

UNIVERSITY OF GJAKOVA

“FEHMI AGANI”

Gjakova



**Summary evaluation report
of academic staff and courses by students
(Summer semester 2019/2020)**

Edited:

Quality Assurance Office

2020

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Introduction

Based on the Regulation of Quality Assurance and Evaluation at the University of Gjakova "Fehmi Agani" (Ref.nr.04 / 50 dated 10. 01. 2020) and the manual for evaluation of performance, quality and curriculum, the Evaluation of the Academic Staff by the students for the summer Semester 2019/2020 has been carried out in order to gather their views on all aspects of teaching and learning at UGjFA.

As part of this, the online questionnaire was distributed to SEVC (Electronic Quality Assessment System). SEVC is an electronic system through which the evaluation of certain participants is constantly done, for whom certain questionnaires are created. This system offers the opportunity to create a questionnaire with different questions, which targets a certain group of users (management, professors, students, etc.) who have the opportunity to answer relevant questions, where then the system generates statistics based on answers provided.

To all the questions that each user answers the SEVC system takes care not to keep even a single trace. So all users are safe in whatever answer they provide, as we guarantee that the system is 100% anonymous and secure.

Students can not proceed to their SMU system without completing the assessment forms for each enrolled subject of the summer semester.

The purpose of the research

The purpose of this research is to identify possible problems during the implementation of curricula for teachers in UGjFA, the treatment of relevant subjects, and the general approach to the obligations that the teacher has to the subject and the student.

From this research we have managed to derive values, which determine the degree of action of teachers within their professional engagement in certain subjects of study programs within the University.

The recommendations from this evaluation will serve the academic staff as well as the senior management of UGjFA to reflect on the research findings for the period of the summer semester 2019/2020.

SEVC (Electronic Quality Assessment System)

SEVC - is an electronic system through which the evaluation of certain participants is constantly done, for whom certain questionnaires are created. This system offers the opportunity to create a questionnaire with different questions, which questionnaire then targets

a certain group of users (management, professors, students, etc.) who have the opportunity to answer relevant questions.

The registration of new forms in SEVC enables us to have different models of questionnaires which are:

- Public,
- For academic staff,
- For teaching course,
- For the faculty management staff,
- For the university management staff,
- For referent/clerk at university,
- For administrators,
- For the whole university.

Questionnaire sample

The Quality Assurance Office has built an online questionnaire, which consists of 15 questions, of which the SEVC system provides 6 types of questionnaire answers, for the student form three types of answers have been selected and all questions have been mandatory except the question : Do you have any additional comment or suggestion?

Form name:	Student form						
Type of publication:	For professors						
Academic year:	2019/2020						
Level:	Bachelor						
The faculty:	(name of the faculty)						
Department:	(name of department)						
Course:	(Subject)						
Semester:	Summer semesters						
Professor:	(name of professor)						
	Totally agree	Agree	Don't know	Disagree	Totally disagree	Type of answer	Type of questions
1. The syllabus of the course was introduced at the beginning of the semester						Check box list	Mandatory question.
2. The teacher was regular and held the lesson on time (physical and online).						Radio list	Mandatory question.
3. The teacher came professionally prepared for the lesson.						Radio list	Mandatory question.
4. The teacher has encouraged discussions and classroom activities.						Radio list	Mandatory question.
5. The teacher has held consultations.						Radio list	Mandatory question.
6. Teaching materials have been useful for study.						Radio list	Mandatory question.
7. The evaluation of students' work is done continuously.						Radio list	Mandatory question.
8. The course has been useful for my future profession						Radio list	Mandatory question.
9. How do you evaluate the teacher in general?						Radio list	Mandatory question.
10. There is a good connection between the activities in the exercises / practice and the lecture.						Radio list	Mandatory question.
11. How do you evaluate the subject in general.						Radio list	Mandatory question.
12. Has the teacher's conduct been in accordance with the Code of Ethics?						Radio list	Mandatory question.
13. What would you change in the content of the course?	Comment		(Paragraph text)			Mandatory question.	
14. Have you had difficulties in online lessons?	Comment		(Paragraph text)			Mandatory question.	
15. Do you have any additional comment or suggestion?	Comment		(Paragraph text)			Mandatory question.	

Table 1. Questions of Category I – multiple choice

Evaluation methodology

Based on the tasks and job description of the Office for Quality Assurance, it is foreseen to carry out the evaluation of the academic staff and subjects by the students, so in cooperation with the management of UGjFA, as well as the Central Commission for Quality Assurance, the dynamic plan on distribution of questionnaires has been drafted.

The answers to the questionnaire were designed according to the Likert Scale, where the student for each finding had to circle up:

- 5 = totally agree;
- 4 = agree;
- 3 = don't know;
- 2 = disagree;
- 1 = totally disagree.

Students can not proceed to their SMU system without completing the assessment forms for each course enrolled in the summer semester. According to the students who answered, the completion of the questionnaire lasted from 13 to 15 minutes.

The system generates statistics based on the answers provided. To all the questions that each user answers, the SEVC system takes care not to keep even a single trace. So all users are confident in whatever response they provide, as we guarantee that the system is 100% anonymous and secure.

Questionnaire analysis methodology:

The analysis of the questionnaires will be done in several stages:

- General phase, where it will be analyzed at the level of UGjFA and academic units.
- Intermediate phase, where the subjects in particular will be analyzed, and
- The final phase, the distribution of questionnaires to the academic staff, responds to their "feedback" by teachers, deans and other bodies responsible for quality assurance.

Presentation of results

The results summarized by the questionnaires for UGjFA are presented in Tables 1, 2 and 3, which include: the names of the subjects participating in the evaluation, number of distributed

questionnaires, average student scores. While the specific categories of the questionnaire are elaborated in clear ways in the continuation of the report.

The results are presented only for the summer semester courses and not all the results obtained from the SEVC system. It is worth mentioning that this is the first time we have used this system and due to the lack of experience in this system, in this semester, there are results of other courses, but they were not part of the research of this report.

Table 2. General findings in Faculty of Education, Primary and Preschool programs

Questionnaire findings in: FACULTY OF EDUCATION																
Number	Year	Course title	Number of questionnaire	The course syllabus was introduced at the beginning of the semester.	The teacher was regular and held the lesson on time (physical and online).	The teacher came professionally prepared for the lesson.	The teacher encouraged discussions and classroom activities.	The teacher has held consultations.	Teaching materials have been useful for study.	The evaluation of students' work has been done continuously.	The course has been useful for my future profession.	How do you assess the teacher in general?	There is a good connection between the activities in the exercises / practice and the lecture.	How do you evaluate the subject in general?	Has the teacher's conduct complied with the Code of Ethics?	Average

Preschool Programi																
1	II	Albanian Language II – Gr.1	47	4.62	4.68	4.60	4.53	4.38	4.57	4.68	4.55	4.55	4.55	4.55	4.60	4.57
2	II	Albanian Language II – Gr. 2	45	4.51	4.33	4.53	4.38	4.16	4.53	4.51	4.60	4.31	4.44	4.56	4.49	4.45
3	II	Mathematics II in Preschool Education	96	4.41	4.27	4.42	4.11	4.16	4.35	4.00	4.25	4.41	4.29	4.31	4.45	4.29
4	II	IT in Preschool Education	83	4.73	4.75	4.77	4.54	4.43	4.63	4.60	4.60	4.69	4.72	4.70	4.65	4.65
5	II	Basics of music education with methodology	95	4.61	4.61	4.60	4.41	4.22	4.49	4.53	4.43	4.52	4.59	4.52	4.61	4.51
6	II	Pedagogical Practice I (3 weeks) gr. 1-2	83	4.61	4.61	4.60	4.55	4.37	4.51	4.46	4.52	4.49	4.52	4.59	4.53	4.53
7	II	Pedagogical Practice I (3 weeks) gr. 3	26	3.54	2.81	3.58	2.77	2.92	3.58	2.92	3.96	3.23	3.04	3.65	3.73	3.31
8	II	English Language II	93	4.62	4.65	4.63	4.42	4.22	4.49	4.34	4.30	4.52	4.51	4.57	4.59	4.49
9	III	Basics of social sciences with methodology II gr.2	33	4.24	4.09	4.27	4.24	3.76	4.12	4.00	3.97	4.15	4.27	4.15	4.15	4.12
10	IV	Basics of social sciences with methodology II gr.1	36	4.44	4.53	4.42	4.25	4.06	4.36	4.11	4.19	4.33	4.19	4.25	4.47	4.30
11	IV	Basics of natyral sciences with methodology I	77	4.39	3.94	4.34	3.99	3.89	4.03	3.99	3.65	4.11	4.10	4.01	4.32	4.06
12	IV	Methodology of mathematical's concept cognition	76	4.43	4.42	4.43	4.30	4.07	4.32	4.26	4.42	4.28	4.26	4.29	4.41	4.32
13	IV	Pedagogical Practice II	87	4.54	4.57	4.55	4.41	4.24	4.49	4.39	4.56	4.54	4.40	4.52	4.55	4.48

