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Review of the study program Management of Real Estate and Infrastructure (MA) from staff's perspective 2019-2020

College ESLG conducted a program evaluation and distributed the program evaluation form to all existing academic staff in writing. The questionnaire forms were distributed to 20 professors and all 20 replied. The College ESLG will make the program evaluation form mandatory to all academic staff before and they must fill it immediately upon the login before they grade their students.

The survey is composed of five sections. Sections of the survey are as follows:
1. General part – composed of five questions with Likert Scale from 1 to 5 (very dissatisfied to very satisfied);
2. 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 from their perspective as academic staff;

Apart from descriptive statistics, also the multiple regression will be run to see which of the independent variables influences mostly the dependent variable.

GENERAL PART

For each section the descriptive statistics was run in order to superficially find out which of the aspects of overall quality influenced mostly the staff' satisfaction with teaching in the study program. 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 general part

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Quality of learning environment	20	3	5	4.33	.577
Quality of research environment	20	3	5	4.33	.577
Teaching and research workload	20	3	5	4.29	.644
Program structure to support your pedagogical activity	20	3	5	4.43	.598
Resources to achieve expected learning outcomes	20	3	5	4.29	.644
Satisfaction with internal quality procedures	20	3	5	4.43	.598
Support for academic staff excellence	20	3	5	4.14	.655
Academic autonomy	20	4	5	4.71	.463
Staff development opportunities	20	3	5	4.10	.625
Recognition of staff achievement by department	20	3	5	4.38	.590
Overall quality of program	20	3	5	4.33	.577
Valid N (listwise)	20				

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From the responses, the present report finds out that all the responses have the mean higher than 4.0, meaning that academic staff has the high satisfaction with the content, structure, administration, and implementation of the study program. The highest aspect that academic staff scored is the academic autonomy that they enjoy and exercise within the study program with the mean of 4.71 and the lowest is the staff development opportunities.

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

Below we show the multiple regression analysis in Table 2

Table 2. Multiple regression

From the multiple regression analysis run in SPSS, we find that coherence and progression of contents has the highest beta>0.1 which is 0.383 and t>1.0 which is 1.438, followed by contents and quality of elective courses with B=0.255 and t=1.013, followed next by fulfillment of your expectations by the program with B=0.163 and t=0.925. 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 contents and quality of elective courses, and fulfillment of your expectations by the program. On the other hand choice of elective courses has a negative impact on the program content satisfaction.

Table 2: Multiple regression of effect of independent variables on satisfaction of staff

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.005	3.079		1.301	.222
	Quality of learning environment	.446	.372	.446	1.199	.258
	Quality of research environment	-.277	.327	-.277	-.847	.417

Teaching and research workload	.141	.302	.158	.468	.650
Program structure to support your pedagogical activity	-.040	.302	-.042	-.134	.896
Resources to achieve expected learning outcomes	-.268	.322	-.299	-.833	.424
Satisfaction with internal quality procedures	-.247	.404	-.256	-.613	.554
Support for academic staff excellence	.002	.317	.002	.005	.996
Academic autonomy	-.171	.621	-.137	-.275	.789
Staff development opportunities	.357	.336	.387	1.063	.313
Recognition of staff achievement by department	.171	.366	.175	.467	.650

a. Dependent Variable: Overall quality of program

According to Nunnally (1979), if b>0.1 and t>1.96 then the independent variable is considered to have a significant causal effect on the dependent variable. From Table 2, we can see that quality of learning environment with b=0.446 and t=1.199 and staff development opportunities with b=0.357 and t=1.063 are said to have a mild causal effect on the overall satisfaction of staff with the quality of the program.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.550[a]	.302	-.395	.682

a. Predictors: (Constant), Recognition of staff achievement by department, Academic autonomy, Program structure to support your pedagogical activity, Quality of research environment, Quality of learning environment, Teaching and research workload, Resources to achieve expected learning outcomes, Support for academic staff excellence, Staff development opportunities, Satisfaction with internal quality procedures

From R square table we can notice that the answered variables have only 50 % of effect altogether on the satisfaction of staff with the overall quality of the program, and 50 % depends on other variables, that are not subject to this review.

