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Review of the study program Management of Law and Management of Real Estate and Infrastructure (BA) from students' perspective

College ESLG conducted a program evaluation and distributed the program evaluation form to all bachelor students in writing. The evaluation form is available in the Electronic Grading System and it is mandatory. The College ESLG All students must fill it immediately upon the login.

The survey is composed of five sections. Sections of the survey are as follows:
1. Program Content – composed of five questions with Likert Scale from 1 to 5 (very dissatisfied to very satisfied);
2. Teaching and Assessment - composed of fourteen questions with Likert Scale from 1 to 5 (very dissatisfied to very satisfied);
3. Treatment of students and learning support – composed of six questions with Likert Scale from 1 to 5 (very dissatisfied to very satisfied);
4. Overall evaluation of outcomes – composed of six questions with Likert Scale from 1 to 5 (very dissatisfied to very satisfied);
5. Written comments with three text boxes composed of best feature of the program, the drawback of the program and the part what would you improve in the overall quality of the program;

The present study of program evaluation of students shall focus on each section separately and draw recommendations for each of them, which will be further incorporated in the end in the strategic plan document of the study program. Apart from descriptive statistics, also the multiple regression will be run to see which of the independent variables influences mostly the dependent variable.

PROGRAM CONTENT

For each section the descriptive statistics was run in order to superficially find out which of the aspects of program content influenced mostly the students' satisfaction (those students that were subject to program evaluation). The descriptive statistics analysis was run in SPSS. The statistical analysis has been presented in Table 1.

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Table 1: Descriptive statistics for program content

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Contents and quality of mandatory courses	50	1	5	4.30	1.035	1.071
Contents and quality of elective courses	50	1	5	4.34	.939	.882
Choice of elective courses	50	1	5	4.34	.982	.964
Coherence and progression of contents	50	1	5	4.38	.923	.853
Program content	50	1	5	3.62	.697	.485
Valid N (listwise)	50					

Source: SPSS

In the Grading System, 50 students filled the survey forms for the whole program made mandatory upon login. Questions of the questionnaire were with Likert Scale 1(very dissatisfied), 2 (dissatisfied), 3(somewhat satisfied), 4 (satisfied) and 5 (very satisfied). From the responses, the present report finds out that the coherence and progression of contents contents has the highest mean of 4.38 with the lowest standard deviation of 0.923 and variance of 0.853, followed by contents and quality of elective courses with the mean of 4.34 and standard deviation of 0.939 and variance of 0.882 and choice of elective courses with the same mean of 4.34 and standard deviation of 0.982 and variance of 0.964. The contents and quality of mandatory courses has the mean of 4.30 and program content has the mean of 3.62 and standard deviation of 0.697.

To identify which of these independent variables has the highest effect on students' satisfaction with the program content, we run multiple regression analysis whereby the dependent variable is the program content satisfaction and the other above described variables are independent variables.

Below we show the multiple regression analysis in Table 2

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Table 2. Multiple regression for program content

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.445	.233		1.914	.062
	Contents and quality of mandatory courses	.121	.067	.180	1.801	.078
	Contents and quality of elective courses	.167	.096	.225	1.733	.090
	Choice of elective courses	.198	.073	.279	2.721	.009
	Coherence and progression of contents	.244	.095	.324	2.572	.013

a. Dependent Variable: Program content

From the multiple regression analysis run in SPSS, we find that coherence and progression of contents has the highest beta>0.1 which is 0.244 and t>1.9 which is 2.572, followed by choice of elective courses with b=0.198 and t=2.721, followed next by content and quality of mandatory courses with b=0.121 and t=1.801 which is nearly 1.9 as Nunnally (1969) states (b>0.1 and t>1.9). In the end contents and quality of elective courses has b=0.167 and t=1.733. Thus, the study finds that coherence and progression of contents has the biggest causal effect on the satisfaction of students with the program content, followed by the choice of elective courses. On the other hand, contents and quality of mandatory courses has a nearly strong causal effect as foreseen by Nunnally (1969) followed by contents and quality of elective courses which has a moderate causal effect on the satisfaction of students with the program content because its t falls short of value 1.9.

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TEACHING AND ASSESMENT

Descriptive statistics of satisfaction teaching and assessment is in Table 3.

