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

College ESLG conducted a program evaluation and distributed the program evaluation form to all existing academic staff in writing. The questionnaire forms were filled by 10 course bearers of the MA program. The forms are mandatory and are filled by staff immediately upon the login before they grade their students in the end of academic year.

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
How satisfied are you with the overall learning environment of the study program	10	4	5	4.70	.483
How satisfied are you with the overall research environment of the study program?	10	4	5	4.60	.516
How satisfied are you with how teaching and research workload is allocated for the staff within the program?	10	4	5	4.10	.316
How satisfied are you with how well the study program is structured to enable you to excel in your pedagogical activity?	10	3	5	4.50	.707
How satisfied are you with existing resources to achieve the expected learning outcomes?	10	4	5	4.70	.483
How satisfied are you with internal quality procedures of the study program?	10	3	5	4.20	.632

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How satisfied are you with the support provided for academic staff success and excellence?	10	4	5	4.20	.422
How satisfied are you with the academic autonomy within the study program?	10	4	5	4.60	.516
How satisfied are you the staff development opportunities within the study program?	10	3	5	4.40	.699
How satisfied are you with how well the department recognizes the staff achievement?	10	4	5	4.40	.516
How satisfied are you with the achievement of the overall study program objectives and learning outcomes?	10	4	5	4.60	.516
Valid N (listwise)	10				

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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 are the following:

- How satisfied are you with the overall learning environment of the study program with the mean of 4.70 and
- How satisfied are you with existing resources to achieve the expected learning outcome with the mean of 4.70;

Whereby the academic staff is the least satisfied with the teaching and research workload allocated for the staff within the program with the mean of 4.10

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 of staff with the realization of objectives and learning outcomes 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 of effect of independent variables on satisfaction of staff

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	-1.667	.000	
	How satisfied are you with the overall learning environment of the study program	.667	.000	.624
	How satisfied are you with how teaching and research workload is allocated for the staff within the program?	-1.000	.000	-.612
	How satisfied are you with how well the study program is structured to enable you to excel in your pedagogical activity?4	-.333	.000	-.456
	How satisfied are you with existing resources to achieve the expected learning outcomes?	1.602E-15	.000	.426
	How satisfied are you with the support provided for academic staff success and excellence?	1.333	.000	1.089

How satisfied are you with the academic autonomy within the study program?	1.000	.000	1.000
How satisfied are you the staff development opportunities within the study program?	-.333	.000	-.451
How satisfied are you with how well the department recognizes the staff achievement?	-7.355E-16	.000	.000

According to Nunnally (1979), if b>0.1 then the independent variable is considered to have a significant causal effect on the dependent variable. From Table 2, we can see that all independent variables affect the overall satisfaction of staff with the realization of objectives and learning outcomes within the program, whereby support for academic success has the highest b= 1.089, followed by autonomy of staff with b=1.000, whereby the least beta is achieved with the satisfaction of staff with the resources to achieve the realization of objectives and learning outcomes, although access to resources also has a significant effect on the overall satisfaction of staff with the quality of the program.

EVALUATION BY PROGRAM DIRECTOR AND RECOMMENDATIONS

QA Manager after thorough examination of the findings from the staff program evaluation, reaches the following conclusions:

GENERAL PART
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:
- overall learning environment of the study program with the mean of 4.70 and
- existing resources to achieve the expected learning outcome with the mean of 4.70;

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The lowest aspect although with the mean higher than 4.0:
- Staff teaching and research workload with the mean of 4.10;

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

- Support for academic success;
- Autonomy;

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

- Resources in the achievement of learning outcomes;

Recommendation:
- Better allocation of teaching to research workload for senior professors. Better allocation of junior assistants to assist senior professors in both teaching and research;
- Map the resources with the achievement of learning outcomes;

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