

**UNIVERSITY “UKSHIN HOTI” PRIZREN  
QUALITY ASSURANCE OFFICE**



**SUMMARY REPORT OF ASSESMENT  
RESULTS FOR THE SUMMER SEMESTER  
2022-2023**

**2023**

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## **Introduction**

### **Quality Assurance Office**

The Quality Assurance Office (QAO) operates as a part of the Central Administration of Prizren University "Ukshin Hoti". The purpose of the QAO is to develop and continually enhance university policies and practices to improve quality, in accordance with the provisions of the Higher Education Law, European Area Quality Assurance standards, Kosovo Accreditation Agency standards, and Quality Assurance Regulations.

The operational oversight of the QAO rests with the Vice-Rector for Increasing Quality and International Relations, while the administrative oversight is managed by the University's General Secretary. Quality assessment is carried out through the instruments outlined in the Quality Assurance Regulations, which are formulated by the Central Committee for Quality Assurance and approved by the Senate. Reports generated by the Quality Assurance Committee at the academic level incorporate recommendations derived from assessment outcomes. These results are communicated to the deans and administrative leaders (stakeholders), and they are also forwarded to the management. Ultimately, the report is published on the University's official website.

Questionnaires A1, A2, A3, A4, A5, A6, and A13 are conducted twice a year, while other questionnaires are launched at the end of the year. Questionnaires A8 and A12 are continuously processed during student de-registration and graduation. All questionnaires are both anonymous and completely confidential. Academic staff performance is evaluated based on five assessment pillars from questionnaires A1, A2, A3, A4, and A5. These results reflect the staff's performance for each semester as well as the entire year. Academic staff receive notifications regarding their performance results at the conclusion of each semester.

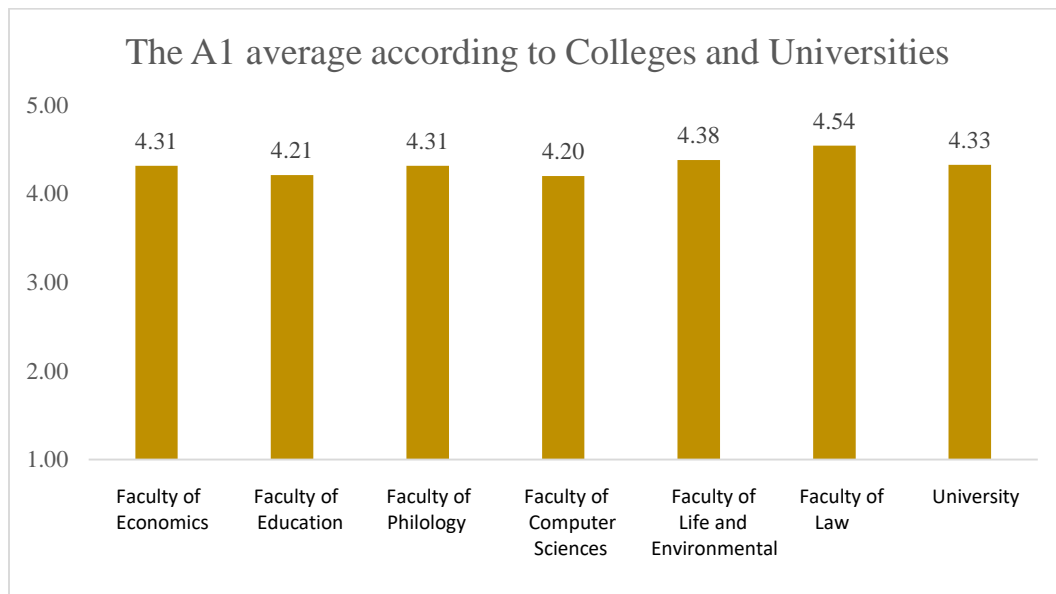
## A1 – A1 – Professors/Assistants assessment by students

This questionnaire is designed for both bachelor's and master's students. It comprises 17 questions for professors and 16 questions for assistants, along with an additional open-ended question. Responses are rated on a scale of 1 to 5. The questionnaire addresses the following aspects:

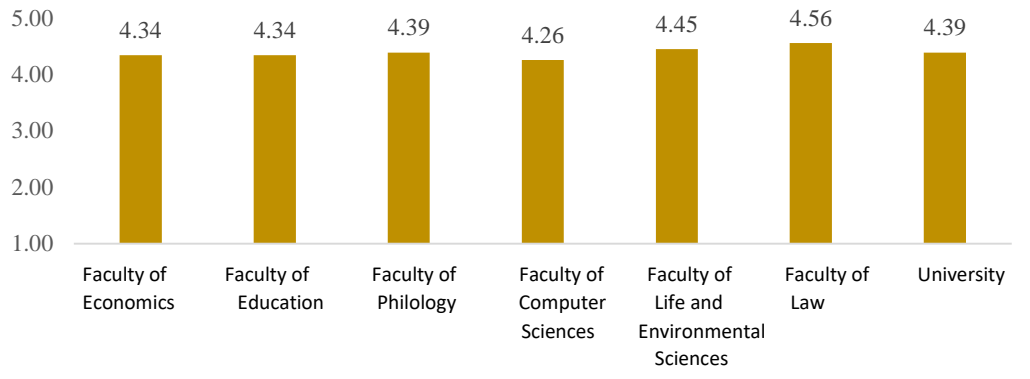
- Teaching methods
- Student-instructor interactions
- Ethical conduct

The primary aim of this questionnaire is to gather information about various aspects, including the syllabus implementation, professional development, teaching methodologies, time management, availability for consultations, and the behaviour of professors and assistants.

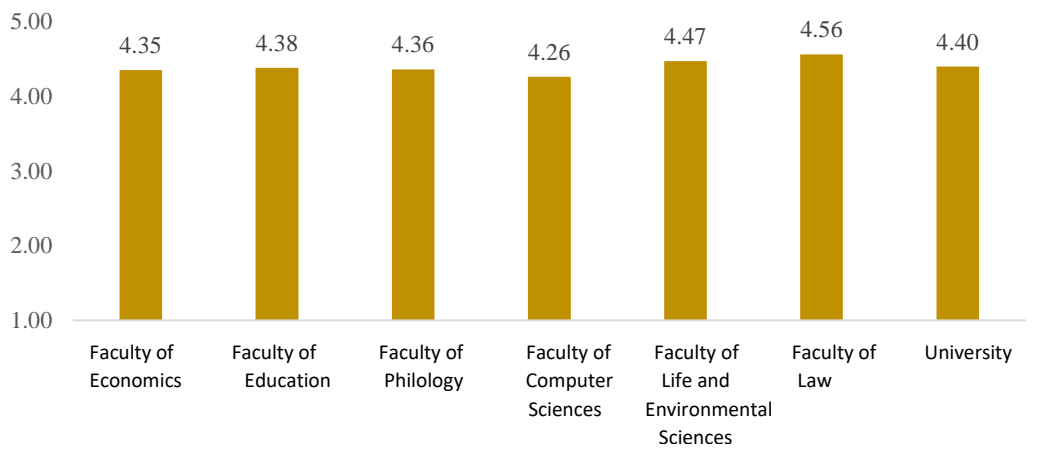
It serves as a vital component of the academic staff performance assessment, conducted twice a year at the end of each semester. The resulting report presents both general statistics and recommendations derived from the collected data. Professors and assistants receive notifications regarding their performance and can access the questionnaire results through the university's online system, specifically on their individual profiles. The questionnaire is entirely confidential and anonymous. During the summer semester, the questionnaire collected 8593 responses from students, receiving a satisfactory rating of 4.37 on the five-point scale at the university level. The graphical representation below displays the detailed results for each question.



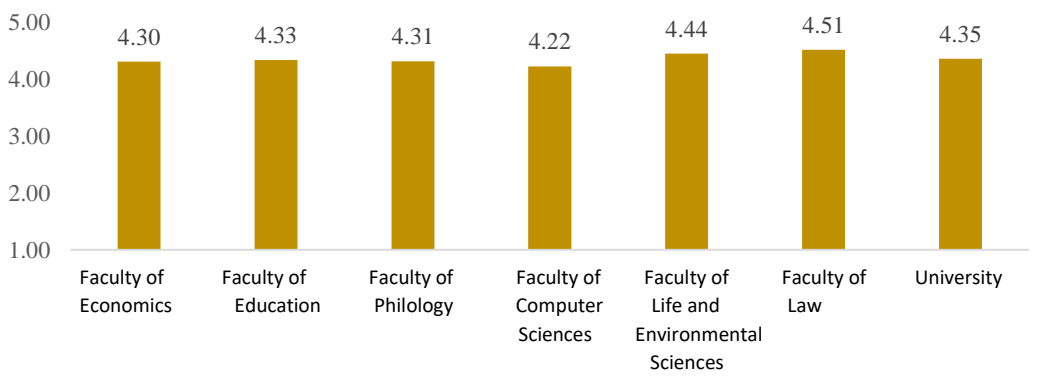
P1: At the beginning of the semester, the professor presented the syllabus/content of the subject and the assessment methods.



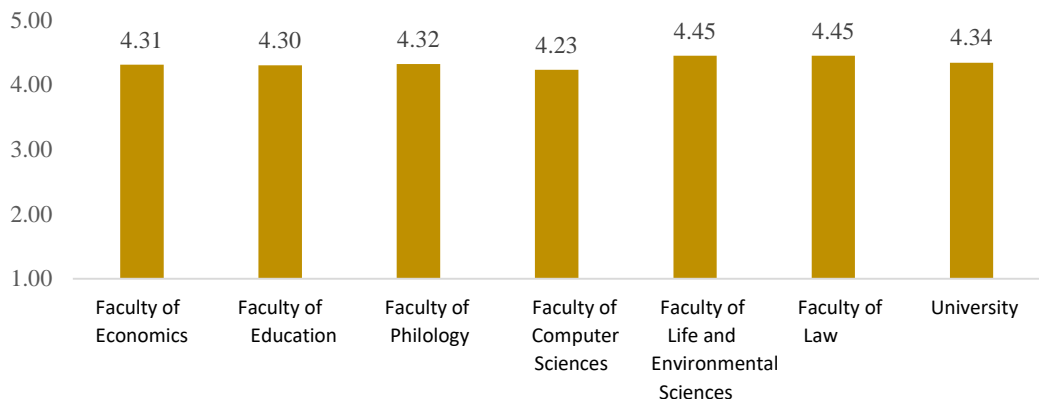
P2: The professor has been regular in lectures.



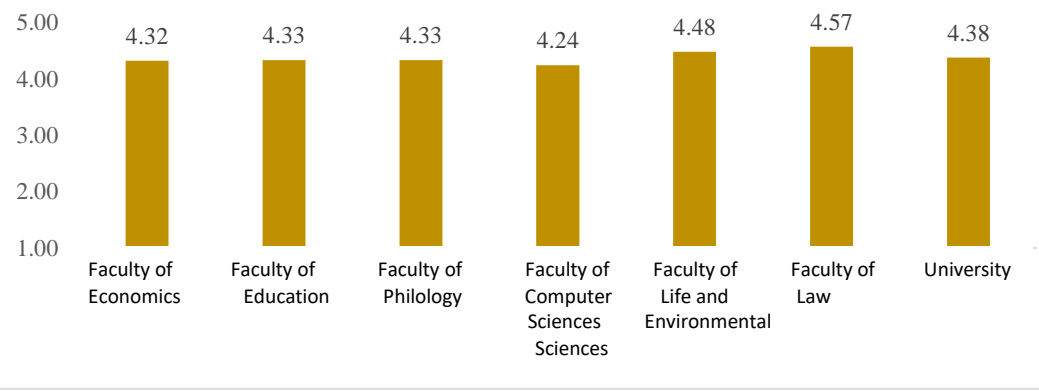
P3: The professor has accompanied the lectures with examples and illustrations that help in understanding the lecture's content.



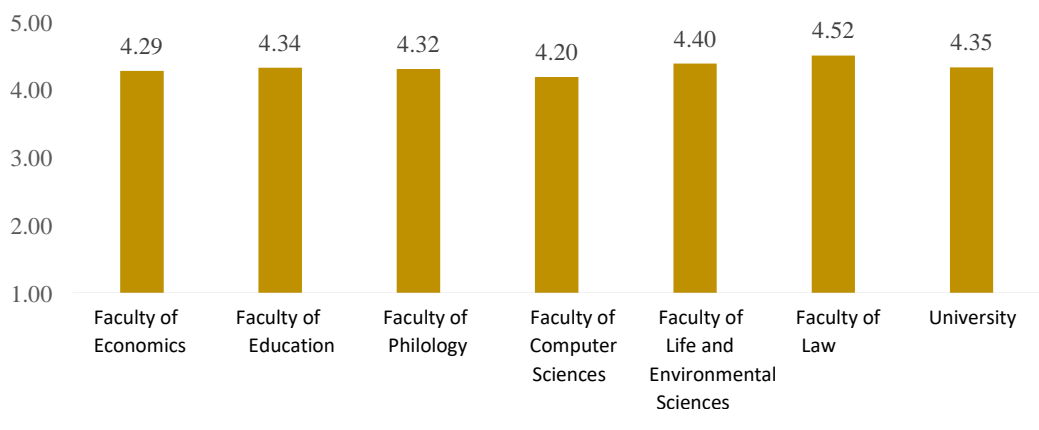
P4: The professor has used contemporary teaching technology (e.g., projectors, the internet, simulators).



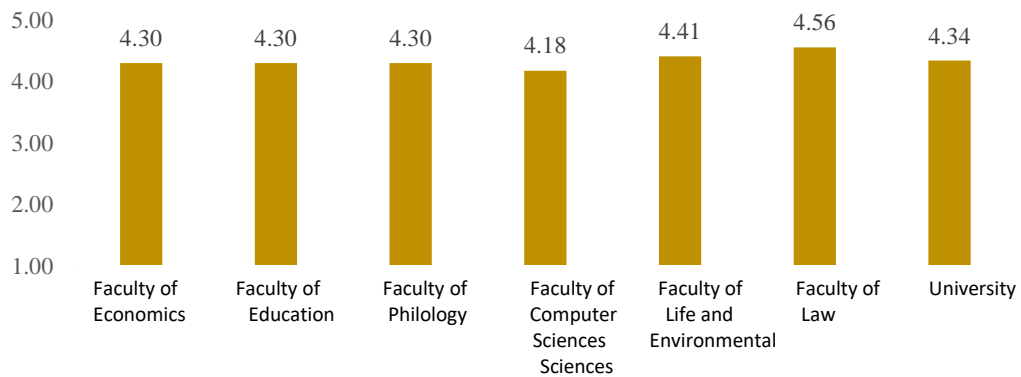
P5: The professor has shown readiness to answer students' questions and has demonstrated competence in the subject.



