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STATISTICAL REPORT

Results of the Evaluation of Teaching Staff and Courses
Academic Year 2025/2026 – Summer Semester

1. Purpose and Context of the Report

This report presents a detailed statistical analysis of the evaluation of teaching staff and courses by students. The analysis goes beyond the overall average and includes: grade distribution, results by semester, professor and course, analysis of 11 criteria, variability of results, open comments and recommendations for continuous improvement. The report is designed as a supporting document for the quality assurance process.

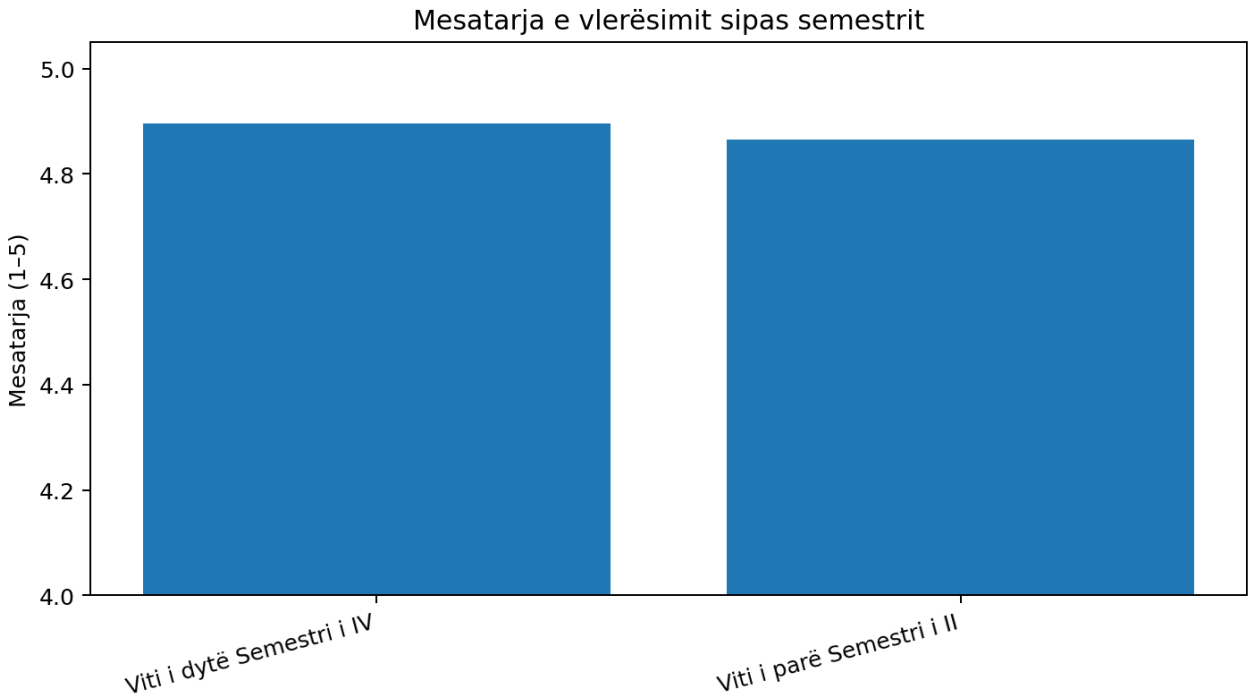
2. Executive Summary

- 62 student responses were analyzed, from 6 professors and 9 courses.
- 656 individual evaluations were recorded across the 11 criteria of the instrument.
- The average of all individual evaluations is 4.88/5, while the median is 5.00.
- 579 evaluations (88.3%) are rated 5 and 75 (11.4%) are rated 4.
- Only 2 evaluations (0.3%) are rated 3; there are no evaluations rated 1 or 2.
- All 62 responses have an individual average ≥4.09/5.
- The two semesters have very similar results; the difference between the averages is only 0.03 points.