14	IV	Developmental and personality psychology	91	4.35	4.04	4.16	3.95	3.95	4.11	3.95	4.23	4.11	4.08	4.21	4.30	4.12
15	VI	Figurative arts methodology	79	4.67	4.59	4.63	4.56	4.15	4.53	4.57	4.67	4.53	4.58	4.56	4.56	4.55
	VI	National history	81	4.43	4.45	4.43	4.29	3.96	4.19	4.21	4.04	4.34	4.21	4.16	4.38	4.26
	VI	Environmental education	77	4.42	4.56	4.52	4.35	3.96	4.29	4.34	4.21	4.42	4.36	4.43	4.51	4.36
	VI	Literary reading methodology	76	4.63	4.55	4.59	4.46	4.21	4.43	4.38	4.38	4.47	4.37	4.42	4.45	4.45
	VIII	Pedagogical practice IV	95	4.14	3.98	4.21	4.03	3.99	3.98	3.83	4.16	4.04	4.06	4.25	4.17	4.07
	VIII	Basics of research in education	68	4.56	4.51	4.54	4.32	4.32	4.47	4.29	4.40	4.40	4.29	4.50	4.40	4.42
Primary																
	II	Albanian Language II	76	4.82	4.83	4.87	4.84	4.58	4.83	4.84	4.88	4.79	4.75	4.79	4.83	4.80
	II	Mathematics II in Primary Education	78	4.24	4.41	4.14	3.78	3.74	4.18	3.50	4.33	4.13	3.85	4.21	4.35	4.07
	II	IT in Preschool Education	68	4.88	4.84	4.90	4.78	4.60	4.76	4.76	4.75	4.78	4.72	4.75	4.82	4.78
	II	Basics of music education with methodology	72	4.76	4.76	4.76	4.57	4.10	4.57	4.65	4.61	4.65	4.54	4.61	4.72	4.61
	II	Pedagogical practice I	106	4.64	4.58	4.61	4.55	4.08	4.41	4.45	4.60	4.42	4.25	4.56	4.61	4.48
	II	History of national education	93	4.66	4.55	4.52	4.38	4.19	4.49	4.35	4.39	4.52	4.35	4.41	4.53	4.45
	IV	Developmental psychology	157	4.72	4.69	4.66	4.57	4.34	4.65	4.29	4.67	4.58	4.49	4.66	4.66	4.58
	IV	Mathematics teaching methodology I	94	4.60	4.56	4.52	4.24	3.73	4.41	4.21	4.51	4.43	3.91	4.40	4.61	4.34
	IV	National history	101	4.26	3.89	4.09	3.63	3.43	4.09	3.52	4.14	3.95	4.17	4.18	4.39	3.98
	IV	Pedagogical practice II	108	4.42	4.54	4.51	4.4	3.94	4.40	4.32	4.57	4.49	4.32	4.48	4.56	4.41
	IV	Letërsi për fëmijë	99	4.48	4.52	4.45	3.94	3.80	4.27	4.03	4.52	4.34	4.35	4.36	4.57	4.30
	VI	Psychology of education	145	4.70	4.71	4.69	4.64	4.46	4.66	4.49	4.63	4.63	4.52	4.68	4.67	4.62
	VI	Inclusive Education with methodology	146	4.67	4.68	4.69	4.64	4.39	4.64	4.49	4.66	4.62	4.57	4.64	4.66	4.61
	VI	Basics of natural sciences with methodology II	53	4.32	4.43	4.43	4.42	3.98	4.36	4.06	4.32	4.30	4.00	4.38	4.58	4.30
	VI	Environmental education	52	4.29	4.42	4.44	4.42	3.85	4.42	4.17	4.33	4.38	4.33	4.48	4.67	4.35
	VI	English Language for Teachers	63	4.75	4.79	4.81	4.73	4.38	4.63	4.44	4.37	4.71	4.57	4.54	4.78	4.63
	VI	Education and media	82	4.56	4.59	4.45	4.52	4.17	4.38	4.30	4.33	4.50	4.18	4.37	4.59	4.41
	VII	Pedagogical practice IV	45	4.51	4.67	4.51	4.36	4.22	4.51	4.27	4.62	4.44	4.47	4.44	4.67	4.47

Table 3. General findings in Faculty of Philology- Albanian Language and Literature

Questionnaire findings in: FACULTY OF PHILOLOGY																
Nr. rendor	Year	Course title	Number of questionnaire	The course syllabus was introduced at the beginning of the semester.	The teacher was regular and held the lesson on time (physical and online).	The teacher came professionally prepared for the lesson.	The teacher encouraged discussions and classroom activities.	The teacher has held consultations.	Teaching materials have been useful for study.	The evaluation of students' work has been done continuously.	The course has been useful for my future profession.	How do you assess the teacher in general?	There is a good connection between the activities in the exercises / practice and the lecture.	How do you evaluate the subject in general?	Has the teacher's conduct complied with the Code of Ethics?	Average
Albanian Language and Literature																
	II	Albanian lexicology with semantics	115	4.63	4.63	4.50	4.45	4.32	4.55	4.38	4.40	4.50	4.52	4.50	4.61	4.50
	II	Foreign Language II – Gr.1	52	4.68	4.69	4.75	4.65	4.46	4.62	4.67	4.60	4.67	4.60	4.60	4.63	4.64
	II	Foreign Language II – Gr.2	37	4.54	4.57	4.59	4.65	4.41	4.57	4.49	4.46	4.62	4.49	4.54	4.59	4.54
	II	History of Albanian literature II	86	4.73	4.72	4.64	4.42	4.38	4.56	4.38	4.54	4.8	4.52	4.54	4.60	4.57
	II	Folk literature	100	4.60	4.51	4.54	4.37	4.32	4.49	4.38	4.46	4.55	4.48	4.52	4.58	4.48
	II	Introduction to Albanian studies	64	4.58	4.54	4.48	4.32	4.33	4.41	4.33	4.38	4.41	4.37	4.43	4.62	4.43
	II	Language culture / gr.2	63	4.62	4.57	4.54	4.33	4.40	4.51	4.44	4.37	4.49	4.54	4.48	4.59	4.49
	II	Language culture / gr.1	43	4.40	4.44	4.58	4.51	4.30	4.60	4.53	4.53	4.47	4.42	4.53	4.60	4.49
	IV	Morphology II	113	4.58	4.54	4.456	4.36	4.27	4.44	4.29	4.63	4.48	4.46	4.58	4.44	4.46
	IV	Arbëresh "Arvanits" Literature	77	4.66	4.52	4.52	4.42	4.48	4.52	4.48	4.60	4.64	4.49	4.56	4.43	4.53
	IV	World literature	78	4.65	4.63	4.59	4.47	4.40	4.58	4.31	4.58	4.53	4.36	4.56	4.62	4.52
	IV	History of Albanian Language standardization	50	4.56	4.61	4.59	4.41	4.51	4.49	4.51	4.39	4.47	4.39	4.47	4.65	4.50
	IV	Dialectology	94	4.60	4.48	4.57	4.39	4.29	4.39	4.28	4.43	4.43	4.35	4.48	4.45	4.43
	IV	Literature for children	89	4.63	4.55	4.48	4.42	4.34	4.51	4.38	4.44	4.51	4.38	4.52	4.45	4.47
	VI	Contemporary Albanian literature	58	4.69	4.64	4.60	4.29	4.52	4.59	4.40	4.47	4.53	4.43	4.59	4.64	4.53
	VI	Syntax II	77	4.49	4.40	4.45	4.36	4.32	4.47	4.22	4.48	4.47	4.42	4.43	4.49	4.42
	VI	Etymology	31	4.71	4.71	4.65	4.42	4.52	4.48	4.32	4.58	4.61	4.29	4.55	4.61	4.54