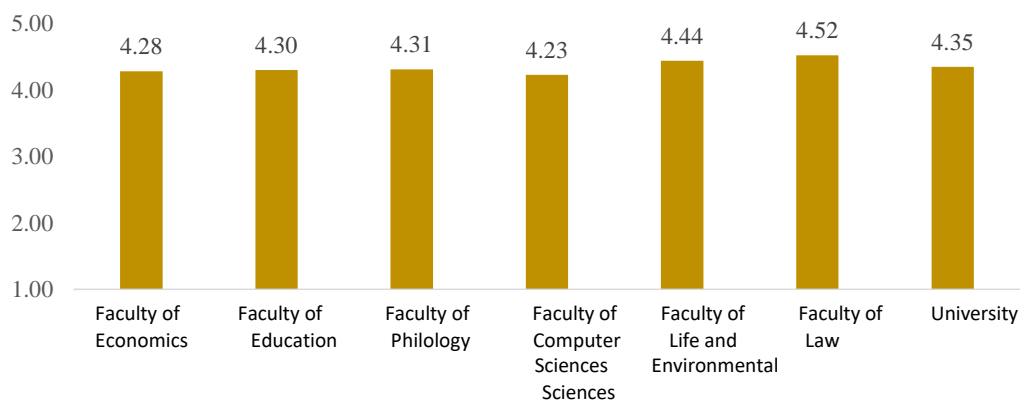
P6: During lectures, the professor has encouraged discussions and classroom activities.



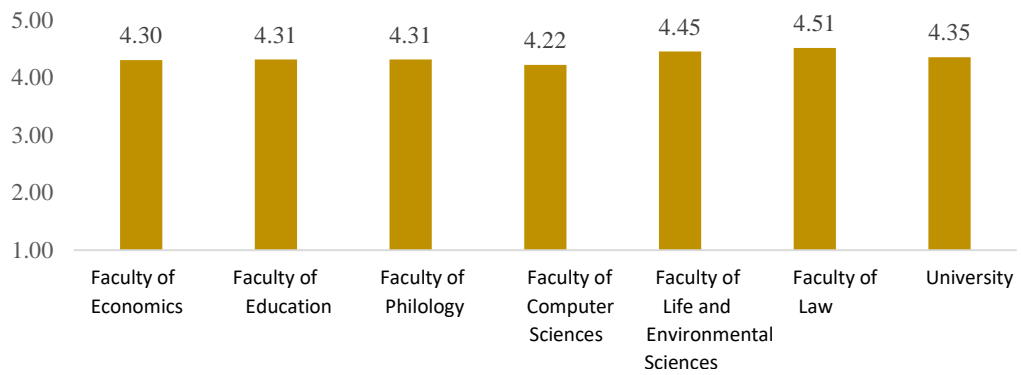
P7: The professor emphasizes the importance of student participation in lectures.



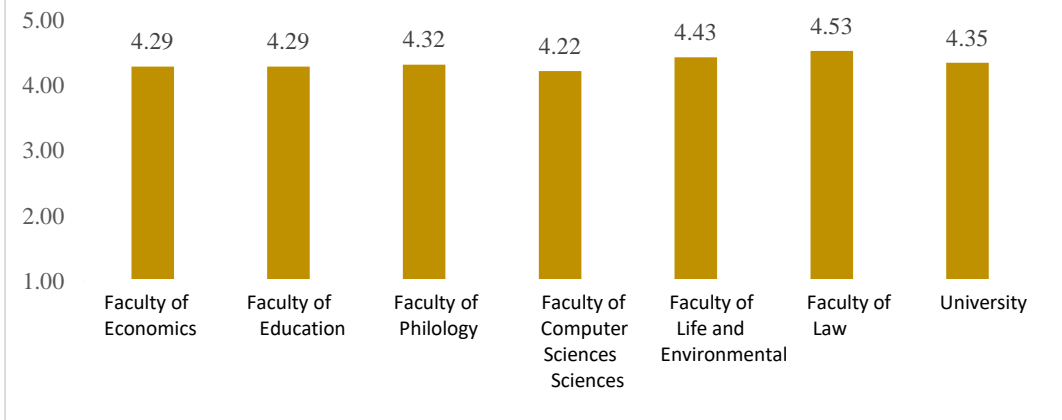
P8: The professor has used basic and additional resources/literature in teaching.



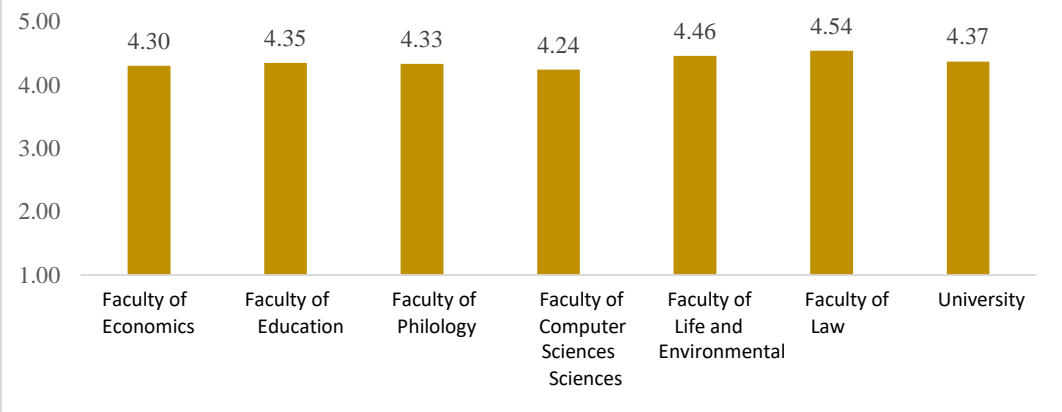
P9: The professor has integrated theoretical and practical concepts for the subject (if exercises are applied).



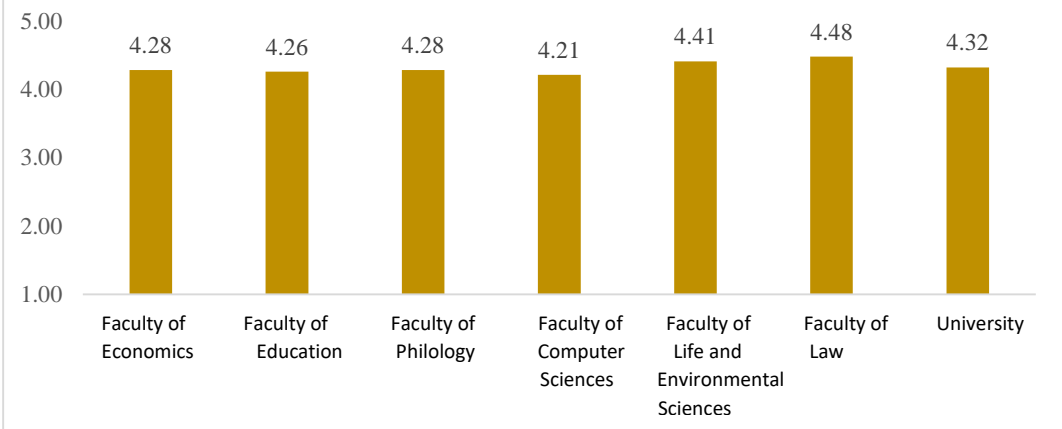
P10: How well does the lecture content correspond with the exercises (if exercises are applied)?



P11: The professor managed the time well during the lectures.

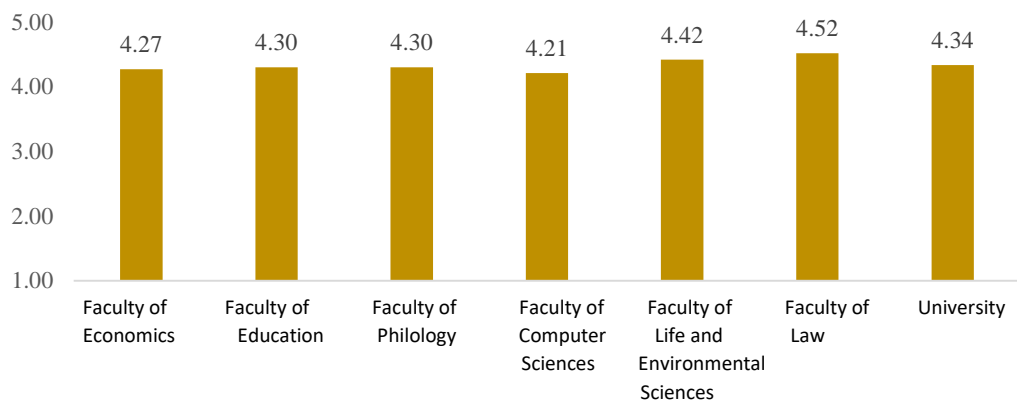


P12: The assessment of students' work has been done continuously.

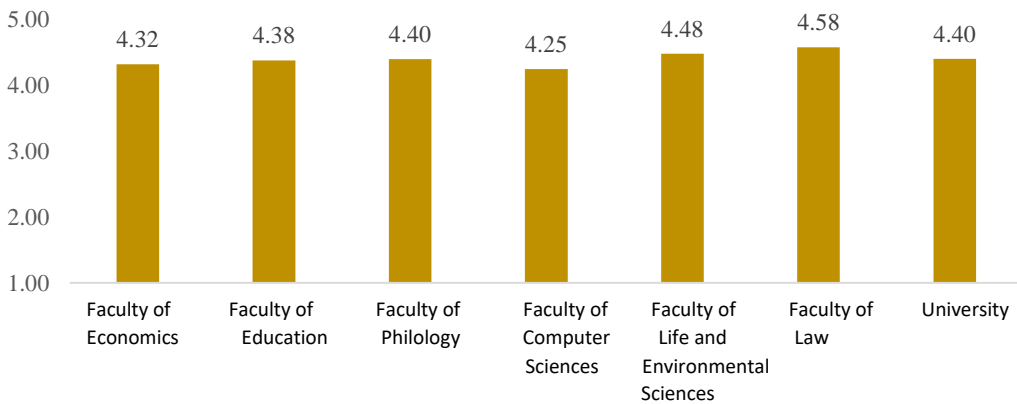




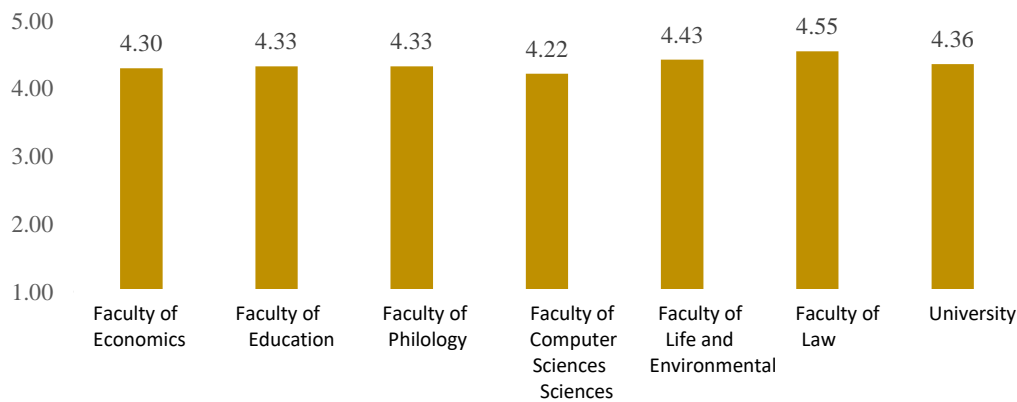
P13: How willing has the professor been in offering outside-of-lecture-hour consultations?



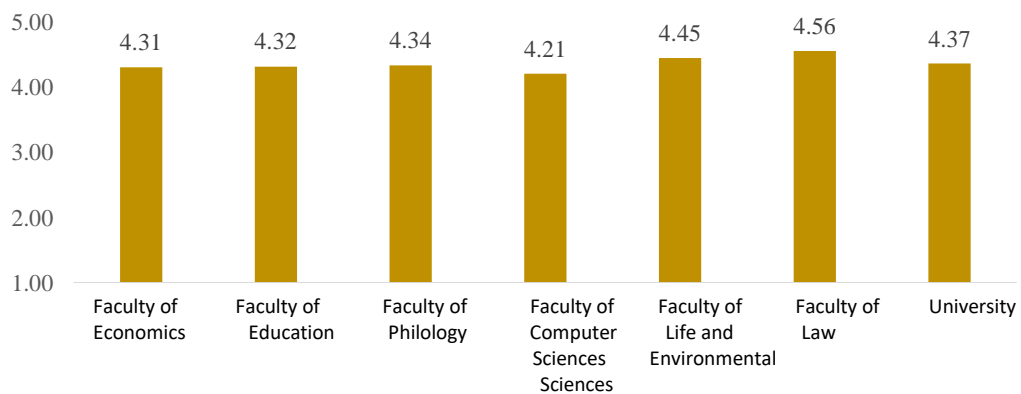
P14: The professor has behaved in accordance with the ethical code.



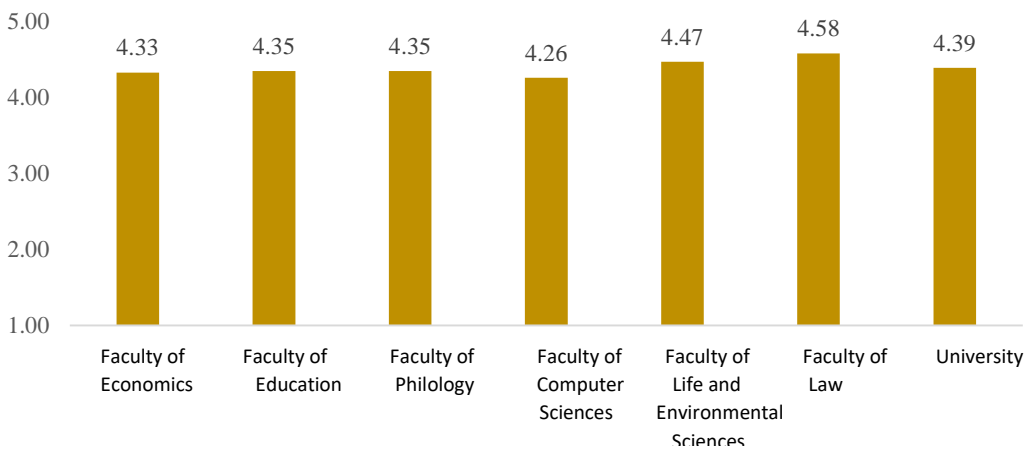
P15: How much information has the professor provided you for current trends related to the subject?