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Table 3: Descriptive Statistics of Teaching and Assessment

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Useful of lectures for grasping contents	50	2	5	4.50	.789	.622
Usefulness and quality of study materials	50	1	5	4.38	1.008	1.016
Course/workload distribution during the week	50	1	5	4.36	.851	.725
Involving students in staff's research projects	50	1	5	4.28	.948	.900
Opportunities for international cooperation	50	1	5	4.32	1.186	1.406
Clearly defined outcomes	50	1	5	4.28	1.230	1.512
Clearly defined assessment criteria	50	1	5	4.54	.788	.621
Coherence of assessment criteria	50	1	5	4.56	.812	.660
Continuous assessment	50	1	5	4.54	.862	.743
Regular feedback on successfulness in learning	50	1	5	4.62	.725	.526
Schedule of exam periods and other forms of assessment	50	1	5	4.40	1.050	1.102
Number of exam periods	50	1	5	4.42	.906	.820
Methods of assessment (exam implementation)	50	2	5	4.40	.833	.694
Teaching and assessment	50	1	5	3.80	.700	.490
Valid N (listwise)	50					

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	N	Minimum	Maximum	Mean	Std. Deviation	Variance

From the descriptive statistics of teaching and assessment, the regular feedback on successfulness of learning has the highest mean of 4.62 with standard deviation of 0.725 and variance of 0.526 whereas involving students in research projects has the lowest mean of 4.28 and standard deviation of 0.948 and variance of 0.900 and clearly defined outcomes with the mean of 4.28 and standard deviation of 1.230.

Next, we run multiple regression to see which of the independent variables has the highest positive and negative effect on the satisfaction of students with the teaching and assessment.

Table 4: Multiple regression for teaching and assessment

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.174	.415		.419	.678
	Useful of lectures for grasping contents	.540	.163	.609	3.306	.002
	Usefulness and quality of study materials	-.034	.104	-.049	-.326	.747
	Course/workload distribution during the week	-.308	.175	-.374	-1.760	.087
	Involving students in staff's research projects	.287	.118	.389	2.442	.020
	Opportunities for international cooperation	.118	.088	.201	1.347	.186
	Clearly defined outcomes	-.121	.088	-.212	-1.373	.178
	Clearly defined assessment criteria	.032	.156	.036	.206	.838

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Coherence of assessment criteria	.552	.231	.641	2.387	.022
Continuous assessment	.159	.128	.195	1.241	.223
Regular feedback on successfulness in learning	-.133	.179	-.138	-.744	.462
Schedule of exam periods and other forms of assessment	.067	.137	.101	.491	.627
Number of exam periods	-.272	.164	-.352	-1.659	.106
Methods of assessment (exam implementation)	-.091	.131	-.108	-.692	.493

a. Dependent Variable: Teaching and assessment

From the multiple regression run in SPSS, the usefulness of lectures in grasping content has the highest effect on the satisfaction of students with Teaching and Assessment with b=0.54 and t=3.306 both meeting Nunnally (1969) requirement for b>0.1 and t>1.96. On the other hand according to respondents involving students in research projects has the strong causal effect on the satisfaction of students with the Teaching and Assessment with b=0.287 and t=2.442. The third strongest causal effect on the satisfaction of students with Teaching and Assessment is caused by independent variable coherence of assessment criteria with b=0.552 and t=2.387. On the other hand support for international cooperation (b=0.118, t=1.347) and continuous assessment (b=0.159 and t=1.241) have only a moderate effect on satisfaction of students with teaching and assessment. Other independent variables as shown in the Table above have either negative or marginal effect on the satisfaction of students with Teaching and Assessment.

TREATMENT OF STUDENTS AND LEARNING SUPPORT

Next, the study elaborates upon the student satisfaction with the treatment and learning support component. The descriptive statistics has been presented in Table 5.

Table 5: Descriptive statistics for treatment and learning support

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Showing understanding for students' problems	50	1	5	4.56	.760	.578
Encouraging students' self confidence	50	1	5	4.62	.753	.567
Access to teaching staff	50	1	5	4.50	.814	.663
Access to additional mentors	50	1	5	4.62	.780	.608
Consultations with teaching staff	50	1	5	4.54	.838	.702
Student career (employment guidance)	50	1	5	4.32	.891	.793
Treatment of students and support	50	1	4	3.74	.600	.360
Valid N (listwise)	50					

From Table 5, access to additional mentors has the highest mean of 4.62 and standard deviation of 0.780, whereas student career and employment guidance has the lowest mean of 4.32 with standard deviation of 0.891 and 0.793.