	VI	Psycholinguistics	28	4.43	4.32	4.21	4.14	4.11	4.21	4.07	4.18	4.21	4.11	4.14	4.39	4.21
	VI	Basics of journalism	57	4.51	4.30	4.33	4.14	3.84	4.18	4.21	4.39	4.25	4.07	4.25	4.33	4.23
Questionnaire findings in: FACULTY OF MEDICINE																
Number	Year	Course title	Number of questionnaire	The course syllabus was introduced at the beginning of the semester.	The teacher was regular and held the lesson on time (physical and online).	The teacher came professionally prepared for the lesson.	The teacher encouraged discussions and classroom activities.	The teacher has held consultations.	Teaching materials have been useful for study.	The evaluation of students' work has been done continuously.	The course has been useful for my future profession.	How do you assess the teacher in general?	There is a good connection between the activities in the exercises / practice and the lecture.	How do you evaluate the subject in general?	Has the teacher's conduct complied with the Code of Ethics?	Average
Midwifery																
	IV	Caring for sick children	39	4.72	4.82	4.71	4.53	4.21	4.66	4.45	4.71	4.63	4.53	4.63	4.68	4.61
	IV	Legal and professional responsibilities of midwives	39	4.67	4.67	4.69	4.36	4.23	4.54	4.44	4.59	4.69	4.56	4.64	4.64	4.56
	IV	Medical care perspectives	39	4.74	4.72	4.74	4.54	4.18	4.64	4.49	4.62	4.67	4.54	4.59	4.59	4.59
	VI	Rhetoric and argument of midwives	28	4.46	4.54	4.50	4.36	3.50	4.32	3.86	4.36	4.29	4.39	4.29	4.39	4.27
	VI	Safety of drugs during pregnancy and lactation	27	4.41	4.22	4.48	4.26	3.48	4.26	3.85	4.37	4.15	4.41	4.19	4.30	4.20
	VI	Women's health in emergency situations	27	4.56	4.59	4.37	4.48	3.67	4.33	4.00	4.37	4.26	4.44	4.33	4.52	4.33
	VI	Women's health	27	4.41	4.41	4.22	4.11	3.67	4.33	3.96	4.30	4.00	4.26	4.26	4.26	4.18
	VI	Infection in pregnancy and the prenatal period	28	4.29	4.29	4.43	4.29	3.75	4.21	3.93	4.21	4.18	4.11	4.18	4.36	4.19
Nursing																
	II	Microbiology with parasitology and hygiene	101	4.62	4.67	4.71	4.63	3.81	4.62	4.31	4.65	4.62	4.47	4.66	4.64	4.53
	II	Geriatric nursing with rehabilitation	109	4.69	4.71	4.72	4.52	4.06	4.69	4.50	4.65	4.63	4.56	4.67	4.68	4.58
	II	Research and scientific skills	60	4.67	4.69	4.71	4.59	3.34	4.59	4.00	4.49	4.53	4.39	4.49	4.73	4.44
	II	English for nursing	56	4.54	4.66	4.68	4.68	3.66	4.66	4.59	4.61	4.68	4.41	4.70	4.70	4.55
	II	Therapeutic diagnostic program	90	4.38	4.37	4.48	4.39	3.84	4.30	4.08	4.59	4.44	4.42	4.52	4.57	4.37

IV	Methodology of health education and promotion	100	4.53	4.52	4.52	4.48	3.89	4.50	4.31	4.43	4.51	4.32	4.45	4.55	4.42
IV	Sociology of health and disease	106	4.64	4.63	4.58	4.50	4.39	4.49	4.35	4.49	4.54	4.41	4.52	4.61	4.51
IV	Psychology in nursing	106	4.45	4.45	4.44	4.33	4.05	4.38	4.29	4.45	4.39	4.33	4.41	4.43	4.37
IV	Palliative care	104	4.48	4.55	4.56	4.42	4.04	4.45	4.31	4.58	4.42	4.45	4.56	4.57	4.45
IV	RKP	105	4.39	4.32	4.32	4.27	3.86	4.35	4.30	4.34	4.36	4.34	4.38	4.36	4.30
IV	Clinical practice	97	4.31	4.28	4.38	4.31	3.94	4.35	4.28	4.62	4.35	4.33	4.42	4.45	4.34
VI	Care in critical cases	86	4.34	4.31	4.34	4.28	3.93	4.33	4.17	4.33	4.31	4.23	4.35	4.40	4.28

Table 4. General findings in Faculty of Medicine - Program Nursing and Midwifery

Findings:

As mentioned above, the answers to the questionnaire were divided into two categories: the rounded answer and the answer in which the student had to comment on the question posed.

Category I

The following are the general results for the first category by selecting (questions 1 - 12) for faculties, automatically extracted from the SEVC system, also expressed in percentages.

Table 5. General results for Faculty of education for questions 1 - 12.

STATISTICAL REPORT

Form name:	Student form
Type of	For professors
Academic year:	2019/2020
Level:	Bachelor
Faculty:	Faculty of education
Department:	General
Course:	General
Semester:	Summer semester
Professor	General

1	The syllabus of the course is introduced at the beginning of semester.	Options to respond	Answer's Frequency (x how many times)	Percentage (%)
		Option	Answer frequency	%
		Totally agree	3109	64.40%
		agree	1270	26.30%
		don't know	323	6.69%
		disagree	90	1.86%
		Totally disagree	36	0.75%

2	The teacher was regular and held the lesson on time (physically and online).	Average		4.51
		Option	Answer frequency	%
		Totally agree	2907	60.75%
		agree	1402	29.30%
		don't know	296	6.19%
		disagree	128	2.68%
		Totally disagree	52	1.09%
Average		4.46		

3	The teacher came professionally prepared for the lesson.	Option	Answer frequency	%
		Totally agree	2888	60.36%
		agree	1505	31.45%
		don't know	287	6.00%
		disagree	72	1.50%
		Totally disagree	33	0.69%
		Average		4.49
4	The teacher encouraged discussions and classroom activities.	Option	Answer frequency	%
		Totally agree	2533	52.94%
		agree	1587	33.17%
		don't know	401	8.38%
		disagree	186	3.89%
		Totally disagree	78	1.63%
		Average		4.32
5	The teacher has held consultations.	Option	Answer frequency	%
		Totally agree	2115	44.20%
		agree	1460	30.51%
		don't know	959	20.04%
		disagree	186	3.89%
		Totally disagree	65	1.36%
		Average		4.12
6	Teaching materials have been useful for study.	Option	Answer frequency	%
		Totally agree	2635	55.07%
		agree	1622	33.90%
		don't know	355	7.42%
		disagree	114	2.38%

		Totally disagree	59	1.23%
		Average		4.39
7	The evaluation of students' work has been done continuously.	Option	Answer frequency	%
		Totally agree	2410	50.37%
		agree	1536	32.10%
		don't know	494	10.32%
		disagree	270	5.64%
		Totally disagree	75	1.57%
		Average		

8	The course has been useful for my future profession.	Option	Answer frequency	%
		Totally agree	2732	57.10%
		agree	1494	31.22%
		don't know	371	7.75%
		disagree	138	2.88%
		Totally disagree	50	1.04%
		Average		
9	How do you assess the teacher in general?	Option	Answer frequency	%
		Totally agree	2669	55.78%
		agree	1595	33.33%
		don't know	372	7.77%
		disagree	91	1.90%
		Totally disagree	58	1.21%
		Average		
10	There is a good connection between the activities in the exercises / practice and the lecture.	Option	Answer frequency	%
		Totally agree	2444	51.08%
		agree	1687	35.26%
		don't know	440	9.20%
		disagree	161	3.36%
		Totally disagree	53	1.11%
		Average		
11	How do you evaluate the subject in general?	Optcion	Answer frequency	%
		Totally agree	2671	55.82%
		agree	1648	34.44%
		don't know	348	7.27%

		disagree	79	1.65%
		Totally disagree	39	0.82%
		Average		4.43
12	The teacher's behavior has been consistent with Code of Ethics.	Option	Answer frequency	%
		Totally agree	2946	61.57%
		agree	1453	30.37%
		don't know	307	6.42%
		disagree	49	1.02%
		Totally disagree	30	0.63%
		Average		4.51

Table 6. General findings for Faculty of Philology for questions 1 – 12

STATISTICAL REPORT

Form name:	Forms for students
Type of	For professors
Academic year:	2019/2020
Level:	Bachelor
Faculty:	Faculty of Philology
Department:	Program: Albanian Language and Literature
Course:	All course
Semester:	Summer Semester
Professor	All professors

		Options to respond	Answer's Frequency (x how many times)	Percentage (%)
		Optcion	Answer frequency	%
1	The syllabus of the course is introduced at the beginning of semester.	Totally agree	1295	67.34%
		agree	512	26.63%
		don't know	93	4.84%
		disagree	21	1.09%
		Totally disagree	2	0.10%
		Average		4.60
				Optcion
2	The teacher was regular and held the lesson on time (physically and online).	Totally agree	1177	61.43%
		agree	623	32.52%
		don't know	88	4.59%

		disagree	23	1.20%
		Totally disagree	5	0.26%
		Average		4.54
3	The teacher came professionally prepared for the lesson.	Option	Answer frequency	%
		Totally agree	1145	59.76%
		agree	646	33.72%
		don't know	96	5.01%
		disagree	19	0.99%
		Totally disagree	10	0.52%
		Average		4.51