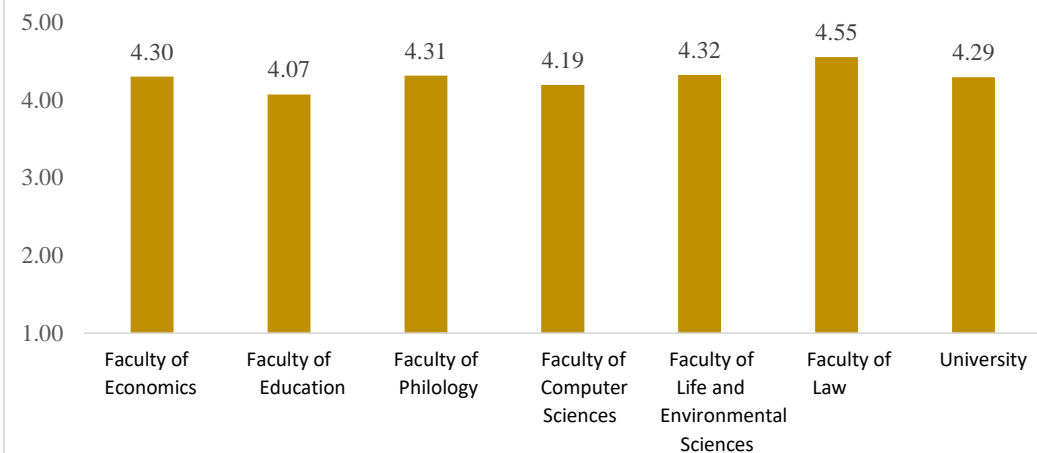
P16: How effective has the professor been during the lectures?



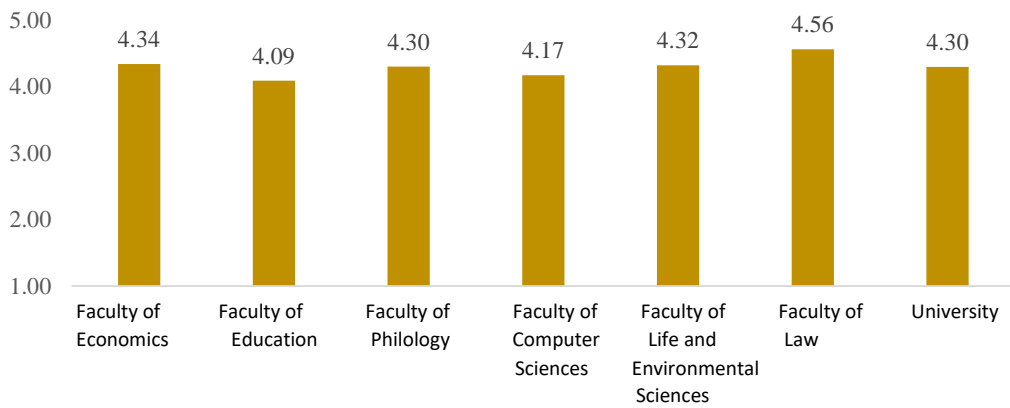
P17: How do you assess the professor in general?



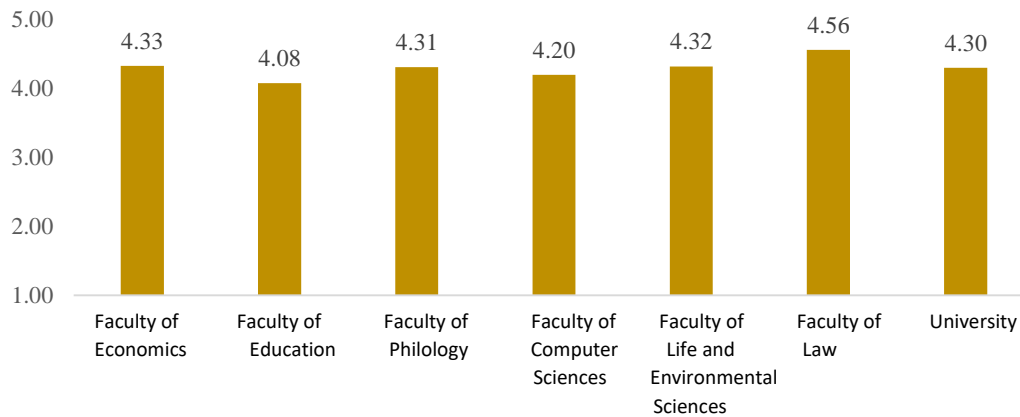
P18: The assistant has been regular in the exercises..



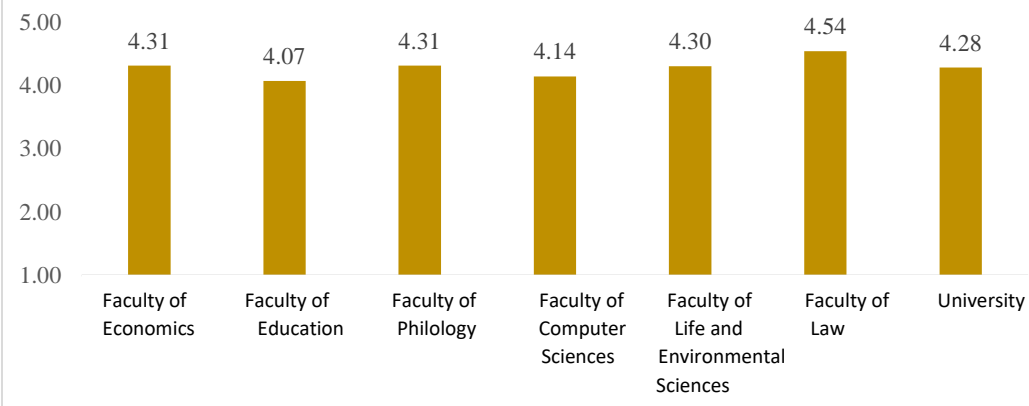
P19: The assistant has been well-prepared and demonstrated competence in the subject.



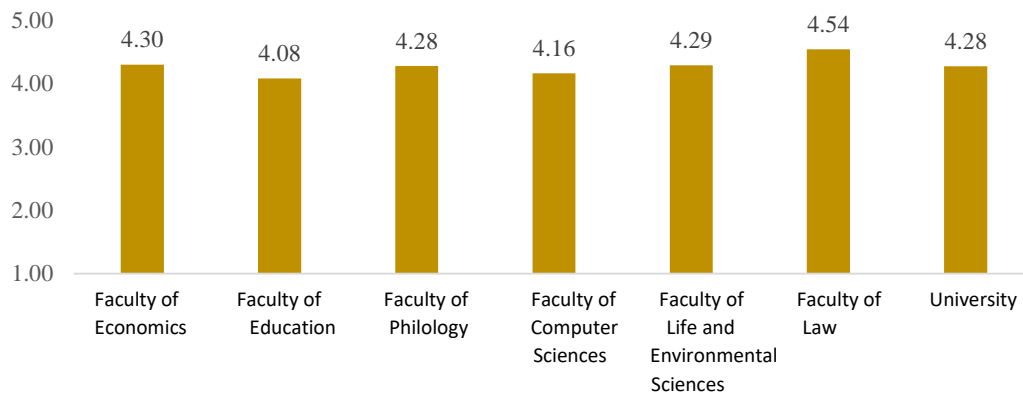
P20: How closely has the assistant followed the syllabus/course content?



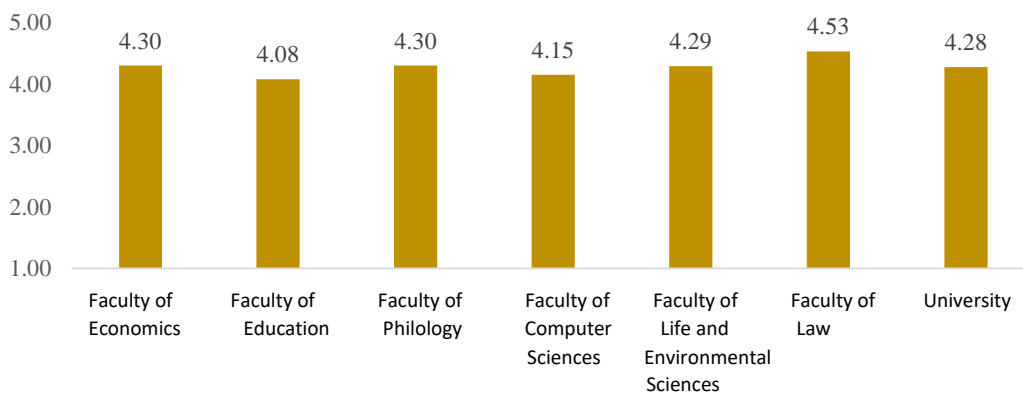
P21: During the exercises, the assistant has encouraged class discussions and activities.



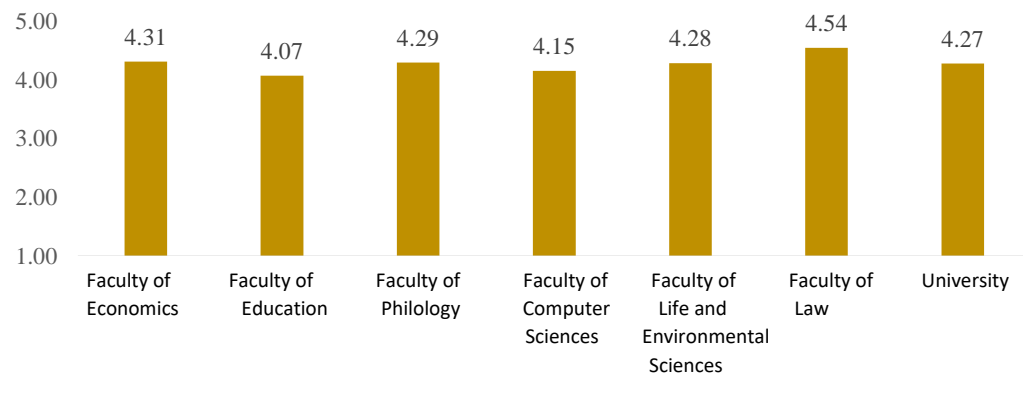
P22: The assistant gives importance to student participation in the exercises.



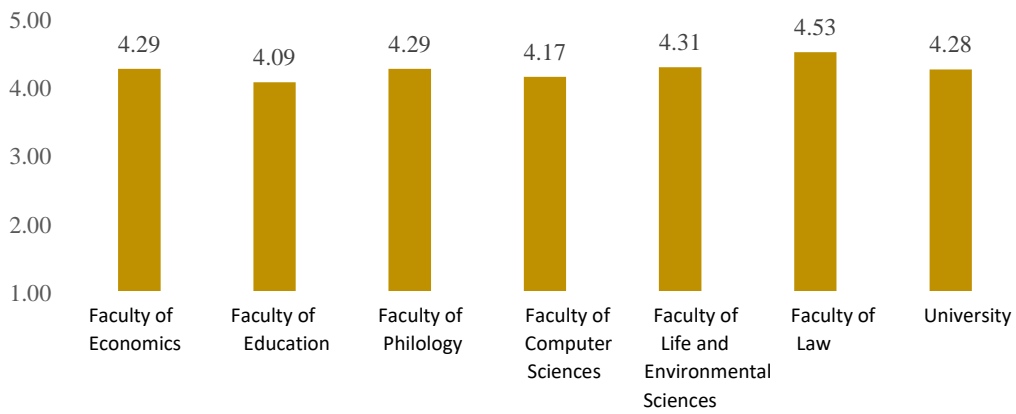
P23: The assistant has used sufficient resources in the exercises.



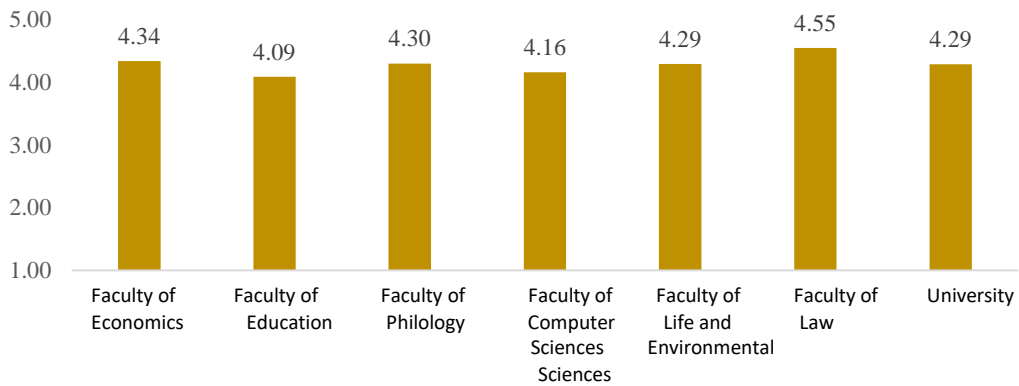
P24: The assistant has contributed to integrating theoretical and practical concepts for the course (if exercises are applied).



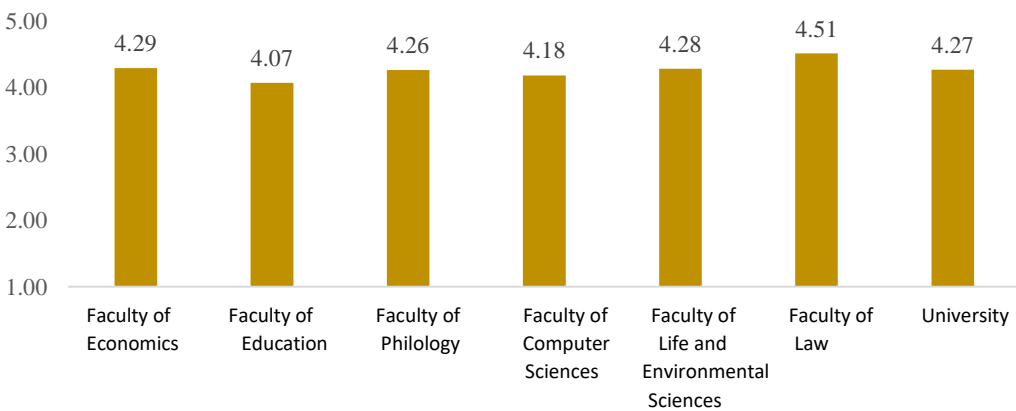
P25: How well does the lecture content correspond with the exercises (if exercises are applied)?



