



Evaluation of student questionnaire surveys at the university

In accordance with Rector's Decision no. 9/2017 on securing the internal quality of education system at the Pavol Jozef Šafárik University in Košice (UPJŠ), in the first month of the winter semester (usually September - mid October) 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 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.

Academic year 2018/2019

The questionnaire in the academic year 2018/2019 was completed after the academic year-end in September/October 2019 by a total of 53 students of English study programs. 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 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.

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 67 % 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 also positively evaluated. Mostly of students think that their performance assessment was objective, but only 32 % was satisfied or very satisfied with quality of the diploma theses supervision. More than 60 % of students never used or do not know that a study adviser exists.

2 Information about events and studying conditions

Only about 50 % of students wrote that information about events and activities at the faculty as well as the opportunities for internships are insufficient (e.g. Erasmus). They gained most information from the social networks, personal communication with students and AIS. Up to 35 % of students said they did not take part in the election of student representatives to AS. About 38 % of the students answered that the availability of the current study literature is inadequate. Up to 60 % of students think that modern teaching technology is used only occasionally or not used at all. The students (66 %) write that are not informed about activities of the UNIPOC and 57 % said they were inadequately informed about the possibilities of supporting students with special needs.

3 Work environments

More than 56 % 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 28 % were not satisfied with the faculty premises (e.g. buildings, rooms, social facilities, meals). Only about 30 % of the students were satisfied with the provided accommodation. Communication with support staff (e.g. study department, library) was rated as excellent/very good/good 50 % of the students. More than 58 % of the students assess the atmosphere at faculty as friendly and motivating. About 25 % of respondents say that have encountered inappropriate behaviour at the University/Faculty (e.g. signs of bullying - mobbing, harassment) and more than 60 % of the students would welcome the opportunity to use mediator services to deal with conflicts and misunderstandings.

4 Educational environment and education support

The students (70 %) assessed the educational environment in which they are as sufficiently/well equipped/very well or excellently equipped (professionally and technically). In terms of e-learning, most students have engaged with electronic teaching materials and e-books/eTextbook. The 32 % of students use e-learning daily or at least once a week. Students mostly use webpages/e-materials and existing electronic learning objects. The respondents use e-learning elements to complete the given exercises, in preparation of own work or as a replacement of lectures. Students would like to learn more about these forms of study via seminars and a short user guide.

5 Support of the extracurricular activities

Most students (over 50 %) state that they did not have the opportunity to be actively involved in the creation of timetables, and more than 40 % of them found that their schedule allowed them to take part in extracurricular activities. More than 43 % of the students do not participate in extracurricular events organized at the university/faculty and almost 60 % of students think they have not been able to actively participate in planning, making of decisions, development of a study field at faculty.

Conclusions and proposed measures

1. In cooperation with faculty management, seek solutions to students' passive approach by improving the work of study counsellors.
2. Improve collaboration with students to contribute to motivating students to engage actively in the learning process.
3. Continue in the established trend of e-learning support, including more training/on-site consultation.
4. Create conditions for the possibility of using the mediator to solve problems.

Complete survey evaluation including graphical processing of responses to:
<https://ais2.upjs.sk/ais/start.do>