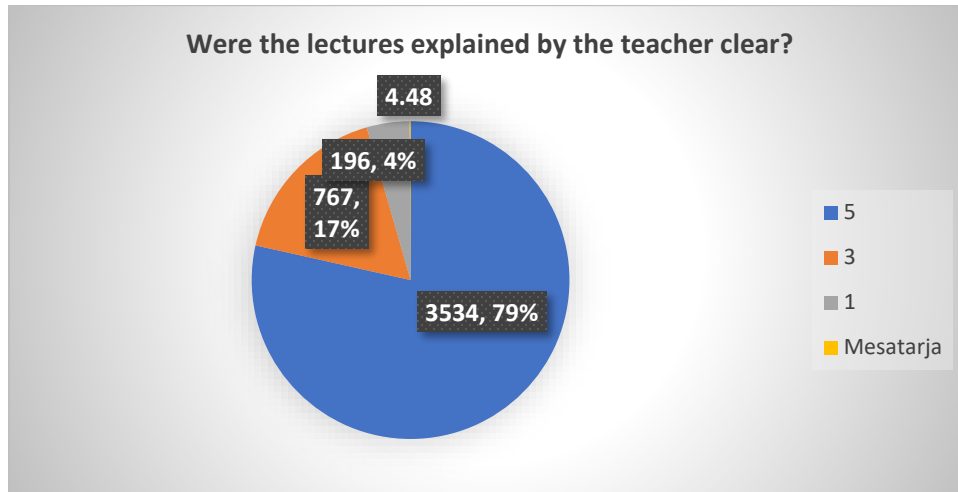


Figure 5

6. The analysis of the percentages of responses shows that most students have had positive experiences related to the development of supplementary learning activities. The largest percentage of students, 73%, claim that many complementary learning activities have been developed. This shows that the degree of involvement of various activities such as exercises, practical work, laboratories, etc., has been high. A smaller percentage of students, 19%, say that supplementary learning activities are moderately developed. This may indicate that the intervention of some additional activity occurred but was not followed to the highest extent. The lowest percentage, 8% of students, reports that no complementary learning activities have been developed at all (figure 6).

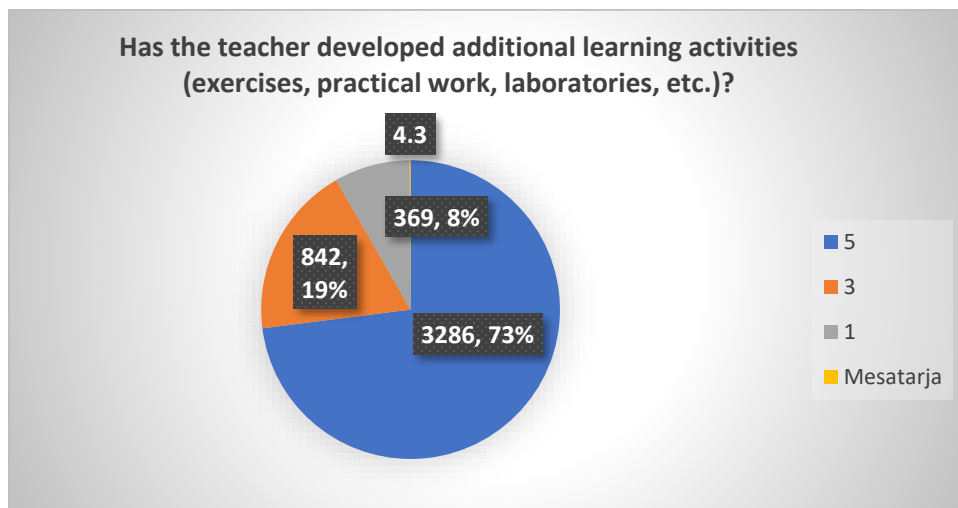


Figure 6

7. 82% of the students have assessed that the teachers are following the syllabus and teaching the planned topics. 14% of students have estimated that the teachers are teaching the topics on average according to the syllabus. While, 4% answered with "no", and this low percentage shows that a very small number of students estimate that the teachers are not following the syllabus (figure 7).