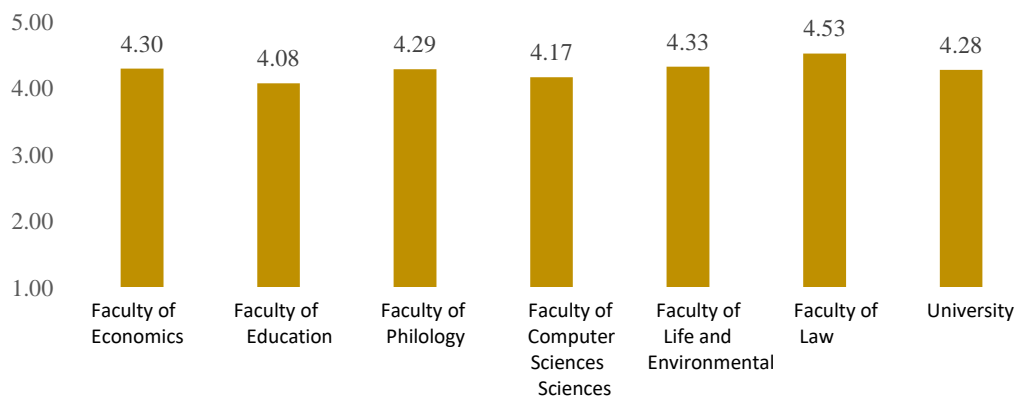
P26: The professor managed the time well during the lectures.



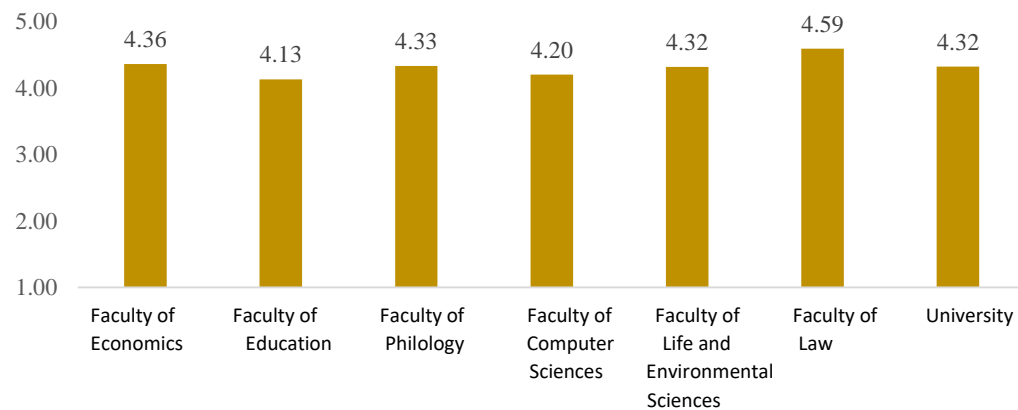
P27: The assessment of students' work has been done continuously.



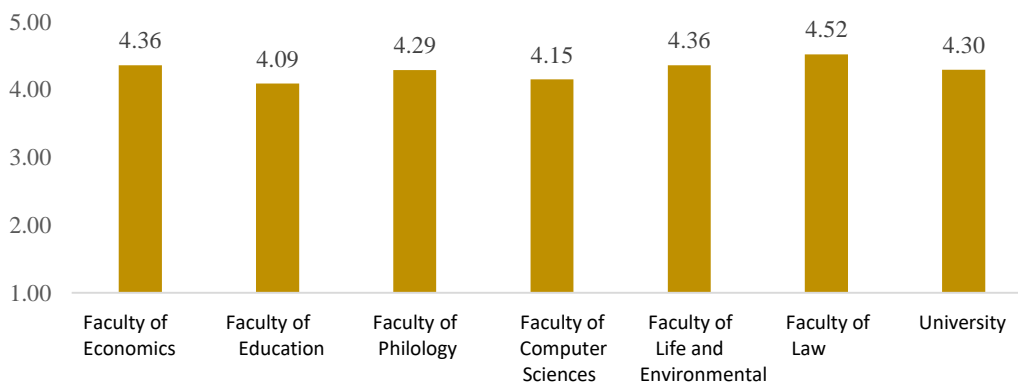
P28: How willing has the assistant been in offering outside-of-lecture-hour consultations?



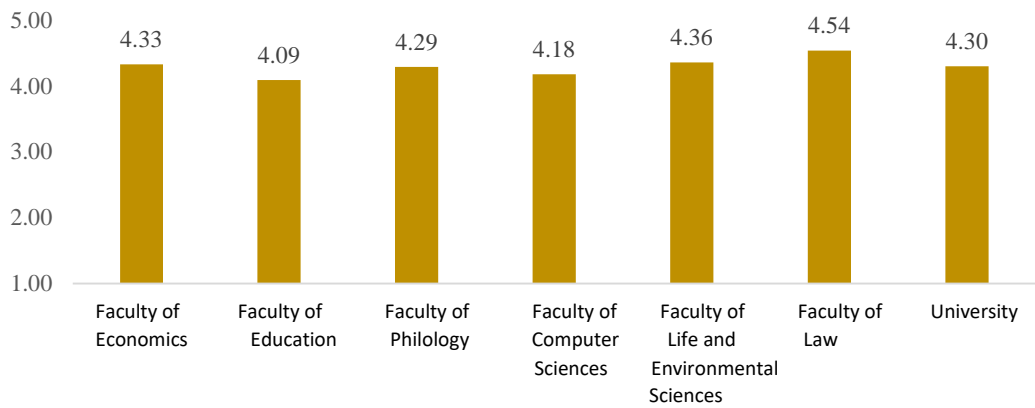
P29: The assistant has behaved in accordance with the ethical code.



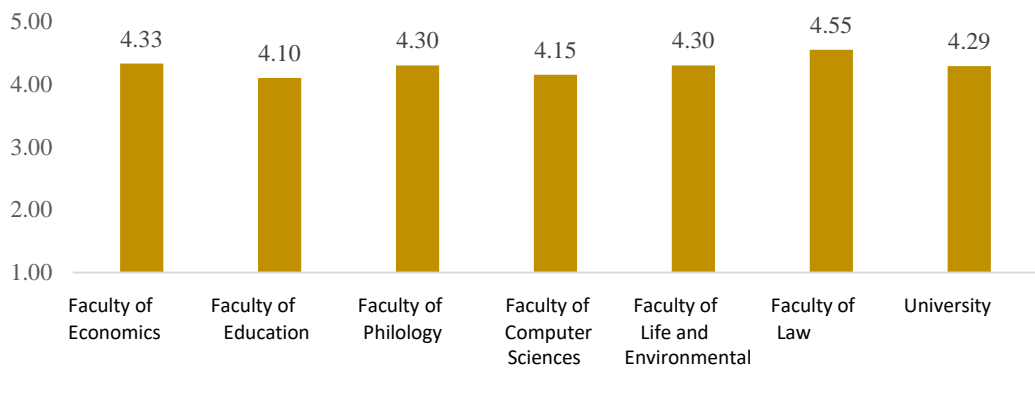
P30: How much has the assistant used presentations (with slides) during the lectures?



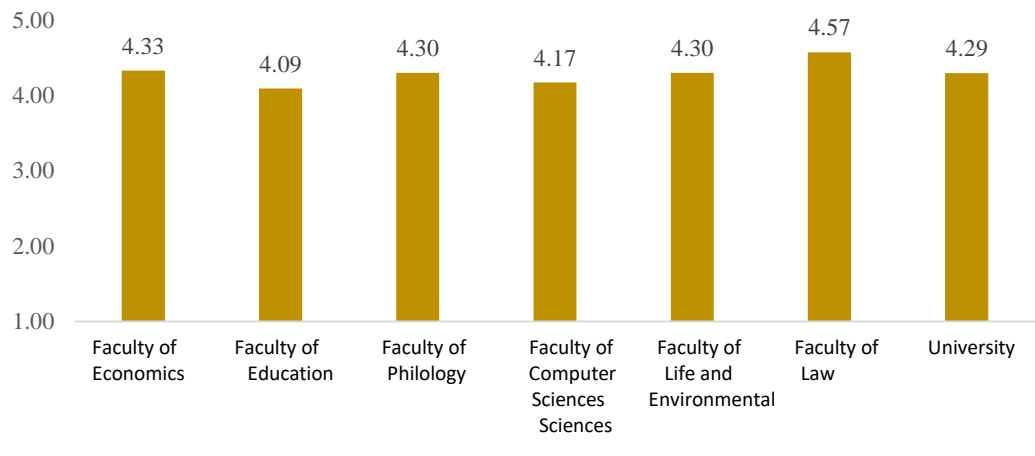
P31: How much information has the assistant provided you for current trends related to the subject?



P32: How effective has the assistant been during the lectures?



P33: How do you assess the professor in general?



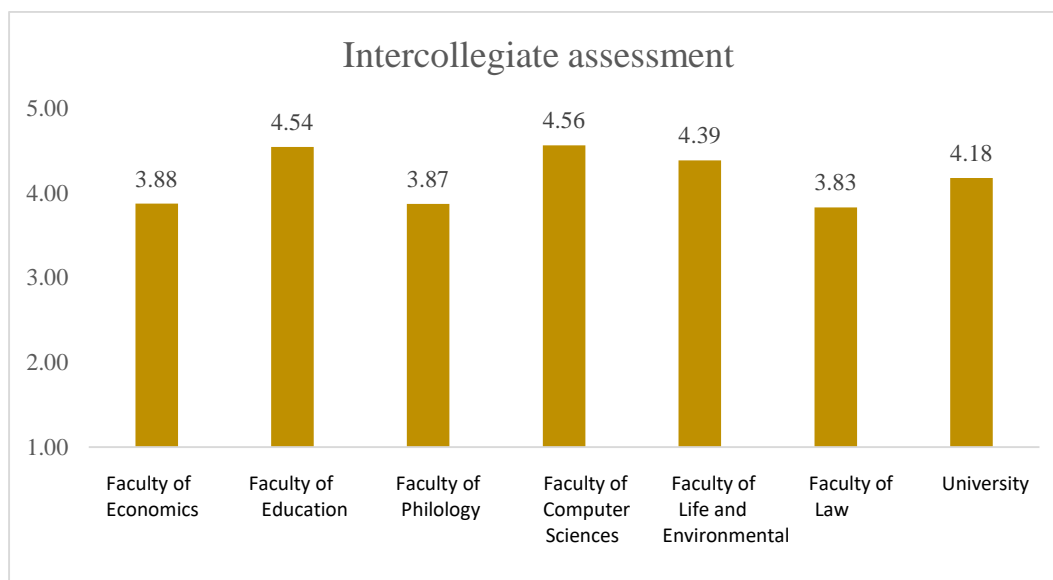
## A2 –Intercollegiate assessment

The questionnaire is intended for the academic staff and is launched twice a year as an indicator of their performance. It is launched across all academic units and consists of four levels rated on a scale of 1 to 5:

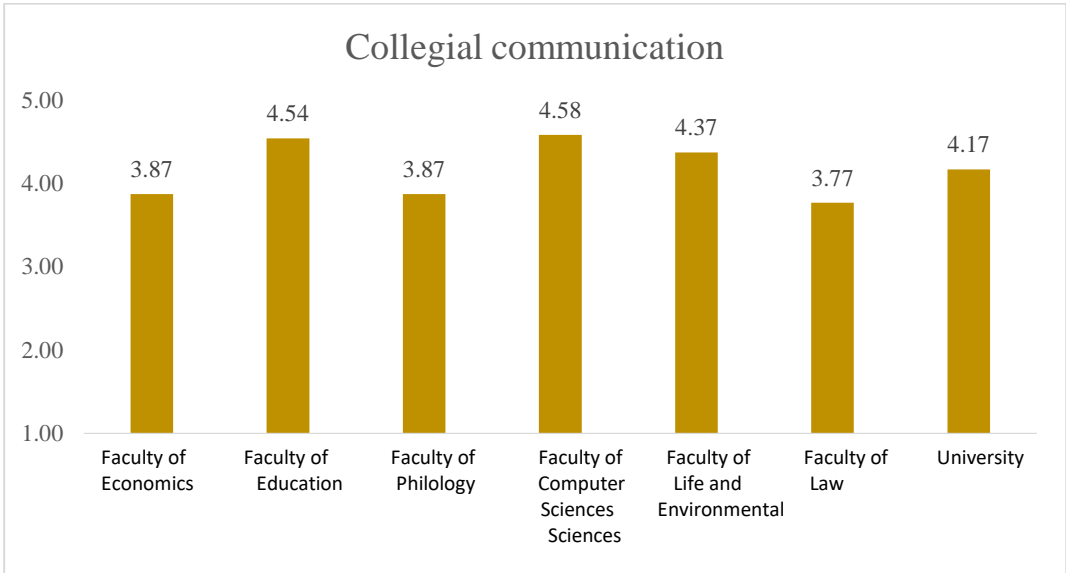
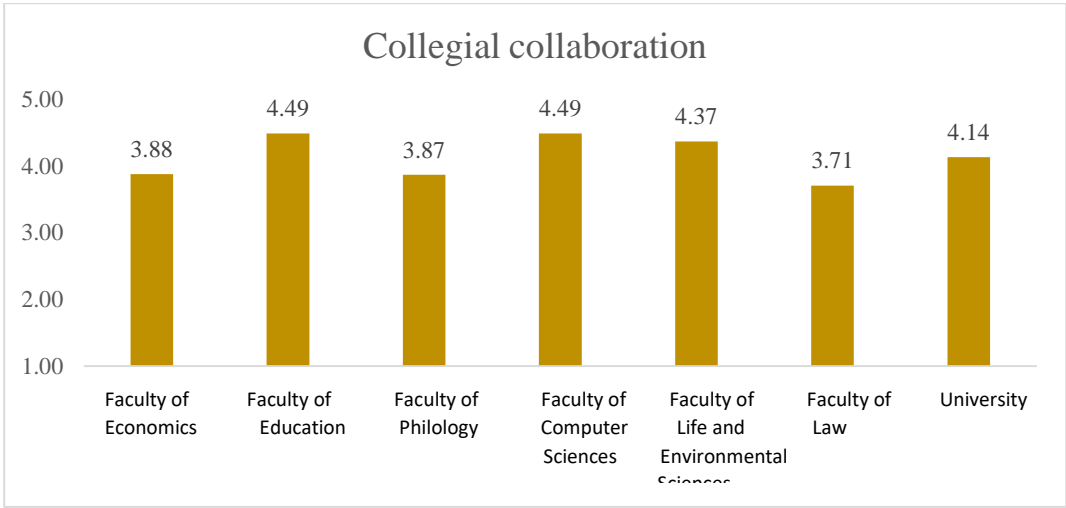
- Intercollegiate collaboration
- Intercollegiate communication
- Interpersonal relations
- Ethical intercollegiate behaviour

