



Evaluation of student questionnaire surveys at the university

In accordance with the Rector's Decision no. 8/2021 issuing the Rules of the internal system of quality assurance and verification of education, scientific, research, development, artistic or other creative and supportive activities at the Pavol Jozef Šafárik University in Košice (UPJŠ) in the first month of the winter semester (usually September - mid October 2021) an anonymous questionnaire survey of students' satisfaction with the teaching process at the UPJŠ is performed. Students can respond to questions about studying at the university, access to information, the environment, assessment out-of-courses options, or to give any of their own suggestions.

The students were offered 37 questions, which were divided into 5 sections:

- organization of the teaching process,
- information about the events at the faculty and teaching conditions,
- work environment,
- educational environment and educational support,
- support of extracurricular activities at the university.

Students responded by selecting an answer from the given options, and at the end, they had the opportunity to contribute their own ideas and insights that could contribute to increasing their satisfaction. All student used the electronically questionnaire (in AiS2).

The results from the analysis will be used to improve the learning process and are a good example for other students to participate in the survey in the future, contributing to making student satisfaction data at the university more objective.

Contents

Academic year 2020/2021	2
Evaluation of questionnaire	2
1 Organization of the teaching process.....	3
1.1 Graphical evaluation of questions	3
2 Information about events and studying conditions.....	6
2.1 Graphical evaluation of questions	6
3 Work environments	9
3.1 Graphical evaluation of questions	9
4 Educational environment and education support.....	12
4.1 Graphical evaluation of questions	12
5 Support of the extracurricular activities	14
5.1 Graphical evaluation of questions	15
Students' observations and comments.....	17
Conclusions and proposed measures	17

Academic year 2020/2021

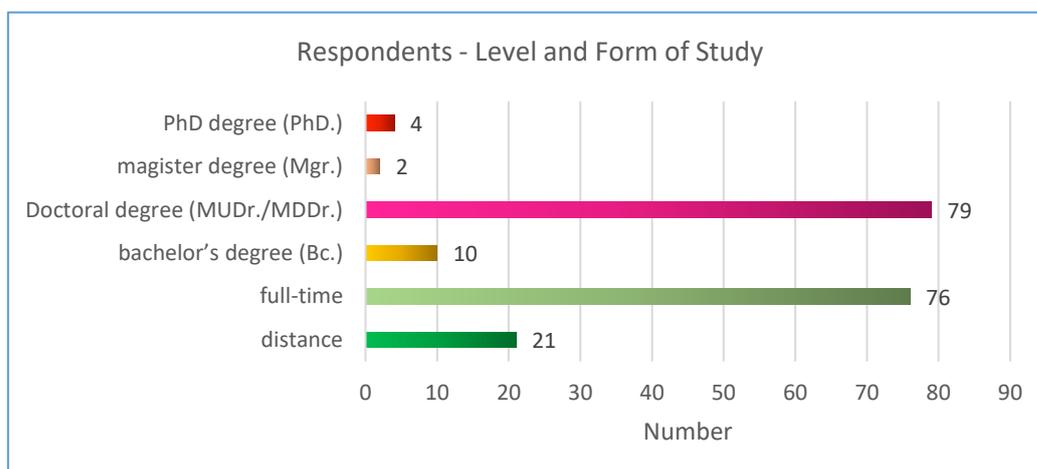
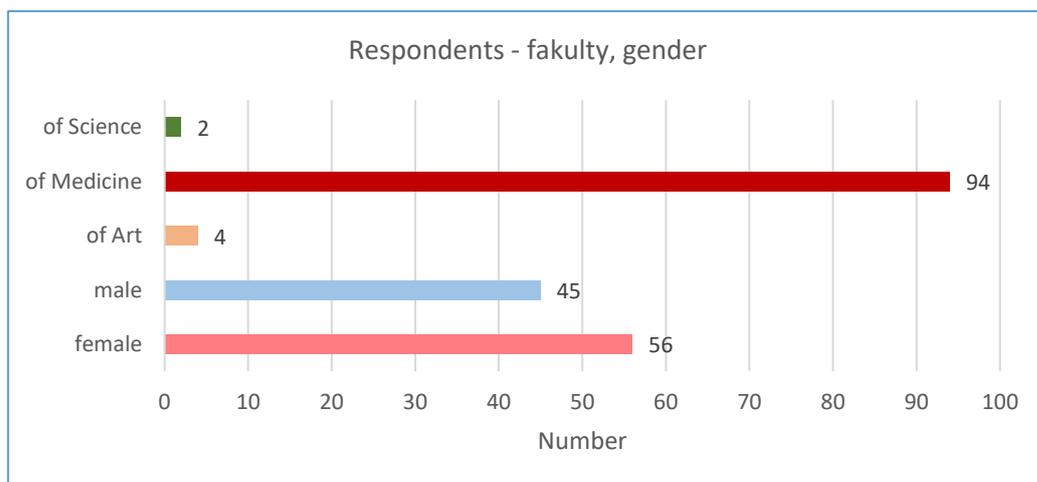
The questionnaire in the academic year 2020/2021 was completed after the academic year-end in September/October 2021 by a total of 101 students of English study programs, what is less than in AY 2019/2020. Everyone involved in the survey thanked you for your willingness and patience in answering to questions, as well as suggestions and notices. Despite the fact that not a large number of university students have taken part in the survey, all statements and opinions are very valuable to the University leadership, since they contribute to improving the learning process and foster a creative work environment.

The objectives of organized feedback are:

- to identify and analyse students' views on university teaching and identify positive responses as well as bottlenecks in the learning process,
- to discuss problematic areas with the university departments concerned;
- to take measures to remedy the identified deficiencies.

Evaluation of questionnaire

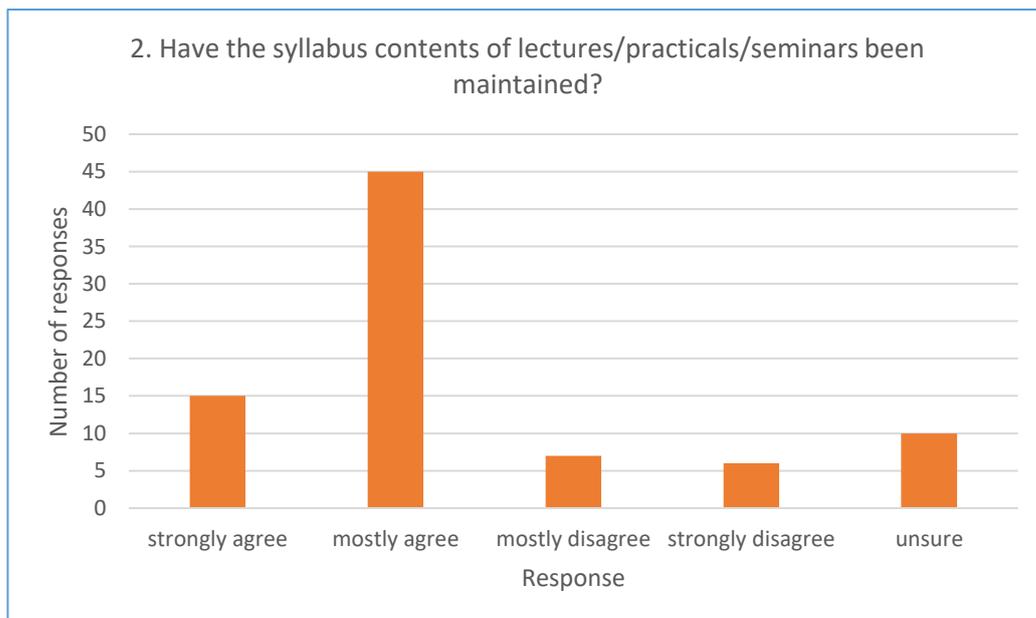
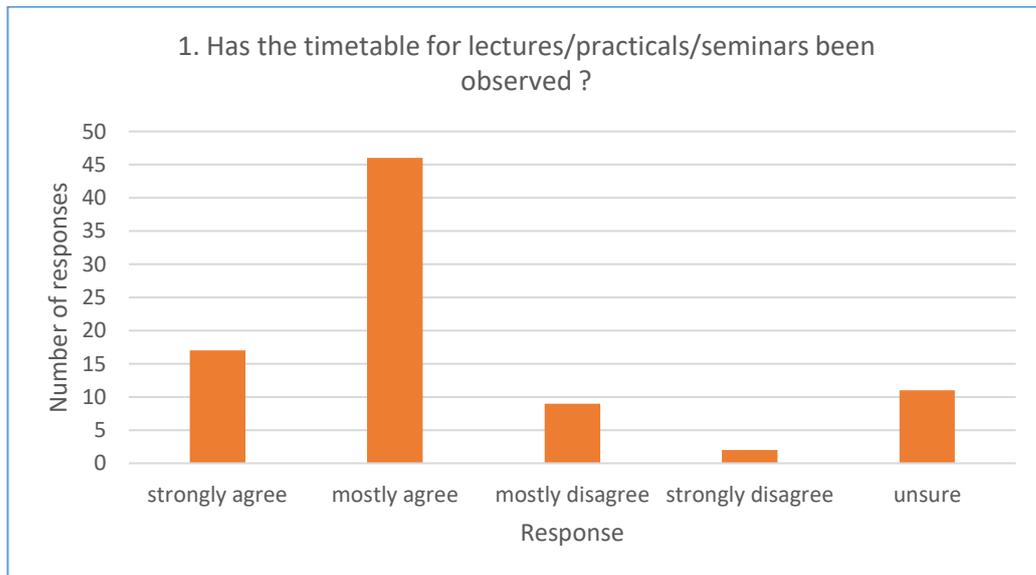
Half of the students who responded anonymously were male and half female, mostly from the **Faculty of Medicine** (94 %). When evaluating satisfaction, the possible answers were "very satisfied", "satisfied", "dissatisfied" and "very dissatisfied" to simplify the analysis. Most students completed the printed form of the questionnaire.



