

**Quality assessment report by students
for the academic year 2022/2023
Faculty of Management
Program: Business Management and Entrepreneurship**

- **Introduction**

The Business Management and Entrepreneurship Program (BME), within the Faculty of Management, during the 2022/23 academic year, has offered teaching for students according to the Accredited 2022/25 curriculum by the Kosovo Agency for Accreditation (KAA), as a continuation of Industrial Management program (Accredited for the years 2019/22). The Faculty of Management has a qualified staff, and has modern work facilities, which enable students to acquire the necessary skills for the profession they will practice in the future.

The mission of the program is to prepare cadres who, through modern methods in business management and entrepreneurship development, will contribute to continuous changes in the business environment.

The mission of the program is in full harmony with the mission of the University of Applied Sciences in Ferizaj.

The Business Management and Entrepreneurship Program (BME) offers students contemporary theoretical and practical knowledge in the field of business and entrepreneurial thinking, in innovations, in planning business activities, knowledge of business communication, and other knowledge, skills and abilities related to Business Management and Entrepreneurship.

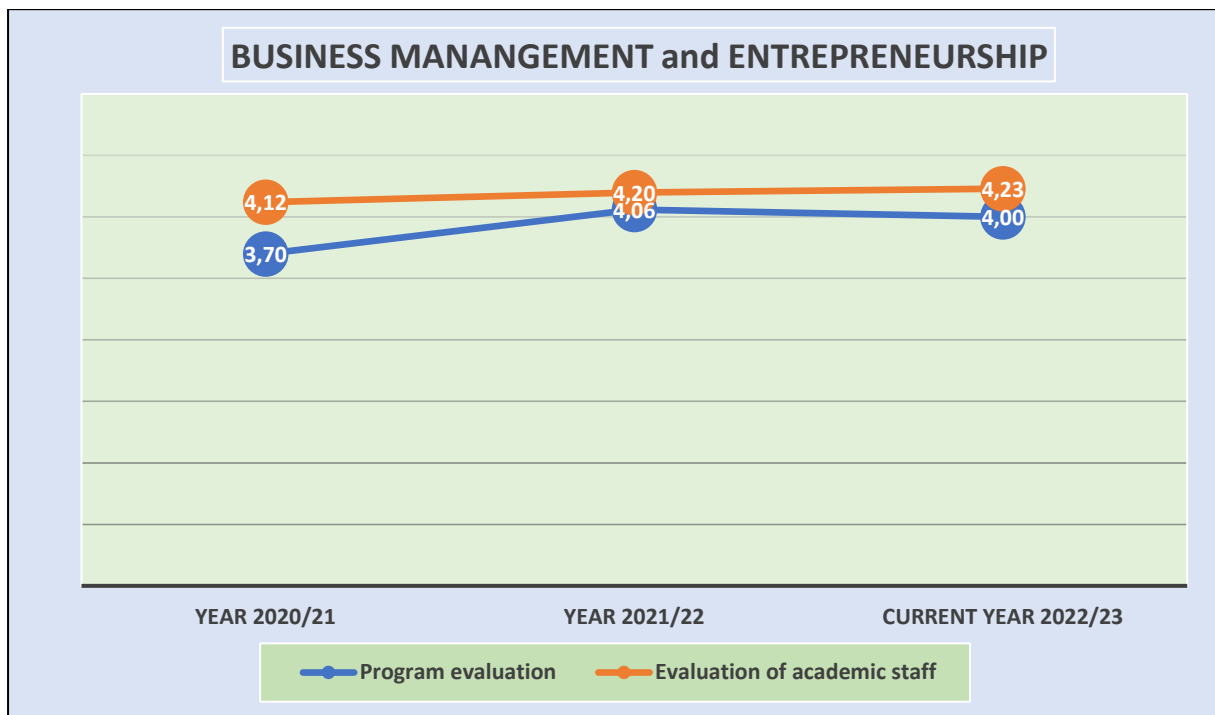
The quality assessment report by students for the academic year 2022/2023 contains data for the evaluation of the program and for the evaluation of the academic staff/subject, which report is compared with the two previous years.