Next, we run multiple regression to see which of these independent variables has the highest effect on the satisfaction of students for treatment and learning support.

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Table 6: Multiple regression for Treatment and Learning Support

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.665	.288		2.306	.026
	Showing understanding for students' problems	.024	.125	.031	.193	.848
	Encouraging students' self confidence	-.145	.122	-.182	-1.189	.241
	Access to teaching staff	.369	.127	.501	2.905	.006
	Access to additional mentors	.440	.136	.572	3.229	.002
	Consultations with teaching staff	-.073	.167	-.102	-.436	.665
	Student career (employment guidance)	.063	.100	.094	.629	.533

a. Dependent Variable: Treatment of students and support

From multiple regression analysis, we can notice that access to additional mentors and with b=0.440 and t=3.229 has the strongest causal effect on the satisfaction of students with the Treatment and Learning Support, followed by access to teaching staff with b=0.369 and t=2.905. The rest of independent variables do not meet the requirement of Nunnally (1979) for b>0.1 and t>1.96.

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OVERALL EVALUATION OF THE PROGRAM

Next, the report evaluates the finding of students' responses to the overall evaluation of the program. The descriptive statistics has been presented in Table 7.

Table 7: descriptive statistics for overall evaluation of program

	N	Minimum	Maximum	Mean	Std. Deviation
Fulfillment of your initial expectations	50	1	5	4.32	.978
Study program prepared you for your work	50	1	5	4.42	.906
How much study program prepared you for continuing education in the same field	50	1	5	4.44	.907
Satisfaction with graduates employment	50	1	5	4.44	.929
How demanding was the program	50	1	5	4.30	1.182
Harmonization of ECTS with real workload in various courses	50	1	5	4.44	.760
Overall evaluation of outcomes	50	1	5	3.90	.678
Valid N (listwise)	50				

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The harmonization of ECTS with the real workload the highest mean of 4.44 and lowest standard deviation of 0.760. The independent variable of how demanding the program was has the lowest mean of 4.30.

Next, we run the multiple regression analysis to see the causal effect between independent variables and satisfaction of students with the overall quality of the program.

Table 8: Multiple regression for overall quality of the program

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	1.239	.393		3.156	.003
	Fulfillment of your initial expectations	.039	.196	.056	.200	.843
	Study program prepared you for your work	.133	.222	.178	.600	.551
	How much study program prepared you for continuing education in the same field	-.219	.172	-.293	-1.269	.211
	Satisfaction with graduates employment	.576	.173	.790	3.332	.002
	How demanding was the program	-.066	.103	-.115	-.637	.528
	Harmonization of ECTS with real workload in various courses	.135	.144	.152	.939	.353

a. Dependent Variable: Overall evaluation of outcomes

From multiple regression we can see that satisfaction with graduates employment has the highest b=0.576 and b=3.332 having the highest effect on the satisfaction of students with the overall quality of the program.

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QUALITATIVE ANALYSIS BASED ON WRITTEN COMMENTS

The table of respondents with the written comments on best feature of the program, the biggest drawback of the program and how would they improve the overall quality of the program has been presented in Table 9.

Table 9: Responses of students

Respondent	Best feature of the program	Drawback of the program	What would you improve in the overall quality
R4	The best part of the study program was the lecture , it was really attractive, and we didn't get bored.	It has no drawback from my side.	The Location is so far from the city, thats why sometimes students get late for the class.It would be good if the school has it's own transport for the students.
R8	Case study approach, interactivity, professors and mentors	More practical site visits	Cooperation with industry
R9	Nice	Nice	Nice
R11	Case study approach, project work, modern teaching methods using software	Guest speakers from industry	More memorandum of understanding with private companies to include more guest speakers and to include more practical visits to construction and infrastructure sites.