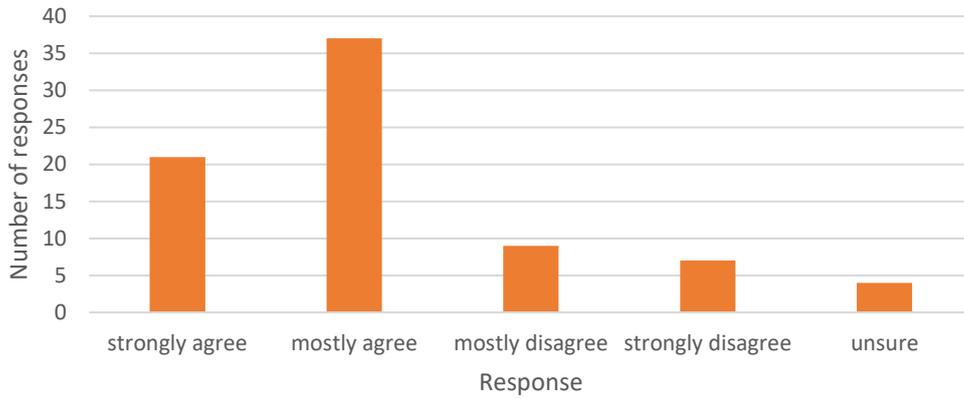
1 Organization of the teaching process

Up to 60 % of students answered that the timetables of lectures/workshops and seminars were adhered to and think that their content schedule has been respected. Most of the students agree that they were informed about the learning objectives, contents and conditions of completion of the subject at the beginning of the course. Teachers' motivating approach was positively evaluated 37 %, but 30 % of students said “mostly disagree/strongly disagree”. Mostly of students think that their performance assessment was objective, more than 37 % was satisfied or very satisfied with quality of the diploma theses supervision. More than 38 % of students assesses the services provided by your study advisor as very satisfied or satisfied and only 8 % was dissatisfied or very dissatisfied, but 28 % write “I have never used their services/I wasn't aware they exist”.

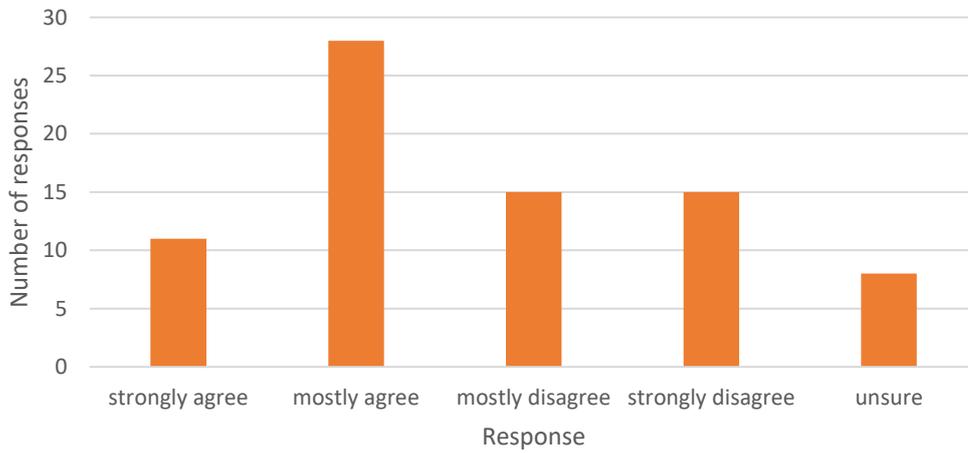
1.1 Graphical evaluation of questions



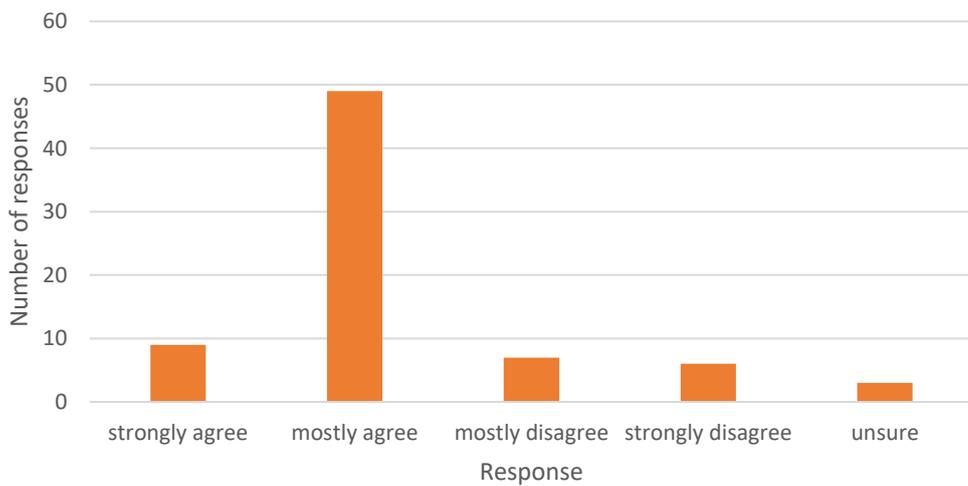
3. Have you been informed about the learning objectives, contents and conditions of completion of the subject at the beginning of the course?

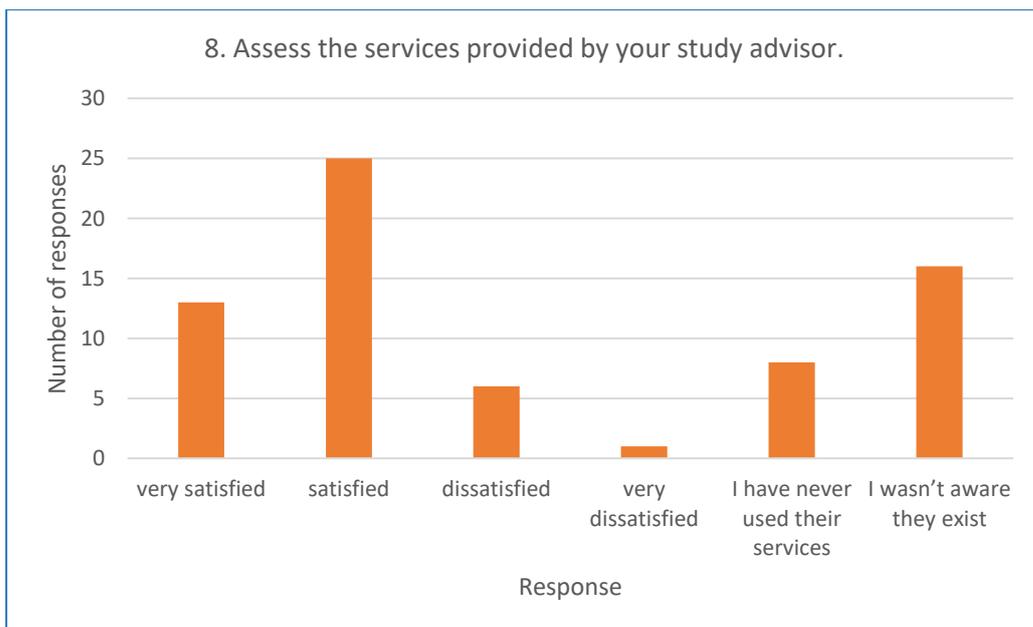
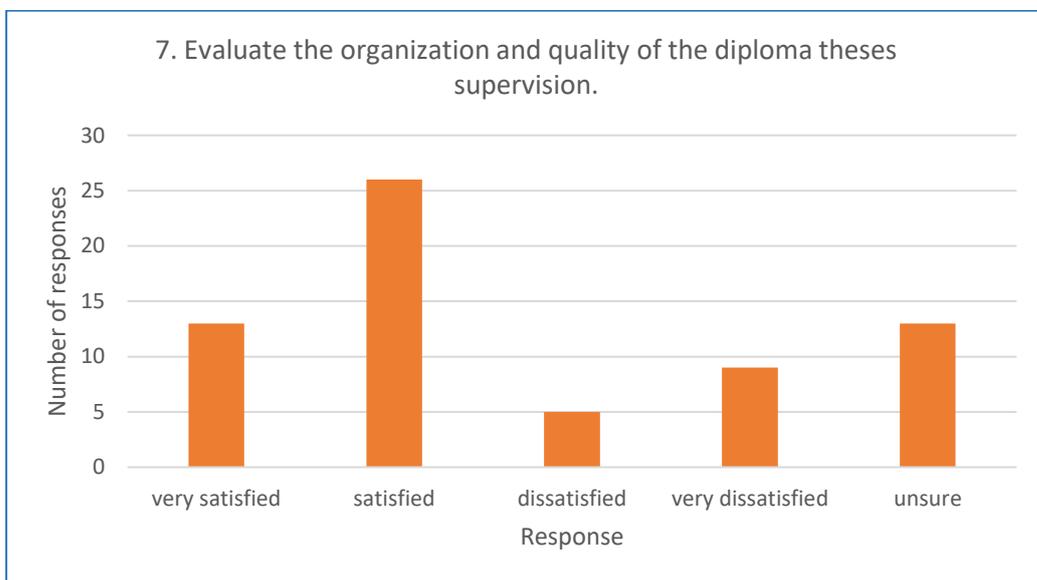
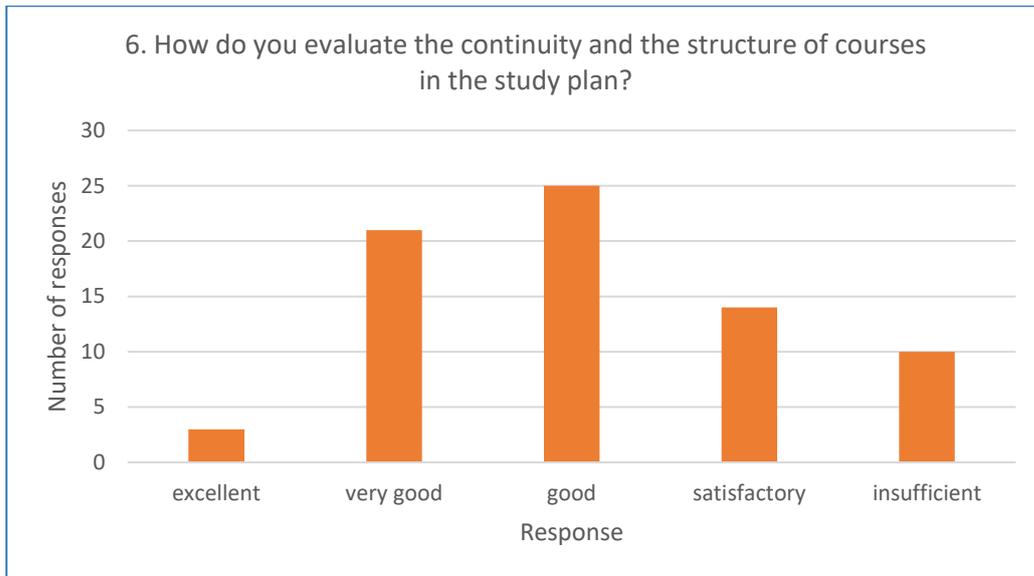