1. Summary quality assessment report (programme, academic staff/subjects)

The general report - for two areas (program and academic staff/subjects), presents in Table no. 1 - data for the academic year 2022/23 (compared to the previous two years), also illustrated in fig.1. The questions for the two areas were mainly constructed in the form of statements and their evaluation was done according to the liker scale (1 - I do not know; 2 - I do not agree at all; 3- I partially agree; 4- I agree; and 5- I completely agree).

Table no. 1 - Quality assessment by fields (program and academic staff)

	Previous Years		Current year
	2020/21	2021/22	2022/23
Assessment,teaching/learning (programme)	3.70	4.06	4.00
Evaluation of academic staff/subjects	4.12	4.20	4.23



Graphic. 1 – Quality assessment by areas (program and academic staff),

From the data presented in table no. 1, and reflected in graph no. 1, within the scope of program evaluation, namely teaching and learning, we see a constant assessment of quality throughout the three academic years (2020/21, 2021/22 and 2022/23). Referring to the table and graph no.1, the Business Management and Entrepreneurship Program (BME) (for the academic year

2022/23) has been evaluated with grade 4, or the percentage rating by students for the BME program is about 80%, which is considered a very good rating. Within the scope of academic staff/subject evaluation, it is a constant evaluation by students (with a slight increase) throughout the academic years (2020/21, 2021/22 and 2022/23). Referring to the table and graph no. 1, for the academic year 2022/23, the assessment for the academic staff/subject is 4.23, or about 85% is the percentage assessment, it is an excellent assessment for the work and commitment of the academic staff and the taught subject.

2. Program evaluation report

The assessment of the Business Management and Entrepreneurship (BME) program 2022/23 (compared to the previous two years), was carried out through questionnaires which contains 21 components, this assessment is carried out once in an academic year, and the assessment is made by the students of the program relevant. The questions were mainly constructed in the form of statements and their evaluation was done according to the scale (1 - I do not know; 2 - I do not agree at all; 3 - I partially agree; 4 - I agree; and 5 - I completely agree). Based on the results of the evaluation of the program (teaching and teaching - learning), presented in Table no. 2, we note that all components of this session were positively evaluated by the students, the average grade of the evaluation of the program is 4, which is a very high evaluation good.

Table no. 2 – Evaluation of the program – BME

	Previous Years		Current year
	2020/21	2021/22	2022/23
Materials presented during lectures are provided to students regularly	4.22	4.04	4.00
The suggested literature for the courses is made known to us at the beginning of the semester	4.44	4.17	4.00
Course syllabuses are provided to students in time	3.60	4.14	4.10
Students are notified of the teachers' consultation schedule	3.84	4.08	3.90
The schedule of consultations with teachers is respected	3.38	3.98	3.85
From the beginning of the year, students are informed of the evaluation method for the relevant subject	3.34	4.15	4.00
Teaching methods provide the best way to achieve learning outcomes	3.20	4.10	3.90
Online learning (through Microsoft Teams) is not much different from that in the classroom	2.40	3.74	3.95
The University Management System (UMS) is easy to use and meets the needs of students	3.63	4.02	3.90
The classrooms are well equipped with audio-visual aids for quality learning	3.98	4.15	3.85
There is a good connection between theoretical and practical learning	3.30	4.03	3.80

The student is free to decide for himself the elective subjects	4.42	4.16	3.85
The lesson schedule is announced in time	4.28	4.09	3.95
The announced class schedule is respected by the teachers	3.76	4.04	3.95
The study program is in line with the needs of the labor market	3.72	4.08	3.85
The study program is comparable to similar programs in other Universities	3.46	4.04	3.85
The student's engagement in the course is balanced (not overloaded)	3.51	4.08	3.75
Practical work outside the institution is well organized by the university	3.14	3.99	3.75
Employment opportunities after graduation are well known to students	3.88	3.97	3.75
My overall opinion of this study program is positive	///	4.13	4.00
I would suggest this study program to others	4.21	4.08	3.85
Average rating of the program	3.70	4.06	4.00

From the data analysis, we come to the conclusion that some of the 21 evaluation components are rated 4, which is an excellent rating, and there are some components that are rated below 4, which is considered to have room for improvement. increased commitment with the aim of continuous improvement, based on the conclusions drawn, recommendations emerge, the components that require a greater commitment to improve quality are: Schedule of student-professor consultations, "on-line" learning through the Microsoft platform Teams (which platform has been used less after the CoVid-19 pandemic), Linking theoretical learning with practice organized by the University, Informing students about the possibility of employment after completing their studies, for these components the commitment of the management, the program committee, and better organization of staff to improve quality and results.

