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THE QUALITY ASSURANCE IN UNIVERSITIES. Methodologies and tools.

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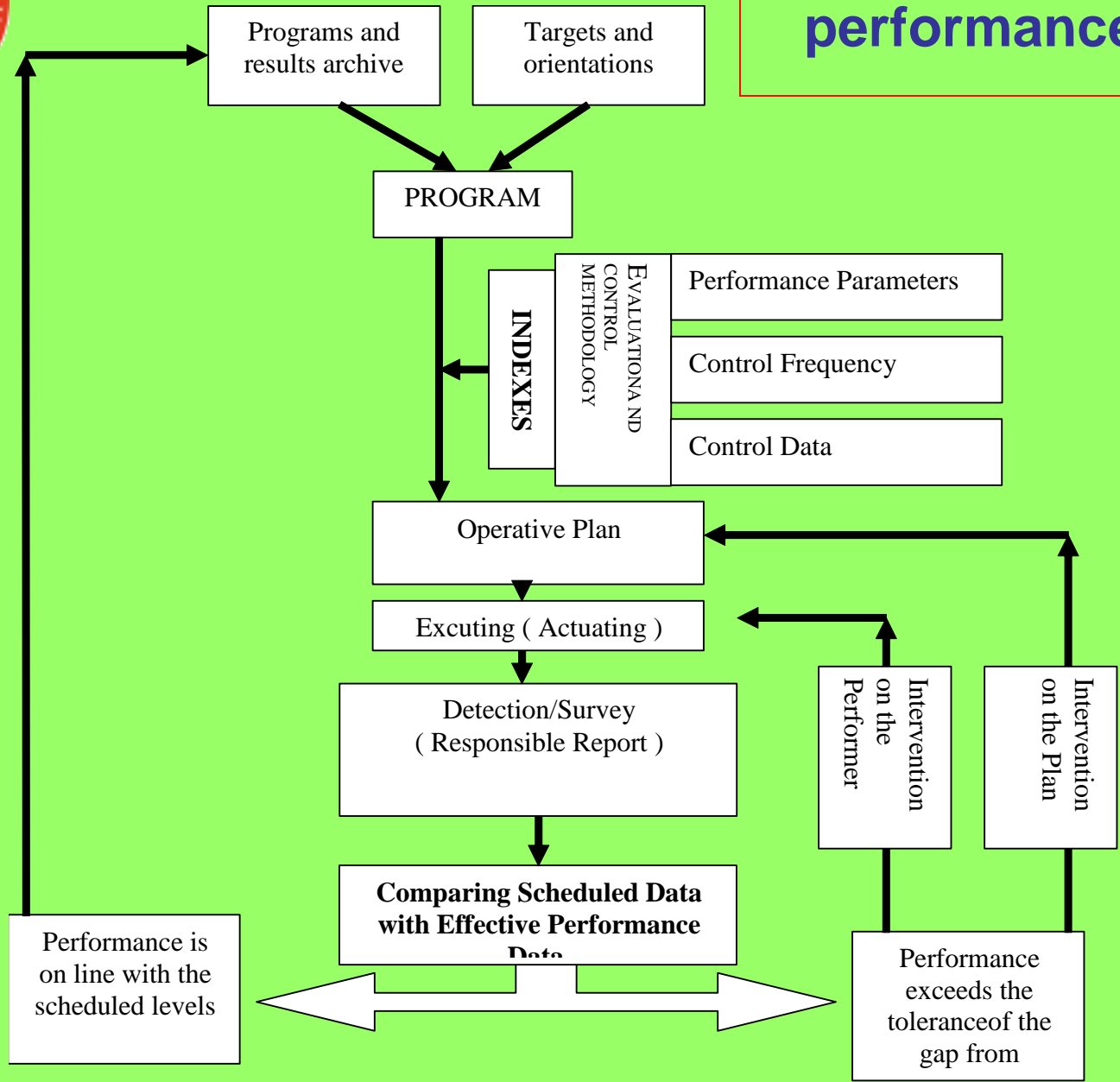


Universities attractiveness

- University renown
- Career expectations
- Appeal for Students
- Favourable location



The process of performances control.