4. Has the approach of teachers been motivating and contributed towards the increased interest in the course/study?



5. Has the evaluation of your performances (interim, exam) been objective?

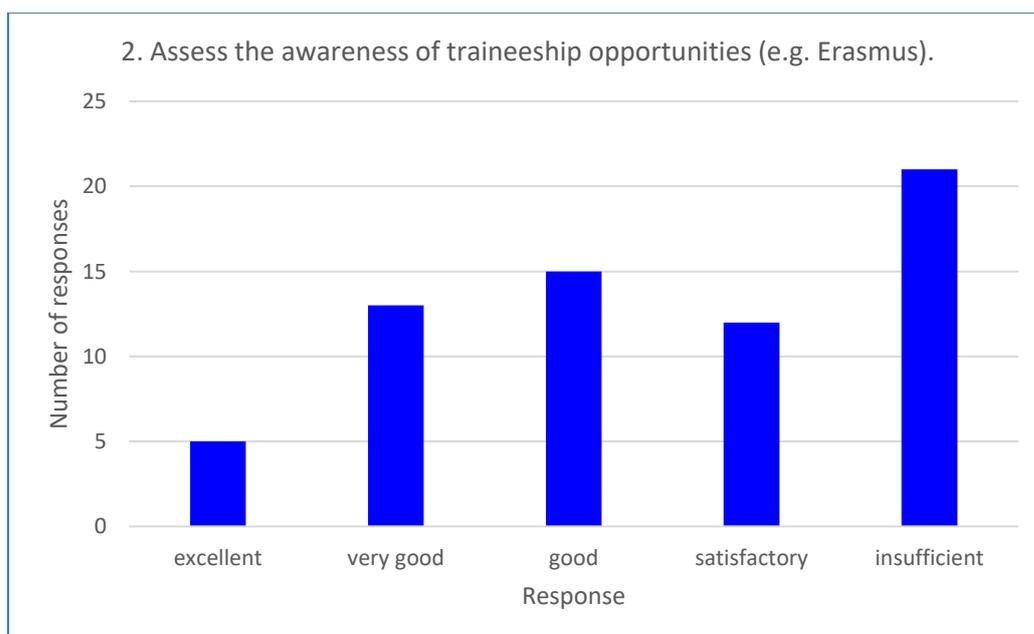
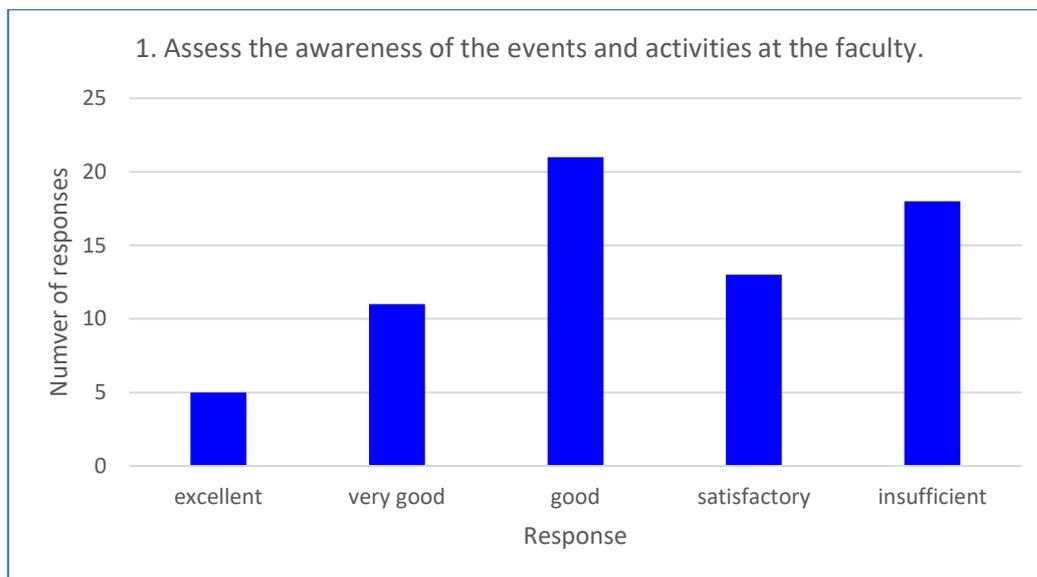




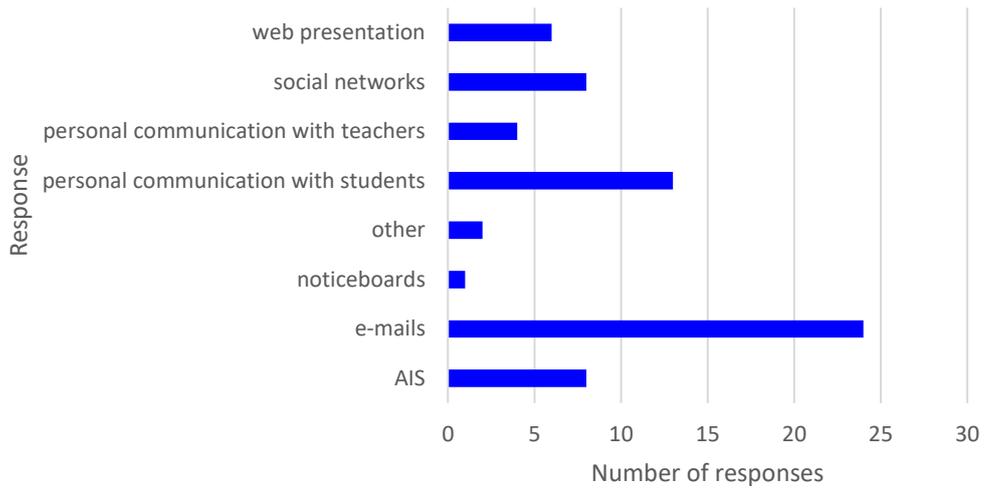
2 Information about events and studying conditions

The students (~ 50 %) were aware of activities at the faculty as well as the opportunities for internships (e.g. Erasmus). They gained most information from the e-mails, personal communication with students, social networks and AIS. Up to 35 % of students said they did not take part in the election of student representatives to AS. About 55 % of the students answered that the availability of the current study literature is. The 13 % of students think that modern teaching technology is used occasionally or not used at all (15 %), which is a significant improvement over the survey in previous AY. The students (29 %) write that are not informed about activities of the UNIPOC (47 % in previous AY) and 29 % (40 % in previous AY) said they were inadequately informed about the possibilities of supporting students with special needs.

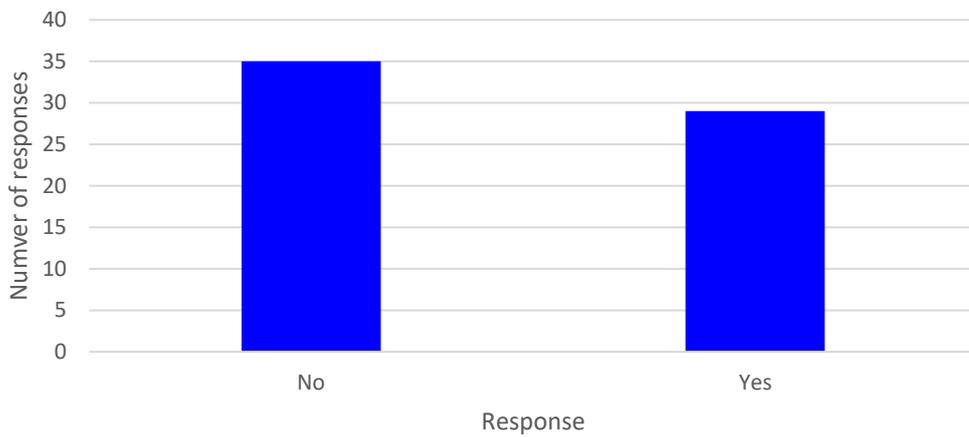
2.1 Graphical evaluation of questions



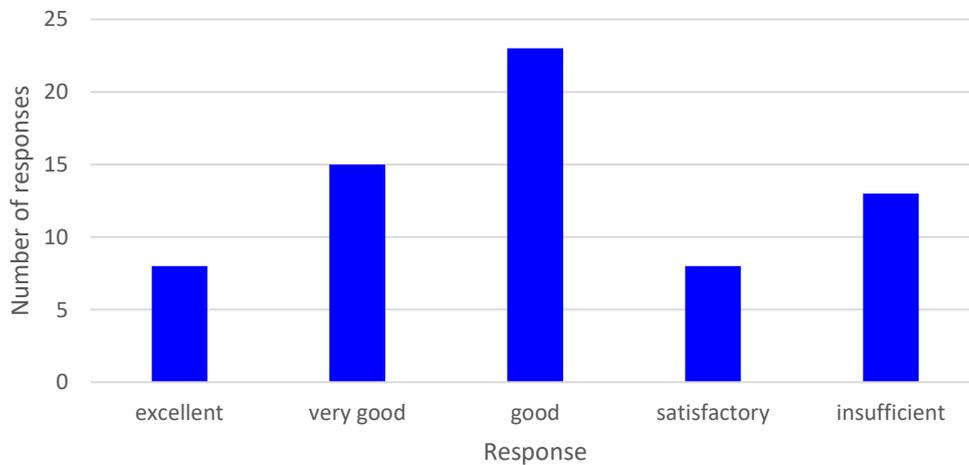
3. Which source of information do you use the most?



