Knowledge FOr Resilient soCiEty

Report on 1st Cohorts' Progress and Satisfaction of Students and Staff Deliverable 4.5

Faculty of Economy, University of Tirana Albania

The evaluation procedure of Master of Science in Risk Management

MSRM is offered by Department of Finance, FEUT, completely new study program; two years program; started in October 29th, 2018; enrolled 28 students.

Due to the special situation that experienced the public universities in Albania during December of 2018 and January of 2019 all the surveys have been performed at the beginning of July 2019 (at the end of the second semester).
As the number of students is small, surveys have been done in class in a traditional way, using paper forms.

The following four questionnaires were offered to FEUT students of the first year of Master of Science in Risk Management:

1. Questionnaire on the master programme;
2. Questionnaire on the individual courses of the first year;
3. Questionnaire on the quality of work of the teaching staff; and
4. Questionnaire on the quality of services and management of the HEI.

Each questionnaire was filled by **sixteen students** of the master programme.

The grades in the questionnaires are given in a scale from 1 being "not agree at all" and 5 being "totally agree".

Evaluation of study program

The aim of this questionnaire is to get the information of the students on:

1. How did they get to know about Master program?
2. Are they satisfied with the organization of the program (communication and information provided)?
3. Are the modules in accordance with the aim of the study program?
4. Do they have good opportunities to find a job at the end of the study program?

At the end, the students have been strongly encouraged to write comments/suggestions on:

- What has been the best of study program by now?
- What has been the worst of study program by now?
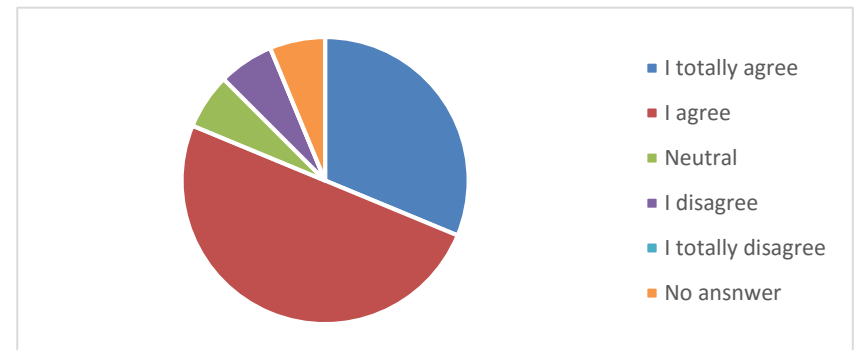- What do they suggest in order to improve the study program?
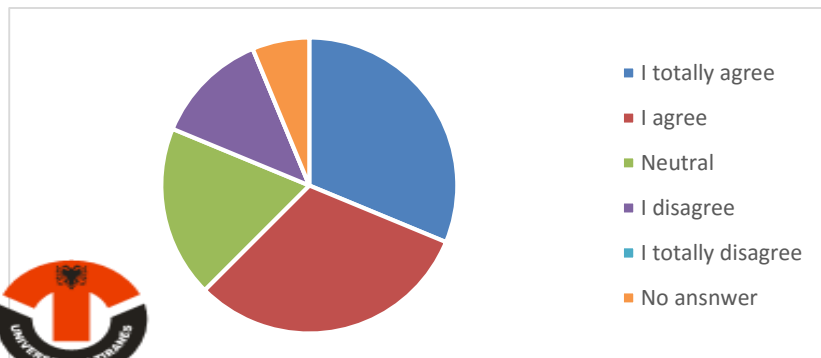
Evaluation of study program

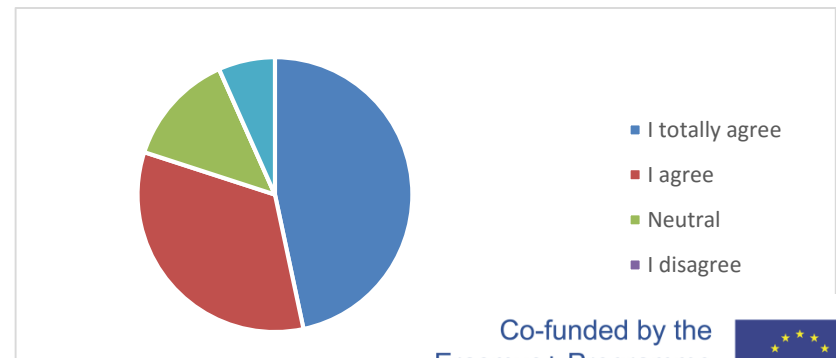## Assessment of the information on the study programme

- Internet
- Friends and colleges
- Previous HEI
- Study fair
- Open days in FEUT
- Other
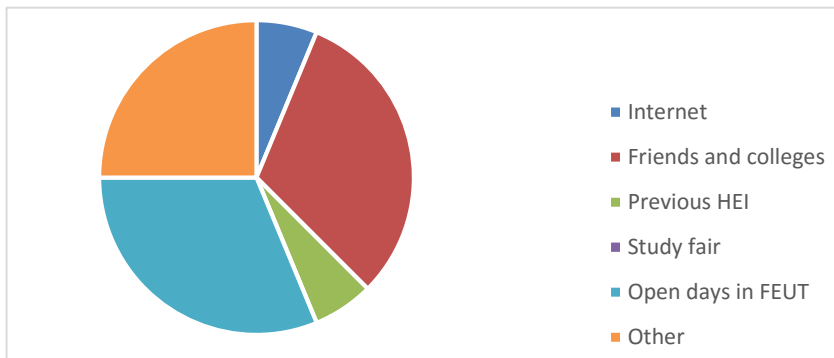
Assessment of the programme organization satisfaction

- I totally agree
- I agree
- Neutral
- I disagree
- I totally disagree
- No answer

