College ESLG

Review of the study program Management of Real Estate and Infrastructure (MA) from students' perspective 2020-2021

College ESLG conducted a program evaluation and distributed the program evaluation form to all existing master students in writing. The same evaluation form is also available in the Electronic Grading System but it is not mandatory. The College ESLG will make the program evaluation form mandatory to all students before and they 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.

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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.

Table 1: Descriptive statistics for program content

<div align="center">Descriptive Statistics</div>

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Contents and quality of mandatory courses	69	1	5	4.57	.831	.691
Contents and quality of elective courses	69	1	5	4.65	.801	.642
Choice of elective courses	69	1	5	4.58	.830	.688
Coherence and progression of contents in various courses and various years of study	69	1	5	4.58	.793	.630
Valid N (listwise)	69					

Source: SPSS

69 students responded to program survey via mandatory Electronic Grading System, which automatically pops up upon login in the end of academic year. 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 contents and quality of elective courses has the highest mean of 4.65, which was not the case with previous years evaluations. Given the fact that the content and quality of elective courses was included in the Strategy for Quality Improvement and in the Action Plan for Improvement of Quality and was also monitored twice a year in 2019/2020, this aspect improved the satisfaction of students. Other elements have pretty same satisfaction rate, which shows the satisfaction of students with respect to program content exceeding the 90 %.

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TEACHING AND ASSESMENT

Descriptive statistics of satisfaction teaching and assessment is in Table 2.

Table 2: Descriptive Statistics of Teaching and Assessment

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
The degree to which the study program contents fulfilled your expectations	69	1.0	5.0	4.623	.8063
Usefulness of lectures for understanding required contents	69	1.0	5.0	4.638	.8220
Usefulness and quality of study materials	69	1.0	5.0	4.565	.8310
Course and workload distribution during the week	69	1.0	5.0	4.623	.8243
Involvement of students in teaching staff's research projects	69	1.0	5.0	4.638	.7664
Opportunities for international cooperation	69	1.0	5.0	4.565	.8131

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Clearly defined course outcomes, i.e. which knowledge and skills the students should have acquired by the end of the course	69	1.0	5.0	4.667	.7796
Clearly defined assessment criteria	69	1.0	5.0	4.638	.7854
Coherence of assessment criteria in different courses	69	1.0	5.0	4.594	.8282
Continuous assessment in courses during the semester	69	1.0	5.0	4.623	.8243
Regular and clear feedback on successfulness in learning and in exams	69	1.0	5.0	4.609	.8264
Schedule of exam periods and other forms of assessment (mid-term exams, essays, research	69	1.0	5.0	4.638	.8220
Number of exam periods	69	1.0	5.0	4.464	.9006
Methods of assessment (exam implementation)	69	1.0	5.0	4.580	.8472
Valid N (listwise)	69				

From the descriptive statistics of teaching and assessment, Clearly defined course outcomes, i.e. which knowledge and skills the students should have acquired by the end of the course have the highest mean of 4.668. This is because the College ESLG underwent constructive alignment of learning outcomes with learning activity and assessment methods, and professor of College ESLG have become more seasoned in

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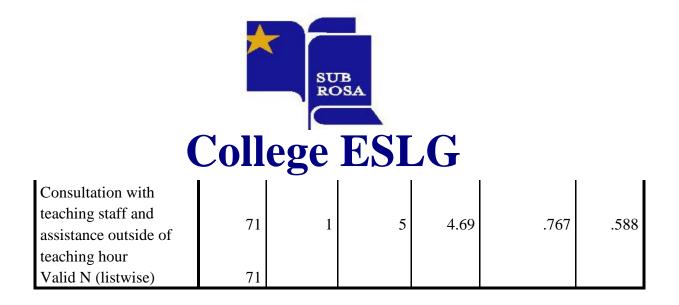**M**: 045 456 666
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mapping program and course learning outcomes and align them with the learning activity and assessment methods. The constructive alignment was part of Strategy for Quality Improvement for year 2019/2020, hence the clearly defined course learning outcomes enjoy the highest satisfaction among students. Number of exam periods has the lowest mean of 4.464 with standard deviation of 0.9006. All other aspects of teaching and assessment have the mean higher than 4.5, which is 90 % satisfaction rate. High satisfaction rate was achieved due to quality improvement strategy one year before with the follow-up action plan, which implementation was monitored twice a year.

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 3.