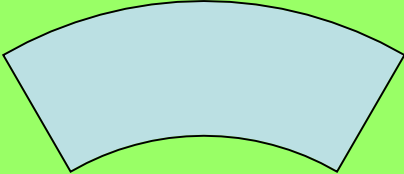
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Critical Topics for Universities

- **Scarce Results compared to Expectations**
- **High costs and waste of resources**
- **Self referenced evaluations**



Basic Performance Indexes



EFFECTIVENESS
Results / Objectives

EFFICIENCY
Results / Resources



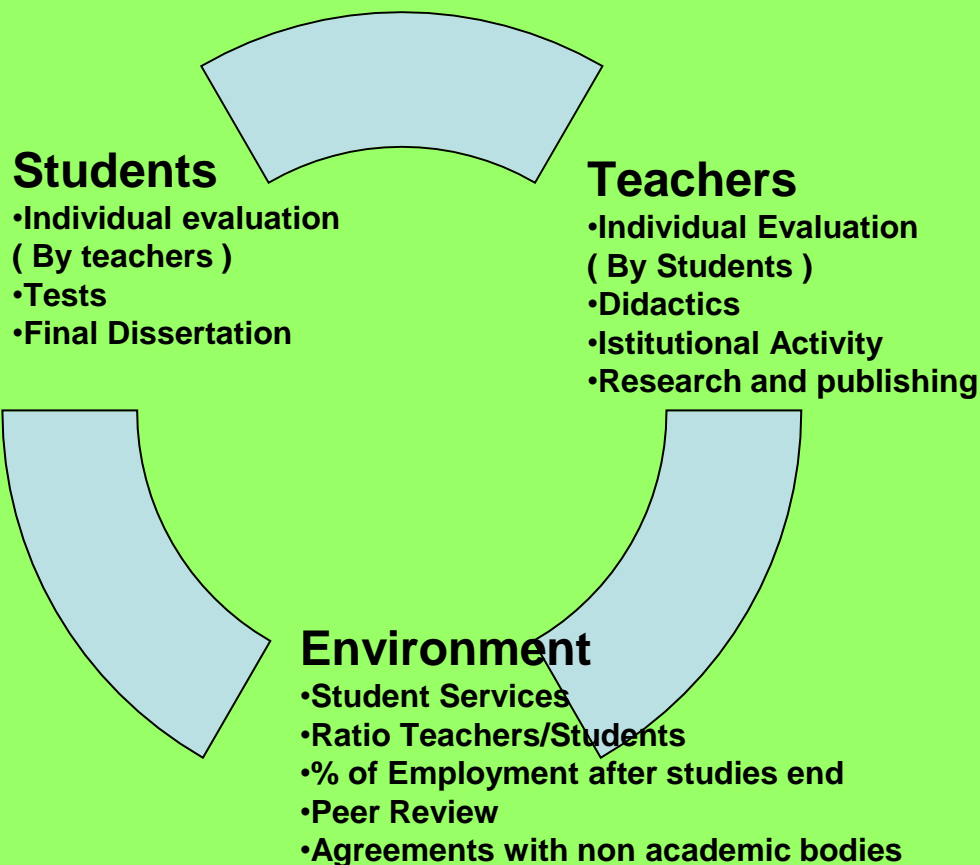
ADEQUACY
Resources / Objectives

Quality



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Main Sources for a Survey on Universities Quality





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Locate correctly the Quality Assurance Indexes

EFFECTIVENESS
Students
Evaluation

EFFICIENCY
Teachers
Evaluation

ADEQUACY
Third Part
Evaluation



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The Performance main Perspectives

- **Effective Performance**
 - Calculated on the basis of objective indexes
- **Perceived Performance**
 - Derived from subjective evaluations (Like from questionnaires)

The survey and control templates (Students).

DOCSMESQuest1



Regional Joint Doctoral Programme in Entrepreneurship and SME Management for Western Balkan Countries
Tempus Project 510993-TEMPUS-1-2010-1-IT-TEMPUS-JPCR
Quality Monitoring.