4	The teacher encouraged discussions and classroom activities.	Option	Answer frequency	%
		Totally agree	1030	53.76%
		agree	693	36.17%
		don't know	124	6.47%
		disagree	60	3.13%
		Totally disagree	9	0.47%
		Average		4.40
5	The teacher has held consultations.	Option	Answer frequency	%
		Totally agree	994	51.88%
		agree	673	35.13%
		don't know	167	8.72%
		disagree	64	3.34%
		Totally disagree	18	0.94%
		Average		4.34
6	Teaching materials have been useful for study.	Option	Answer frequency	%
		Totally agree	1105	57.67%
		agree	648	33.82%
		don't know	127	6.63%
		disagree	31	1.62%
		Totally disagree	5	0.26%
		Average		4.47
7	The evaluation of students' work has been done continuously.	Option	Answer frequency	%
		Totally agree	1007	52.56%

		agree	693	36.17%
		don't know	133	6.94%
		disagree	67	3.50%
		Totally disagree	16	0.84%
		Average		4.36
8	The course has been useful for my future profession.	Option	Answer frequency	%
		Totally agree	1088	56.78%
		agree	643	33.56%
		don't know	158	8.25%
		disagree	19	0.99%
		Totally disagree	8	0.42%
		Average		4.45

9	How do you assess the teacher in general?	Option	Answer frequency	%
		Totally agree	1100	57.41%
		agree	674	35.18%
		don't know	120	6.26%
		disagree	19	0.99%
		Totally disagree	3	0.16%
		Average		4.49
10	There is a good connection between the activities in the exercises / practice and the lecture.	Option	Answer frequency	%
		Totally agree	1061	55.38%
		agree	671	35.02%
		don't know	124	6.47%
		disagree	50	2.61%
		Totally disagree	10	0.52%
		Average		4.42
11	How do you evaluate the subject in general?	Option	Answer frequency	%
		Totally agree	1098	57.31%
		agree	663	34.60%
		don't know	131	6.84%
		disagree	19	0.99%
		Totally disagree	5	0.26%
		Average		4.48
12		Option	Answer frequency	%

The teacher's behavior has been consistent with Code of Ethics.	Totally agree	1184	61.80%
	agree	589	30.74%
	don't know	111	5.79%
	disagree	21	1.10%
	Totally disagree	11	0.57%
	Average		4.52

Table 7. General findings for Faculty of Medicine for questions 1 – 12

STATISTICAL REPORT

Form name:	Forms for students
Type of	For professors
Academic year:	2019/2020
Level:	Bachelor
Faculty:	Faculty of Medicine
Department:	Both programs
Course:	All course
Semester:	Summer Semester
Professor	All professors

		Options to respond	Answer's Frequency (x how many times)	Percentage (%)
		Option	Answer frequency	%
1	The syllabus of the course is introduced at the beginning of semester.	Totally agree	1834	60.69%
		agree	835	27.63%
		don't know	273	9.03%
		disagree	58	1.92%
		Totally disagree	22	0.73%
		Average		4.45
				Option
2	The teacher was regular and held the lesson on time (physically and online).	Totally agree	1761	58.74%
		agree	930	31.02%
		don't know	221	7.37%
		disagree	60	2.00%
		Totally disagree	26	0.87%
		Average		4.45

		Option	Answer frequency	%
3	The teacher came professionally prepared for the lesson.	Totally agree	1780	59.37%
		agree	944	31.49%
		don't know	235	7.84%
		disagree	20	0.67%
		Totally disagree	19	0.63%
		Average		

		Option	Answer frequency	%
4	The teacher encouraged discussions and classroom activities.	Totally agree	1555	51.87%
		agree	1089	36.32%
		don't know	278	9.27%
		disagree	56	1.87%
		Totally disagree	20	0.67%
		Average		

		Option	Answer frequency	%
5	The teacher has held consultations.	Totally agree	1128	37.63%
		agree	924	30.82%
		don't know	701	23.38%
		disagree	185	6.17%
		Totally disagree	60	2.00%
		Average		

		Option	Answer frequency	%
6	Teaching materials have been useful for study.	Totally agree	1653	55.14%
		agree	1047	34.92%
		don't know	245	8.17%
		disagree	36	1.20%
		Totally disagree	17	0.57%
		Average		

		Option	Answer frequency	%
7	The evaluation of students' work has been done continuously.	Totally agree	1401	46.73%
		agree	1067	35.59%
		don't know	397	13.24%
		disagree	106	3.54%

		Totally disagree	27	0.90%
		Average		4.24
8	The course has been useful for my future profession.	Option	Answer frequency	%
		Totally agree	1731	57.74%
		agree	984	32.82%
		don't know	253	8.44%
		disagree	18	0.60%
		Totally disagree	12	0.40%
		Average		4.47


9	How do you assess the teacher in general?	Opcion	Answer frequency	%
		Totally agree	1682	56.10%
		agree	992	33.09%
		don't know	286	9.54%
		disagree	25	0.83%
		Totally disagree	13	0.43%
		Average		4.44
10	There is a good connection between the activities in the exercises / practice and the lecture.	Option	Answer frequency	%
		Totally agree	1556	51.90%
		agree	1016	33.89%
		don't know	331	11.04%
		disagree	76	2.54%
		Totally disagree	19	0.63%
		Average		4.34
11	How do you evaluate the subject in general?	Option	Answer frequency	%
		Totally agree	1691	56.40%
		agree	1006	33.56%
		don't know	262	8.74%
		disagree	24	0.80%
		Totally disagree	15	0.50%
		Average		4.45
12	The teacher's behavior has been consistent with Code of Ethics.	Option	Answer frequency	%
		Totally agree	1884	62.84%
		agree	841	28.05%
		don't know	238	7.94%

	disagree	14	0.47%
	Totally disagree	21	0.70%
	Average		4.52

Questionnaire analysis

In the following we have presented the general averages for the first category at the level of academic units and at the level of UGjFA.

Table 8. Overall average for academic units and for UGjFA.

 UNIVERSITY OF GJAKOVA "FEHMI AGANI" - UGJFA St. ISMAIL QEMALI, nn 50 000 GJAKOVA, Republic of Kosovo Tel: 038 200 20 831; www.uni-gjk.org					
In order to ensure internal quality in UGjFA, the Office for Quality, during the academic year 2019/2020 in the summer semester, has applied the distribution of anonymous questionnaires to students, in order to give students the opportunity to assess: teaching and learning, exercises & practical work as well as services & infrastructure. The results of the questionnaires are presented as following.					
Claims		Average FE	Average FPh	Average FM	Average UGjFA
1.	The syllabus of the course is introduced at the beginning of semester.	4.51	4.60	4.45	4.52
2.	The teacher was regular and held the lesson on time (physically and online).	4.46	4.54	4.45	4.48
3.	The teacher came professionally prepared for the lesson.	4.49	4.51	4.48	4.50
4.	The teacher encouraged discussions and classroom activities.	4.32	4.40	4.37	4.36
5.	The teacher has held consultations.	4.12	4.34	3.96	4.14
6.	Teaching materials have been useful for study.	4.39	4.47	4.43	4.43
7.	The evaluation of students' work has been done continuously.	4.24	4.36	4.24	4.28
8.	The course has been useful for my future profession.	4.40	4.45	4.47	4.44
9.	How do you assess the teacher in general?	4.41	4.49	4.44	4.44
10.	There is a good connection between the activities in the exercises / practice and the lecture.	4.32	4.42	4.34	4.36
11.	How do you evaluate the subject in general?	4.43	4.48	4.45	4.45
12.	The teacher's behavior has been consistent with Code of Ethics.	4.51	4.52	4.52	4.52
Overall average		4.38	4.46	4.38	4.41

In this category of questions the students have evaluated from: The syllabus of the course was presented at the beginning of the semester, the teacher was regular and held the lesson on time (physical and online), the teacher came prepared to teach and to the conduct of the teacher in accordance with the Code of Ethics?

From the general results we notice that the overall average for UGjFA is 4. 41, while at the faculty level the average of the Faculty of Education (FE) is = 4. 38, the Faculty of Philology (FPh) = 4. 46 and that of Medicine (FM) = 4. 38. The results show that for this category of questions, the Faculty of Philology has the best results.