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R13	The college help's me a lot . I see my self like a good real estate agent . I lean a lot of things here .		Learn with books .. more .
R15	I don have answered	I don have answered	I don have answered
R16	I see the furture	I see the furture	I see the furture
R17	we could easily talk to teachers	none	don;t know at the moment
R22	Perfect	Ekselent	Ekselent
R23	The best features of this program is that this program has a great advantages in the future for us. Because we are expecting to have good opportunities in the future because this program is rare for our contry and needs to be more improved like to have development in real estate. The things that we learned in this program will help us in the future.	The only drawback I think will be that the program that we studied is not very well known and there are not the right laws for management of real estate in our country.	One thing that I will improve is that I would suggest that students need to have books to know where to focus and learn for exams and not use the slide lectures. And I will suggest to have more exams with projects because we learned a lot from research.
R25	Research-based teaching, Interdisciplinary activity	Lack of Site visits in municipal infrastructure course	More guest speakers from the industry Evaluation Panels of student work

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	The content and the structure of the study program, not only covers the bases of the information, but it touches on the real-social aspects of the sector itself. The best features were how the technical applicable tools may be used in the real contexts of the country, its economics and social and cultural acceptances and how tools may be adapted in different environments of governance	Actually, haven't notices any drawbacks, in opposite, I felt the structure of the study program is an "eye opener" for even bigger opportunities. How the technical tools of property evaluations might be restructured in a better way of governance that might contribute toward more efficient and inclusive ways of transparent sector governance. The main gain of this study program was to study the main technical ways and tools of the sector itself, which in a longer term of development might be in-cooperated within other governance systems and processes.	I think, the model of "future predictions" or themes/questions that start with "IF's" were a great tool. My opinion, on the questions with IF's triggered a huge demand and thinking of the future scenarios that might come up in a years of development. And, IF's, also make a link among the - real estate and sector demand and variations, but also the reflections on the society itself, in conjunction with the potential future economical developments of the country itself.
R26			
R28	I grow up proffessionaly in this college !		

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R30	The approach towards the students was excellent. I have truly enjoyed being one of the students and have learned a lot. I particularly liked the element of relating the subject matter to real life problems in the industry, from Professor VIsar Hoxha as well as Professor Hazer Dana. Sharing the work experience in property evaluation and land administration in Kosovo during our lessons, was more than welcome to hear and learn from. This gave us a better understanding of challenges that are to be faced once we enter the market as a workforce. Their tutors were also outstanding in helping the students.	N/A	Perhaps i would prepare a welcome package for the new students, were they would receive information related to recognition of diploma's hence degree's that are to be obtained from your institution, if they are recognized in the EU. Also a clear information on payment methods, per month or in total etc could be something included in the information package. Requirement of TOEFL certification etc. and links to twin institutions (Slovenia) in case students would like to further their studies in the Management of Infrastructure and Real Estate or Energy Efficiency etc.
R34	Cooperation with students	Cooperation with students	Adjustment of lecture schedule
R35	Its uniqueness.	Not a lot of job opportunities	More international cooperation.
R42	schedule of exam periods and other forms of assessment (mid-term exams, essays	To what extent has the study program fulfilled your initial expectations	Regular and clear feedback on successfulness in learning and in exams

R43	The readiness and availability of mentors to help students anytime they need it. I still didn't complete the program... I have another two subjects ongoing the spring semester.	Not enough field visits. Nor any international mentors that would give lectures in specific subjects.	Field visits for specific subjects. Mentors from twinning universities to hold lectures for the students in ESLG.
R46	There is no other college that offers same programs this is best advance.	No comment	No comment
R50	I think that the best feature of the study program is that I learnt something different from what I used to learn in other programs. So, the most important thing is that it is a unique program that wasn't before in Kosovo, which opens new opportunities for youngers to get employed more easily.	I do not see anything as a big drawback, the only thing is that us as students need to learn and exercise more about how to manage real estate.	. When we have work on study papers in groups I prefer no more than 3 students. 2. To visit buildings that are constructed with sustainable materials, (I mean sustainable buildings) because students can see and better understand the importance of program as well. 3. Additional class for real estate valuation subject.

From the qualitative analysis some of the issues are recurring in most of the responses of the students such as project work and problem-based learning, uniqueness of the program, the readiness and availability of mentors, schedule of exams and other forms of assessment, approach of professors towards students, and content and structure of the program as best features of the program. Amongst the drawbacks of the program students identified lack of site visits and practical work as most relevant issued that must be addressed and lack of international mentors and professors. On the other hand, it is the predominant opinion of the respondents that better outreach to private sector, increase of site visits, and practical work are some of the quality issues of the program that must be improved.