Assessment of suitability of courses with study programme

- I totally agree
- I agree
- Neutral
- I disagree
- I totally disagree
- No answer

Assessment of the opportunity to find a job

- I totally agree
- I agree
- Neutral
- I disagree

Evaluation of individual courses

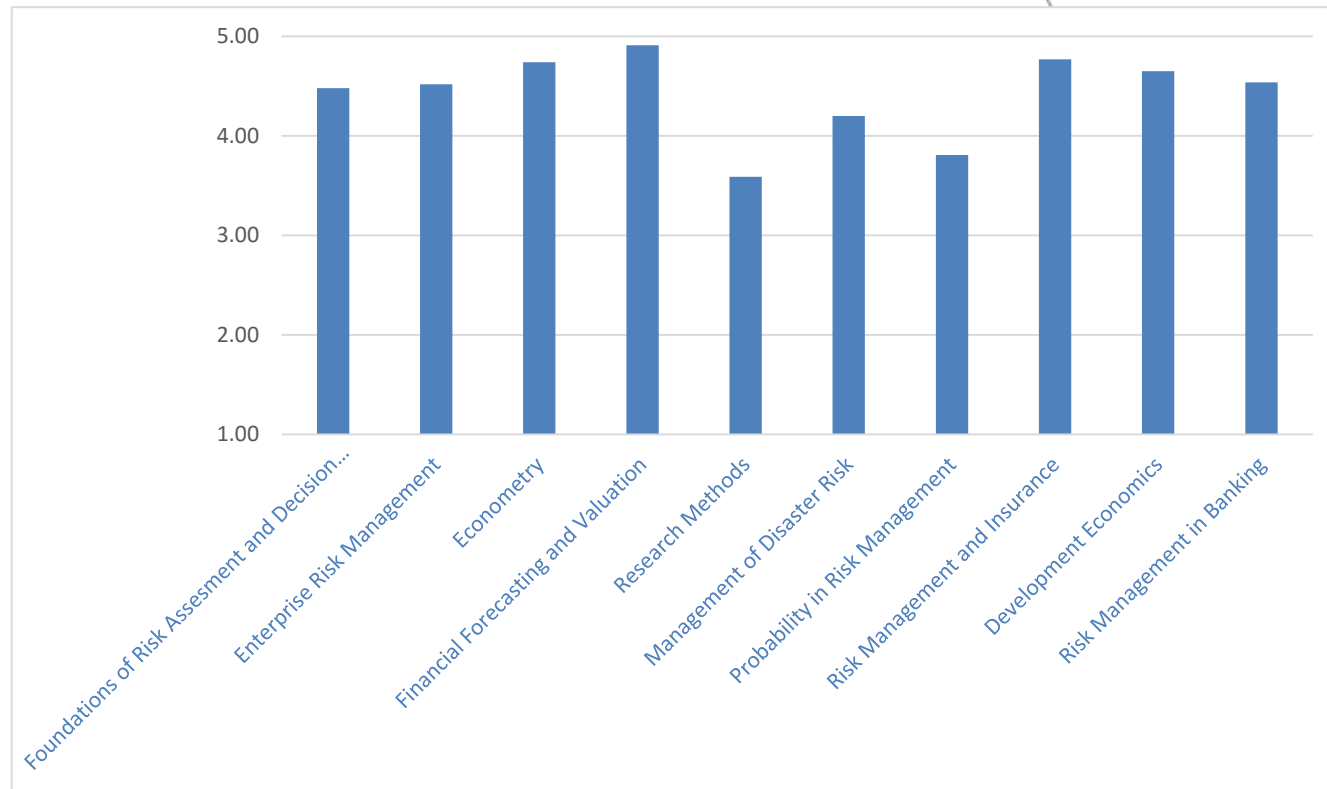The aim is to get the perception of the students on:

- How the syllabus is handed to the students?
- How does the syllabus explain the course's expectations to students?
- How much helpful have been the course materials to the students?
- How did the course help the students to improve their knowledge on the subject?
- Has the amount of the required course worked comparable to that of other courses?
- How much the course is suitable/adequate for this study programme?

At the end, the students are strongly encouraged to write comments/suggestions about the *things they liked the most about this course* and *the things that could be improved.*

Evaluation of individual courses

Average grade for each individual course

Evaluation of teaching staff

The aim of this questionnaire is to get the perception of the students on:

- Does the instructor give clear information about the goals, literature and the content of the subject?
- Does the instructor respect the class timetable?
- Does the instructor is competent regarding the subject?
- Does the instructor encourage the student's participation in the class?
- Does the instructor explain the theory with examples from practice?
- Does the instructor clearly answer to the students' questions?
- Has the instructor been objective and fair in the student's evaluation?
- Would the student like to take another course with this instructor?

At the end, the students are strongly encouraged to write comments/suggestions about the *things they liked the most about this instructor* and *the things that could be improved.*