Lecture

Teacher

Data

Please express Your agreement crossing the correspondent answer

	No	More No than Yes	More Yes than No	Yes
The PHD whole organization (scheduling, calendar, agenda) is acceptable for You ?				
Do You receive or was made available on WEB the Lecture Materials ?				
Lecture materials concerned the lecture subject ?				
The materials were clear				
Lecture was coherent with PHD objectives ?				
Subjects lectured were managed in an exhaustive approach ?				
The teacher try to involve You in the Lecture Subject ?				
Do You consider the Lecture subject difficult ?				
Classroom premises were working and adequate to lecture objectives ?				
Teacher used english Language during the Lecture ?				



The survey and control templates (Teachers).

EVALUATION FORM FOR LECTURERS

name and surname of the lecturer (Emri dhe mbiemri i mësuesit):	University/Faculty/department (Universiteti/Fakulteti/Departamenti):	
name of the course (Emri i lëndës):	Academic year (Viti akademik):	Semester (Semestri):

SA-strongly agree
(plotësisht pajtohem)

A-agree
(pajtohem)

D-disagree
(nuk pajtohem)

SD-strongly disagree
(nuk pajtohem aspak)

Questions (Pyetje)	SA	A	D	SD
Timetable of the lectures has been announced well in advanced ?. (Orari i ligjëratave është shpallur me kohë në Universitet).				
Teacher has been informed in time about the lectures timetable. ?. (Mësuesi është informuar me kohë në lidhje me orarin e mbajtjes së ligjëratave).				
Room to hold the classes has been adequate for the lecture. (Salla e mbajtjes së mësimin ishte adekuate për lëndën).				
Room has been well-equipped with the necessary infrastructure to hold the lectures successfully (i.e. computer, projector, blackboard, chairs, tables) (Salla ka qenë e pajisur me të gjitha mjetet për mbajtjen e mësimin, p.sh. kompjuter, projektor, tabelë, numër të mësuesishëm të karrigeve dhe tavolinave).				
Administration of the University has been cooperative, punctual and effective on delivering all the information and support to successfully hold the lectures. (Administrata e Universitetit ka qenë bashkëpunuese, e saktë dhe efektive në dhënien e të gjitha informatave dhe mbështetjes për mbajtjen e suksesshme të ligjëratave).				
Students demonstrate an active interest for the lecture subject				
Students interact with the teachers				
Students demonstrate to grip the english language				

The survey and control templates (External Evaluators).

DOCSMESQuestPR



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Peer Review Committee Member Evaluation Template

Data

Please express Your agreement crossing the correspondent answer

	No	More No than Yes	More Yes than No	Yes
Do You receive enough information about Your Duties and the Methodology to apply ?				
Do You receive or was made available on WEB feasible information about the PHD				
Project and PHD Director staff was available to support your job ?				
The scheduling of Your activities was clear				
PHD Program was coherent with DOCSMES Project objectives ?				
The quality of the connection was :				
The project Governance was on line with EACEA orientations				
Quality assurance tools (Questionnaires) was well prepared ?				
Quality assurance data were elaborated and available in a clear way ?				



Data Summary (Teachers)

DOCENTI			EZ
Academic staff items	1st/2nd semester score (A)	Maximum score (B)	A / B
Timetable of the lectures has been announced well in advanced ?	69	72	95,8
Teacher has been informed in time about the lectures timetable. ?.	69	72	95,8
The room to hold the classes has been adequate for the lecture.	65	72	90,3



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QA Hypothesis

PERCEIVED PERFORMANCE

- Teaching Efficacy : From Students
- Teaching Efficiency : From Teachers
- Teaching Adequacy : From External AUDIT

EFFECTIVE PERFORMANCE

$$Ad = Ec / Ez$$



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Comparison between Effective and Perceived Performance

An example

Level of quality	Value
EFFECTIVE ADEQUACY	1,02
PERCEIVED ADEQUACY	0,875
Gap $Ad_p - Ad_e$	-0,14



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CONCLUSIONS

- According to previous researches on Projects the Perceived Performance normally is lower than the Effective
 - Owing to the involvement of participants in activities and problems connected
 - Owing to the different perspective coming from the in going evaluation compared with the evaluation expressed after the project expires



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References

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