3. Evaluation report of the academic staff/subject

The evaluation report for the academic staff/subject within the BME program presents data for the academic year 2022/23 (compared to the two previous years). The questions were mainly constructed in the form of statements and their evaluation was done according to the liker scale (1 - I do not know; 2 - I do not agree at all; 3 - I partially agree; 4 - I agree; and 5 - I completely agree). The evaluation of the academic staff/subject by the students was carried out through the questionnaire which contains 11 components for which the average grade was found. The evaluation results are presented in table no. 3, from the presented data we note that all academic staff/subjects were positively evaluated by the students, the average grade at the level of the teacher program is 4.23, it is an excellent evaluation for the work and commitment of teachers in the relevant subjects.

Table no. 3 - Evaluation of the academic staff / course

Name of Subjects	Previous Years		Current year
	2020/21	2021/22	2020/21
Informatics in business	4.36	4.36	3.70
Matematic for business	4.25	4.33	4.11
Business Environment	///	///	4.40
Introduction to Economics	4.37	4.33	4.25
Academic and communication skills in Business	4.20	4.14	3.10
Management	4.28	4.31	4.12
Decision making in Business	///	///	4.00
Management of Innovations	///	///	4.14
Business Statistics	4.22	4.13	4.19
English Language I	4.13	4.10	3.95
German language I	///	///	3.90
CAD	4.45	4.32	4.72
Metal processing and metal cutting machines	4.41	4.10	3.95
Human resource Management	3.57	4.37	4.61
Marketing	3.64	4.37	4.77
Measurement technique	4.54	4.20	///
Environmental Protection	4.35	4.24	4.71
English language II	4.52	4.16	4.28
German language I	4.24	4.15	///
Professional internship (Internship diary)	4.23	3.91	4.17
Accounting	4.39	4.05	4.13
Financial Management	4.49	4.12	4.27
Entrepreneurship	4.07	3.89	4.20
Knowledge management and innovation	4.12	///	///
Hydraulics and thermodynamics	///	3.62	///
Product development and technological processes	4.57	4.02	///
Ethics in Business	4.18	4.14	4.12
Database	///	///	4.00
Operations management	///	4.30	4.90
Quality Management	///	4.28	4.30
Product and Pricing	///	4.27	4.75
Product Design	///	///	4.75
CNC technologies	///	///	4.95
Protection and safety at work	///	4.17	4.50
Project management	3.23	4.14	3.90
Re-engineering	///	4.34	3.87
Strategic management	///	4.20	4.17
Business Law	///	4.35	4.90
SMEs and Business Environment	3.60	4.40	3.75
Organizational Behavior	3.31	4.34	///
Transport and forwarding management	///	4.44	3.73
E-business	3.60	///	4.15
Overall average	4.12	4.20	4.23

From the analysis of the data presented in table no. 3 (evaluation of the academic staff / subject), we come to the conclusion that there are some teachers and subjects who received a higher assessment, above grade 4, and there are some teachers and subjects who received a lower rating, below grade 4, based on these findings we recommend that the program management, together with the teachers and the program committee, should commit to increasing the level of professional responsibility by teachers in all subjects which have an evaluation with a grade below 4, making efforts to improve these evaluations in the following years, and at the same time the staff must maintain the teaching level of those subjects that have been evaluated with a grade above 4, having tendencies of continuous improvement, in the report it is noted that some elective courses, which were not selected by the students, were not subject to evaluation, and this issue should also be the subject of discussion at the level of the BME program committee.