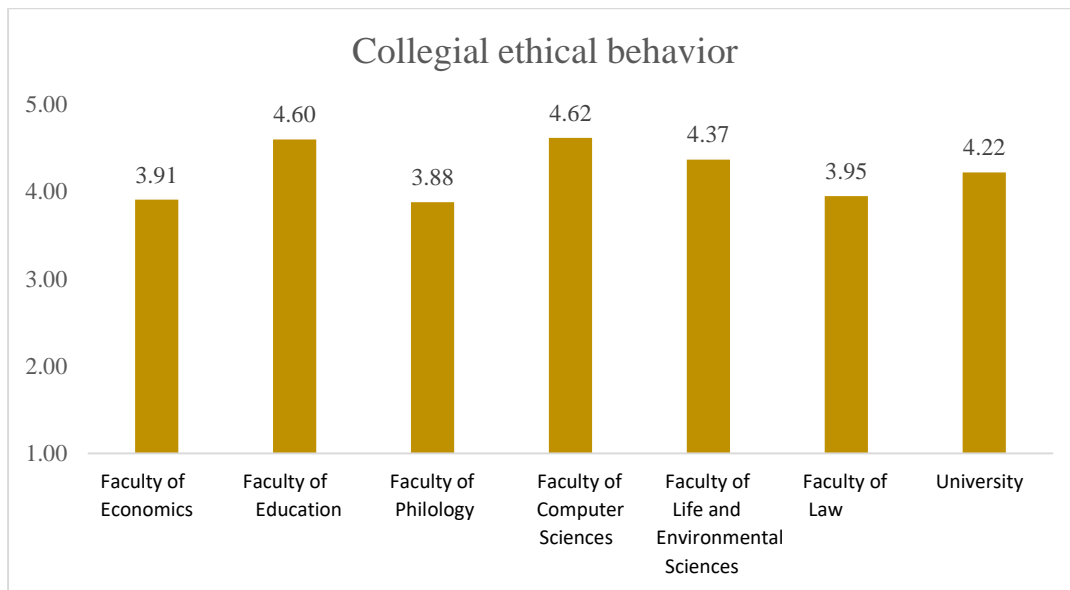
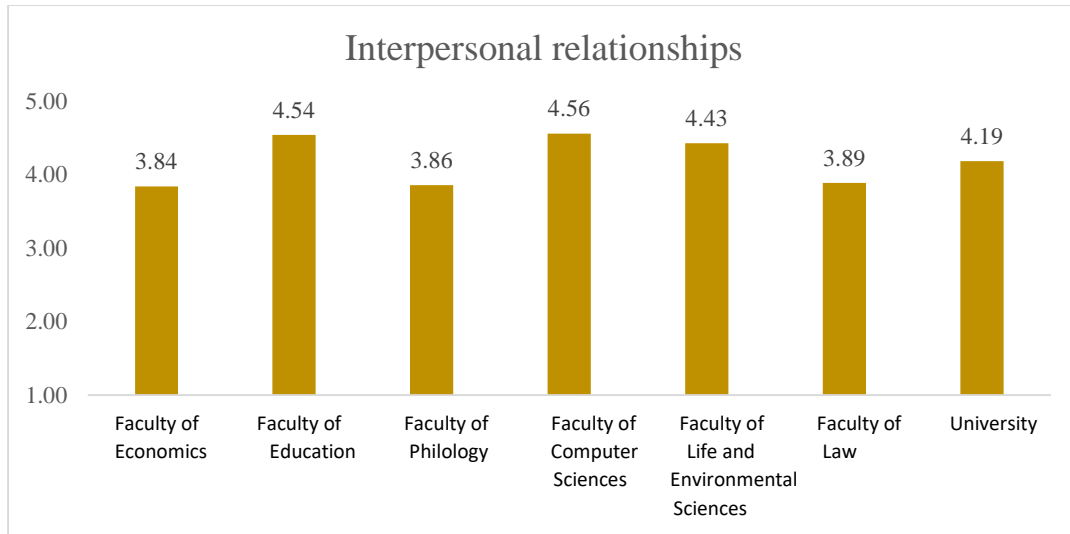
The primary goal of the questionnaire is to identify both advantages and areas needing improvement in intercollegiate relations. Professors receive notifications about their performance and intercollegiate assessment each semester. The questionnaire is completely confidential and anonymous.

Intercollegiate assessment averages of the faculties are as follows: Faculty of Economics: 3.88, Faculty of Education: 4.54, Faculty of Philology: 3.87, Faculty of Computer Science: 4.56, Faculty of Life and Environmental Sciences: 4.39 and Faculty of Law: 3.83. At the university level, the average intercollegiate evaluation rating is 4.18 out of 5.







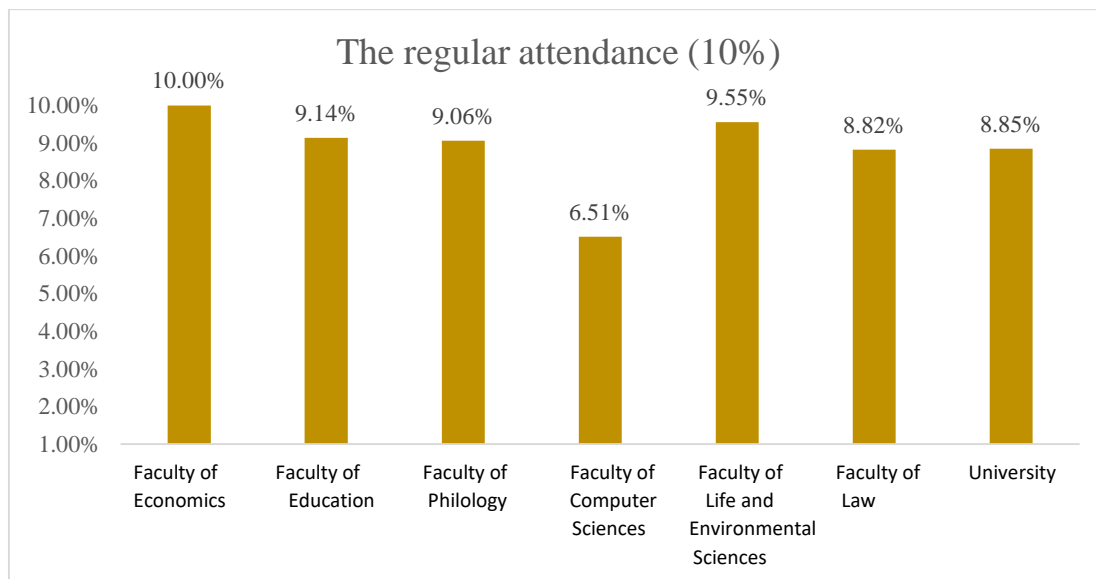


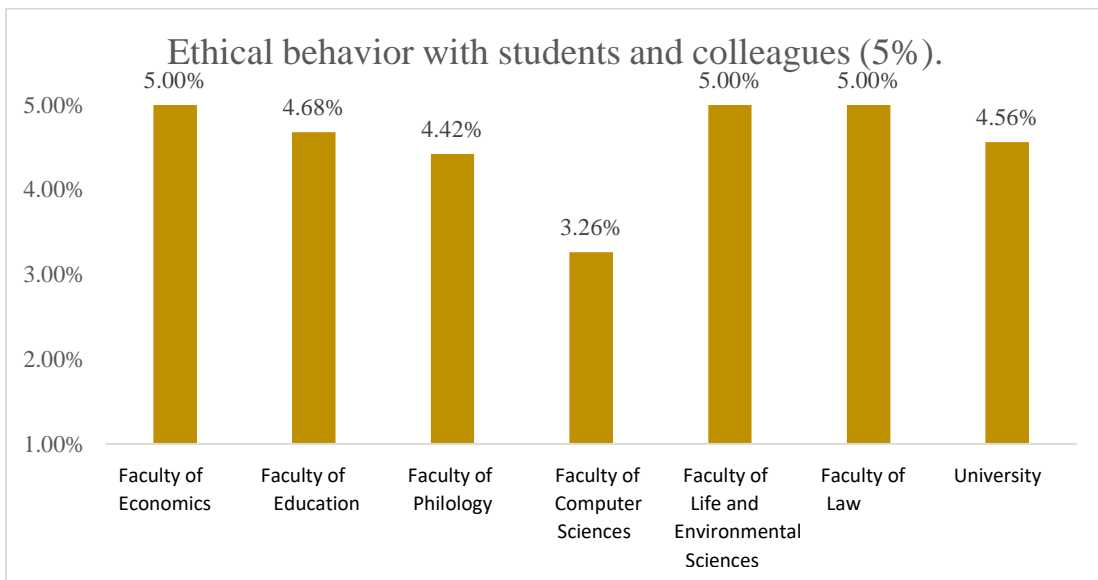
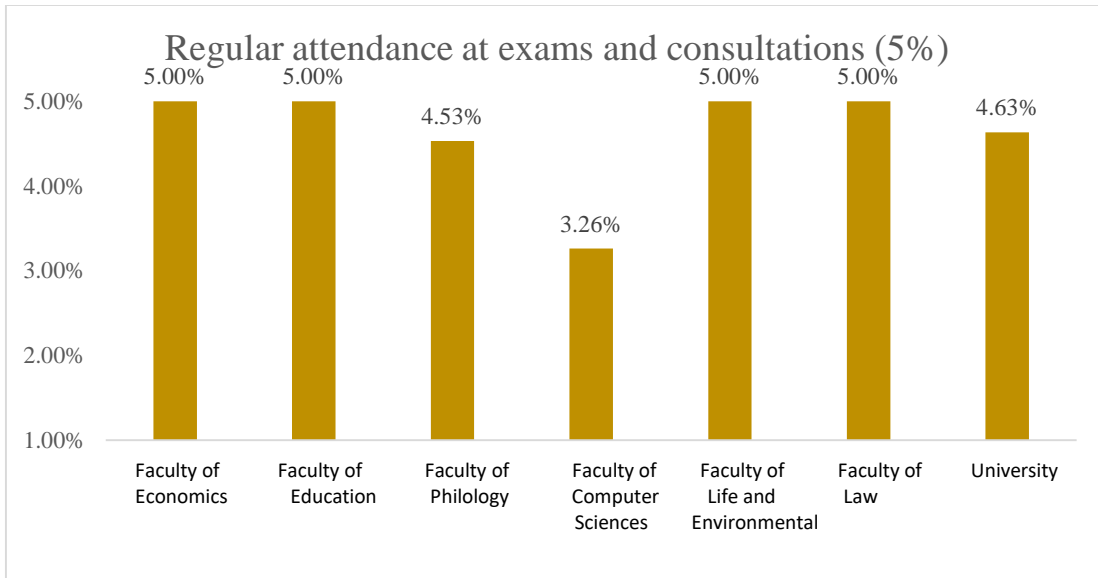
### A3 –Report of assessment by the Dean

The questionnaire is designed for the deans to assess the academic staff. It is launched twice a year and serves as an indicator of academic staff performance. The questionnaire comprises three assessment levels and includes an open-ended question that evaluates:

- Regular attendance (10%)
- Consistent scheduling of exams and consultations (5%)
- Ethical behaviour towards students and colleagues (5%).

The purpose of the questionnaire is to facilitate assessment by the academic unit leader, aiming to gather information that helps in improvement. The teaching staff is notified of their assessment by the dean through their individual online profiles. The questionnaire is completely confidential and anonymous. The resulting report presents general statistics and recommendations based on the data collected from the questionnaires.





## **A6 – Comprehensive assessment**

The questionnaire is designed for students, and the comprehensive assessment aims to gather thorough information about them. The assessment questionnaire is divided into four columns/categories, containing 32 closed-ended questions and 2 open-ended questions.

The study program category includes 7 questions:

- Faculty category, governance, and student services: 7 closed-ended questions and 1 open-ended question.
- University administrative services category: 3 questions.
- Library category: 7 questions.
- Infrastructure category: 4 questions.
- Extra-curricular activities category: 4 questions.

Questionnaires aim to provide insights into various aspects, including:

- The extent to which the academic program meets students' expectations,
- Adequacy of elective courses,
- Motivation for scientific research among students,
- Study program and employment opportunities,
- Interaction between management and students,
- Functionality of faculties and student services,
- Interpersonal relationships,
- Student elections,
- Mobility,
- Information provision and IT services,
- Library access, literature, and services,
- Infrastructure, including halls, cabinets, laboratory equipment, and hygiene.

Assessment is conducted on a 1-5 scale. The questionnaire is completely confidential and anonymous. The total number of the respondents is 2580.