Evaluation of teaching staff

Average grade for each instructor
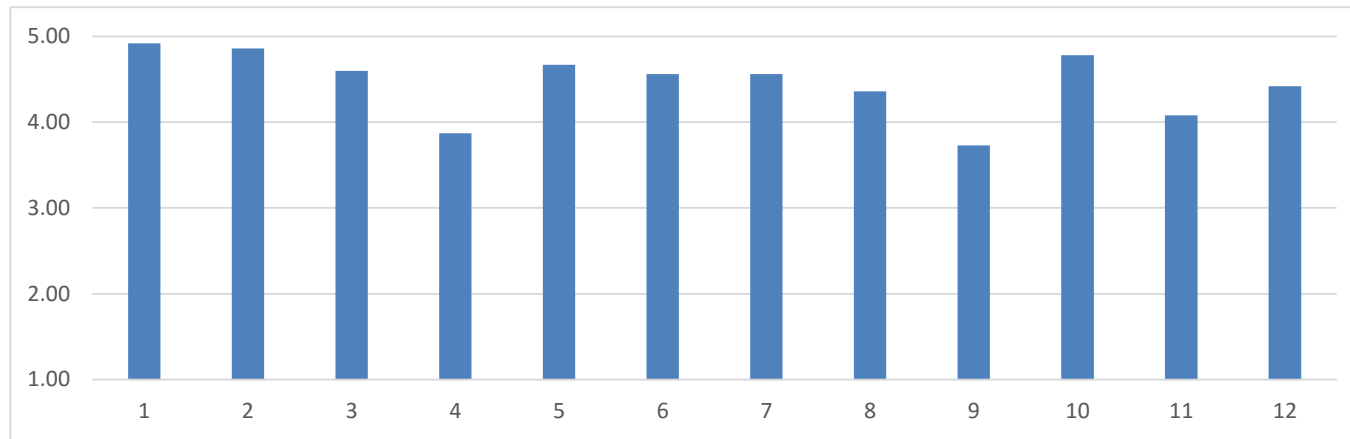
During the first year of the study programme, twelve instructors have been engaged – two with the title "Professor", three with the title "Associated Professor", six with the grade "Doctor" and one assistant. Since the information on evaluation of teaching staff should remain confidential and it should not be made public, the name of the instructor is not displayed in the report. A number is assigned to each instructor.

The aim of this questionnaire is to get the perception of the students on:

1. The quality of the settings, facilities and teaching tools provided by the Faculty;
2. The suitability of the lesson timetables;
3. The communication with the secretary;
4. The communication with the information office;
5. The quality of the textbooks and materials provided by the library;
6. The library accommodation and facilities;
7. How often do the students visit the library?

At the end, the students are strongly encouraged to write comments/suggestions about the things that could be improved.
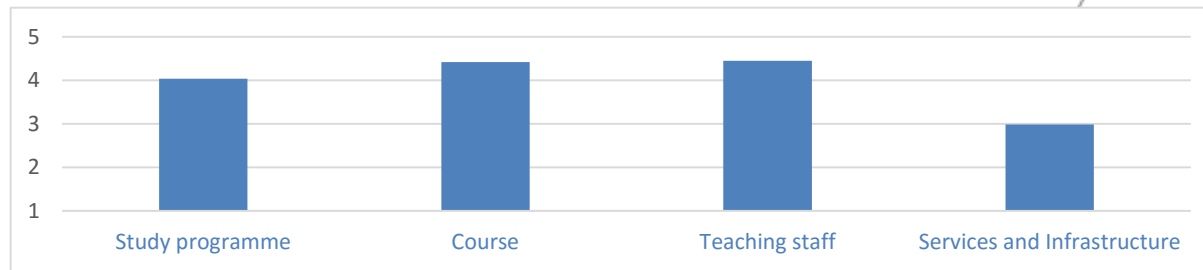
Average grade for each questionnaire's issue
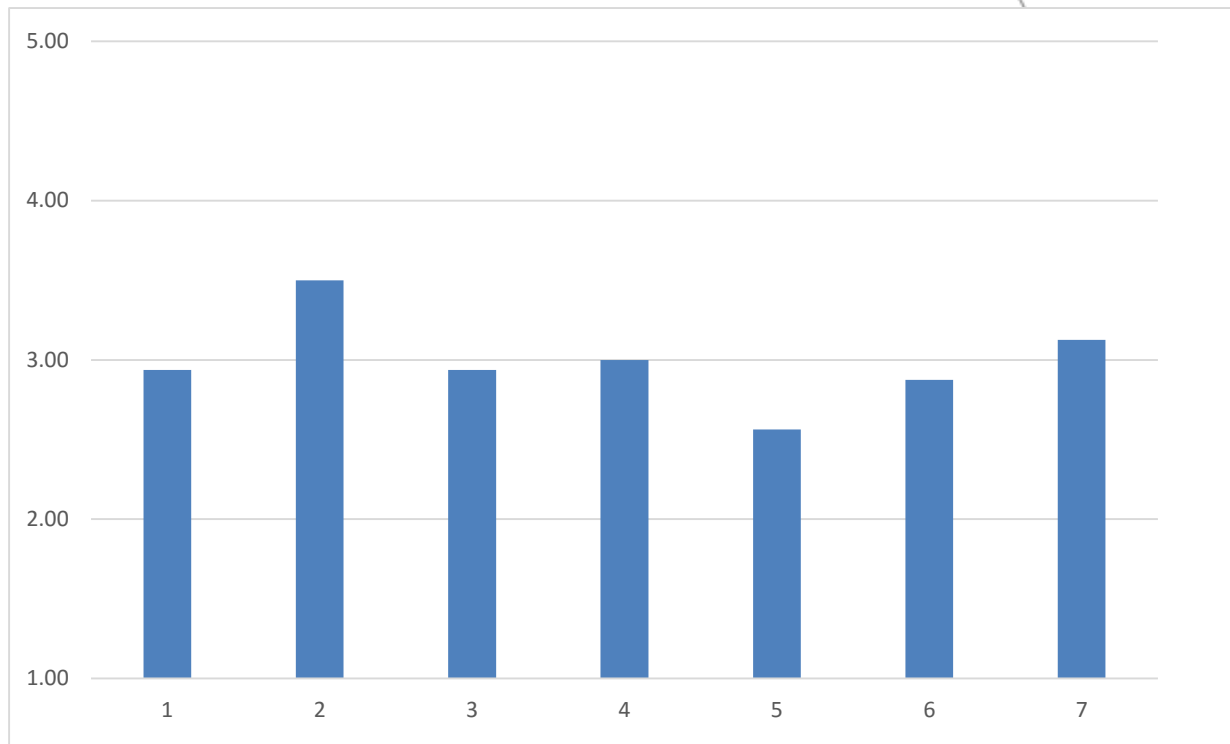
The overall evaluation of master programme

Average grade for each survey's element

The Teaching Staff and the Courses have received the highest grades on average. The students are a little sceptic regarding the study programme as a whole. Considering the fact that this is the first generation of this master programme, the students find this programme as a challenge for their employment opportunities.