The results show that there are no substantial differences in students' attitudes towards the submitted questions. In the findings of question 12 and question 2, which talks about: The syllabus of the course was presented at the beginning of the semester, Was the teacher's behavior in accordance with the Code of Ethics ?, and the teacher came prepared for the lesson, the students rated with a very high average (4.50 - 4.52). Also, in the findings of other answers, the Teacher was regular and held the lesson on time (physically and online)?, How do you evaluate the subject in general?, The subject was useful for my future profession? Teaching materials have been useful for the study? a high grade is observed (average 4. 44 - 4. 48). There is a slight decrease in the percentage regarding: The teacher has encouraged discussions and activities in the classroom?, There is a good connection between the activities in the exercises / practice and the lecture?, The evaluation of the students' work is done continuously?, The teacher has held consultations, (with an average of 4. 14 - 4. 36).

Category II

In this category of questions the student had to comment on the questions:

Table 9 . The second category of questions

13. What would you change in the content of the course?	(Paragraph text)	Mandatory question.
14. Have you had difficulties in online lessons?	(Paragraph text)	Mandatory question.
15. Do you have any additional comment or suggestion?	(Paragraph text)	Mandatory question.

There are specific results for the second category (questions 13-15), as following:

Table 10. Overall results for the first question of Category II: What would you change in the content of the course?

Comment	Program		
	Education (Primary & Preschool)	Albanian Language and Literature	Nursing and Midwifery
	Comments given		
Empty (.,-, ..., ////)	54	21	55
I would not change anything. (nothing, absolutely nothing, nothing, nothing, nothing I would not change)	4179	1754	2536
Don't know. (I don't know)	120	43	150
Everything is okay. (it's extremely accurate, the content has been fine, everything clear, everything on the right path, lots of stuff)	169	53	62
Literature	81	0	37
I have no knowledge of this subject.	16	5	
No comment			150
Other comments	131	40	67

In order to facilitate the calculations, a summary of similar words such as: X me .,-, ..., ////

- ✚ I would not change nothing with anything, absolutely nothing, no nothing, not at all, nothing.
- ✚ Don't know. (I don't know).
- ✚ Everything is okay. (it's extremely accurate, the content has been fine, everything clear, everything at the needed level, lots of things).