### **439 respondents from the Faculty of Education**

- 161 respondents from the Primary Program
- 167 respondents from the Pre-Primary Program
- 39 respondents from the Primary Program – Bosnian
- 17 respondents from the Pre-Primary Program – Bosnian
- 27 respondents from the Primary Program - Turkish

- 28 respondents from the Pre-Primary Program – Bosnian

#### **588 respondents from the Faculty of Economics**

- 239 respondents from the Business Administration program
- 353 respondents from the International Management program
- 10 respondents from the Accounting and Auditing program - Master
- 86 respondents from the Business Administration program - Master

#### **527 respondents from the Faculty of Philology**

- 134 respondents from the Albanian Language and Literature program,
- 239 respondents from the English Language and Literature program
- 154 respondents from the German language program

#### **160 respondents from the Faculty of Life and Environmental Sciences**

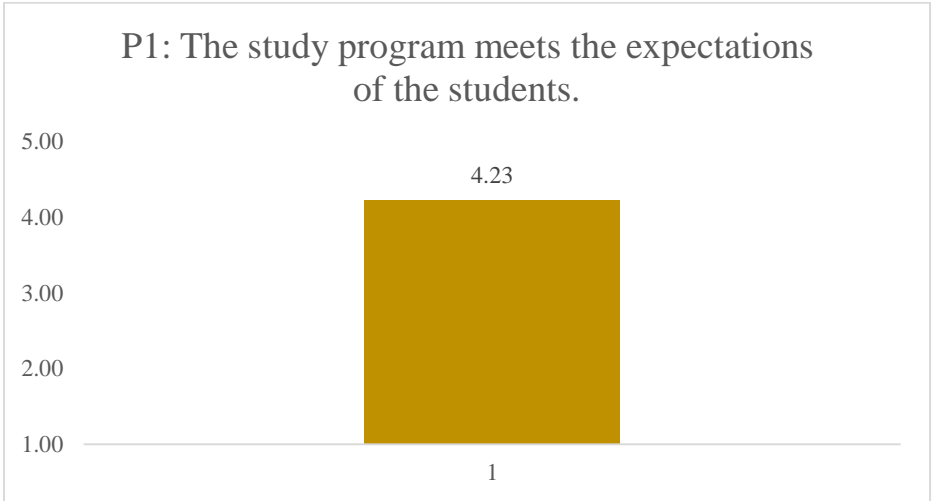
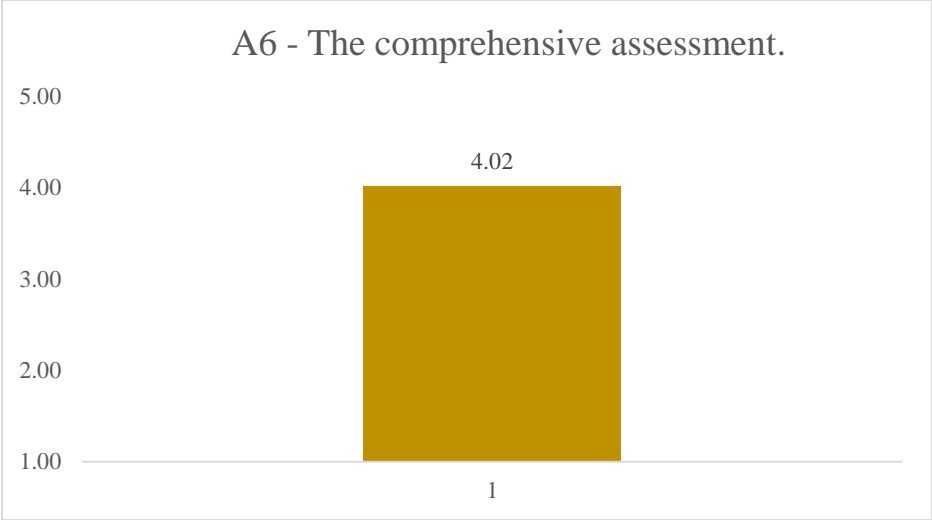
- 88 respondents from the Agribusiness program
- 49 respondents from the program of Forestry and Environmental Sciences
- 23 respondents from Management in Agribusiness program

#### **469 respondents from Computer Sciences**

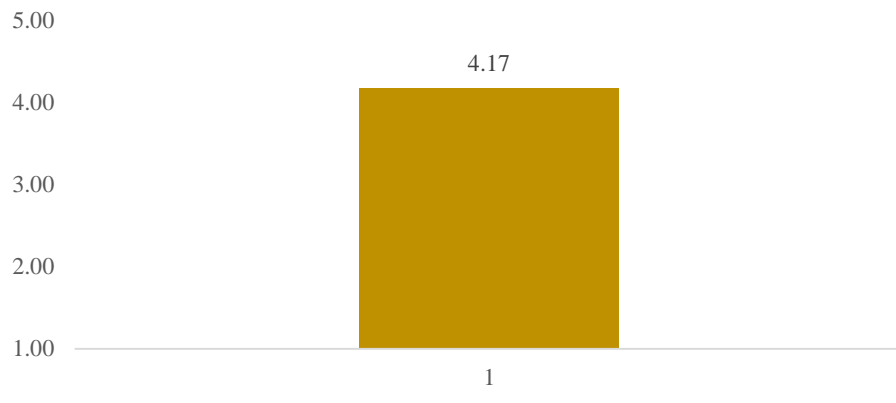
- 113 respondents from the Software Design direction
- 237 respondents from the TIT direction
- 36 respondents from the Computer Science - Master's department
- 63 respondents from the TIT direction – Bosnian
- 20 respondents from TIT direction - Turkish

#### **397 respondentë respondents from the Faculty of Law**

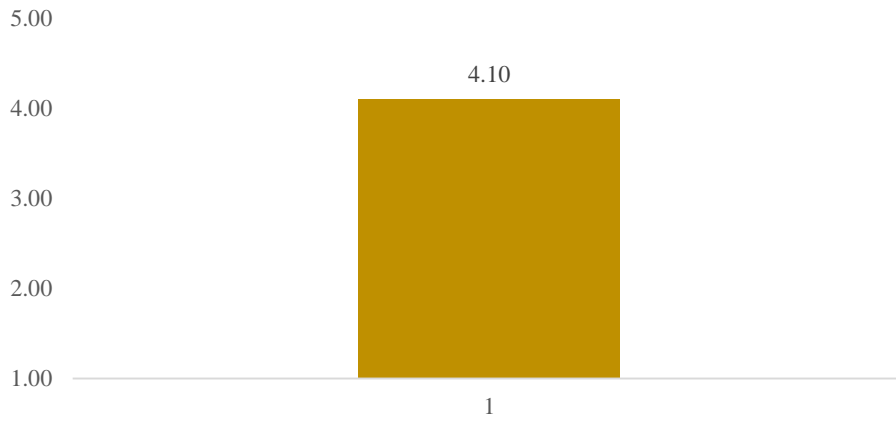
The report presents general statistics and recommendations arising from the data collected from the questionnaires.



**P2: The study program offers a sufficient number of elective courses.**

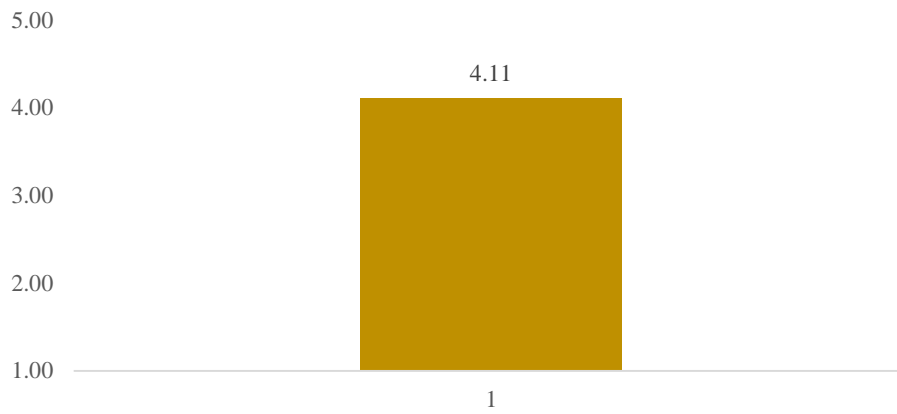


**P3: Practical work is conducted regularly and as previously planned.**

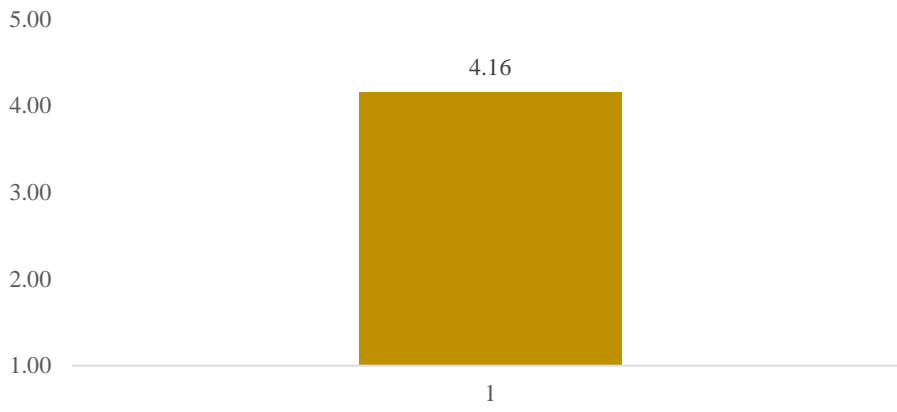




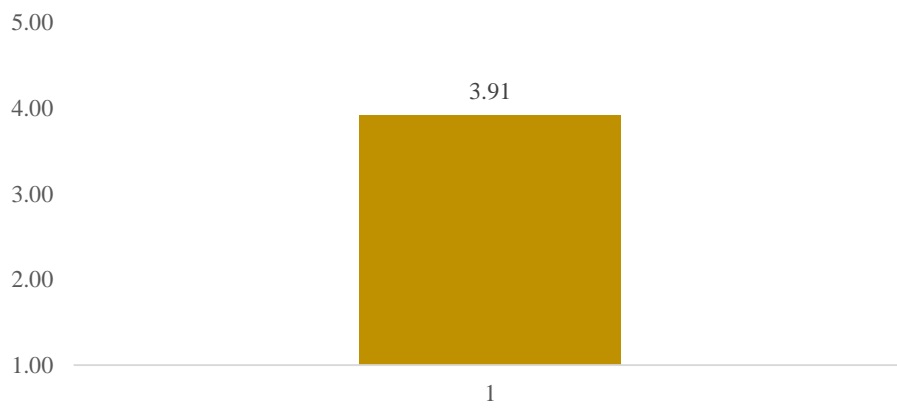
P4: Students are motivated to engage in research work in collaboration with the professors.



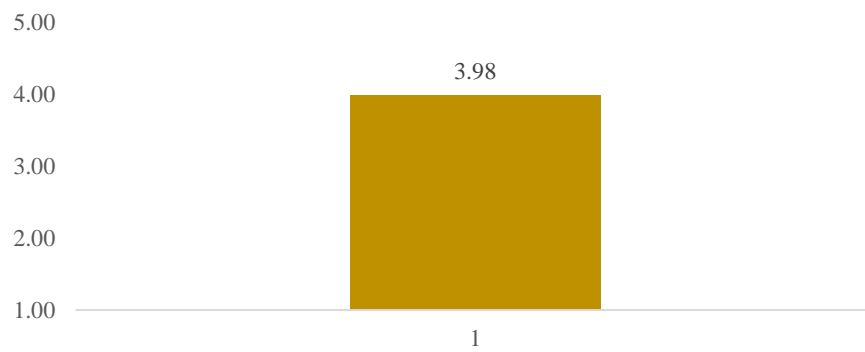
P5: Students are offered services and advice by program holders.



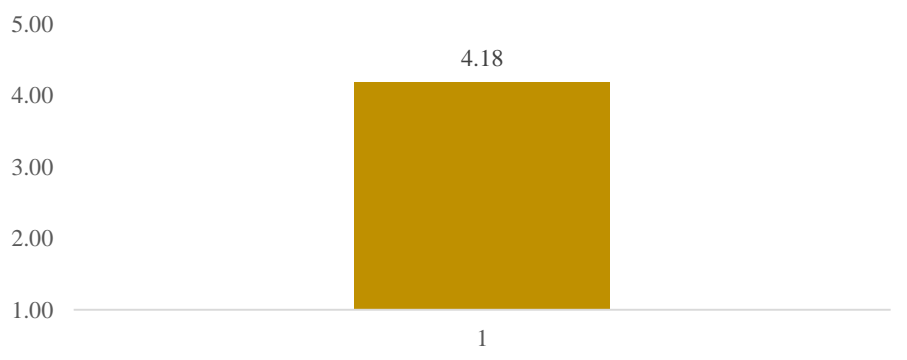
P6: Students are provided with online lectures (online learning).



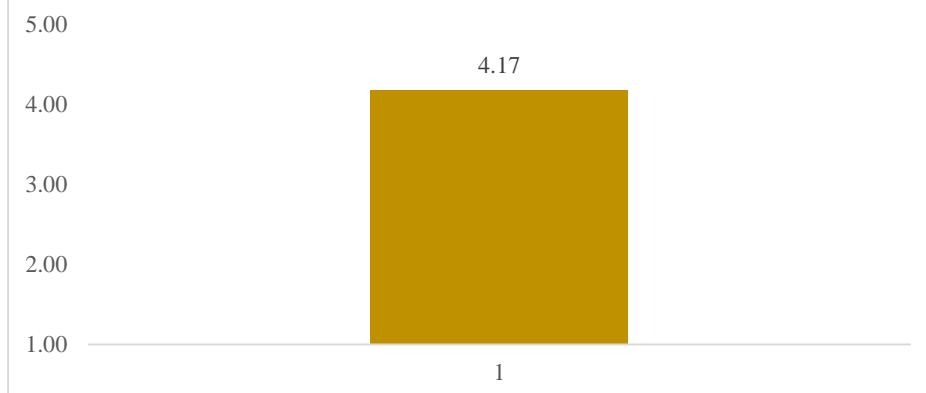
P7: The study program provides students with the opportunity for employment after graduation.



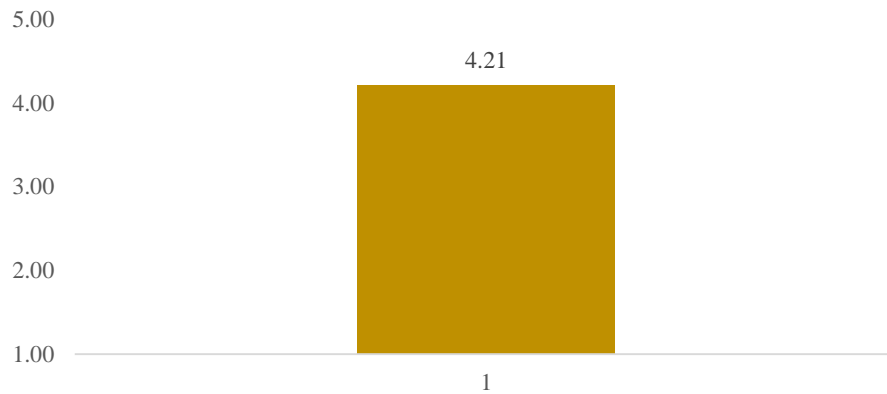
P8: The faculty management (dean, vice-dean, program leader) is open to students' remarks, suggestions, and requests.