3. Sample

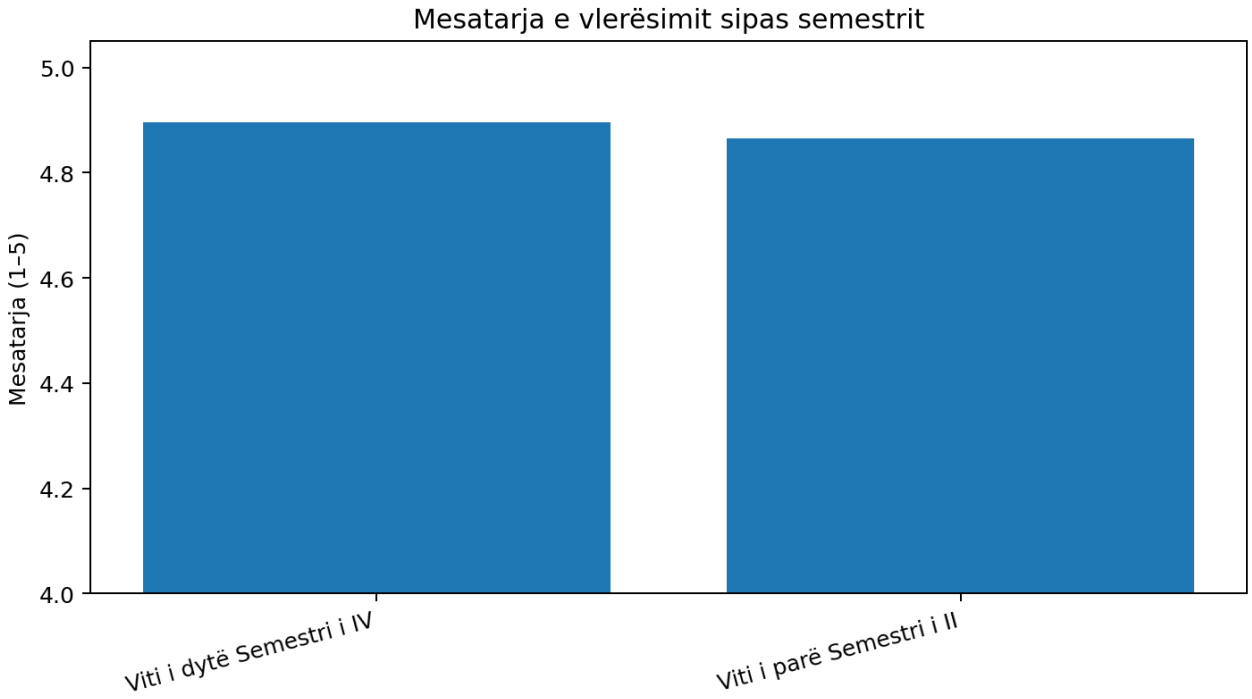
The database includes First Year – Semester II and Second Year – Semester IV.

Semester	Responses	Professors	Course	Average
Second Year Semester IV	32	5	5	4.90
First Year Semester II	30	4	4	4.86