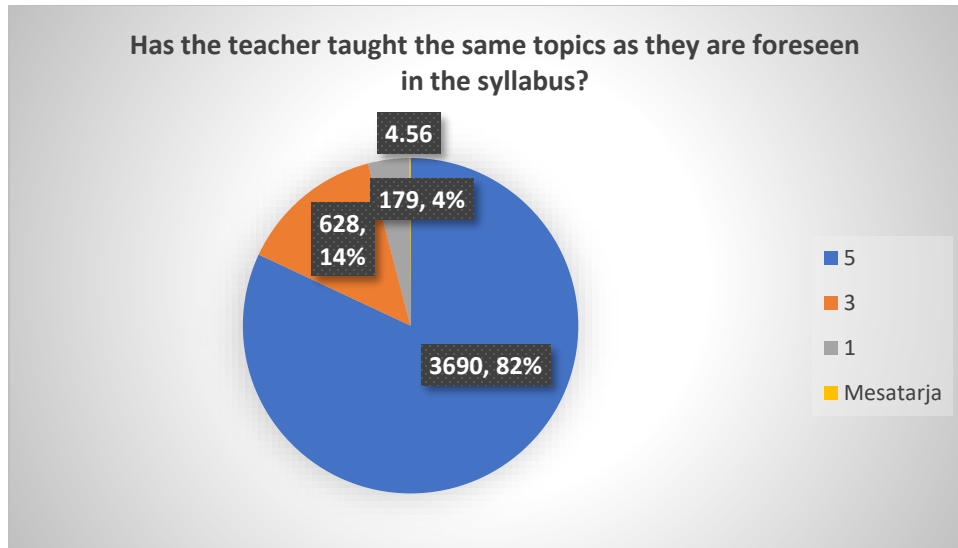


Figure 7

8. Did the teacher hold consultations during the semester, 82% answered "yes" and this percentage shows that most of the students have held consultations during the semester from the teachers. 9% answered "no", although the percentage is relatively low, it indicates that there is a small group of students who did not have the opportunity to receive consultations during the semester. 9% answered with "don't know" and this percentage shows that a small group of students are not sure if the teachers offered consultations during the semester (figure 8).

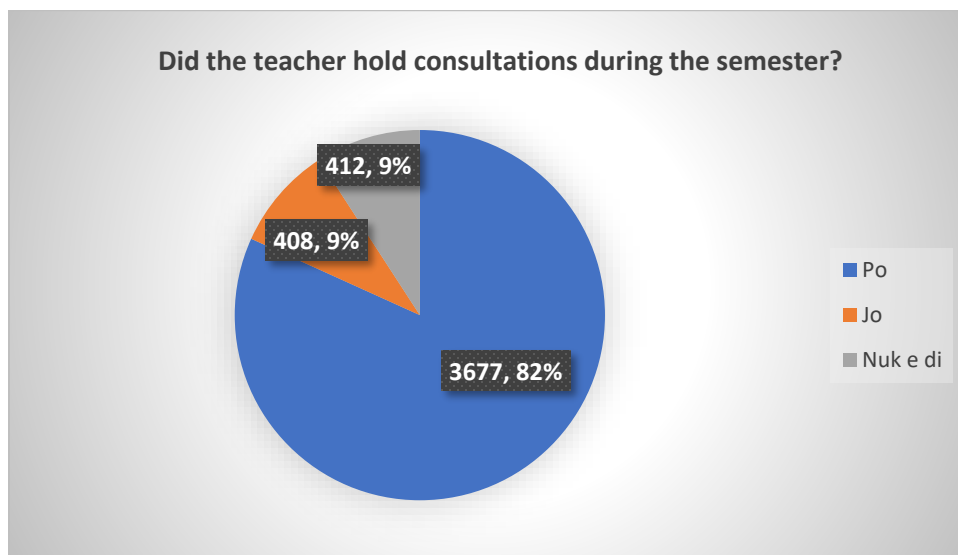


Figure 8

9. Most of the students, about 79%, answered that the teachers were very ready for clarifications and additional explanations during the consultation hours. 16% answered "moderately ready", this percentage shows that a smaller part of the students rate the readiness of the teacher for clarifications and additional explanations as average. Whereas, 5% of students answered with "no, he was not ready" (figure 9) .