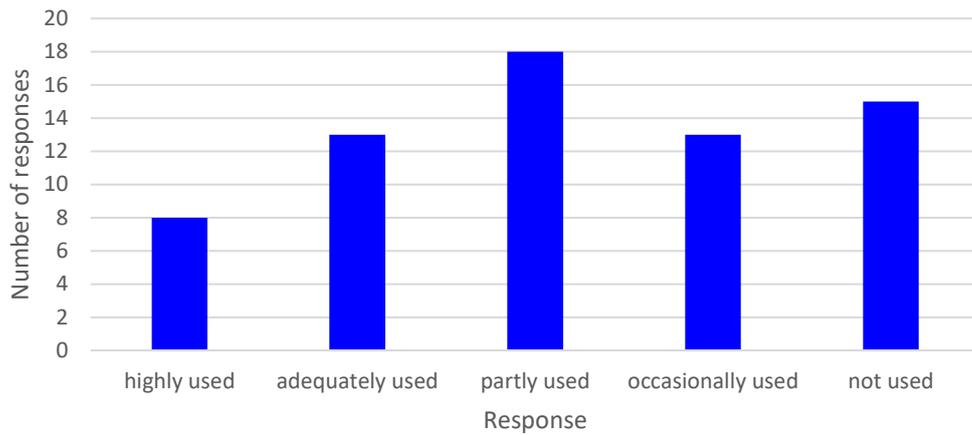
4. Did you participate in the election of student representatives of AS?



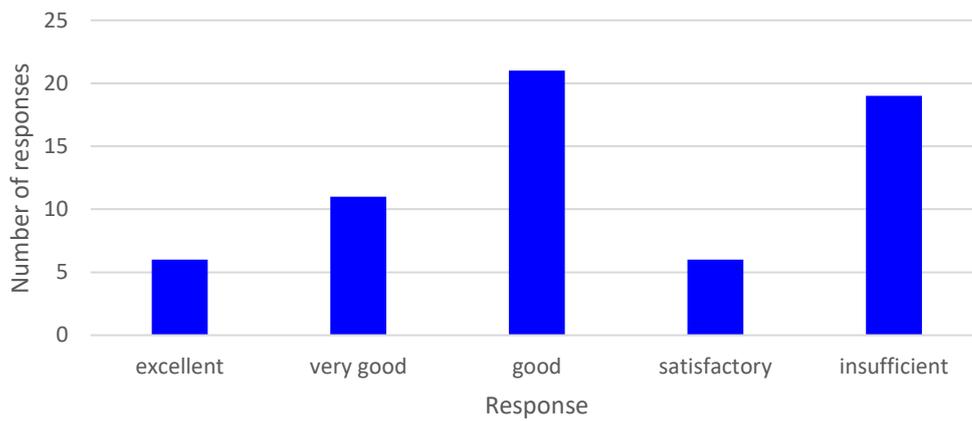
5. Assess the availability of the current study literature (e.g. books, scripts, web, library).



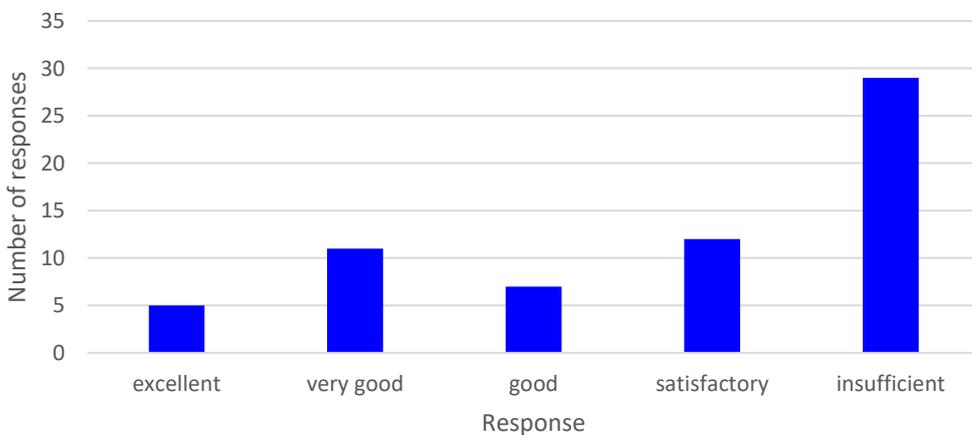
6. Assess the use of modern teaching technology (e.g. multimedia technology, interactive whiteboards, simulators).

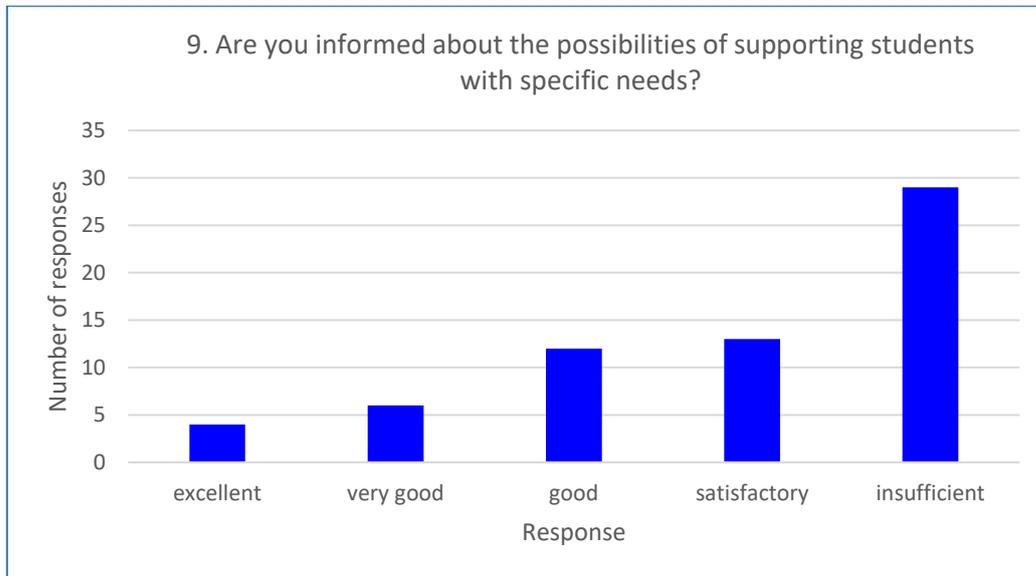


7. How do you assess the interdisciplinary dimension of the study (e.g. using the offer of taking courses from other faculties, ICC - Interdisciplinary Certified Courses)?