Services and Infrastructure field has gained the lowest average grade due to two factors:
1. The building of the Faculty of Economy has not been reconstructed yet.
2. As the laboratory has been available for use at the end of the first year of the study programme, students will have the opportunity to use it during the second year of study

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REPORT ON EVALUATION ON IMPLEMENTED MPS AT UBL

K-FORCE PROJECT MEETING

University of Banja Luka

Co-funded by the
Erasmus+ Programme
of the European Union

INTRODUCTION

Students are obligated to fill the survey at the end of the semester for the courses they attended in that semester. In a survey they answers series of targeted questions to point out what needs to improve and what is good about the subject, teacher and the methodology applied, grading the answers. Along with graded answers, all questionnaires have fields for student comments.

Surveys for master students were done in Google Forms. Although we have special programs, so far, only students of bachelor studies have been surveyed for they are the predominant part of the student population in our institution.

All surveys in the Faculty of Architecture, Civil Engineering and Geodesy are anonymous!

UBL SURVEY QUESTIONNAIRE

There are three parts of the questionnaire:

First part - General information

Second part - Assessment of the teaching process

Third part - Comments and suggestions

First part - General information

First part consist of two sections:

I - My previous interest in this subject
  I would rate as:
    Totally disinterested
    Without much interest
    Interested
    Totally interested

II - I attended the lectures**:**
  I did not attend (up to 30%)
  Occasionally (30-60%)
  Often (60-80%)
  Regular (80-95%)
  No absences (95-100%)

Second part -

Assessment of the teaching process

Eleven issues students can assess regarding the teaching staff:

The volume of the material is adjusted to the number of hours of lectures-exercises.

The teacher held classes regularly and accurately on the schedule.

Teachers' readiness for lectures is appropriate.

The teacher teaches in a clear, understandable and interesting way.

The teacher combines theoretical and practical knowledge.

Lectures and exercises are completely harmonized.

The teacher encourages students to take an active part in lectures.

The teacher correctly treats the students.

Lectures are covered by available literature.

The teacher is available and friendly to consult with students.

The teacher has good communication skills and creates a comfortable working environment.

The grading scale is 1 to 5, where:
- 5 = I totally agree
- 4 = I agree
- 3 = I am undecided
- 2 = I disagree
- 1 = I disagree at all

Third part - Comments and suggestions

Third part consist of two sections:

I - Mastering the material of the subject is:

Too hard / Hard / Appropriate / Easy / Too easy

II - What do you think would make it easier to master the curriculum:

- More hours of lectures and exercises.
- Application of new teaching methods and forms.
- Better material and technical conditions (space, material, laboratory equipment, etc.).
- Smaller group of students.
- More frequent knowledge tests.
- Something else _____

Figure 1. An example of a survey questionnaire on the quality of work of the teaching staff

SURVEY RESULTS

From totally 14 subjects held in master studies, 9 in the first semester and 5 in the second semester, students filled a questionnaire for 9 subjects, on average 2,4 students per subject. Since this year survey was voluntary and not obligatory, like for the first study cycle, this can explain why the small number of students have filled questionnaires.

Assessment of the teaching process shows that the majority of students is satisfied with the teachers and the teaching process, that the readiness of teacher for lectures is appropriate, that they teach in a clear, understandable and interesting way, and that the teachers approach students is correct and friendly, so the working environment is comfortable.
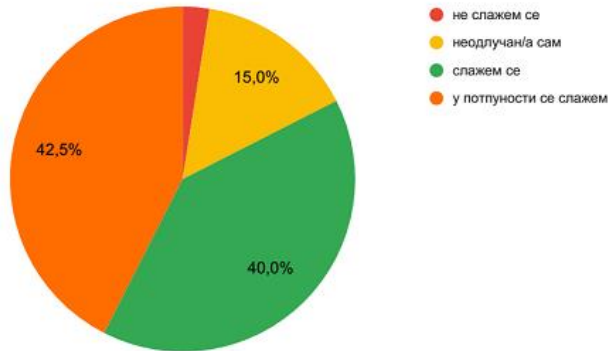
SURVEY RESULTS

Наставник повезује теоријско и практично знање

- не слажем се
- неодлучан/а сам
- слажем се
- у потпуности се слажем

15,0%
42,5%
40,0%

Figure 8. Results on a question "The teacher combines theoretical and practical know

Настава је покривена доступном литературом

- не слажем се
- неодлучан/а сам
- слажем се
- у потпуности се слажем

20,0%
46,7%
28,9%

Figure 12. Results on a question "Lectures are covered by available literature"

Шта би по вашем мишљењу олакшало савладавање градива

- Већи број сати предавања и вјежби
- Примјена нових метода и облика наставног рада
- Бољи материјално технички услови (простор, наст. материјали, лаб.опрема и сл.)

31,8%
36,4%
31,8%

Figure 16. Results on a question "What do you think would make it easier to master the curriculum"

CONCLUSION

The surveys on the quality of the master programme Disaster Risk Management conducted in the Faculty of Architecture, Civil Engineering and Geodesy show that the first generation of master students highly graded teaching staff of the master programme.

However, a significant number of students believe that the increase of hours of lectures and exercises is needed, together with the application of new teaching methods and forms, and also improvement of material and technical conditions on the Faculty is needed.

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Evaluation Methodology

Epoka University

Student enrolment

The competition for student enrolment in the new MP has been announced in October 01, 2018 http://fae.epoka.edu.al/news-professional-master-in-civil-engineering-study-program-under-the-k-force-project-20-scholarships-offered-by-epoka-university-4254.html), following the University timeline.

The competition ended with 20 students enrolled.

