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ANNUAL STATISTICAL REPORT ON STUDENT EVALUATION

for
Teaching, Learning, Infrastructure and Services

Academic Year 2025-2026,

Evaluation Period: May 2026

34 respondents

1. Background

The report presents a statistical analysis of student evaluation for the academic year 2025-2026, focusing on teaching, learning, infrastructure and open comments for improvement. A total of 34 responses were analyzed. Across the 32 closed indicators, 1,035 valid evaluations were recorded. The overall evaluation average is 4.44/5, while 93.4% of valid evaluations are positive (4 or 5).

An important component of the revised report is the analysis of open-ended questions. Responses were coded into themes and presented with frequency and percentage among the 34 respondents. This enables improvement measures to be linked to concrete evidence rather than narrative description alone.

Fusha	Indikatorë	Mesatare /5	Pozitive	Negative	Nuk e di
Mësimdhënia	7	4.42	92.3%	0.8%	1.3%
Mësimnxënia	13	4.47	94.7%	1.2%	5.4%
Infrastruktura	12	4.41	92.4%	2.0%	6.4%

2. Methodology

The questionnaire contains indicators using a 1–5 Likert scale and two open-ended questions. For the closed indicators, Strongly Agree = 5, Agree = 4, Partially Agree = 3 and Disagree = 2. “I do not know” is excluded from the average and from the positive percentage.

For the open-ended questions, responses with sufficient content were identified, while responses such as “.”, “fff”, “—”, “no/I have none” and equivalent formulations were treated as having no specific suggestion. Each response was coded into one main category to avoid overestimating frequencies. Percentages are calculated based on the 34 respondents.

3. Results

Teaching

The area average is 4.42/5 and the average percentage of positive evaluations across indicators is 92.3%. These results indicate a generally positive perception.

Indicator	N	Avg.	Positive	I do not know
Lecture materials are provided regularly	34	4.32	94.1%	0.0%
Literature is recommended at the beginning of the semester	34	4.44	94.1%	0.0%
Consultation schedule is announced	33	4.42	93.9%	2.9%
Consultation schedule is respected	33	4.39	90.9%	2.9%
The assessment method is announced at the beginning	34	4.44	91.2%	0.0%
Teaching methods are contemporary	33	4.36	90.9%	2.9%
Classrooms have audio-visual equipment	34	4.56	91.2%	0.0%

Mësimnxënia

Learning

The area average is 4.47/5 and the average percentage of positive evaluations across indicators is 94.7%. These results indicate a generally positive perception.

Indicator	N	Mes.	Pozitive	Nuk e di
The theory/practice ratio is adequate	32	4.38	90.6%	5.9%
The student chooses elective courses	31	4.32	90.3%	8.8%
The class schedule is announced on time	34	4.35	91.2%	0.0%
The class schedule is respected	34	4.59	97.1%	0.0%
The class schedule is respected (indicator 2)	34	4.68	100.0%	0.0%
The program is up to date with developments	32	4.59	93.8%	5.9%
The program is comparable with similar programs	28	4.54	96.4%	17.6%
ECTS is calculated according to workload	29	4.34	93.1%	14.7%
Practical work outside the institution is applied	31	4.29	90.3%	8.8%
Communication of	33	4.42	97.0%	2.9%

course leaders with students				
Employment opportunities are known	32	4.38	96.9%	5.9%
Overall evaluation of the program	34	4.62	100.0%	0.0%
I would recommend the program	34	4.56	94.1%	0.0%

Infrastructure

The area average is 4.41/5 and the average percentage of positive evaluations across indicators is 92.4%. These results indicate a generally positive perception.