8. Are you informed about the activities of the University Counseling Center - UNIPOC?

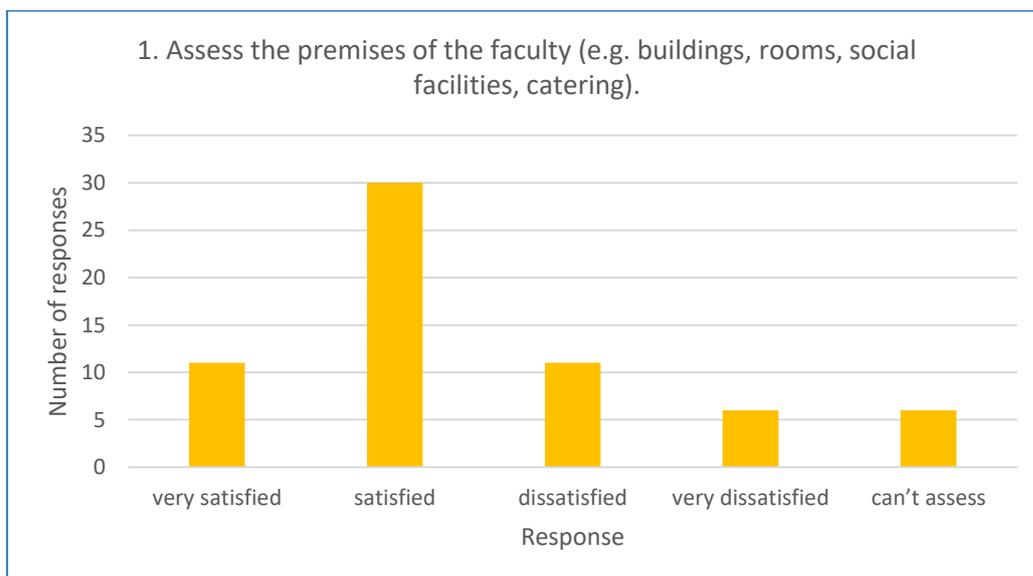


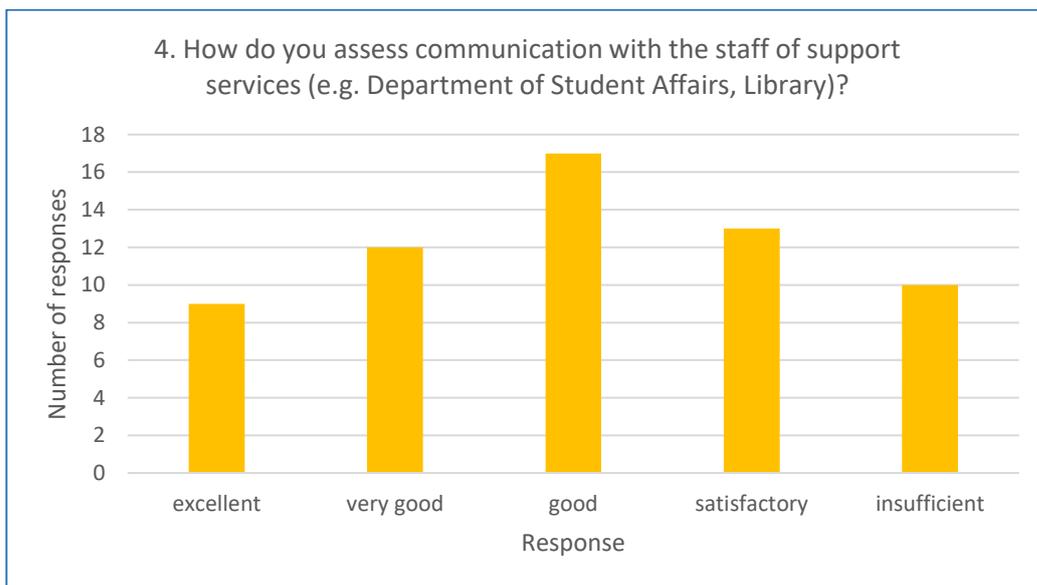
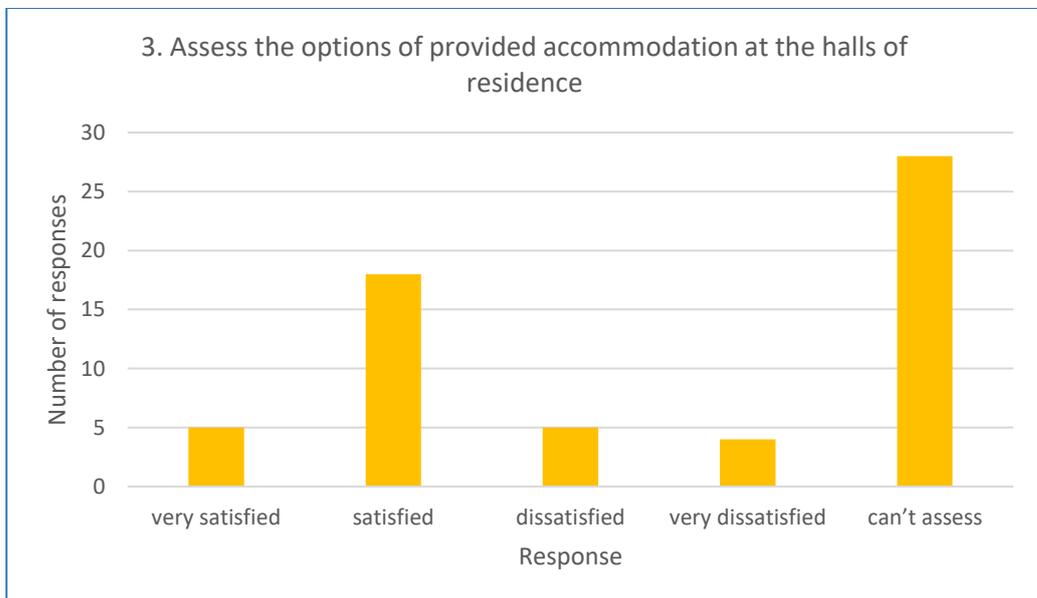
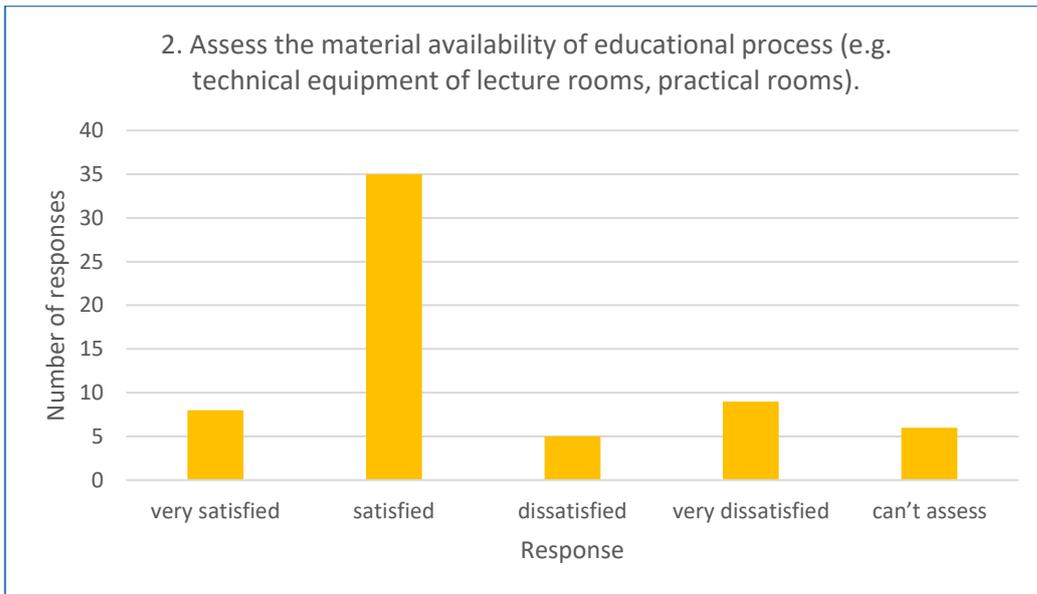


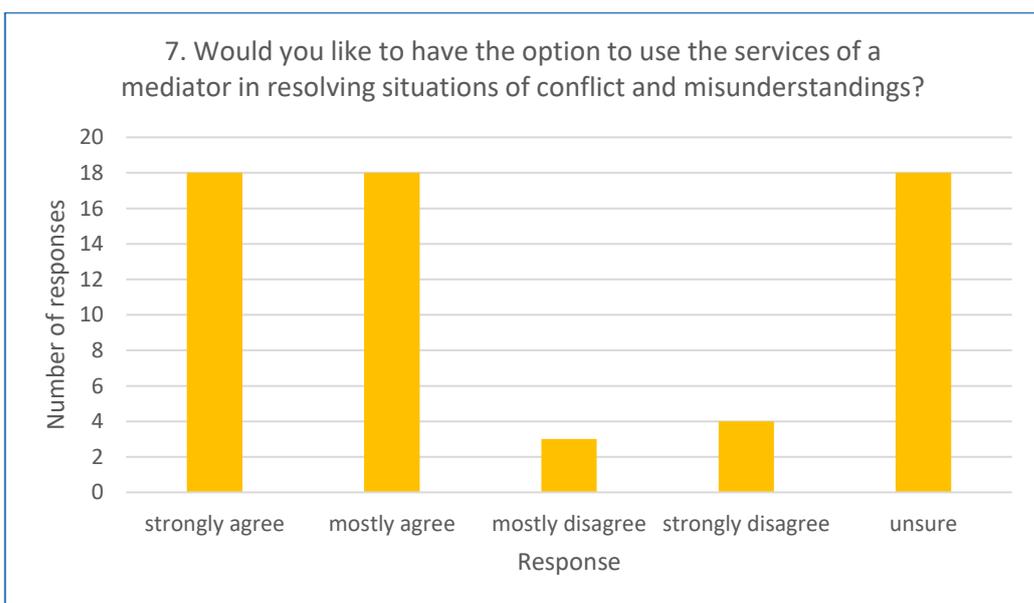
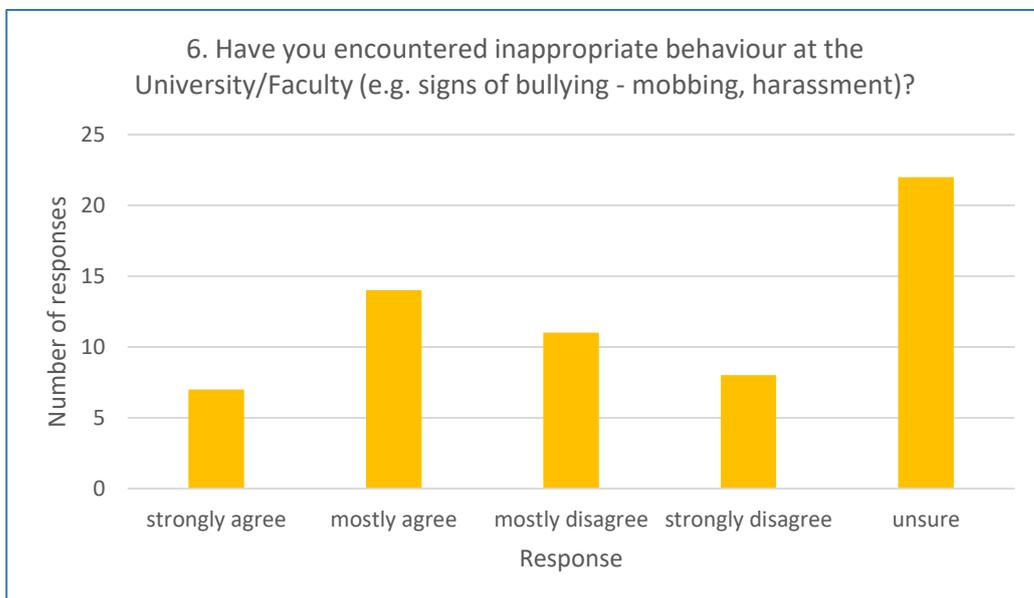
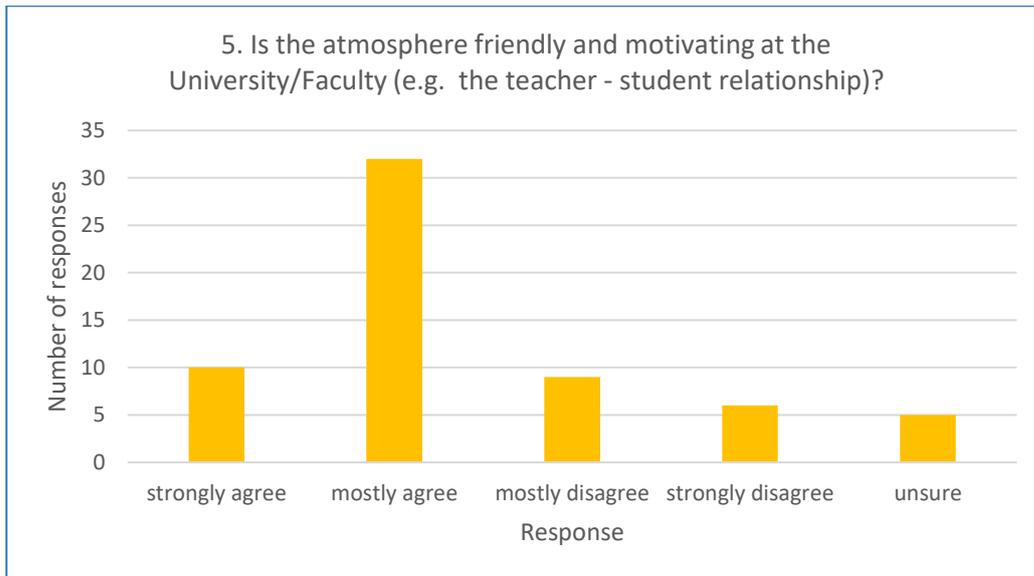
3 Work environments

About 45 % of the students who participated in the survey are satisfied with the material provision of the learning process (e.g. technical equipment of lecture rooms, practical rooms), and 17 % (20 % in previous AY) were not satisfied with the faculty premises (e.g. buildings, rooms, social facilities, meals). More than 20 % of the students were satisfied with the provided accommodation and for more than 25 % it is “can’t access”. Communication with support staff (e.g. study department, library) was rated as excellent/very good/good more than 37 % of the students, but for 10 % of respondents it is “insufficient”. Only more than 40 % of the students assess the atmosphere at faculty as friendly and motivating. More than 20 % of respondents say that have encountered inappropriate behaviour at the University/Faculty (e.g. signs of bullying - mobbing, harassment) and about 40 % of the students would welcome the opportunity to use mediator services to deal with conflicts and misunderstandings.

