

REPORT

First Semester Questionnaires in Bachelor's Studies

Academic Year 2024 – 2025

Introduction

The Quality Assurance Unit (QAU) at the Canadian Institute of Technology (CIT), in collaboration with the Faculty of Engineering and the Faculty of Economy, conducted comprehensive bachelor student surveys during the Fall 2024-2025 academic year. These surveys aimed to systematically evaluate key aspects of the academic experience, including the quality of courses, instructors, and overall educational delivery. The primary objective was to gather feedback to support the continuous improvement of academic programs and maintain the high standards of teaching and learning at CIT.

The feedback collected from 242 bachelor students provides insights into the effectiveness of the course content, teaching methodologies, workload management, and the level of support provided to students throughout their studies. The results will inform decision-making at various levels and help ensure that CIT's educational offerings remain aligned with best practices in higher education.

Survey Overview

The QAU conducted a comprehensive survey targeting undergraduate students from both, the Faculty of Engineering and the Faculty of Economy. The questionnaire, designed to assess key aspects such as teaching quality, course content, academic support, and the overall learning environment, was distributed through Google Drive, ensuring complete anonymity for the participants.

A total of 242 students took part in the survey, and their responses were meticulously analyzed to uncover trends and insights. The final, detailed report was then shared with the deans of the respective faculties—Engineering and Economics—as well as the rector of CIT for further review and consideration.

Participation

No.1		
<i>Participation</i>		
	Number of students	Number of responses
Participant in the questionnaire	242	1210
Faculty of Engineering	176	880
Faculty of Economy	66	330

No.2	<i>Participation According to the Program</i>
•	BSc in Computer Engineering and Information Technology: 60 students
•	BSc in Software Engineering: 84 students
•	BSc in Telecommunication Engineering: 25 students
•	BSc in Robotic and Mechatronic Engineering: 19 students
•	BSc in Business Administration: 10 students
•	BSc in Business Administration & IT: 17 students
•	BSc in Finance and Accounting: 8 students
•	BSc in Artificial Intelligence and Data Science: 5 students
•	BSc in Electronics Engineering; 8 students

No.3	Number of Responses According to the Program
•	BSc in Computer Engineering and Information Technology: 300 responses
•	BSc in Software Engineering: 420 responses
•	BSc in Telecommunication Engineering: 125 responses
•	BSc in Robotic and Mechatronic Engineering: 95 responses
•	BSc in Business Administration: 50 responses
•	BSc in Business Administration & IT: 85 responses
•	BSc in Finance and Accounting: 40 responses
•	BSc in Artificial Intelligence and Data Science: 25 responses
•	BSc in Electronics Engineering; 40 responses

These results reflect a strong level of engagement from students across all disciplines, providing a representative sample of the overall student population.

Survey Focus and Methodology

The surveys were designed to assess both course quality and instructor performance, with specific questions focused on evaluating the following:

- **Course Evaluation:**
 1. Clarity and relevance of course expectations and syllabus
 2. Effectiveness of course materials, including textbooks and supplementary resources
 3. Appropriateness of workload and comparability to other courses
 4. Contribution to students' knowledge and skill development
- **Instructor Evaluation:**
 1. Timeliness and organization of class sessions
 2. Instructor preparedness and engagement with students
 3. Quality of teaching, including clarity of instruction and respect for course syllabus
 4. Availability for student support (office hours, responsiveness to student needs)
 5. Encouragement of student participation and fostering a respectful classroom environment

Findings

1. Academic Support

A significant portion of students reported that academic support, particularly related to practical skills development (e.g., programming, technical exercises, and lab work), was well facilitated by instructors. Students appreciated the support provided to help them enhance their understanding of complex concepts and develop applicable technical skills relevant to their fields of study.

2. Workload

A considerable number of students expressed concerns regarding the workload, particularly in courses that were perceived as overly demanding. This feedback suggests that some courses may require reevaluation in terms of balance between content delivery, assignments, and examinations.

3. Communication with Faculty

Several students indicated that clearer communication regarding grading policies, assignment deadlines, and course expectations would help improve their overall learning experience.

4. Classroom Environment

The majority of students appreciated the classroom environment, particularly the respectful and professional atmosphere created by instructors. Students noted that the quality of teaching, in terms of subject knowledge and engagement, was generally high. Instructors were praised for making the content accessible and maintaining a positive rapport with students.

5. Career Services and Job Placement Support

A significant number of students expressed a desire for expanded career services, particularly focused on internships, and connections to industry partners. They admit that during the academic year are organized sessions about internships, but they ask to visit some businesses and industries during the academic year.

6. Mobility Programs and International Opportunities

A number of students indicated interest in mobility programs and the potential benefits of studying abroad. However, some of them expressed a lack of awareness regarding the application processes, this feedback highlights the need for more communication regarding mobility options and the international opportunities available to students.

Recommendations

Based on the findings outlined above, the QAU provides the following recommendations to enhance the overall student experience and further improve academic quality at CIT:

1. Workload Management

It is recommended that the Heads of Departments and the Curriculum Committee review the structure and content of the courses to ensure that the workload is balanced and consistent with the course

objectives. Efforts should be made to ensure that the workload is manageable with enough time for students to understand complex concepts and complete assignments.

2. Improved Communication of Course Expectations

It is suggested that Faculties during the open sessions in the first week of semester to clearly outline grading policies, assignment expectations, and course structures. These sessions will provide an opportunity for students to ask questions and clarify any uncertainties, leading to a more informed and less stressful academic experience.

3. Expansion of Career Services

- Career services should be expanded to offer more robust support, including:
- Stronger industry partnerships to facilitate internships and job placements.
- Career development workshops, including resume writing, interview preparation, and networking skills.
- Mentorship programs to connect students with professionals in their field of study. These initiatives will help better prepare students for the job market and bridge the gap between academia and industry.

4. Promotion of Mobility Programs

The International Relations Office (IRO) should conduct periodic informational sessions for students, outlining the benefits, application processes, and credit recognition for mobility programs. These sessions should aim to educate students about international opportunities and help them make informed decisions regarding study abroad programs.

Conclusion

The Fall 2024-2025 Course and Instructor Evaluation surveys have provided valuable insights into the strengths and areas for improvement within the academic experience at CIT. The feedback reflects the dedication of the faculty and the quality of instruction, as well as areas where further enhancements can be made, such as workload management, communication, and career services.

The Quality Assurance Unit (QAU) is committed to working closely with departments to address these findings and ensure that CIT continues to offer a high-quality educational experience. The recommendations provided will be used to guide future improvements, reinforcing CIT's commitment to academic excellence and student success.

Quality Assurance Unit
Canadian Institute of Technology

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