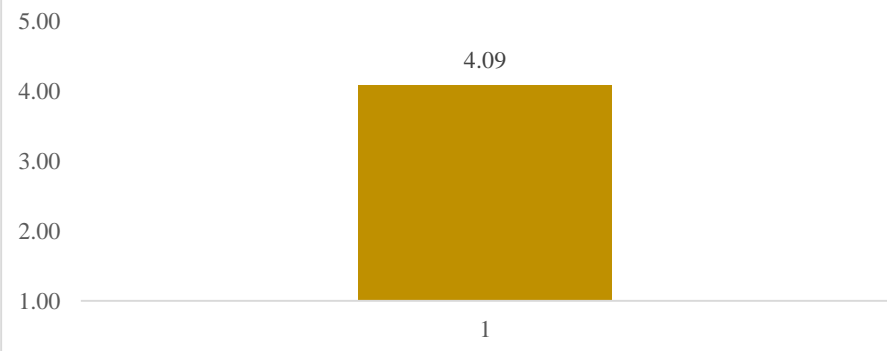
P9: The faculty has a sufficient staff and operates efficiently.



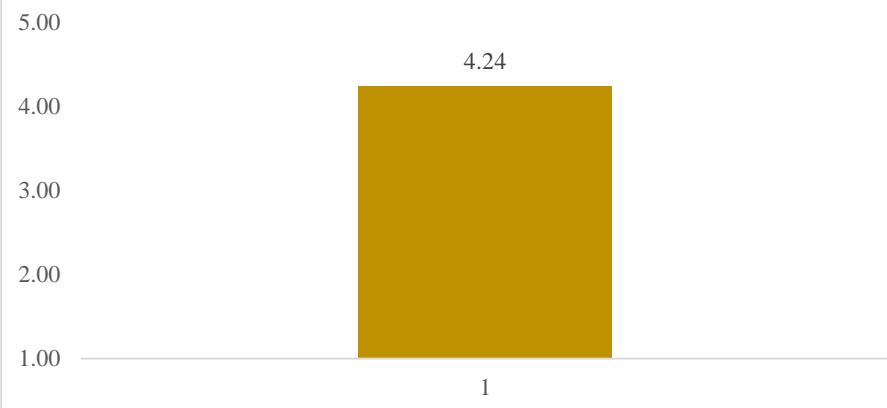
P10: The faculty's administrative services are satisfactory.



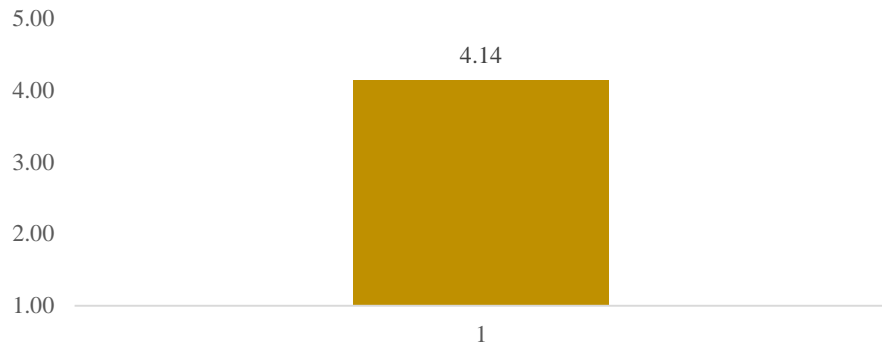
P11: The faculty provides satisfactory infrastructure conditions (e.g., buildings, classrooms, laboratories, social spaces).



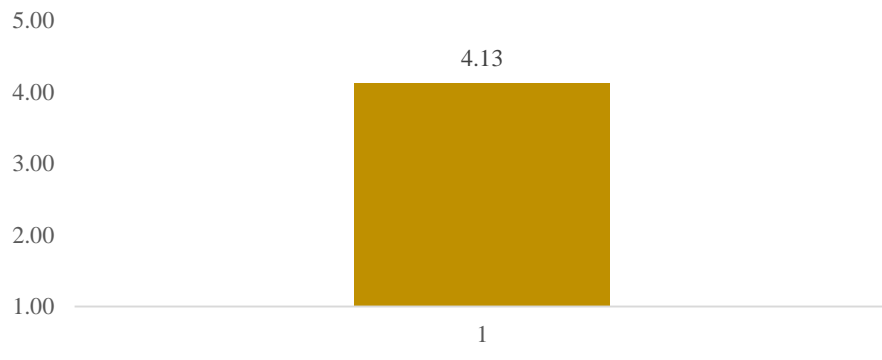
P12: The professor-student relationships are friendly and motivating.



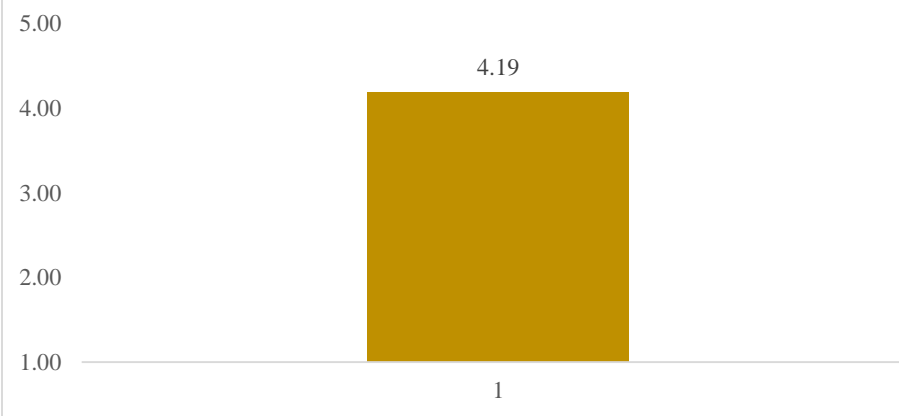
**P13: Students participate in the selection of student representatives in the Student Parliament (SP).**

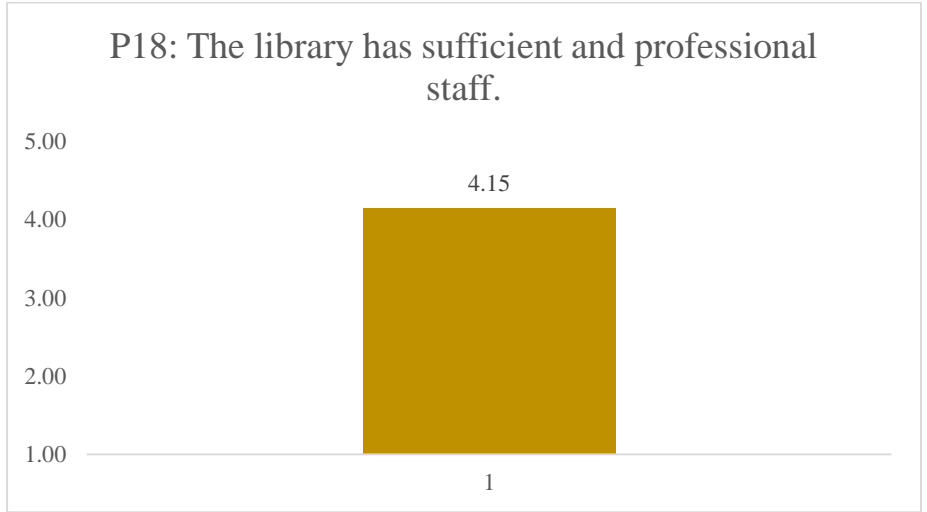
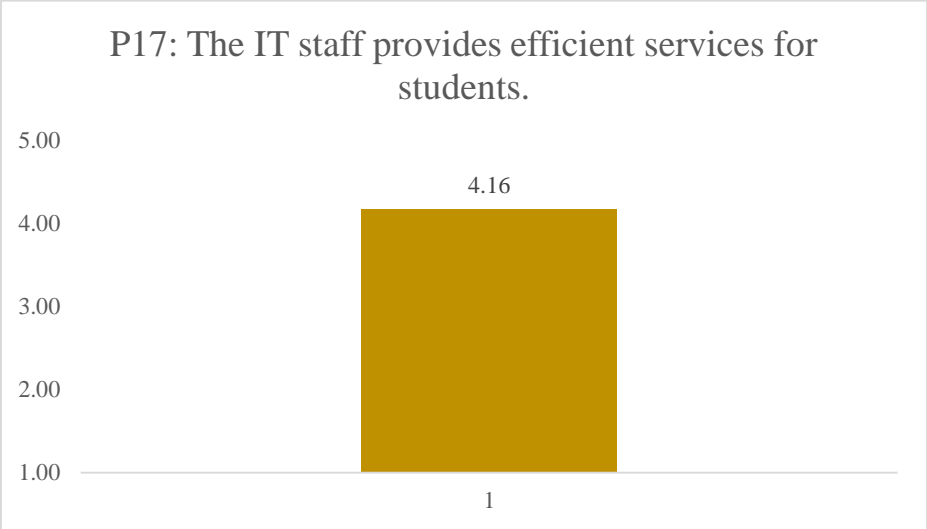
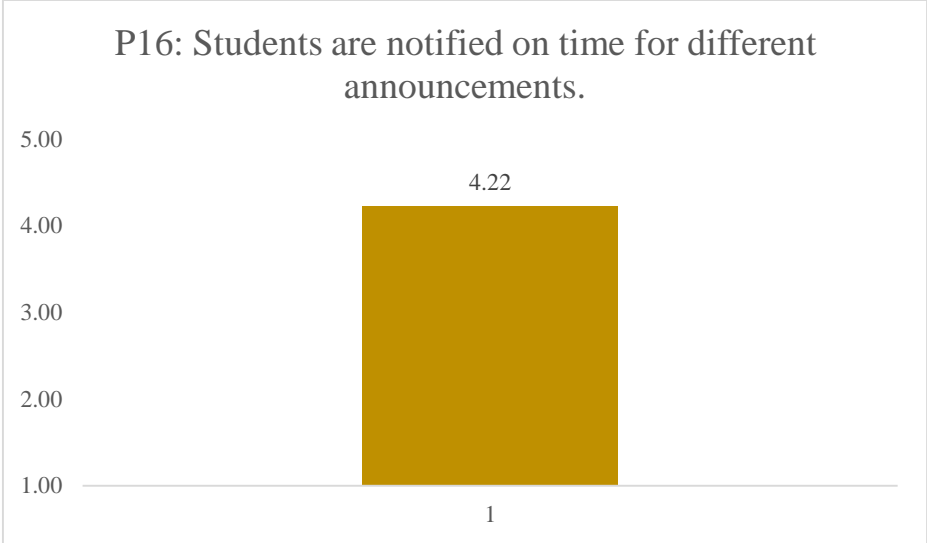


**P14: Students are provided with opportunities for mobility and internships abroad (e.g., Erasmus).**

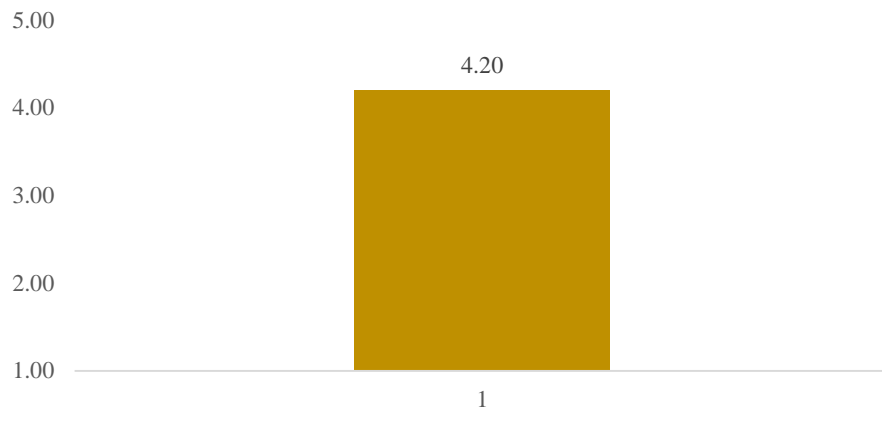


**P15: The administration provides efficient services for students.**

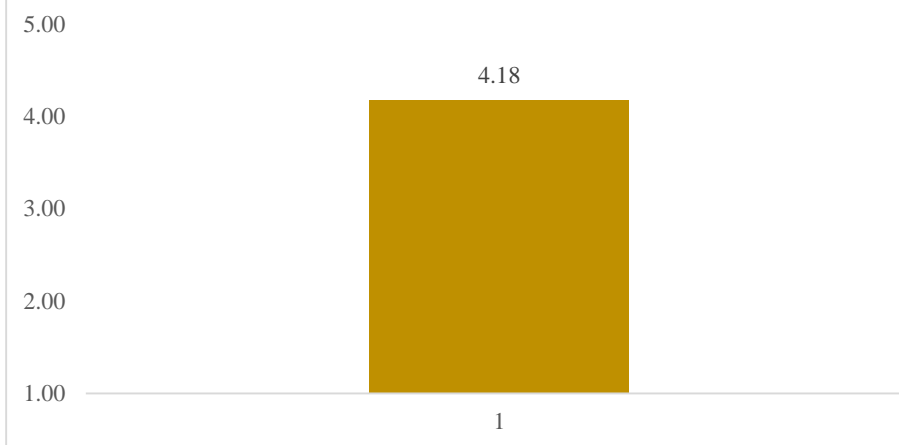




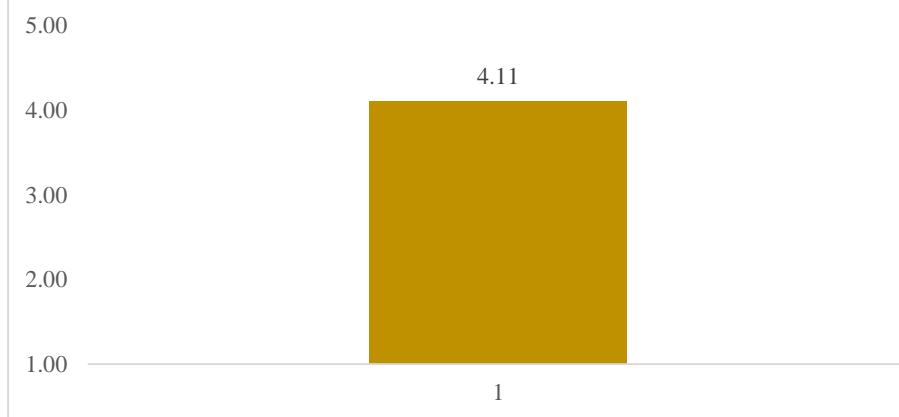
P19: The library operates with a convenient schedule for students.