3.1 Graphical evaluation of questions



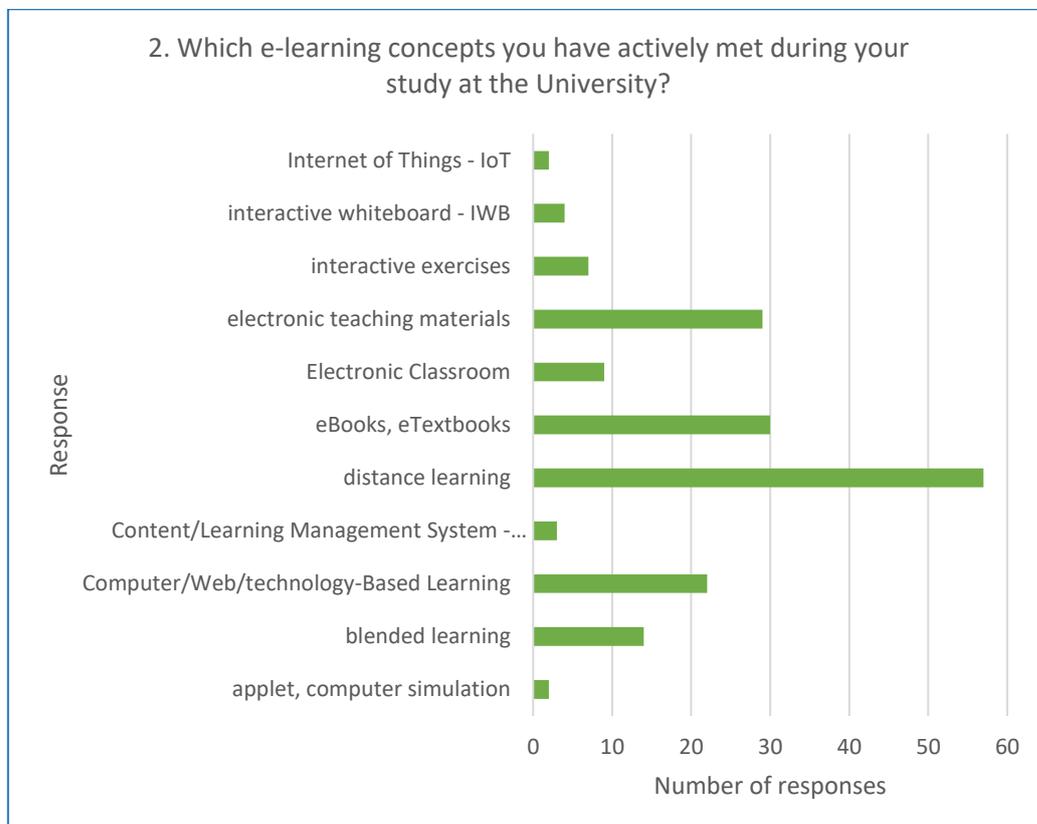
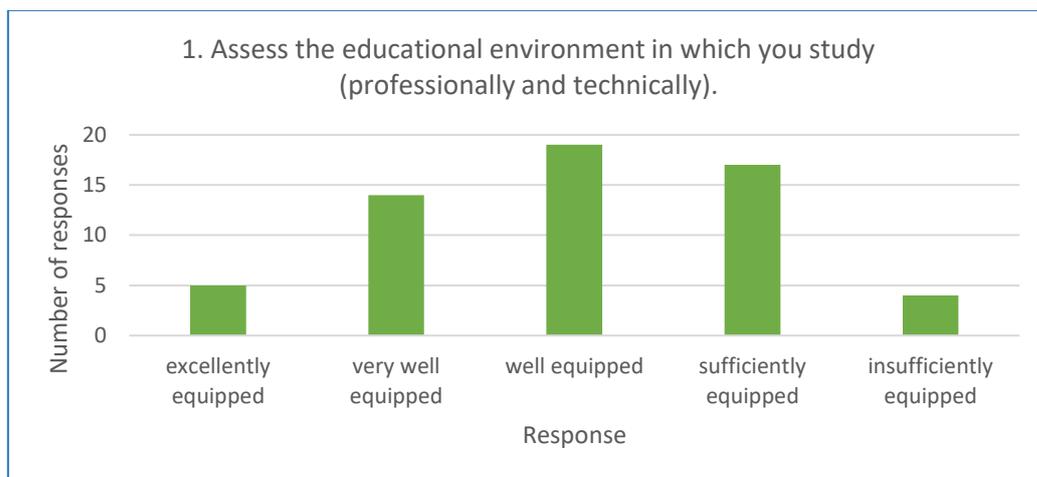


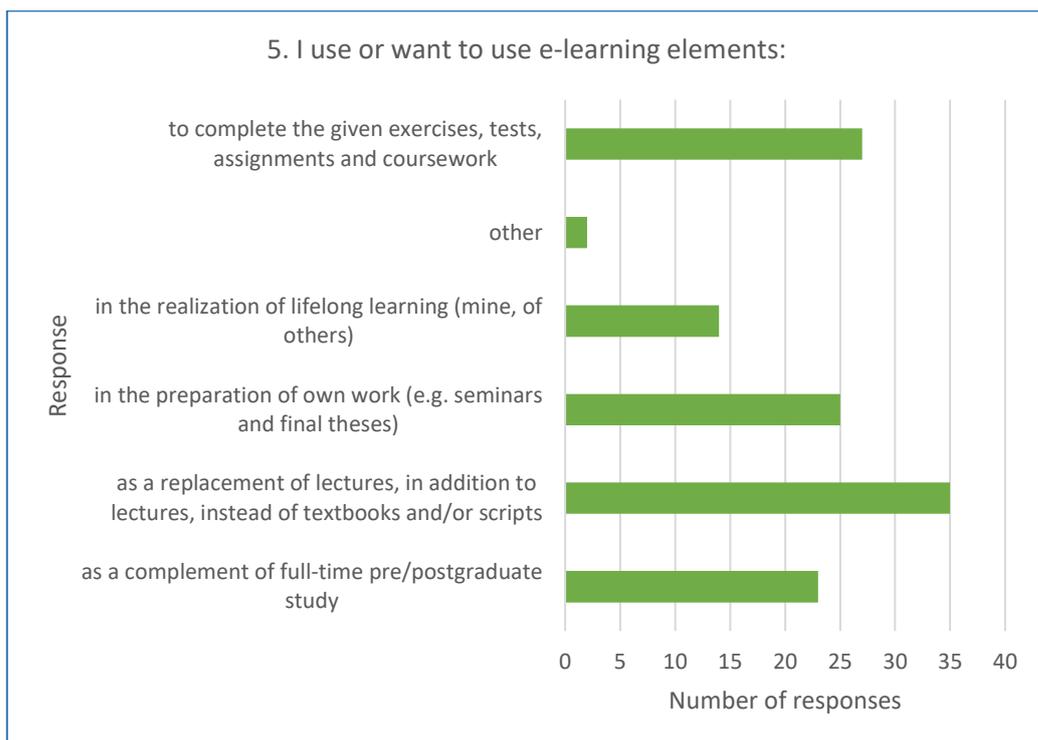
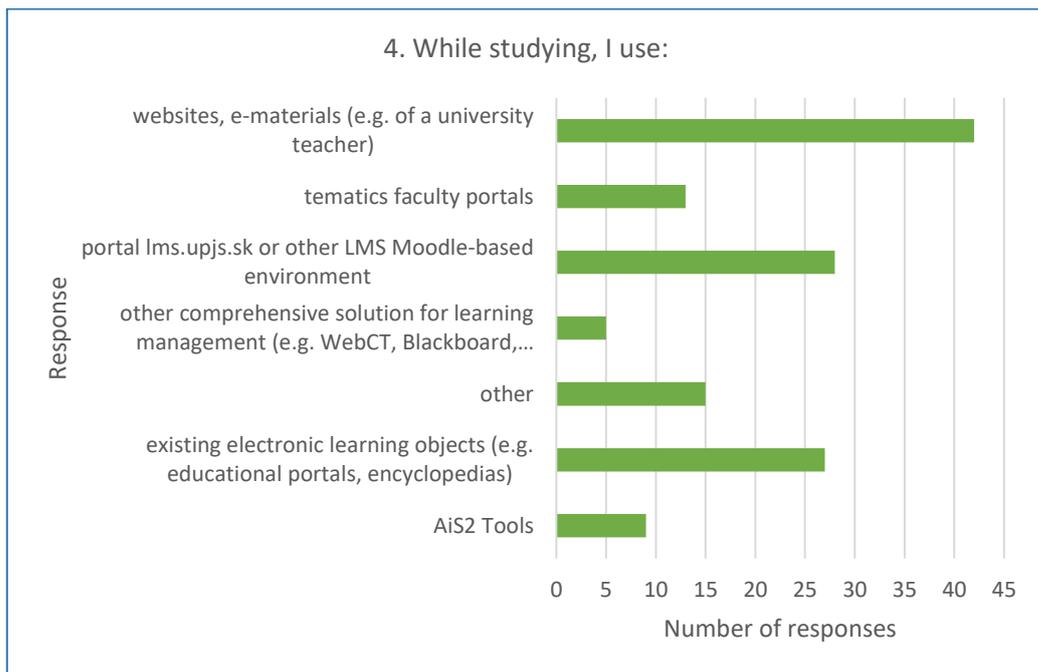
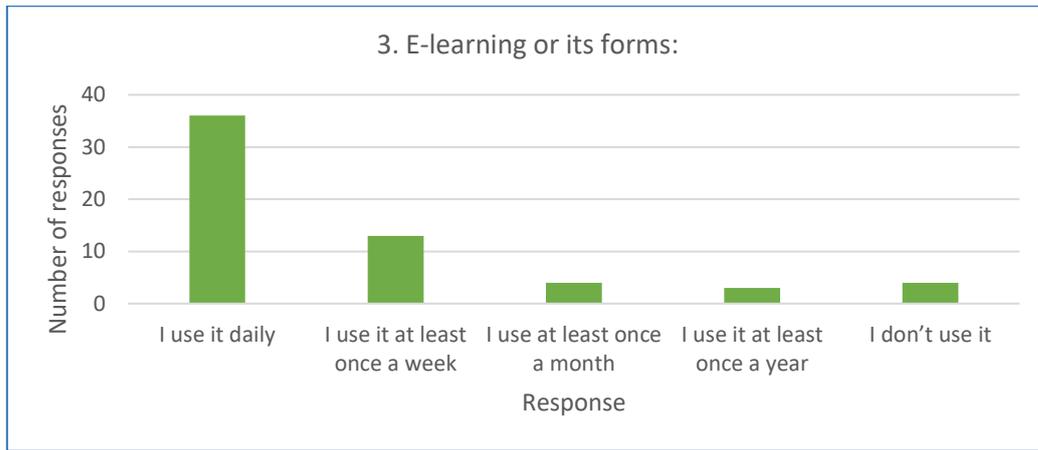