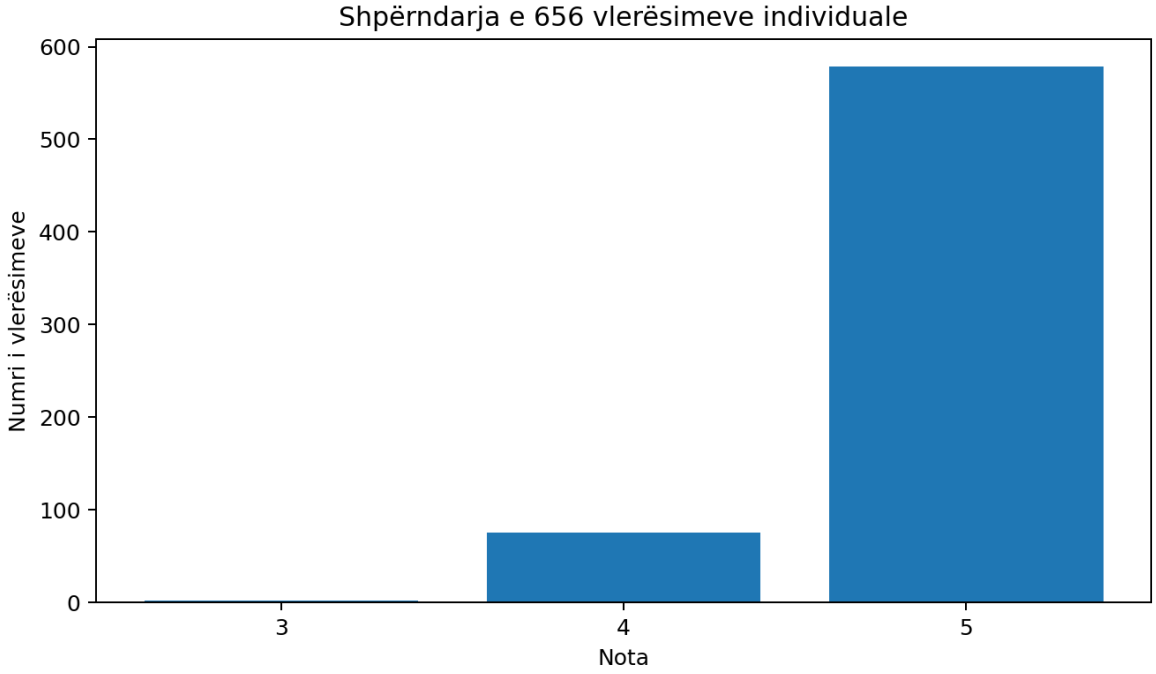


4. Distribution of Evaluations

The distribution shows a strong concentration in ratings 4 and 5. This is more informative than the average alone, because it shows how frequently the different categories of the scale were used.



Nota	Numri
3	2
4	75
5	579



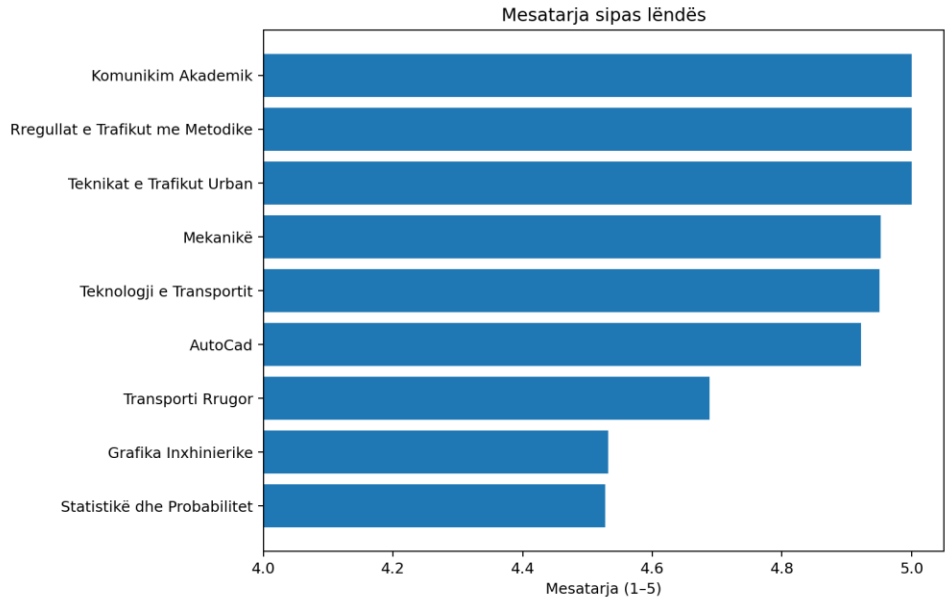
99.7% of the individual evaluations are 4 or 5. This indicates a very positive level of student perception; however, due to the strong concentration on grade 5, small differences between professors/courses should not be interpreted as absolute rankings.