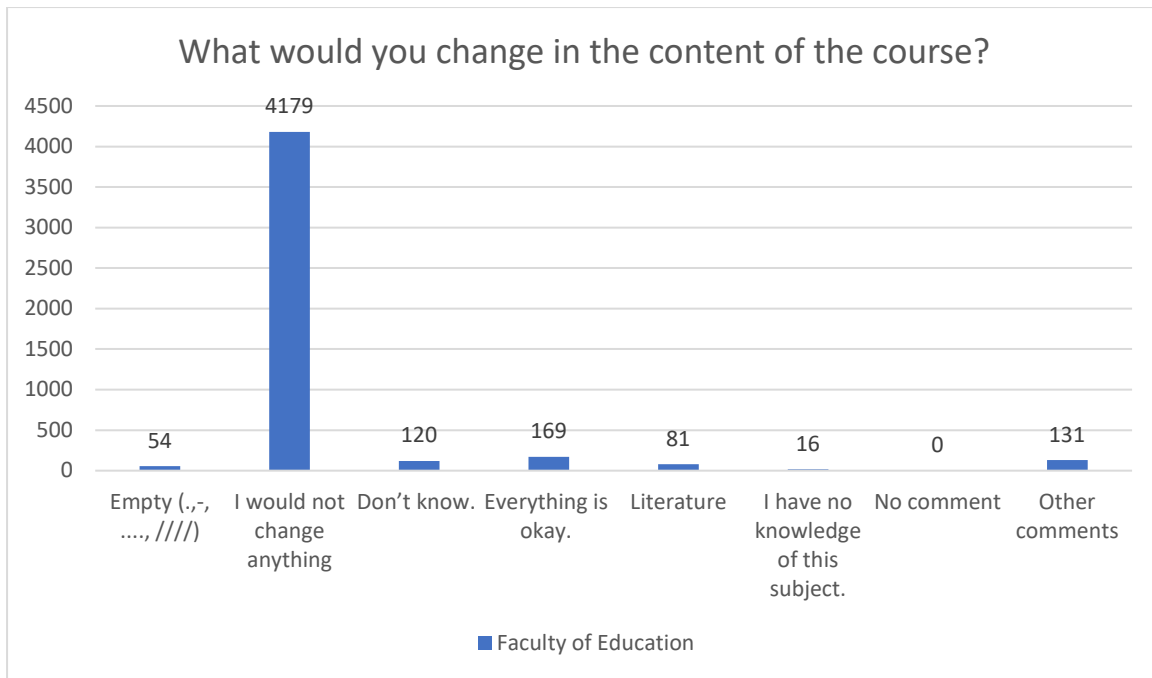


Figure 1. First question of Category II. – Faculty of Education

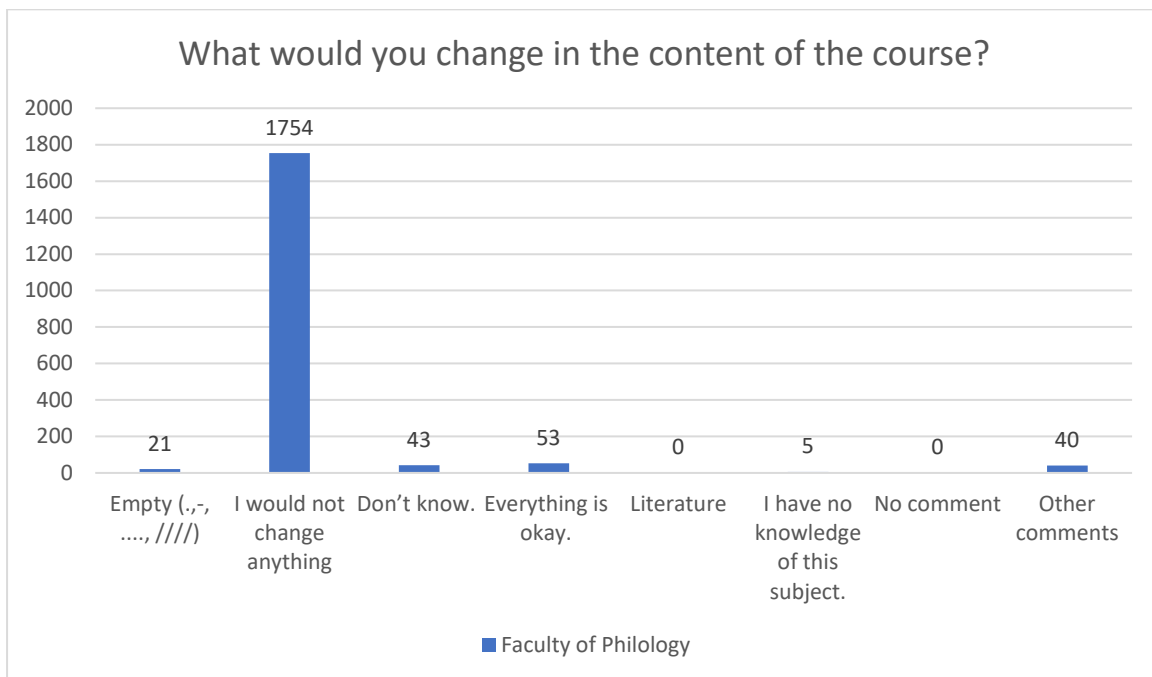


Figure 1a. First question of Category II. – Faculty of Philology

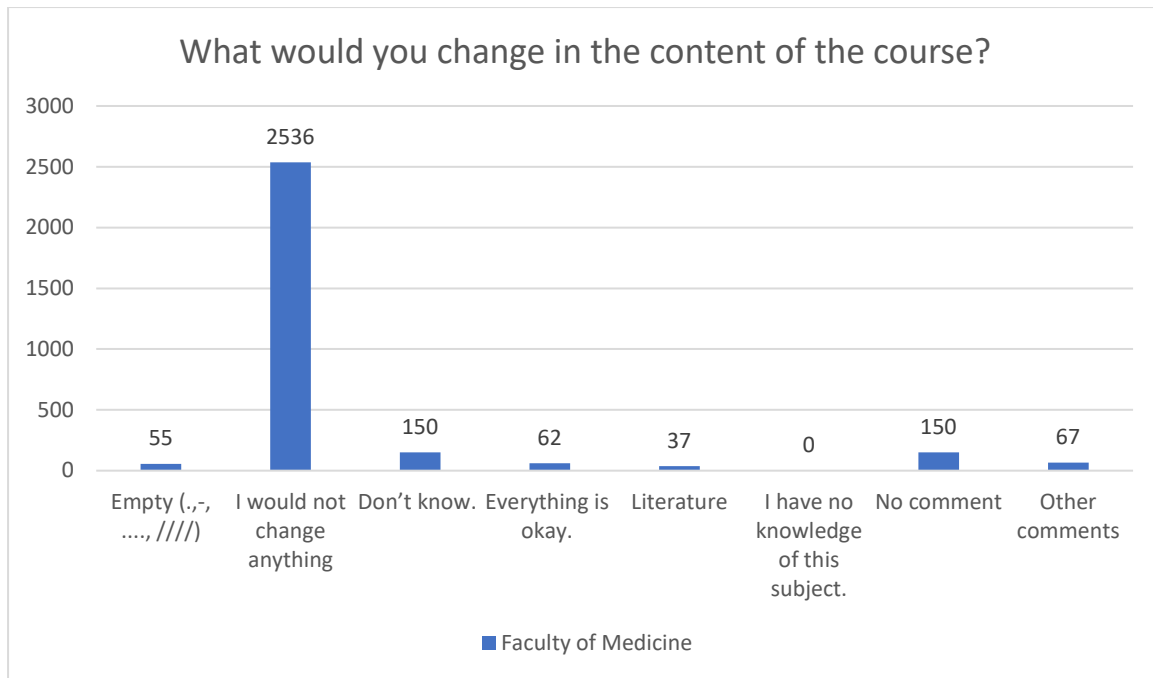


Figure 1b. First question of Category II. – Faculty of Medicine

On the question: What will change in the content of the course ?, mainly students' comments are listed below:

Faculty of Education

- Literature
- Updating study material
- Volume of literature
- More modern lecture methodology
- The ratio of the practical part to the theory should be greater
- More concrete learning units in the direction they are studying
- Evaluation of works and activities in evaluation
- Continuity assessment
- Equipping with musical instruments
- Teaching materials to be in SMU in PDF format or other form
- Be closer to the requirements for preschool students
- A more adequate book for students!
- The materials should be closer to the subject
- The way of explanation

- The professor did not send us the necessary material for the exam.

Faculty of Philology

- Comparisons of texts from children's literature
- I think the course needs even more practice not just theory
- Give students more opportunities for activities
- To be more correct in all aspects related to the subject
- The teaching (description) to be at more professional level by the teacher
- Designed exams to be easier and more acceptable for students
- Student grading should not have so many criteria
- During the lectures we heard things that have nothing to do with the subject
- Maybe to have less literature, but more comprehension
- I would like to have more activities, practical work, seminars
- Difficulties in finding additional materials for the course
- More research on the Albanian language
- The questions in the exam should be clearer.

Faculty of Medicine

- More committed to students in the hospital, not only to get our signatures and not care about us nor teach us anything in the hospital
- Less text and more things we need in practice
- Be reviewed in a simpler and more understandable way
- There should be changes/flexibility in lectures
- Clinical practice has not been helpful
- For assistants to observe our work in the hospital and give us clear instructions about the responsibilities we have as nurses.
- Have more examples related to the topic.

Table 11. Overall results for the second question of Category II of questions:. Have you had difficulties during online lessons?

Programi			
Comment	Education (Primary & Preschool)	Albanian Language and Literature	Nursing and Midwifery
Number of comments			
No comment	41	13	48
No	3733	1385	2301
Sometimes	260	64	495
Yes	483	358	14
Don't know	49		51
Little	175	93	

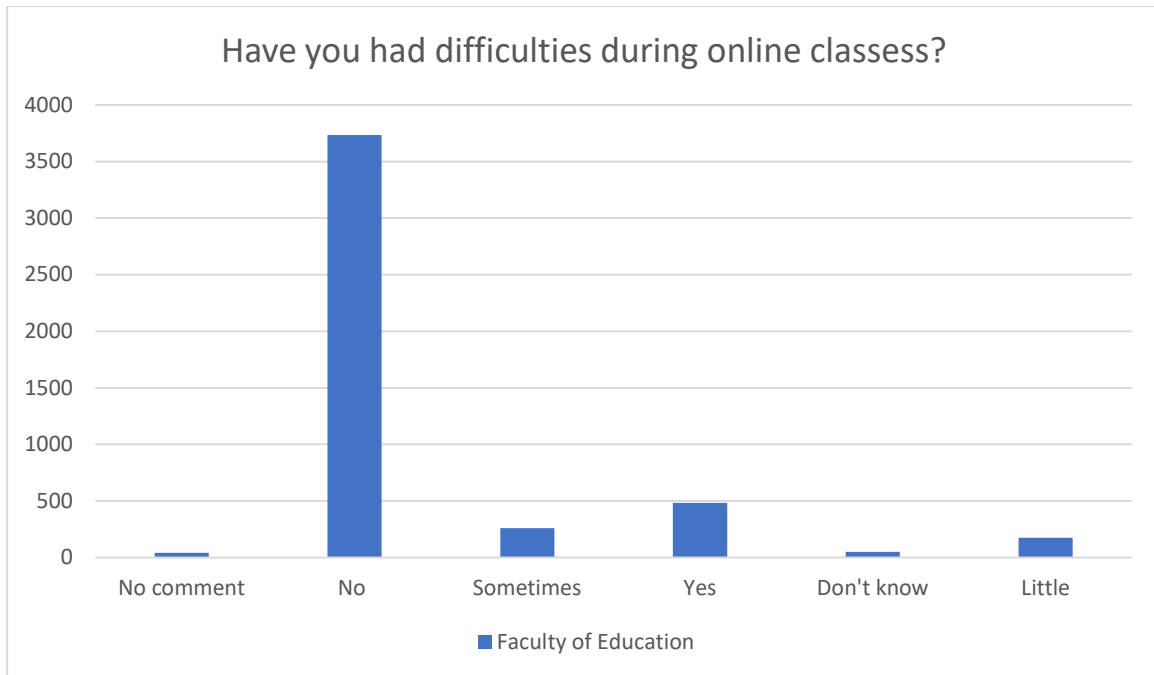


Figure 2. Second question of Category II. Have you had difficulties during online classes? – Faculty of Education

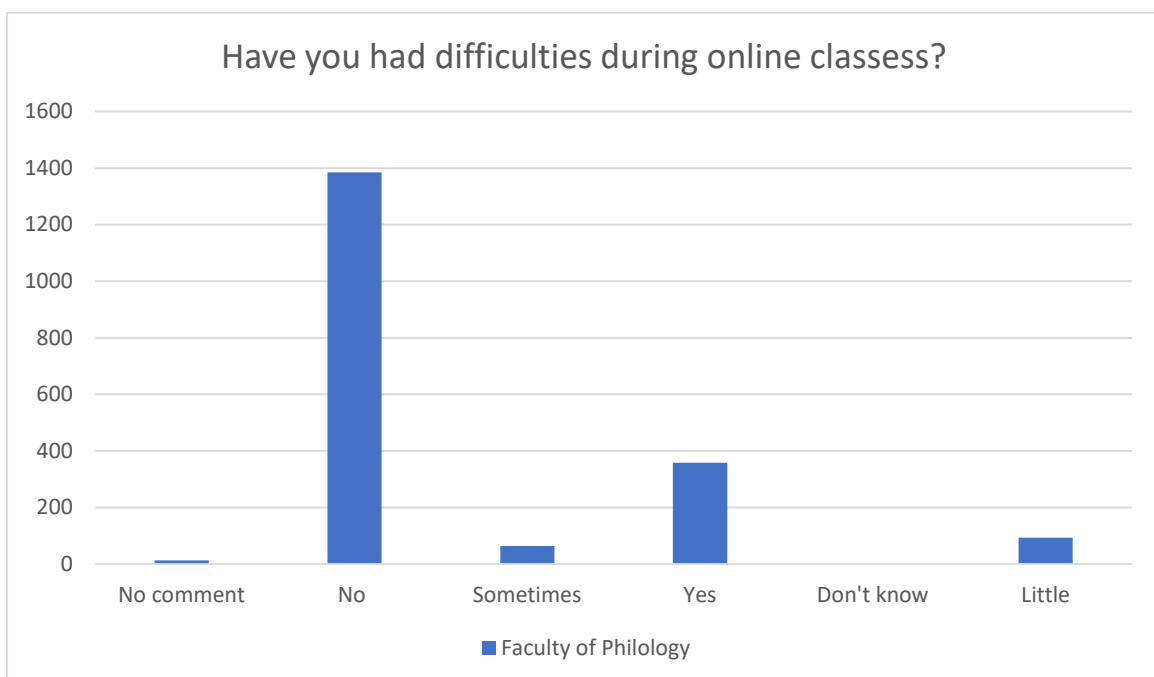


Figure 2a. Second question of Category II. Have you had difficulties during online classes? – Faculty of Philology