Indikatori	N	Mes.	Pozitive	Nuk e di
Classrooms/laboratories provide quality conditions	34	4.38	94.1%	0.0%
Maintenance and cleanliness	34	4.68	100.0%	0.0%
Computer rooms are available	34	4.50	94.1%	0.0%
The library has professional literature	31	4.26	87.1%	8.8%
The library has up-to-date literature	29	4.38	89.7%	14.7%
Library services	29	4.45	93.1%	14.7%
Reading rooms	31	4.52	93.5%	8.8%
Services for students with disabilities	28	4.11	78.6%	17.6%
Printing/photocopying of materials	32	4.41	93.8%	5.9%
Notice boards	34	4.41	97.1%	0.0%
Recreation centers	32	4.38	93.8%	5.9%
IT services	34	4.41	94.1%	0.0%

4. Analysis of Open-Ended Questions – Teaching and Learning

Question: “Do you have any suggestions on how the quality of study in the educational programs could be improved?” The results show that most students did not propose concrete interventions, but three measurable themes emerge as priorities from the comments.

Coded theme	Frequency (n)	Percentage	Interpretation
No suggestion / positive evaluation	26	76.5%	Most do not identify a specific need for change.
Schedule and adjustment for working students	4	11.8%	Most frequent request for a schedule with lectures on only one day
More practical cases/examples	2	5.9%	Students request more practical cases rather than theory in class
Individual positive comment / no request for intervention	1	2.9%	The student expresses satisfaction and a connection with professional experience.

Interpretation: 4 out of 34 students (11.8%) directly mention the schedule or its difficulty for working students. This is the most frequent concrete theme in this question. Two students (5.9%) request more practical cases. These frequencies do not automatically justify broad changes, but they are sufficient for targeted measures and monitoring in the next cycle .

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5. Analysis of Open-Ended Questions – Services and Infrastructure

Question: "Do you have any comments/suggestions on how the services mentioned above could be improved?" The results show that most respondents do not report a specific problem, while the specific comments focus on SEMS and communication.

Coded theme	Frequency (n)	Percentage	Interpretation
No suggestion / services are considered satisfactory	29	85.3%	Most do not report a specific problem with the services.
SEMS – mobile version and display of exams	2	5.9%	Two responses identify specific difficulties in using SEMS.
Notification of cancellations/changes and informing students	2	5.9%	Earlier and continuous communication is requested when there are cancellations.
Responsiveness to requests for schedule changes	1	2.9%	Positive comment indicating that requests have been addressed.

Interpretation: Two students (5.9%) report difficulties with SEMS, specifically its use on a phone and the display of exams. Two students (5.9%) request earlier or more continuous communication about changes/cancellations and updates. One student (2.9%) gives a positive comment about the College's responsiveness to requests for schedule changes.

6. Evidence-Based Intervention Matrix

Issue	Evidence	Intervention	Responsible	Deadline	Monitoring indicator
Schedule / working students	4 (11.8%)	Review schedule flexibility; analyze the possibility of concentrating days/hours and collect targeted feedback from working students.	Program Coordinator + Administration	Short term	Measure again in the follow-up questionnaire.
Practical cases	2 (5.9%)	Increase case studies, practical exercises and examples from the professional sector in courses where appropriate.	Course leaders + Coordinators	During the semester	Review of syllabi/materials and feedback.
SEMS	2 (5.9%)	Document the specific problems with the mobile version and exam display; create a list of problems and request correction/testing.	Management, Administration + IT/SEMS	Near-term priority	Testing before the start of the next cycle. Review of the current design
Notifications of changes	2 (5.9%)	Standardize notifications for schedule cancellations/changes and information about updates through official channels.	Administration + Coordinators, +Teaching Staff	Immediately	Verification of communication channel.

7. Conclusion

The combined analysis of quantitative data and open comments provides a stronger basis for institutional decision-making. The results do not suggest a need for general intervention across the entire process, but rather for measures focused on issues repeated in student comments: schedule flexibility, the practical component, access to literature, SEMS functionality and communication about changes. For each measure, it is recommended that implementation be documented and verified in the subsequent evaluation.

This report is submitted to the Coordinators, Secretary and Executive Director.

Quality Assurance Office

June, 2026