More than 12 of them already held Master degrees from other technical fields.

They come from Civil engineering, mechanical, electrical and Environment engineering bachelor program.

TEACHING AND COURSES EVALUATION MECHANISM

- *Approved student survey*

The University evaluates each course at the end of each semester, using the *survey* for the evaluation of courses and teaching.

The University uses an, which is consistent with the University's commitment to continuous quality improvement in teaching and learning.

- *Teaching Evaluation Form, accessible in this link:*

https://drive.google.com/file/d/0Bwl_QkbaNe5IZHAtd0VoSWkxSUk/view?usp=sharing

Survey for evaluating the teaching staff/ courses

- Surveys are also filled and monitored via these addresses.

- Results of the Course Instructor Evaluation Survey completed by students at the end of each semester.

- The said evaluation will be carried out by the respective Head of Department and Dean

- Survey for the evaluation of the work of the HE and its services and bodies *(university- based)*

Survey

- *Questionnaire course based.*
- *There are 14 questions*
- *Overall question for the course- 2(1;13)*
- *Questions about the instructor-10 (2-11)*
- *Question about methods and materials 2 (12;14)*
- *Comments of the Students*

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Survey Results

All Courses Result

↩ Back

📅 Academic Year / Term ⌄

| 2018 - 2019 ▾ | Spring ▾ | Show |

No.	Code	Name	Program(s)	Enrolled	Completed	Participation	Result	
1	ARCH 500	MASTER THESIS	DIND ARCH,MSc ARCH	6	2	33.33 %	-Not Finalized	N/A
2	ARCH 428	EVACUATION CALCULATION MODELING	PM DRM & FSE,MSc ARCH	17	15	88.24 %	-Not Finalized	N/A
3	ARCH 280	ENVIRONMENTAL CONTROL STUDIO	DIND ARCH	43	41	95.35 %	-Not Finalized	N/A
4	ARCH 500	MASTER THESIS	DIND ARCH	2	1	50.00 %	-Not Finalized	N/A
5	ARCH 477	ARCHITECTURE IN CONTEXT	DIND ARCH,MSc ARCH	16	15	93.75 %	-Not Finalized	N/A
6	ARCH 302	ARCHITECTURAL DESIGN IV	DIND ARCH	13	13	100.00 %	-Not Finalized	N/A

EPOKA UNIVERSITY

Quick Links

Forms

25 ∨	records		Search:

No.	Question		Result ▼
1	The instructor was well prepared for the lectures.		
2	The instructor was available to give help outside the class.		
3	The instructor used the language of instruction effectively.		
4	The outline and objectives of the course were presented clearly in the syllabus.		
5	The instructor engaged and motivated the class very well.		
6	The instructor attended the classes regularly.		
7	The instructor came to class on time.		
8	The instructor had effective dialogue with the students during the class.		
9	The instructor demonstrated concern regarding my progress.		
10	The course increased my knowledge and interest in the subject matter.		
11	The instructor made appropriate use of course materials (textbook, supplements, etc.) to subject matter.		
12	The textbook and/or reading materials were helpful for understanding the subject matter.		
13	The methods of teaching in this course were appropriate.		
14	The instructor graded my work fairly.		

EPOKA
UNIVERSITY

The result of the survey

The Fall semester-
- *Very satisfactory in terms of the students' perception of new courses. 3.91/4.00*
- *The courses are deemed relevant form the study programme with high overall course grades.*

- ASSESSMENT OF ATTAINMENT OF PROGRAM LEARNING OUTCOMES IN TERMS OF STUDENT RESULTS: Program Learning Outcomes are assessed in terms of successful completion of specific coursework. After each academic year, the Department reviews the results of students on assessments designed to measure student achievement of the program learning outcomes.
- ASSESSMENT OF THE CONTINUED VALIDITY OF PROGRAM LEARNING OUTCOMES: On an annual basis, the Career Planning and Alumni Office administers the Alumni survey to find out about the applicability and practicality of the knowledge, skills and competencies gained as a result of the study program. The Alumni Survey is run annually. The summary report is sent to the respective Departments to review results. If after reviewing these inputs, the Department determines there is a need to modify either or both of the outcomes and objectives, it drafts the proposed changes.
- https://docs.google.com/forms/d/14fYBaMvZJ9w30GFTaHvW9N4rFWDcW-U3OdYL_sln8FM/viewform?edit_requested=true

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PROJECT MANAGEMENT MEETING
Epoka University, Tirana

REPORT ON EVALUATION OF MPs

Branka Petrović
Higher Education Technical School of Professional
Studies in Novi Sad

HIGHER EDUCATION TECHNICAL SCHOOL
OF PROFESSIONAL STUDIES
Novi Sad

Co-funded by the
Erasmus+ Programme
of the European Union

- *VTSNS master programme Protection Engineering is a two-year programme with 32 students enrolled in the first year.*

- *Four anonymous e-surveys created as web-based Google Forms were conducted in June-July 2019, at the end of the second semester, after the lectures and exams were over.*

- *The surveys referred to the quality of the study programme, teaching, courses, management of the HE institution and services offered to students.*

- *All e-forms contained grades and had a comment box. Traditional paper surveys were given up this time because students insisted on electronic polls.*

- *Questionnaires were prepared by adapting the existing paper forms used regularly at bachelor studies.*

Survey of the master programme Protection Engineering

– *It attracted 24 master students, and 23 gave their answers on the quality of the master programme Protection Engineering.*

– *As the number of participants in other surveys is much smaller, it is obvious the students consider the Survey on the master programme the most important of all.*

– *The grading scale is 1-5, where 5 is excellent and 1 unsatisfactory.*

– *Although high grades are dominant in assessment, spotted weaknesses are to be dealt with before the new generation of master students enrols the programme.*

– *In their comments students expressed their satisfaction with the level of education offered in the institution, but also suggested that more teaching assistants from industry should be engaged, which would contribute to easier inclusion of students into working processes.*