5. Results by Professor and Course

The results are presented at professor–course level.

Semestri	Profesori	Lënda	Mesatare
Viti i dytë Semestri i IV	Dr.Sc.Eflorim Hajra	AutoCad	4.92
Viti i dytë Semestri i IV	Prof.Dr.Ema Berisha Krasniqi	Teknologji e Transportit	4.95
Viti i dytë Semestri i IV	Prof.Dr.Fevzi Berisha	Statistikë dhe Probabilitet	4.53
Viti i dytë Semestri i IV	Dr.Sc.Astrit Sallauka	Mekanikë	4.95
Viti i dytë Semestri i IV	Dr.Sc.Habib Hasani	Teknikat e Trafikut Urban	4.69

Viti i parë Semestri i II	Dr.Sc.Eflorim Hajra	Grafika Inxhinierike	4.53
Viti i parë Semestri i II	Prof.Dr.Ema Berisha Krasniqi	Transporti Rrugor	5.00
Viti i parë Semestri i II	Dr.Sc.Astrit Sallauka	Rregullat e Trafikut me Metodike	5.00
Viti i parë Semestri i II	Sara Osmani	Komunikim Akademik	5.00

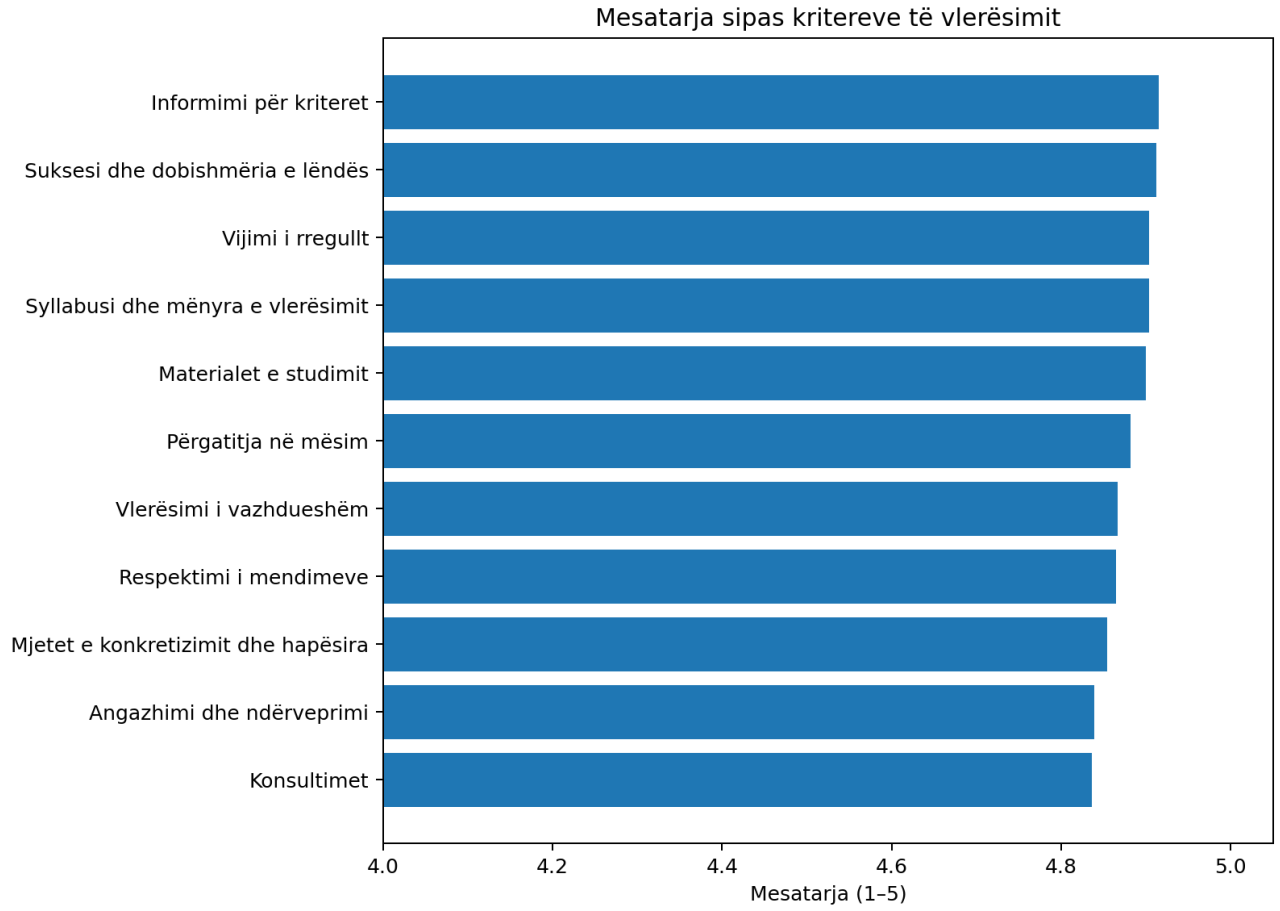


6. Analysis by 11 Criteria

"Information on the criteria" (4.92/5) is the criterion with the highest average, while "Consultations" (4.84/5) is the criterion with the lowest average. The difference between them is only 0.08 points.

Criterion	Average	Grade 5 (%)	Grade ≤3 (%)
Syllabus and method of evaluation	4.90	90.3%	0.0%
Regular attendance	4.90	90.3%	0.0%
Preparation for class	4.88	83.9%	0.0%
Engagement and interaction	4.84	83.9%	0.0%
Consultations	4.84	83.9%	1.6%

Respect for opinions	4.86	82.3%	0.0%
Study materials	4.90	87.1%	0.0%
Continuous assessment	4.87	83.9%	0.0%
Information on the criteria	4.92	87.1%	0.0%
Teaching aids and space	4.85	77.4%	1.6%
Success and usefulness of the course	4.91	83.9%	0.0%



7. Analysis of Open Comments

19 non-empty comments about the course, 20 about the teaching staff member, and 6 suggestions were identified. Many responses are brief; therefore, the comments are used as qualitative evidence rather than numerical measurement.