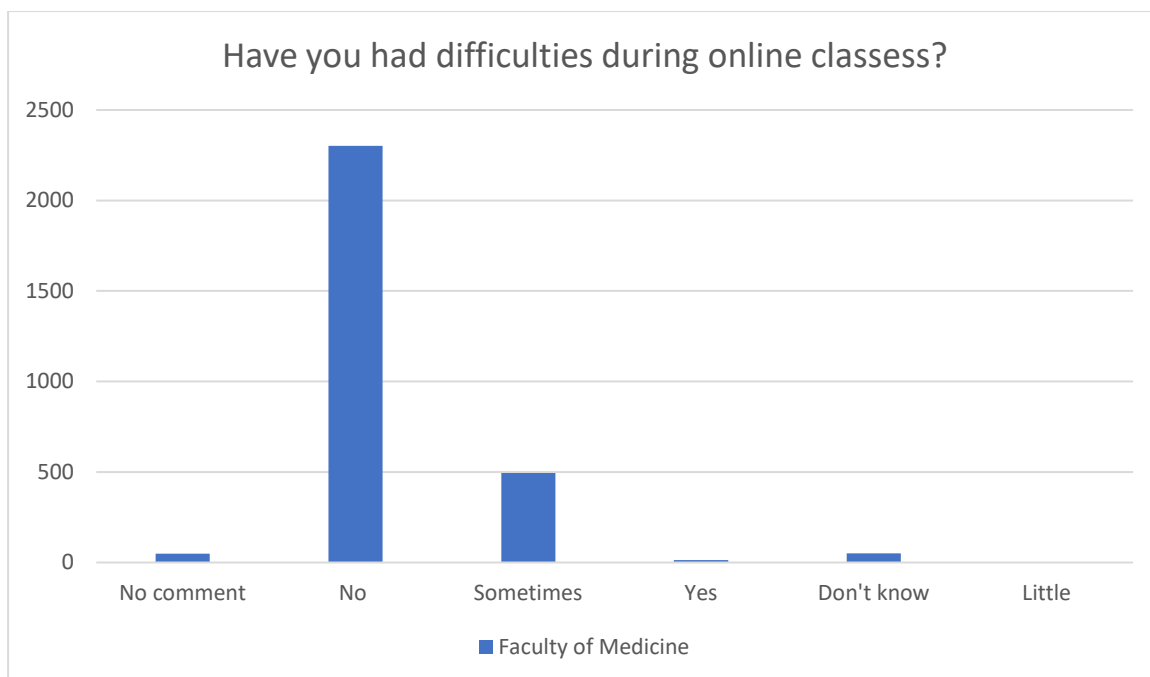


Figure 2b. Second question of Category II. Have you had difficulties during online classes? – Faculty of Medicine

The results show that over 80% of students do not have difficulties during the online process, 10% of students have had various problems such as: networking, connection, and the greatest difficulty has been the inability to keep practical work. We recommend developing a special online questionnaire.

Main Students' comments on the question: Have you had difficulties during online lessons?
They are:

Faculty of Education

- No I did not have, only if ever run out of the network connection.
- Yes, because math is not easy to understand online. Yes, because mathematics is required to be attended in the faculty due to assignments and in impossibility we have not managed to properly master the teaching material.
- Not at all because the professor has been very clear.
- The difficulty was present as we did not have the opportunity to develop activities, so it was only the professor who lectured all the time.
- No I had no difficulty at all, everything was facilitated by the professor.
- Yes, with the google classroom.
- Yes sometimes, as we have had power problems or difficulty accessing.
- Yes, at first it was okay, I logged in through the official website of the faculty, but in recent weeks it did not. The official email did not work, ie I did not receive the link for online learning.
- Yes, given the electronic networks we have encountered with many problems.

- Yes, since we were not able to solve the tasks and understand them better.
- There were some difficulties in accessing in online classroom.
- There have been some problems with online access.
- Yes because even the professor has sometimes neglected them.
- I find it difficult to have power off in the neighborhood, and the occasional weak network, which made it impossible to access lectures / exercises, and sometimes late-time replacements.
- But sometimes I could not connect because the system did not work.
- I did not encounter any difficulties in the online lessons, except for the technical problems at the beginning with the arrangement of the personal emails created.
- Yes we had difficulty, as the professor never gave lectures on schedule.

Faculty of Philology

- No comments

Faculty of Medicine

- We have not held an online internship.
- We have always had difficulty retaining courses online.
- Sometimes I had difficulties, but very rarely due to electricity.
- In terms of online learning I have not had any difficulties. I have always been involved without any problems, I have listened to lectures, I have presented seminar papers and very rarely there have been technical problem.
- Teaching has not been the same as in college classrooms, but we have adapted quickly, although I think the effectiveness has generally been good.
- No, online lessons have been more effective than physical ones.
- Since this course also includes an internship assistant. I hope that in the future the assistant will engage more with students not like now.
- Since the onset of the pandemic to do clinical practice in hospitals because we have done very little this year.
-

Table 12. Overall results for the third question of Category II: Do you have any additional comment or suggestion?

Comment	Program		
	Education (Primary& Preschool)	Albanian Language and Literature	Nursing and Midwifery
	comments		
Empty	2247	936	1358
No	2430	941	1602
Everything is OK	10	12	10
Don't know	21	10	6