Issues assessed in the Survey of the master programme
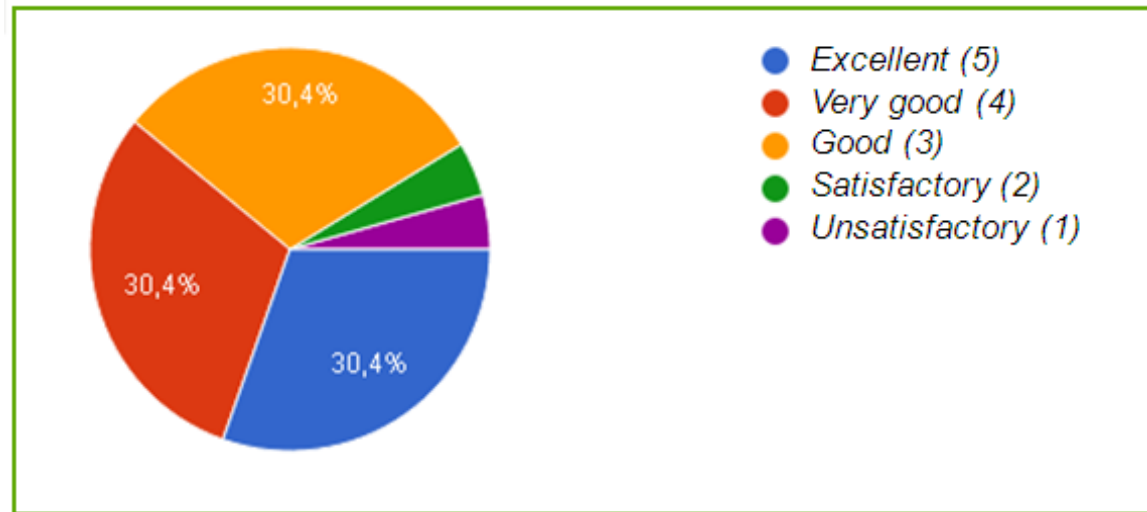
Fig. 1 – Quality of the teaching content of the study programme
Grades 5, 4 and 3 are dominant with 30.5 % each, and the students are generally very satisfied with the quality of the teaching content, but there is space for its improvement.

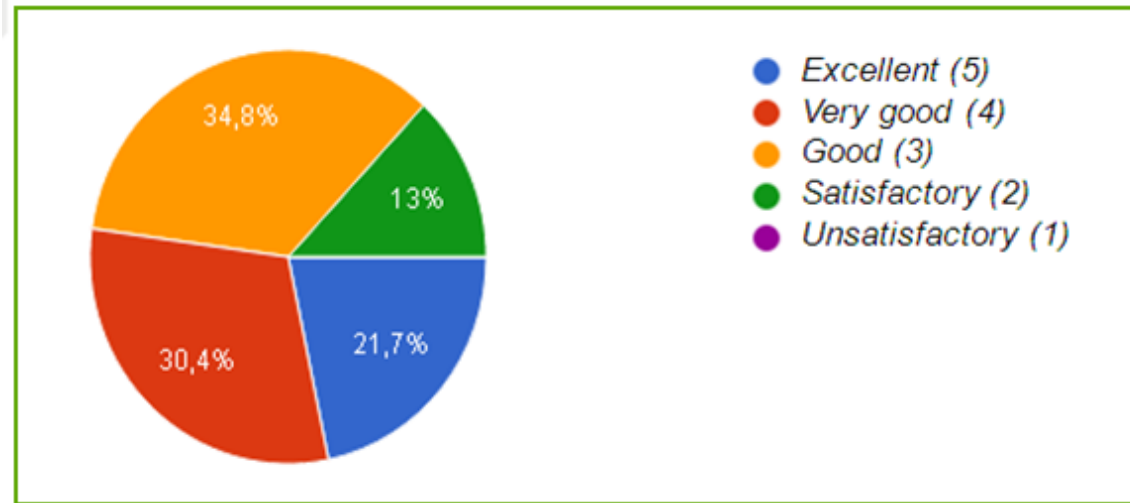# Issues assessed in the Survey of the master programme

Fig. 2 – Quality of the teaching material

The grades referring to the quality of the teaching material range between 3 and 5. However, although there is available literature of high quality for each course, at the moment not all teachers have published their own textbooks. This is why 13 % of the surveyed students gave grade 2 (satisfactory) for the teaching material.

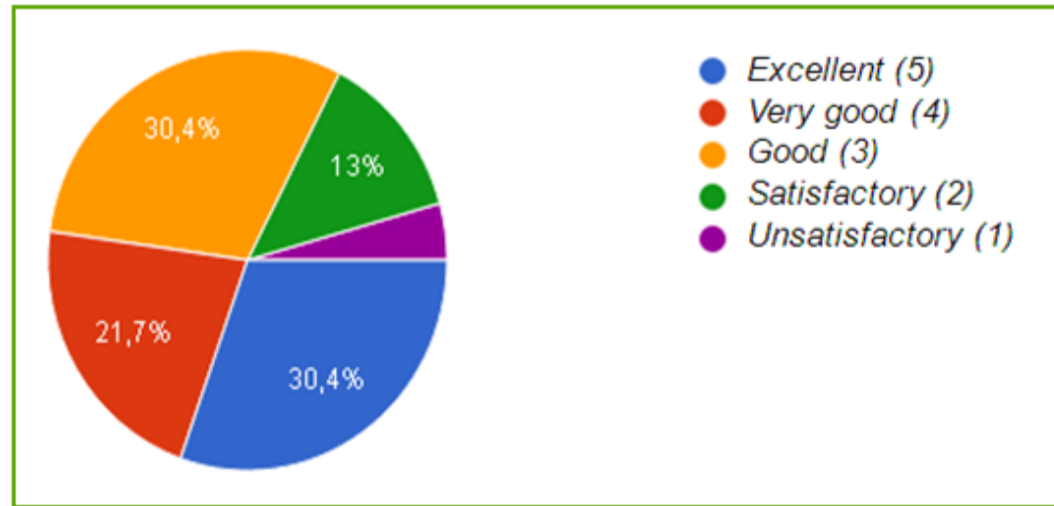# Issues assessed in the Survey of the master programme

Fig. 3 – Investment in equipment aiming to improve the practical segment of teaching

As a professional HEI, we continue investing in laboratories, field exercises and investigations, keeping balance between theoretical knowledge on one side and industry requirements on the other. Our students recognize and value the efforts.