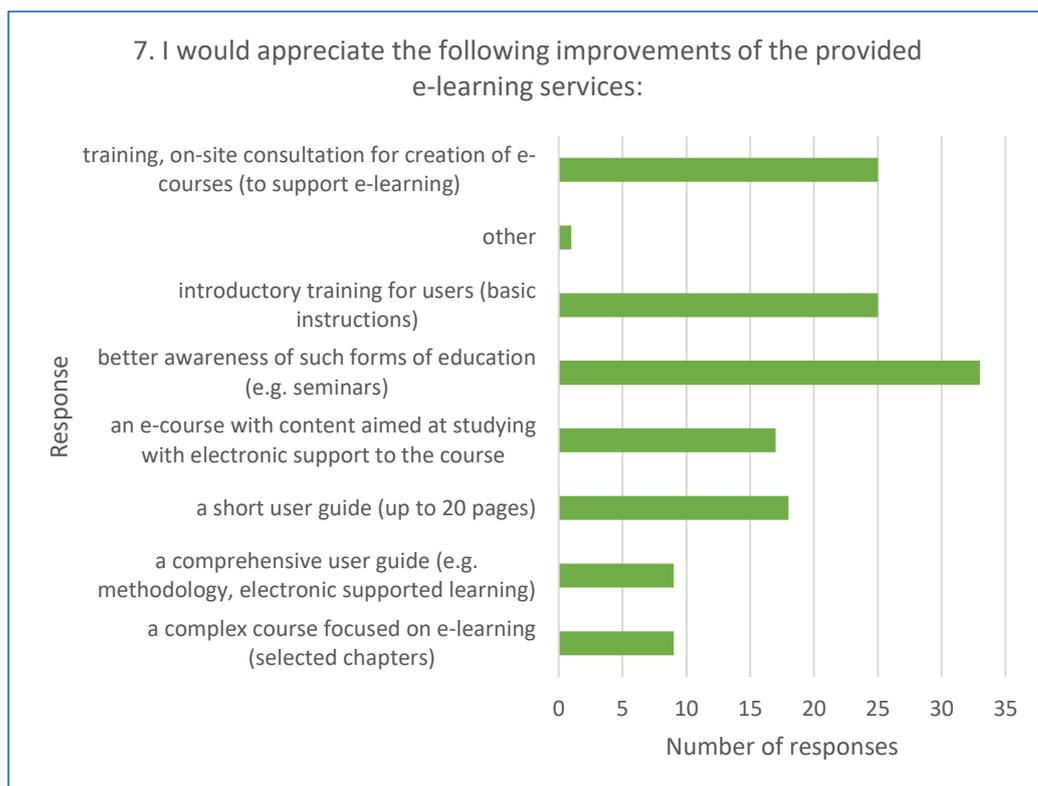
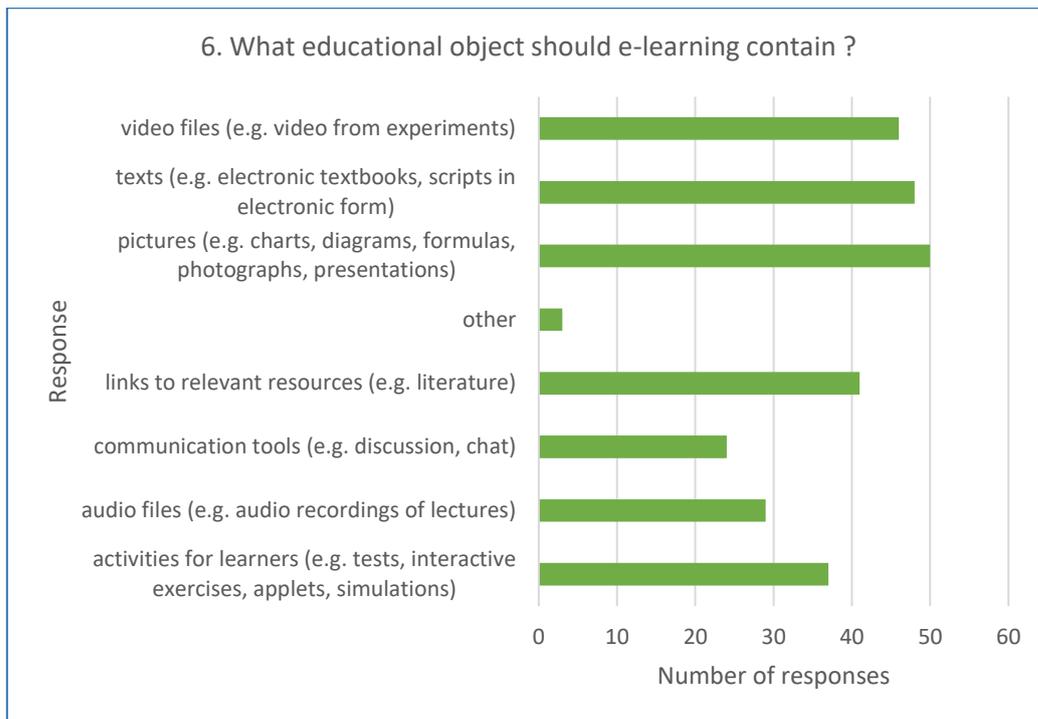
4 Educational environment and education support

The students (38 %) assessed the educational environment in which they are as excellently/very well/well equipped (professionally and technically). In terms of e-learning, most students actively met during distance learning, electronic teaching materials and e-books/eTextbook. The students 36 % use e-learning daily (60 % in previous AY) and 17 % of them use it at least once a week. Students mostly use websites/e-materials, portal lms.upjs and existing electronic learning objects. Less than 10 % of respondents use AiS2 Tools. The respondents (~ 40 %) use e-learning elements as a replacement of lectures, to complete the given exercises, tests and in the preparation of own work. Students would like to learn more about these forms of study via seminars and an e-course or introductory training.