- Positive perception of the quality and usefulness of the courses.

- Clarity in explanation and communication.
- Cooperation and willingness to provide consultations.
- Positive evaluation of the manner of explanation and interaction.

Specific points raised:

- AutoCAD was described as initially difficult, but gradually learnable.
- Some students perceived a Statistics course as somewhat difficult, suggesting attention to pace and practical support.
- One suggestion concerns schedule organization, requesting that all teaching be conducted once a week.

Examples of comments:

- “Good”
- “Attractive”
- “Positive”
- “Very good”
- “It is a new course for me, the AutoCAD program seems difficult but we are learning it gradually”
- “Difficult but manageable”
- “Good”
- “The lectures are very understandable”
- “Positive”
- “Very good”
- “The instructor is very cooperative; he/she explains the instructions step by step to make learning the course as easy as possible”
- “Very kind”
- “So far, we are doing fine!”
- “Very good”
- “No, I have none”
- “No, I have nothing”
- “Very good”

8. Statistical Aspects and Limitations

- The number of responses per professor/course ranges from 3 to 11; results from small groups should be interpreted with caution.
- The low standard deviation indicates that the responses are relatively consistent.

9. Conclusion

The results present a very positive profile, with an average of 4.88/5 and 99.7% of individual evaluations in categories 4–5. The report provides not only the average, but also N, distribution, variability, professor–course results, criteria and qualitative comments. The areas for improvement are concrete and can be linked to the quality improvement cycle.