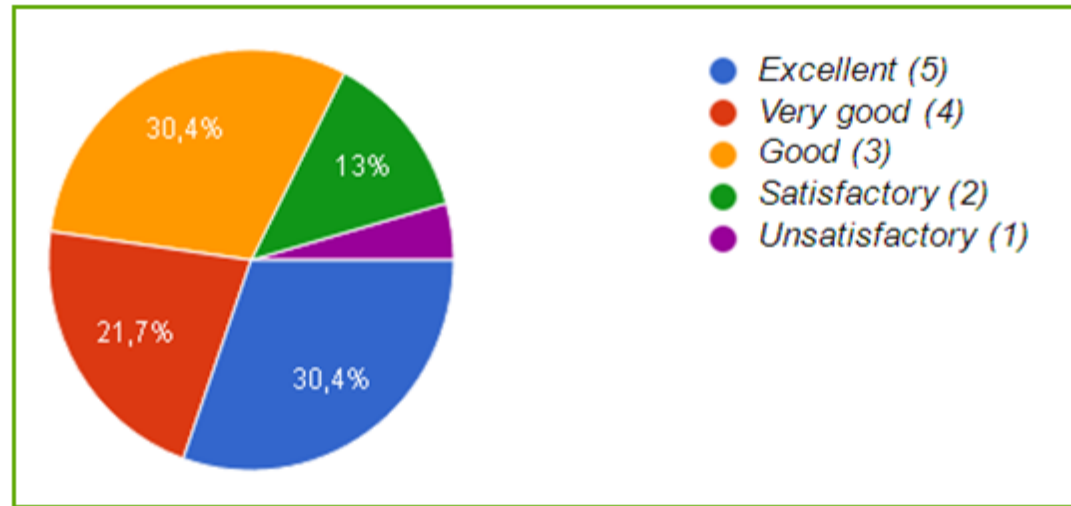# Issues assessed in the Survey of the master programme

Fig. 4 – Initiatives of collaboration with industry

About 75 % of master students appreciate the present VTSNS collaboration with companies and initiatives to further develop and strengthen ties with industry for the benefit of the teaching process. Yet, 25 % think opposite. This segment of collaboration needs special attention, particularly in the area of student industrial placement.

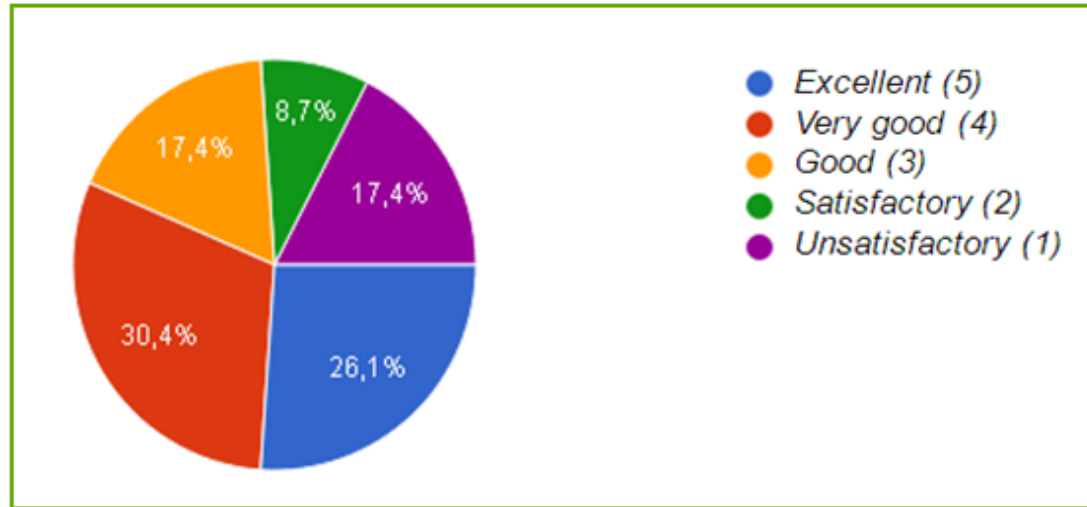# Issues assessed in the Survey of the master programme

Fig. 5 – Practical implementation of acquired knowledge

The distribution of answers again shows that most master students believe they can use the acquired knowledge in practice. Still, 13 % do not share the opinion. By insisting on more practice over theory in the teaching/learning process, and on improved industrial placement of our students, the level of practical implementation of acquired knowledge can be even higher.

Survey on the first year courses

No.	Code	Course title	Semester	Course status	ECTS	Teacher
1	M01	**Risk management in protection**	1	Obligatory	10.0	Biljana Gemovic Branko Savic
2	M02	**Applied risk modelling methods**	1	Obligatory	10.0	Nenad Janjic, Bozo Ilic, Branko Savic
3	M03	**Monitoring and control in protection**	1	Obligatory	10.0	Vesna Petrovic
4	M04	**Personal protective equipment**	2	Obligatory	8.0	Dusan Gavanski
5	M05	**Risk analysis in decision making for disaster protection**	2	Obligatory	8.0	Branko Babic
6	M10	**Prevention and control of water pollution**	2	Elective	10.0	Anita Petrovic Gegic
7	M13	**Professional master practice 1**	2	Obligatory	4.0	

For courses 1-6 from the table, the following was assessed using the grading scale 1-5.