Table 3: Descriptive Statistics of Treatment of Students and Learning Support

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Overall satisfaction with the implementation of the study program	71	1	5	4.63	.779	.607
Showing understanding for students' problems and obligations outside the study program	71	1	5	4.69	.785	.617
Encouraging students' self-confidence	71	1.0	5.0	4.70	.7854	.617
Access to teaching staff	71	1.0	5.0	4.662	.7918	.627
Access to additional mentors	71	1	5	4.56	.823	.678

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Consultation with teaching staff and assistance outside of teaching hour	71	1	5	4.69	.767	.588
Valid N (listwise)	71					

From Table 3, encouraging students' self-confidence has the highest mean of 4.70 with standard deviation of 0.785 and variance of 0.617. Access to additional mentors has the lowest mean of 4.56, which although lower than others is still higher than 4.5 or 90 %. Encouraging self-confidence of students is as a consequence of Strategy for Quality Improvement of last year where trainings for academic staff were included and held such as Socratic Teaching Methods, which definitely increases the self-confidence of students.

OVERALL EVALUATION OF THE PROGRAM

Next, the report evaluates the finding of students' responses to the overall evaluation of the program. The descriptive statistics have been presented in Table 4.

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Table 4: Descriptive Statistics of overall evaluation of the program

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Student career (employment) guidance	68	1	5	4.69	.797	.635
To what extent has the study program fulfilled your initial expectations	68	1	5	4.63	.809	.654
To what extent has the study program prepared you for work in the field?	68	1	5	4.62	.847	.717
To what extent has the study program prepared you for continuing education in the same field?	68	1	5	4.72	.789	.622
How satisfied are you with employment opportunities for graduates?	68	1	5	4.59	.833	.694
How demanding was the program?	68	1	5	4.63	.913	.833
Have the ECTS been harmonized with the real workload in the courses?	68	1	5	4.69	.815	.664
Valid N (listwise)	68					

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The part of To what extent has the study program prepared you for continuing education in the same field has the highest mean of 4.72 with standard deviation of 0.789 and variance of 0.622. This is because many learning outcomes of the program were clearly defined with the consultation of the industry and Supervisory Board of Licensing of Real Estate Appraisers. The lowest mean is with satisfaction with employment opportunities which is 4.59, although it is higher than 4.5 and 90 %.

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 5.

Table 5: Responses of students

Respondent	Best feature of the program	Drawback of the program	What would you improve in the overall quality
R1	It is a new direction with prespective	All good	The unique
R2	Research work, case studies, innovative lectures in terms of student approach, and the importance of SUSTAINABILITY in managing infrastructure and real estate! I loved it!	N/A	N/A
R3	The	On of the drawback in the	What I

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	proffessionalism of professors and the willingness they showed in providing us with different study materials for the preparation of exams.	study program from my point of view was this pandemic situation, wich brought difficulties that resulted in not being able to meet and discuss with fellow students, we met online but that wasn't the same.	would improve, would be the software programs that are installed in the college computers, I would pay and renew the license, because when we had to use the software, anything that we worked on during the day, we had to save and export it as a word document, and the next day we had to work on it from the begining.
R4	Knowing what to expect in our future jobs.	im not sure about this.	Lecture

The qualitative analysis shows that too few students filled the qualitative comment boxes and none of them filled the box, in which they identify the drawbacks of the program, with exception to one student who saw the pandemics as a problem and saw the need of meetings between students and professor.

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EVALUATION BY QA OFFICE AND RECOMMENDATIONS

The QA Manager 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 4.5 with regards to all aspects of program content.

Recommendation:
- No recommendation

TEACHING AND ASSESMENT

Students have the satisfaction with the mean of greater than 4.5 with all aspects of teaching and assessment, apart from number of exam periods, which had only satisfaction of 4.464, slightly lower than 4.5.

Recommendation:
- Review the Statute of College ESLG and increase the number of extraordinary exam periods;

TREATMENT AND LEARNING SUPPORT

Students have the satisfaction with the mean of greater than 4.5 with regards to all treatment and learning support aspects. The lowest mean is achieved with access to additional mentors 4.56, although it is higher than 4.5, or 90 %.

Recommendation:
- Strengthen access to additional mentors and tutors via different programs. One program is Learning to Learn Tutors Program, where excellent students tutor their peers with sub-optimal achievement;

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OVERALL QUALITY OF THE PROGRAM

Students have the satisfaction with the mean of greater than 4.5 with regards to all aspects of overall quality of the program. The lowest mean is achieved with the satisfaction of students with employment opportunities for graduates, which is 4.59, although it is higher than 4.5.

Recommendation:
- Increase students' links with the companies of the industry;

QUALITATIVE ANALYSIS BASED ON WRITTEN COMMENTS

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

- Pandemics;

RECOMMENDATION
- In 2021/2022 explore the possibility of hybrid teaching, where lectures will be online and exercises will be held physically;

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