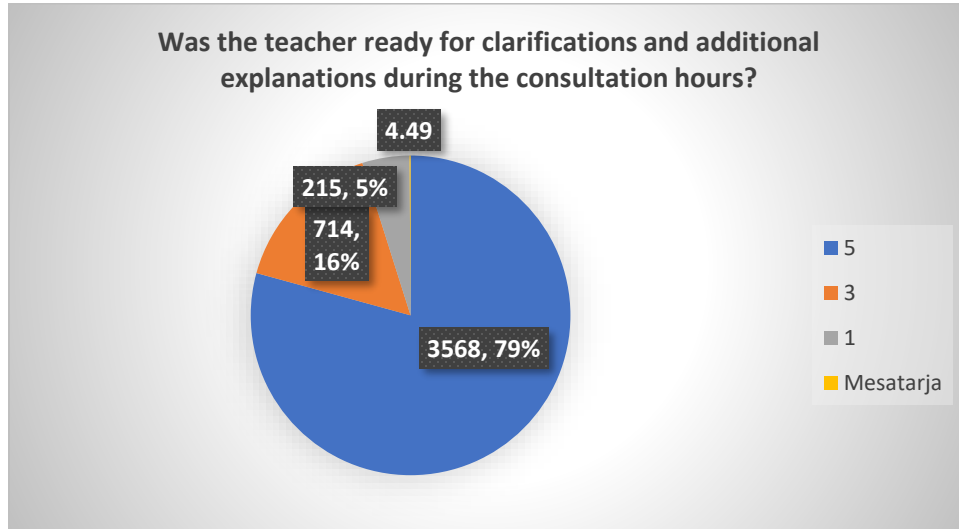


Figure 9

10. 80% of students answered "yes, it is very interactive", and this high percentage shows that most students appreciate that teachers are very interactive during lectures and exercises. 15% answered "it is moderately interactive", this percentage shows that a smaller part of students rate the teachers as moderately interactive during lectures and exercises. 5% answered "no, it is not cooperative", that is, a very small group of students rated the teachers as non-cooperative during lectures and exercises (figure 10).

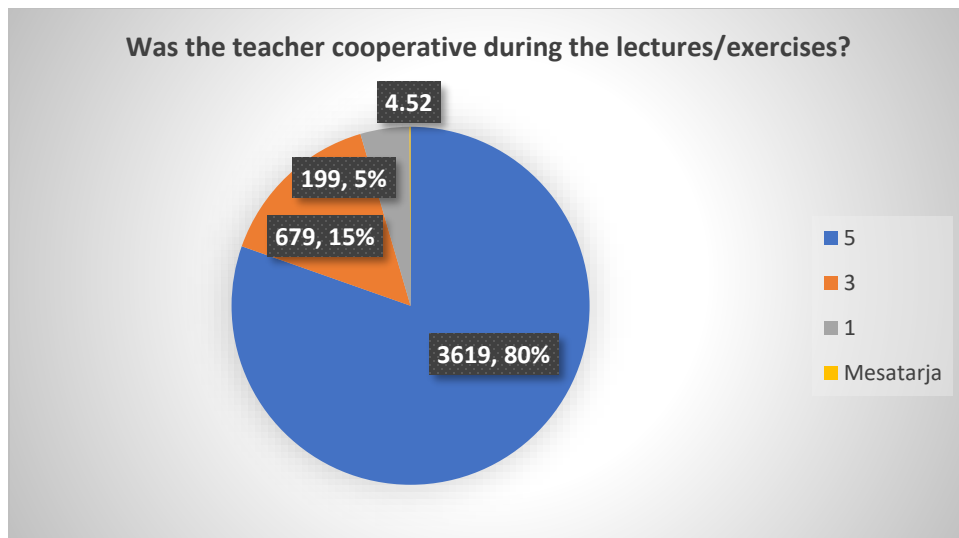


Figure 10

11. Whether the teacher offered practical examples from what was explained in theory, the students answered as follows: 78% answered "yes", and this percentage shows that the majority of students appreciated that the teacher offers practical examples to illustrate the materials explained in theory. 16% answered "average", this percentage indicates that a small proportion of students rate the teacher as moderately efficient in providing practical examples to illustrate the theory. 6% answered "no" and this low percentage shows that a very small group of students did not appreciate that the teacher provides practical examples from the material explained in theory (figure 11).