– Quality of the teaching content of the course;
– Organisation of the teaching content of the course;
– Possibility of individual problem solving after course content presentation;
– Teaching material for the course; and
– Practical implementation (examples, experiments, etc.) in the course.

Survey on the first year courses

In this poll there were six participants, and five of them assessed all courses.

Courses got good grades, and since this is a professional HEI, answers referring to the course Professional master practice 1 are particularly important.

There were three questions, with offered answers Yes, No, and Partially:
*   – Has the knowledge acquired during studying been useful for activities in Professional master practice 1? (All six surveyed said Yes);*
*   – Have you participated in concrete tasks concerning production processes of the company? (83.3 % answered Yes, 16.7 % said No);*
*   – Are you satisfied with the realisation of Professional master practice 1? (83.3 % answered Yes, 16.7 % said Partially).*

Survey on the quality of work of the teaching staff

There were seven issues students could assess regarding the teaching staff:

- *Teacher's preparedness for the class;*
- *Understanding of lectures and clarity of teacher's explanation;*
- *The quality of teaching aids;*
- *Encouraging students to actively participate in class;*
- *Attractiveness of topics/presentations;*
- *Appropriateness of pace of presenting the content; and*
- *Introducing students with the content and objectives of the course.*

Possible answers were Excellent, Very good, and Satisfactory except for Professional master practice where a comment was expected on collaboration with teachers.

The Survey attracted only three participants who assessed teachers with Excellent and Very good, and left no comments.
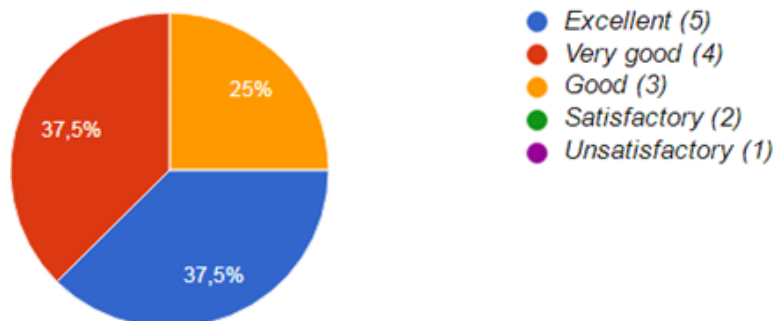
Survey on the quality of services and management of the HEI

There were eight participants in the poll.

*The **Student affairs office** got grades 3-5 were for Personnel behaviour; Accuracy of data issued on request; Working hours with clients; and Implementation of IT equipment in the work process.*

*The same was with the **Library** issues surveyed (Personnel behaviour; Availability of books needed; and Implementation of IT equipment in the work process).*

Fig. 6 and 7 – Selection of results

HIGHER EDUCATION TECHNICAL SCHOOL
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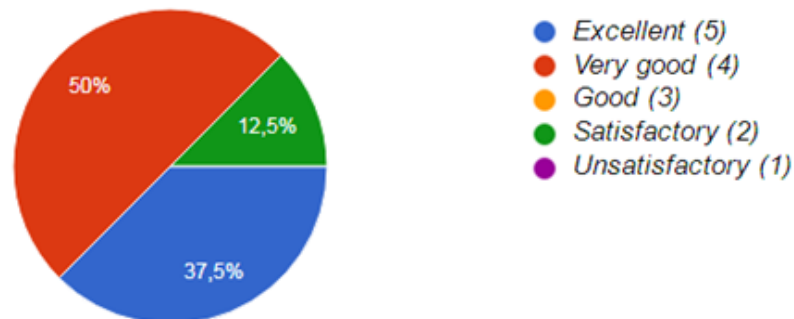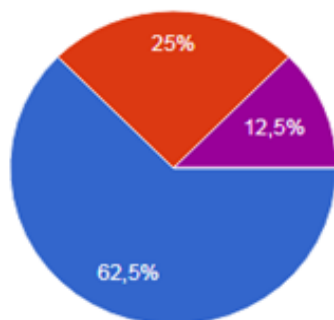Novi Sad

Survey on the quality of services and management of the HEI

Management was assessed with regard to Activities on opening new study programmes; Organisation of activities (promotion, enrollment, conferences, etc.); Introduction of new activities (authorization, licencing, accreditation, etc.); Furnishing of working space and improvement of working conditions; and Functioning of services other than Student affairs office and Library.
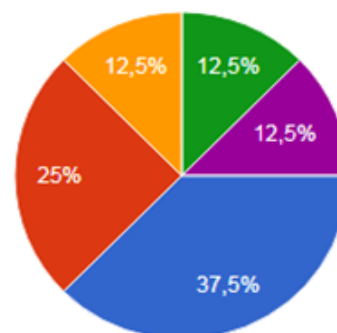
The only unsatisfactory answers were obtained in the two following cases:

Fig. 8 and 9 – Selection of results

The first generation of VTSNS master students highly graded all categories of the master programme Protection Engineering that were examined, and we can be satisfied with the number of participants in that survey (23 out of 32 enrolled students).

Other three surveys also give a positive picture of the quality of courses, teachers and management and services in the VTSNS, but few students filled in the questionnaires. Perhaps four surveys is too many, or the number and content of questions could be reconsidered to avoid overlapping.

Also, to obtain the relevant number of participants, surveys should be announced and promoted well in advance, on the official website and with the help of the Student Parliament as an opportunity and means of expressing student views and influence.

Future surveys in the VTSNS, anonymous and voluntary as always, will be run through its IT system. Practices of other partners in the K-FORCE project considering evaluation of the kind will be taken into account.

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Thank you
for your attention

Contact info about the presenter:

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