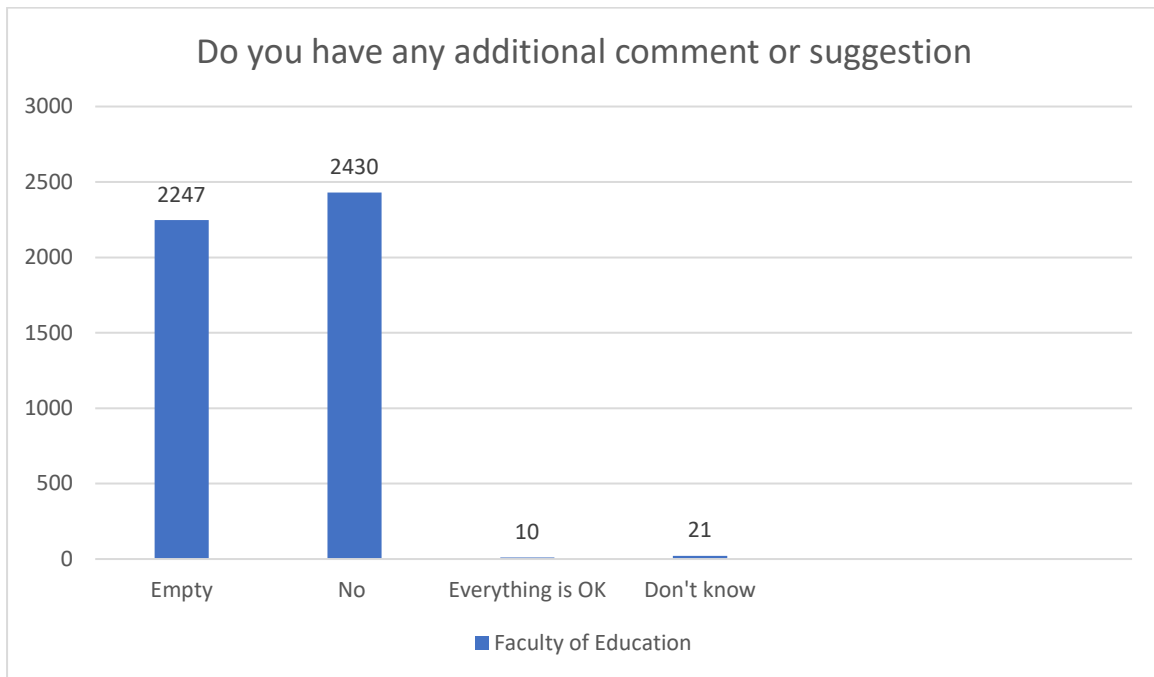


Figure 3. Third question of Category II – Faculty of Education

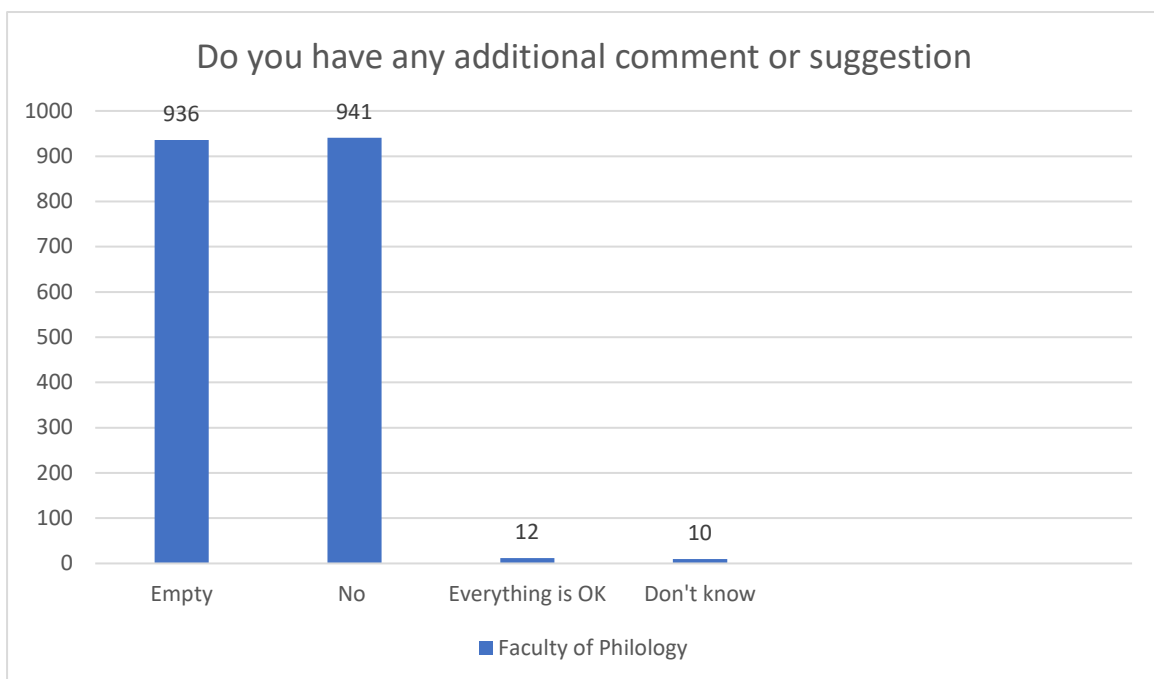


Figure 3a. Third question of Category II – Faculty of Philology

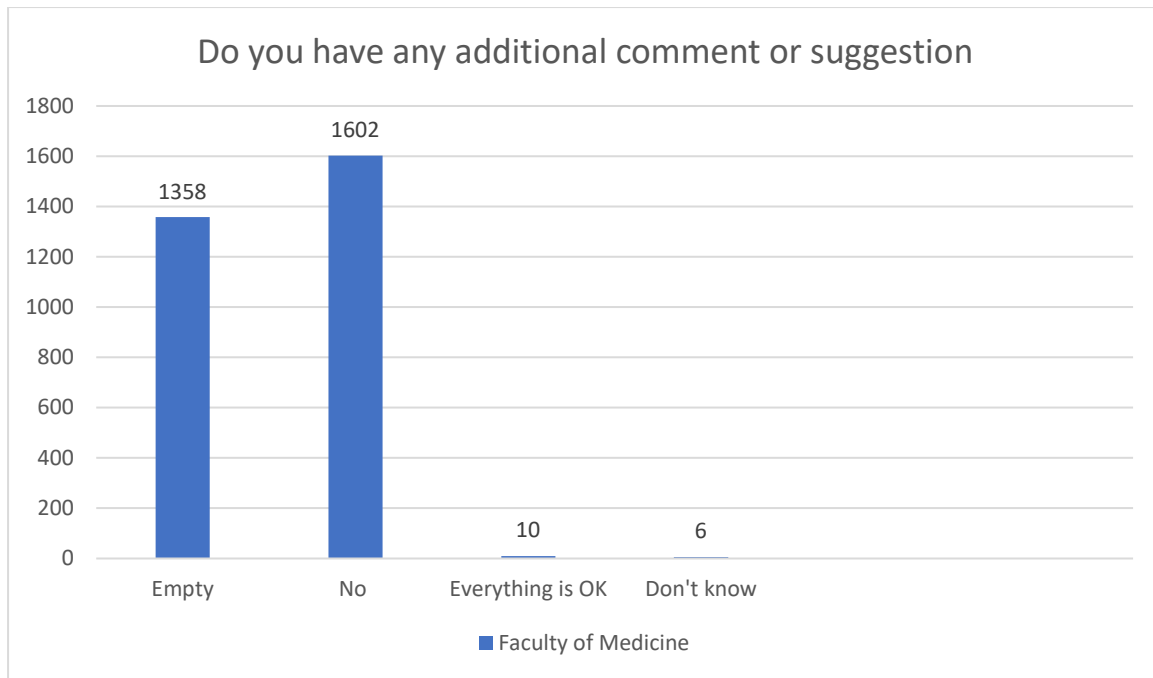


Figure 3b. Third question of Category II – Faculty of Medicine

The results show that over 90% of students do not have additional comments, while student comments mainly relate to the following expressions:

Faculty of Education

- Virtual class has to be active in this pandemic state!
- Thank you for providing us with online lectures during this pandemic time.
- The professor during the lectures was very regular and always encouraged and motivated us as students to be as active as possible during the lectures. Thank you!
- The professor must be accurate in the assessment, not to set grades as he/she wishes, because it is a shame to take revenge on the students.
- I did not like the way of lecturing at all and what I would recommend would be for the honorable professor to make an accurate assessment of the students in terms of grades.
- The professor was very regular, apart from the fact that we as students were not active during the lectures, she did not engage us at all.

- I was very pleased with the professor's lectures, the cooperation he/she had with all of us and was also very clear during the lecture.
- Change of assessment for the student, by the professor!
- The material should be shorter because there is a lot of material and confused.
- To have a little tolerance, for us who are entering the exam several times without success.
- Lower criteria of the exam.
- The exam should be held in accordance with what is explained.
- More activities.
- More understanding among teachers and students.
- I suggest having videos during the elaboration of the material.
- Things need to be simplified a bit.
- I think it would be easier and more effective to hold midterm during the semester.
- Seminars and practical works to be evaluated.
- More consultations and evaluation by the professor.
- I suggest that the exam should be held by the professor.
- The only suggestion would be for the professor to change the oral exam, because it often seems too long, as we have to stay for hours on the hall.
- During the lectures we were not active / he/she did not engage us at all.
- The way of lecturing and the way of evaluation.

Faculty of Philology

- I would like professors to behave more naturally when it comes to assessment.
- Everything was in accordance with the subject.
- I think exams should be held online because it's about our health, the number of infected is already increasing.
- There should be more kind professors in the university, to come to the lectures willingly.
- At least have a book for this subject, not prepare the subject alone through lectures.
- Different professors do not take into account the activity in the lectures and do not evaluate us properly even though we have attended lectures regularly.
- The professor should be exactly professor, should behave.

Faculty of Medicine

- Since in the internship course it is included assistant, I hope that in the future the assistant will engage more with the students and not like now.
- I hope the assessment is done correctly.
- Students who have been regular in lectures and exercises should be evaluated correctly, sometimes I am not evaluated as expected.
- Attendance at lectures and exercises should be considered.
- I would like to continue online lectures even after the pandemic. That is, at the same time, he/she teaches in the classroom and is online for us who work and study at the same time.
- To do practical work after the pandemic finishes, because we lack to much clinical practice in hospitals.
- Teaching materials to be submitted to SMU in PDF or other form.
- The professor has been unfair in assessing grades and holding consultations.
- Teaching in distance learning was just as good as teaching when we were in class.

Recommendations:

In order to aim for the increasing quality, the Quality Office recommends to the Quality Management and Coordinator within the academic units, that:

- Monitoring the distribution of syllabus to be continued.
- Continuation of physical education due to school and clinical practices.
- Systematic assessment of students is an ongoing part of measuring assessment by teachers.
- Teachers must respect the Student Progress Report correctly, which report must be submitted together with the final grade.
- Teaching materials to be submitted to SMU in PDF or other form.
- Literature - At least have a book for this subject, and not prepare the subject alone through lectures.
- We recommend the development of a special online questionnaire.
- Literature, updating of study material, volume of literature.
- More modern teaching methodology - Organize trainings within the university in order to reinforce modern teaching methods - especially for young teachers (assistants).
- Find the form of motivation of teachers who have shown good performance by assessment.
- Holding an extra hour for student consultation.
- The possibility of assessment attached to the assistant.