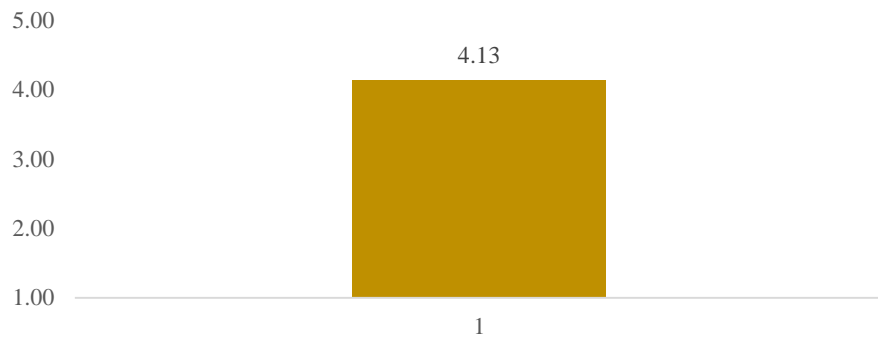
P20: The library is rich in sufficient literature.



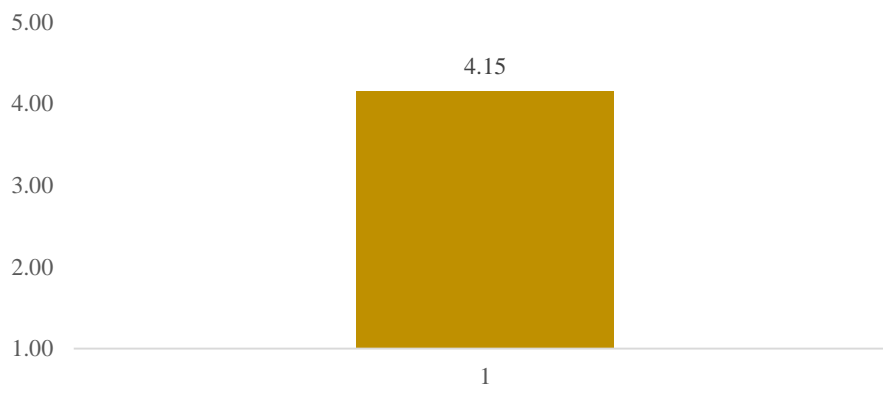
P21: The library provides sufficient and efficient access to electronic libraries.



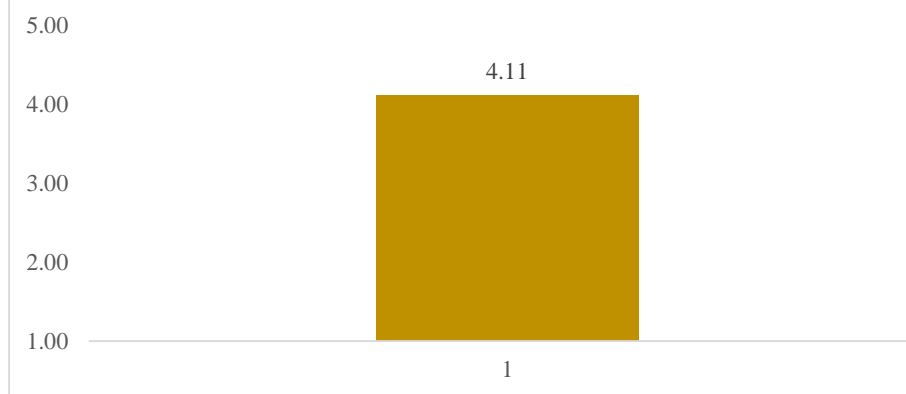
P22: The library has sufficient literature in the languages of the communities (Bosnian, Turkish).



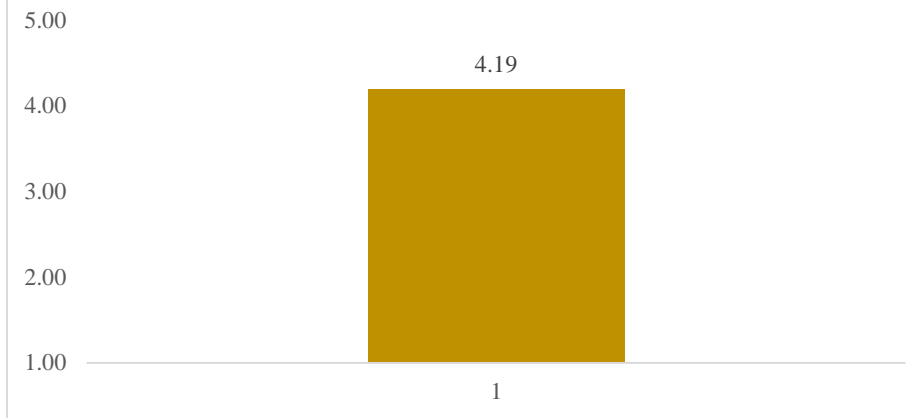
P 23: The library has sufficient literature in foreign languages (English, German)



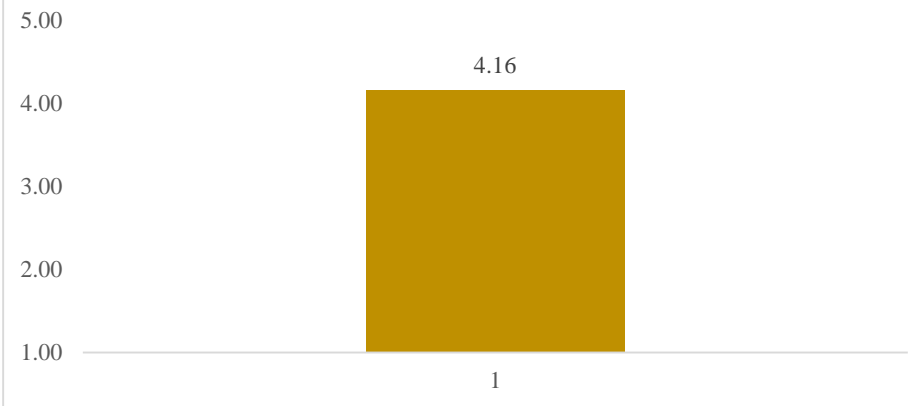
P24: The library provides accessible and satisfactory services for individuals with special needs.



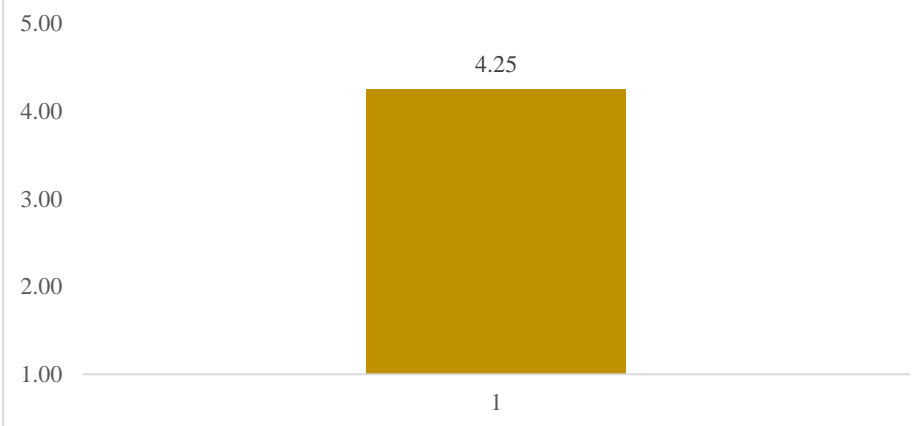
P25: In the Faculty/University, we have sufficient spaces.



P26: The classrooms are comfortable for learning.

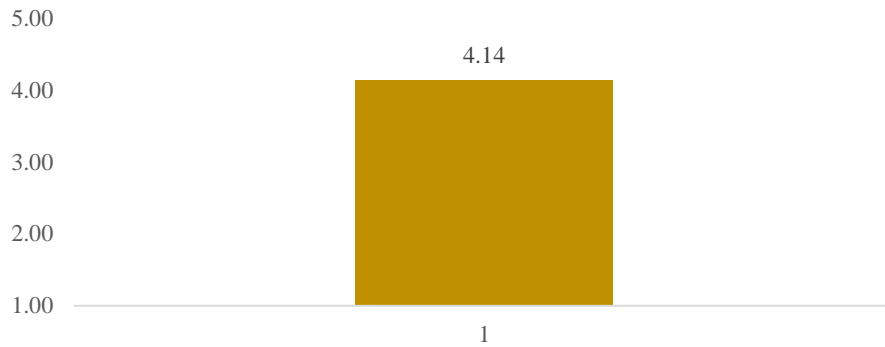


P27: The maintenance of the Faculty/University spaces is at an adequate level.

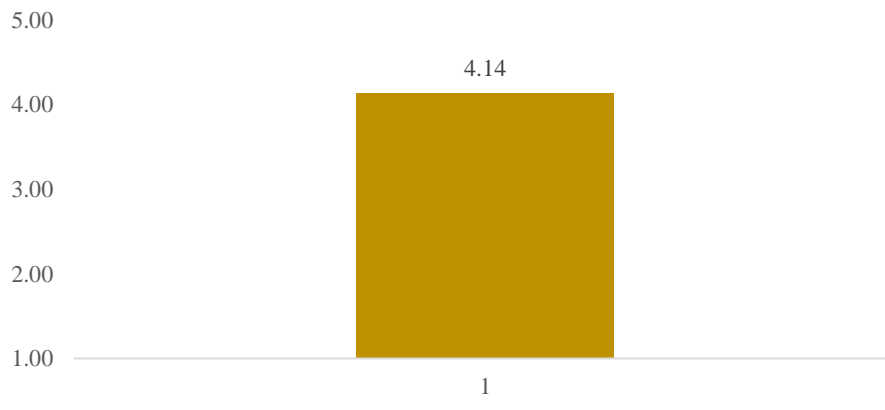




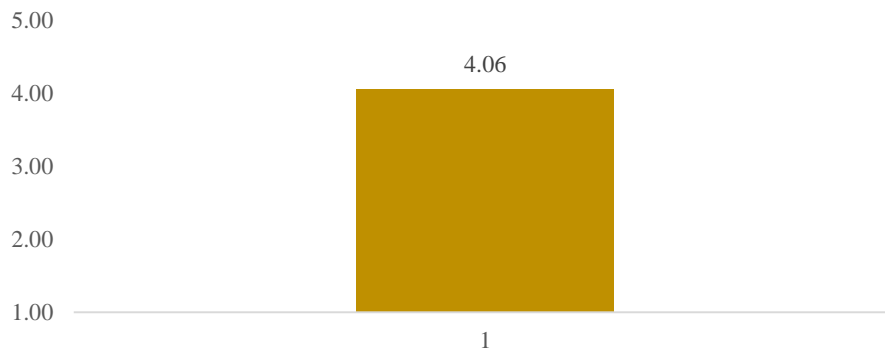
P28: The computer labs are equipped with computers and IT devices, and are available to students.



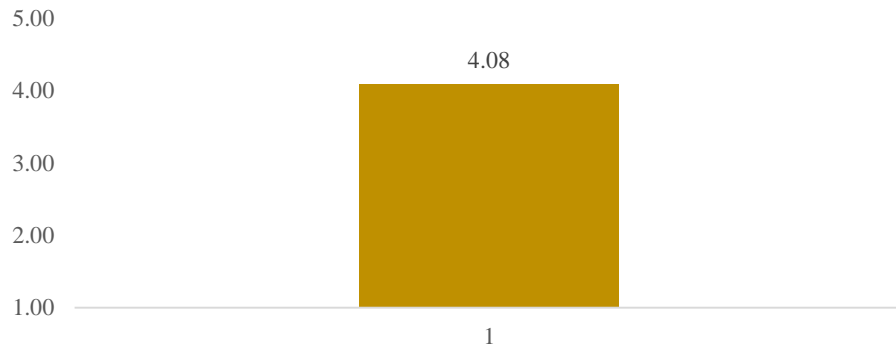
P29: Students participate in the planning and decision-making of extracurricular activities.



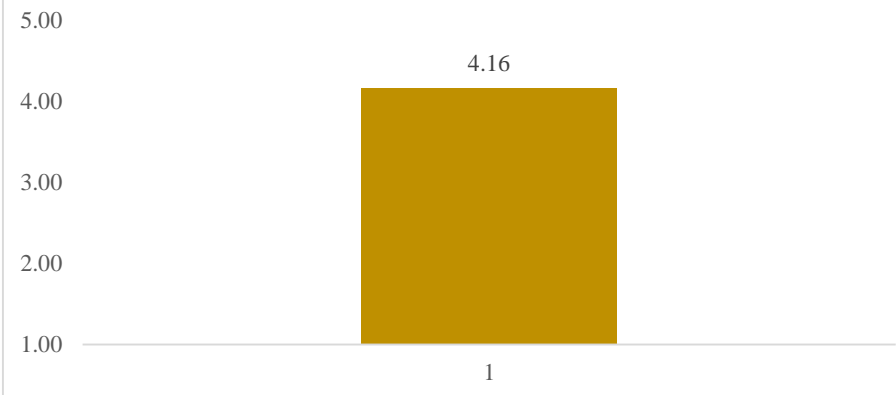
P30: Students have access to recreational, entertaining, and sports centers within or outside the University.



P31: Students are provided with comfortable conditions for spending their free time at the Faculty/University.



P32: Students are informed and supported by the Career and Alumni Center (CAC).



### **A13 – Intercollegiate assessment of the lesson**

The intercollegiate assessment of the lesson is conducted twice a year, every semester. Collegial observation is performed on the same or similar subjects. The objectives of the questionnaire are as follows:

- To identify aspects of the lecture that enhance the teaching and learning process.,
- To generate recommendations for the teaching and learning process based on surveys, ideas, and objectives gathered through the observation process.

***Faculty of Economics:*** At the Faculty of Economics, 13 collegial assessments were conducted.

***Faculty of Education:*** At the Faculty of Education, 6 collegial assessments were conducted.

***Faculty of Philology:*** At the Faculty of Philology, 4 collegial assessments were conducted.

***Faculty of Computer Science:*** At the Faculty of Computer Science, 7 assessments were conducted.

***Faculty of Life and Environmental Sciences:*** At the Faculty of Life and Environmental Sciences, 9 collegial assessments were conducted.