4.1 Graphical evaluation of questions



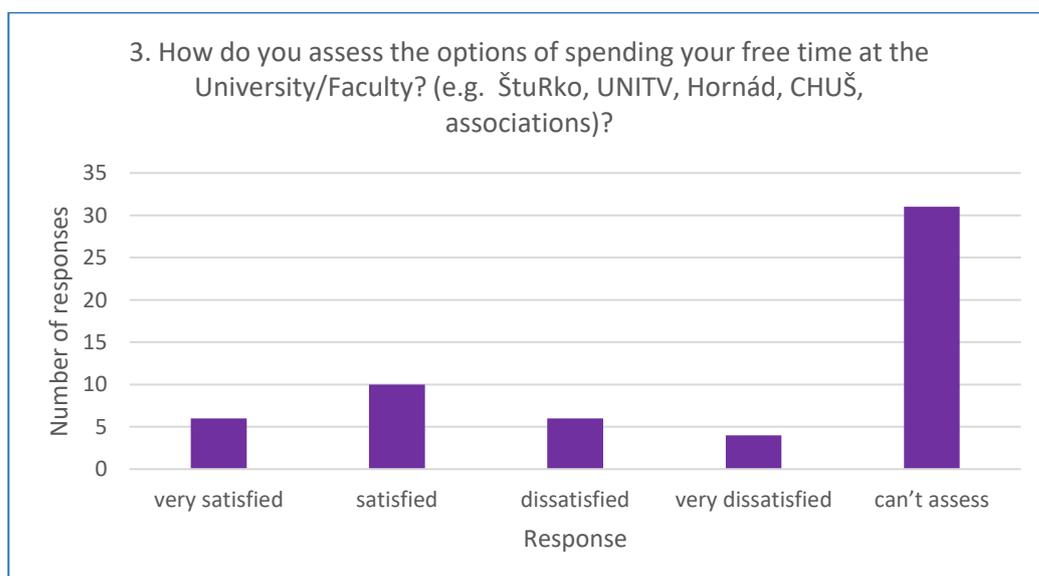
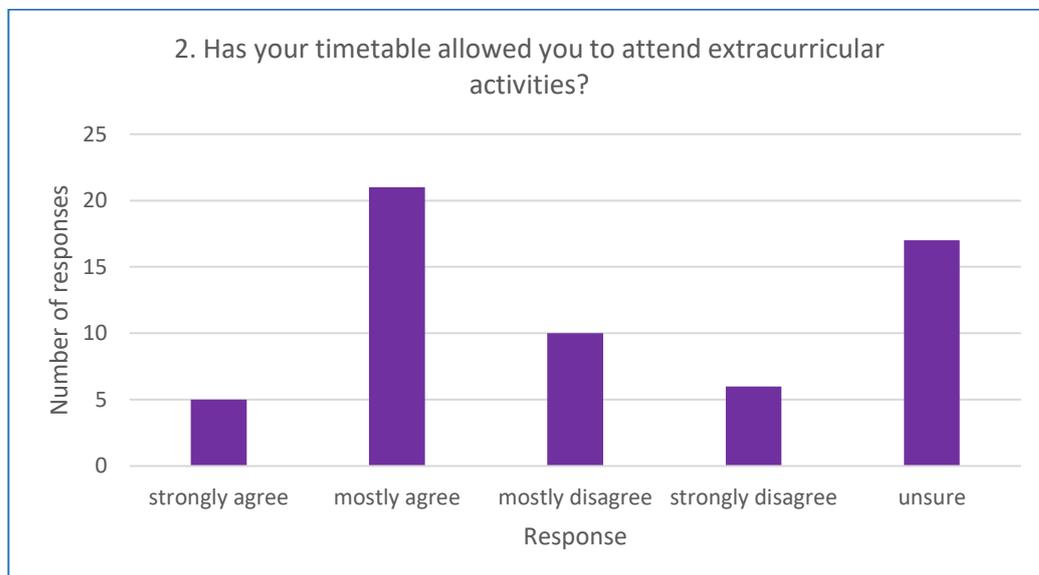
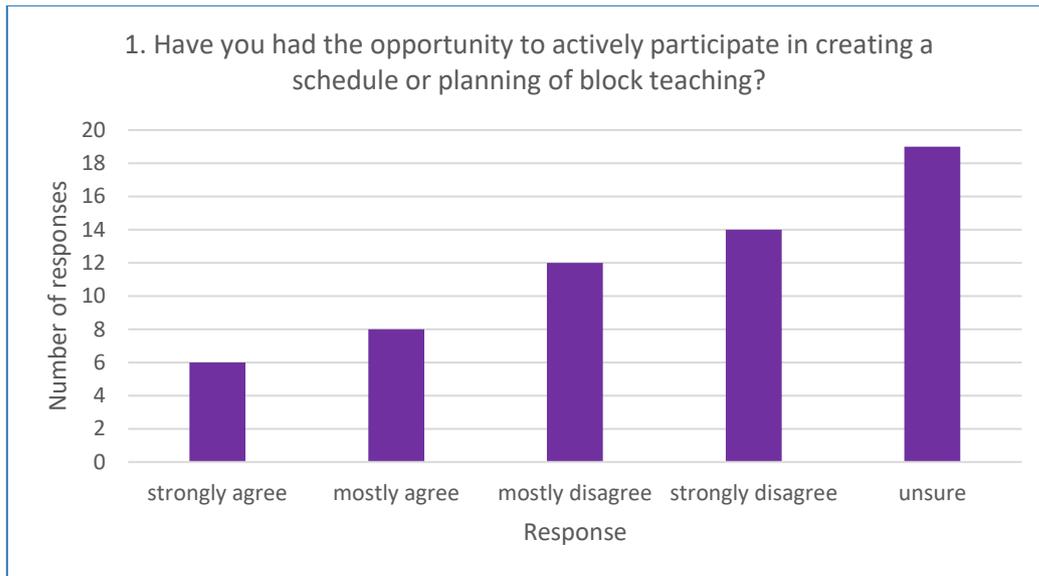




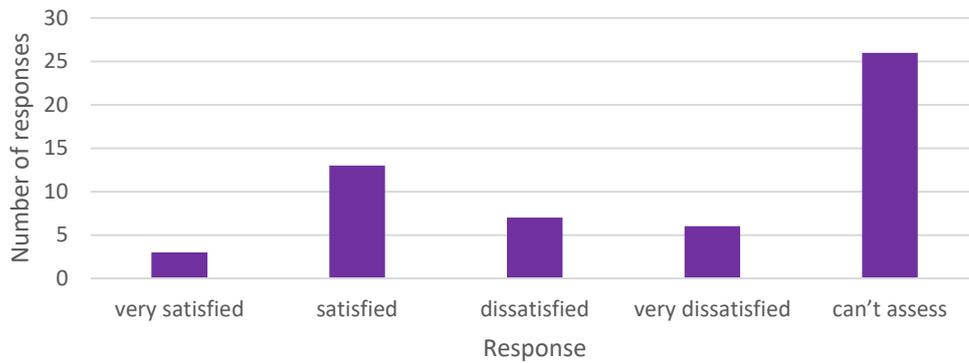
5 Support of the extracurricular activities

About 30 % of respondents state that they did not have the opportunity to be actively involved in the creation of timetables, and about 26 % of them found that their schedule allowed them to take part in extracurricular activities. The 26 % of students not participate and 16 % of the students “unsure” about participating in extracurricular events organized at the university/faculty. Almost 27 % of students think they have not been able to actively participate (16 % “unsure”) in planning, making of decisions, development of a study field at faculty.

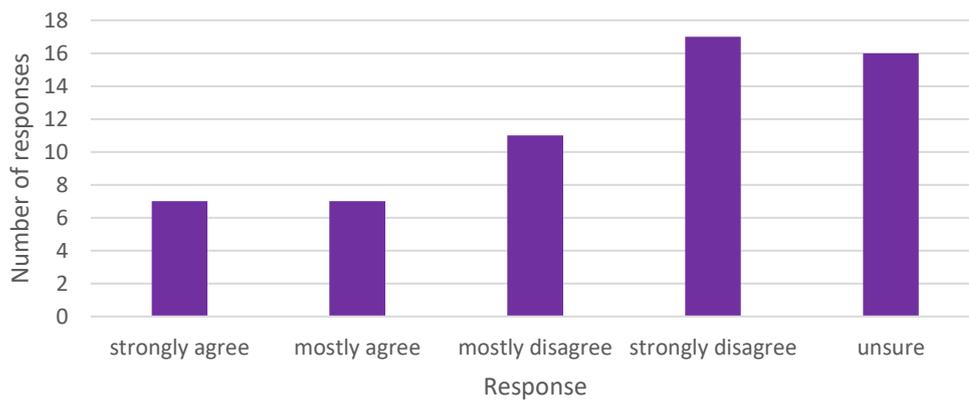
5.1 Graphical evaluation of questions



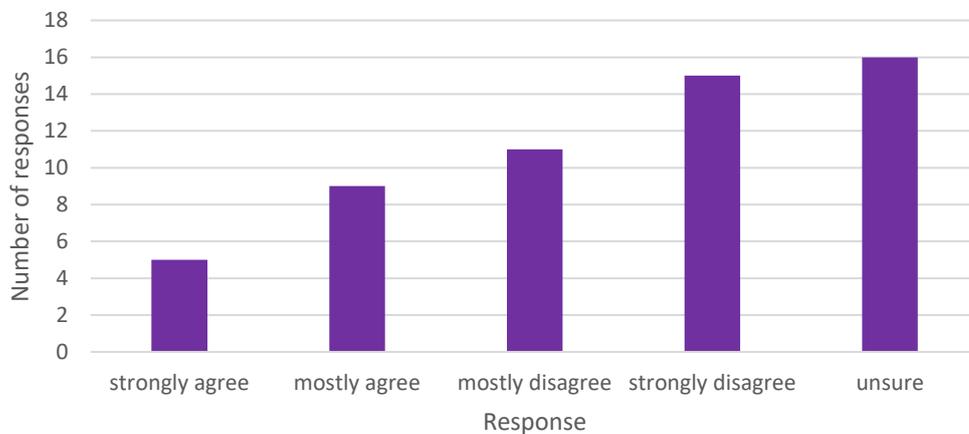
4. Assess the support structures and services allowing you to participate in professional competitions (e.g. SSC, SSW), the technical and material equipment and the opportunity to use it (including top-level laboratory and technical equipment).



5. Have you been able to actively participate in planning, making decisions, development of a study field/faculty (e.g. open forums, discussions, working groups)?



6. Do you participate in the extracurricular events organized at the University/Faculty (e.g. sports events, Open Day, discussions, Career Day, quizzes)?



Students' observations and comments

The questionnaire survey also devoted space to the students' observations, for example: appreciation of well-organized teaching, teachers' appreciation, attention was also paid to the evaluation of distance learning, which was introduced at the university in the summer semester AR 2019/2020 and continued in AR2020/2021. Students were able to express what bothers them most about the faculty or university, what they would change or welcome. All comments and opinions are given due attention in order to improve and enhance teaching and to best prepare university students for internships.

The distance form of education was perceived very differently, from complete identification to complete rejection. The distance form of lectures is evaluated very positively, students especially appreciate the possibility of recording them.

Students are critical of AiS and would welcome its modernization. They would appreciate timely information from faculty management of any changes related to teaching.

On the one hand, students appreciate the improvement of distance education at the university in the past AR 2020/2021, but they critically evaluate the approach of some teachers as well as study departments - especially uplifting behavior. Students point out the lack of practical training, most of them lack practical skills that they could directly use in their future profession. Many perceive as insufficient e.g. study / laboratory equipment, libraries with study literature, rest areas.

The selection of comments and evaluations regarding the distance form of education and what bothers students the most is summarized in **authorized zone** (administratívny systém → správa a zverejňovanie dokumentov → iné elektron. dokumenty → vnútorný systém hodnotenia kvality).

Conclusions and proposed measures

1. To seek solutions for students' passive approach to events at the university/faculties by deepening cooperation with faculty leaders, improving the work of study advisors and supporting the student-teacher collegial relationship.
2. To motivate students to actively participate in the teaching process not only by significantly supporting students' professional activities, also by improving cooperation with student associations/organizations and students in Study program board.
3. Introduce and use a "mediator" in solving problems e.g. within UNIPOC.