Since the quantitative analysis explains only 50 % of variables that have an effect ion the satisfaction of staff with the overall quality of the program, we run also qualitative part through the written comments part.

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 4: Responses of staff

Respondent	Best part of program	Drawback of the program	What would you improve in the overall quality of the program
R1	Program structure		
R2	Study structure, academic autonomy, learning environment	Only few researches for the program	More support for allocation of more resources for the program
R3	Project work, Research-based teaching	Some professors hesitant to practise research work and case studies	Add weight to research-based teaching

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R4	Uniqueness of the study program		
R5	Applying software in teaching, energy performance simulations	Technical problems with software	Increase field research in the courses of Sustainable Architecture, facilities. Increased practical work in the field.
R6	Diversity of program (law, economy, management)	More research articles in regional level	More research papers by students and internships for students
R7	Uniqueness of the study program, students are knowledge oriented	More field work	Have people from relevant industry to teach some of the courses
R8	Comparison of real estate with sustainable architecture	Kosovo not a good case study to be used for sustainability	Study vitits in EU
R9	Diversity of courses, Research based teaching		More research projects less exams
R10	Law property and cadastre combination	More property registration practise in cadastre	Better cooperation with Cadastral Agency of Kosovo
R11	Research-based teaching, interdisciplinary activity	Lack of extension of IA in all courses	Invite experts from industry to evaluate project work of courses. Mixed professorial and industry expert panels
R12	Research		Guest speakers from industry

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R13	Ability to combine theory with real time projects	Lack of literature in Albanian language	More support from Ministry of Education in the field of research
R14	No comment	No comment	No comment
R15	No comment	No comment	No comment
R16	No comment	No comment	No comment
R17	No comment	No comment	No comment
R18	No comment	No comment	No comment
R19	No comment	No comment	No comment
R20	No comment	No comment	No comment

From the qualitative analysis some of the issues are recurring in most of the responses of the staff such as project work and research-based teaching, sustainability component, interdisciplinarity of the program or combination of courses as the best features of the program. Amongst the drawbacks of the program staff identified lack of site visits, more field work, and more research within the program as most relevant issued that must be addressed. On the other hand, it is the predominant opinion of the respondents that more industry experts participating as guest lecturers, more application to research grants, and more research-oriented teaching activity should be used to substitute for the classic examinations.

EVALUATION BY PROGRAM DIRECTOR AND RECOMMENDATIONS

The program director Assoc. Prof. Dr. Visar Hoxha after thorough examination of the findings from the staff program evaluation, reaches the following conclusions:
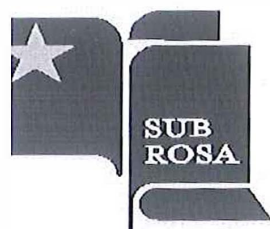
PROGRAM CONTENT
Students have the satisfaction with the mean of greater than 4.0 in all aspects of quality of the program. The highest important aspect is:
- Autonomy of teaching staff;

The lowest aspect although with the mean higher than 4.0:

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- Staff development opportunities;

From multiple regression analysis the following variables have the highest effect on staff satisfaction:

- Quality of learning environment;
- Staff development opportunities;

Recommendation:
- Strengthen the staff development through habilitation at Nova Univerza so staff feels more motivated;
- Allocation of more resources to staff development and research through habilitation and promotion to higher titles at Nova Univerza or internally according to Kosovo Law on Higher Education;

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;
- Research-based teaching;
- Sustainability component;
- Uniqueness of program;
- Interdisciplinarity of the program and combination of courses

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 industry experts participating as guest speakers;
- More research collaboration between academic staff within the program;

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 for having them as industry guest speakers;
- Increase site visits;

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- More research-based teaching instead of examinations;

RECOMMENDATION

- Increase the weight of research as a teaching assessment in all the courses of the program;
- Establish a pool of industry experts to be invited as guest speakers and participate in the Industry Panel which will evaluate project work of students in relevant courses together with professors;

Assoc. prof. Dr. Visar Hoxha, Program Director _____ **15.09.2020**

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