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EVALUATION BY PROGRAM DIRECTOR AND RECOMMENDATIONS

The Head of Department Assoc. Prof. Dr. Visar Hoxha after thorough examination of the findings from the students program evaluation, reaches the following conclusions:

PROGRAM CONTENT
Students have the satisfaction with the mean of greater than 4.0 with regards to program content in all the fields.

From multiple regression analysis the following variables have the highest effect on program content satisfaction of students:

- Coherence and progression of contents
- Choice of elective courses

From multiple regression analysis the following variables have a moderate effect:
- Contents and quality of mandatory courses;
- Contents and quality of elective courses;

Recommendation:
- Strengthen the induction course at the admission to explain the students better their expectation within the program so there can be no discrepancy between what they expect and what is delivered in terms of contents of both mandatory and elective courses;

TEACHING AND ASSESMENT

Students have the satisfaction with the mean of greater than 4.0 with regards to teaching and assessment in all the fields.
- Regular feedback on successfulness in learning has the highest mean
- Involving students in research projects has the lowest mean;

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From multiple regression analysis the following variables have the highest effect on teaching and assessment satisfaction of students:

- the usefulness of lectures in grasping content
- involving students in research projects;
- coherence of assessment criteria;

From multiple regression analysis the following variables have the moderate impact:
- Opportunities for international cooperation;
- Continuous assessment;

Other variables do not meet the Nunnally (1969) requirement

Recommendation:
- Increase the research publications of professors with students and make that mandatory in the contract;
- Increase the mobility of students to Nova Univerza to enhance the international cooperation;

TREATMENT AND LEARNING SUPPORT

Students have the satisfaction with the mean of greater than 4.0 with regards to treatment and learning support in all the fields. In this regard
- Encouraging students' self-confidence has the highest mean;
- Student career and employment guidance has the lowest mean

From multiple regression analysis the following variables have the highest effect on treatment and learning support satisfaction of students:
- Access to teaching staff;
- Access to additional mentors;

From multiple regression analysis the following variables have the lowest impact:

- Career and student employment guidance;
- Consultations with teaching staff;
- Encouraging students' self-confidence
- Showing understanding for students' problems;

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Recommendation:
- Strengthen the Office of Career and Employment Guidance;
- Strengthen the learning and support system for the program;

OVERALL QUALITY OF THE PROGRAM

Students have the satisfaction with the mean of greater than 4.0 with regards to overall quality of the program in all the fields. In this regard
- Harmonization of ECTS with the real workload have the highest means and favorable standard deviations;
- Demand of the program has the lowest mean

From multiple regression analysis the following variables have the highest effect on overall quality of the program satisfaction of students:
- Satisfaction with graduates employment;

From multiple regression analysis the following variables have the least effect on overall quality of the program satisfaction of students:

- Fulfillment of your initial expectations;
- Preparation for work;
- Preparation for the continuing education;
- Harmonization of ECTS with real workloads

Recommendation:
- Induction course on explaining every detail of what is expected during the program;
- Strengthen the continuing support during the studies to support students during their employment and furthering their education;

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QUALITATIVE ANALYSIS BASED ON WRITTEN COMMENTS

From the qualitative analysis the recurring issues arise in most of the responses of respondents as best feature of the program:

- Project work;
- Problem-based learning;
- Access to additional mentors;
- Approach of professors towards students;

From the qualitative analysis the recurring issues arise in most of the responses of respondents as the drawback of the program:

- Lack of site visits;
- Lack of international professors and mentors

From the qualitative analysis the recurring issues arise as the most relevant among students responses as what needs improvement in the program:

- Better outreach to private sector;
- Increase site visits;
- More practical programs;

RECOMMENDATION

- Increase the number of memoranda of cooperation with private sector firms and civil society organizations;
- Implement these memoranda of cooperation with more site visits and practical work of students;
- Invite more professors from Nova Univerza and other universities to teach in modules;

Assoc. prof. Dr. Visar Hoxha, Department Head, On **05.02.2020**

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