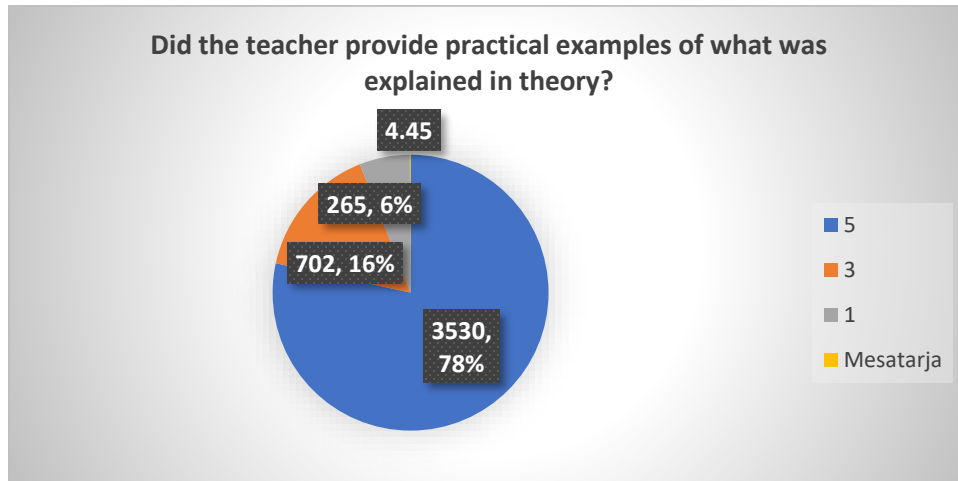


Figure 11

12. 76% of the students have estimated that the teacher's way of lecturing had a great impact on stimulating interest in the lectures. 17% responded with "moderately stimulated interest", this percentage indicates that a smaller proportion of students rate the teacher as moderately effective in stimulating interest in the lectures. 7% answered with "no, it did not stimulate interest", this percentage shows that a small group of students assessed that the teacher's way of lecturing did not affect the stimulation of interest in the lectures (figure 12).

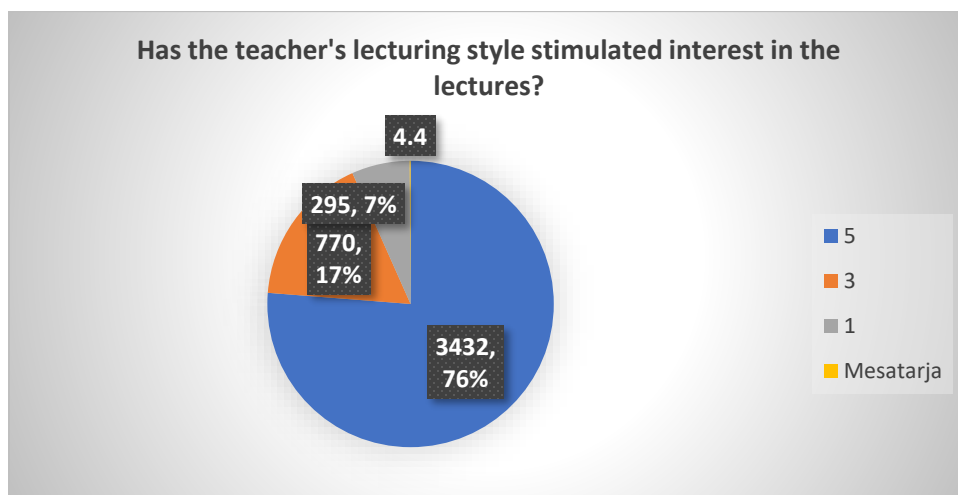


Figure 12

Recommendations for improvement, proposed by the Council for Quality Management and Evaluation:

1. The literature recommended by the teachers should be submitted in hard copy to the library.
2. Teachers should respect the consultation schedule and be ready to provide additional clarifications.
3. Teachers should also have practical examples in each lesson.
4. Teachers to follow training for innovative teaching methods.