



STUDY TRENDS ANALYSIS WITHIN UNIVERSITIES AND QA AGENCIES

University of Alicante

1 STUDY TRENDS ANALYSIS WITHIN UNIVERSITIES AND QA AGENCIES

1.1 Analysis of results

Target

Under the CUBRIK project, a questionnaire, which was designed by UA and in collaboration with the Erasmushogeschool Brussel (Ehb), was distributed to the consortium universities:

- Bosnia and Herzegovina
- Serbia
- Macedonia

The main aim of this survey was to collect information on the indicators used to measure the success and quality of their study programmes in the targeted universities. The universities that took part in this survey are presented in the table below:

BOSNIA AND HERZEGOVINA	SERBIA	MACEDONIA
University of Banja Luka	University of Kragujevac	University "St Kliment Ohridski" - Bitola
University of Mostar	University of Nis	State University of Tetova
University of Tuzla	University of Novi Sad	
University of Zenica		

The results of this activity have been analysed by the University of Alicante, coordinator of the project. Apart from the targeted universities in these three countries, the quality agencies from Serbia, Serbian Accreditation and Quality Evaluation Commission (CAQA) and Erasmus School Brussels (EhB) also returned the questionnaire so as to compare the results. Hence, the total number of respondent is 13.

The respondents are Vice-Rectors, presidents of quality assurance board or head of internal evaluation committee at his/her university who are able to provide comprehensive information on the topic for this analysis because they are working on or supervising the Quality Assurance at the university level on a daily basis.

Apart from the personal data of the respondent, the questionnaire is consisted of the following areas:

Most of the target institutions answered that the indicators they use in most of the cases are:

- Compulsory data to be collected
- The level of information being gathered

- Methodology of data collection
- Difficulties during the data collecting process

In the following sections, we will discuss the common and distinctive results in each area.

Results

○ Indicators used

Which indicators are used by your institution to check the quality of Study Programmes?

Each university tends to have a particular set of indicators to evaluate the quality of the study programmes regardless sitting in the same country. However, there exist some common indicators applied among the three countries when priority has to be given to five of those on their own list, namely, graduation rate, infrastructure/ facilities, student satisfaction, quality and qualification of teachers, employability and competency.

INDICATOR	NO. OF UNIVERSITY APPLIED THIS INDICATOR
Graduation rate	5
Infrastructure/ facilities	4
Student satisfaction	3
Quality and qualification of teachers	2
Employability	2
Competency	2

As shown on the table above, the quality of study programmes would be defined by the graduation rate in five universities out of 11, followed by the infrastructure or facilities provided by the university that were considered as a key indicator by four respondents. Three universities considered student satisfaction is a crucial indicator while quality and qualification of teachers, employability and competency gained support from two universities respectively.

Meanwhile, the CAQA and EhB have listed the followings as the most important indicators (listed in no particular order):

CAQA	EHB
Competencies of graduated students	Satisfaction of students concerning course units
Curriculum	Experience of study time
Admission of students	Study programme
Teaching staff	Competencies and facilities
Organizational and material resources	

○ Compulsory data to be collected

Which indicators are obligatory for the institute to collect?

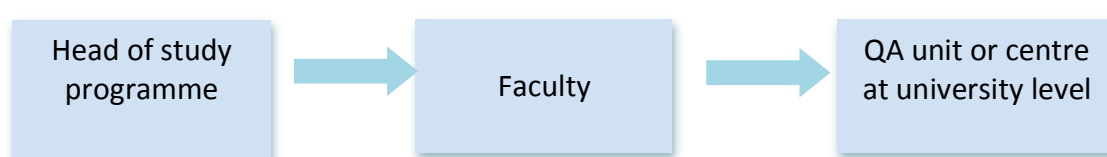
There exists some compulsory data to be collected according to the legal government request, internal quality assurance system and accreditation system. On the basis of legal requirement, it varies from country to country but it is restricted by the relevant law as pointed out by the University of Banja Luka.

The **number of students** was found common in the Serbian universities and according to the CAQA, the structure of the study programme is essential. On the other hand, a similar list of indicators was produced by the Macedonian universities.

- **The level of information being gathered**

On which level is the information gathered and by whom?

The majority of the group appointed the head of the study programme to collect data and send it to the correspondent faculty. After processing the data, analysis or report would be sent to the unit or centre for quality assurance at the university level for further assessment.



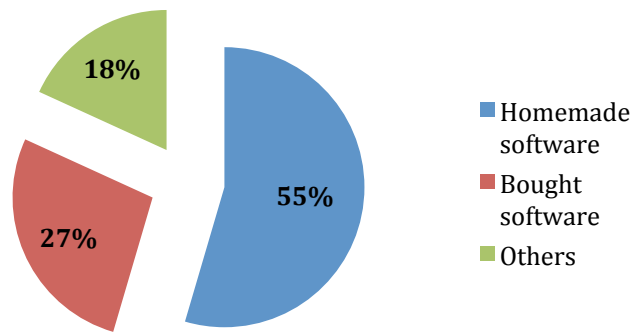
However, it is not the only approach. Three universities collect data through their QA committee or unit at the university level without going through the first two steps as shown above. On the other hand, no data collection or process would be done at the university level at the University of Novi Sad since it is not an integrated university and each faculty is responsible for their own assessment and evaluation.

- **Methodology in data collection**

How is data gathered (Bought software, 'homemade' software)?

In respect to the methodology in data collection, the graph below shows that over 55% of the respondent has a tailor-made software to process the collected data, while 27% bought existing software on the market to analyze the questionnaires. The rest of the universities tend to apply a diverse methodology in collection data, for instance, through collection of written reports or the each faculty at the universities decides how the data to collected.

Methodology in data collection



○ Difficulties during the data collecting process

Which problems do you experience in gathering and processing the information?

All respondents encounter various difficulties in gathering and processing data due to various constraints and limitations. The main concern lies on having unique software for the entire university in data collection and processing. As shown in the graph below, more than 64% respondent revealed that the distinctive software in data collection and processing led to a problem of comparison and analysis between faculties or departments.

Besides, the lack of database and the absence of a unique quality assurance system within the university are also at their concerns. Other than the objective factors, low response rate of student's questionnaires and shortage of staff are also the barrier of data processing.

Difficulties in gathering and processing data

