

UNIVERSITY COLLEGE “CANADIAN INSTITUTE OF TECHNOLOGY”

Kolegji Universitar “Instituti Kanadez i Teknologjisë”

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Quality Assurance Unit

REPORT

FIRST SEMESTER QUESTIONNAIRES IN MASTER'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, undertook an extensive survey of master's students during the Fall 2024-2025 academic year. This survey was part of CIT's ongoing commitment to maintaining academic excellence and enhancing the educational experience for all students. The survey was designed to systematically assess key components of the master's student experience, including the quality of academic programs, the effectiveness of teaching staff, the relevance and rigor of course content, and the level of support offered throughout the duration of the program.

The primary goal of this survey was to gather detailed feedback from master's students in order to identify areas of strength and potential improvement within the graduate programs. By collecting insights into aspects such as instructional methods, curriculum design, workload management, and access to academic and career support services, the survey results provide essential data that will inform decision-making at the institutional level. This feedback ensures that CIT continues to offer master's programs that are not only rigorous and challenging but also aligned with global best practices in higher education, preparing students for success in their respective fields.

Survey Overview

The QAU conducted a survey aimed at gathering feedback from master's students from both the Faculty of Engineering and the Faculty of Economics. The survey, which included questions about teaching quality, course content, academic advising, and the overall learning environment, was carefully crafted to capture the nuances of the master's student experience. To ensure privacy and encourage candid responses, the survey was distributed via Google Drive, maintaining complete anonymity for all participants.

A total of 44 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:

<i>No.1</i>	<i>Participation</i>	
	Number of students	Number of questionnaires
Participant in the questionnaire	44	220
Faculty of Engineering	17	85
Faculty of Economy	27	135

<i>No.2</i>	<i>Participation According to The Program</i>
•	Master of Science in Software Engineering: 7 students
•	Master of Science in Computer Engineering and IT: 10 students
•	Master of Science in Business Administration: 6 students
•	Master of Science in Business Information Technology: 6 students
•	Master of Science in Finance and Accounting: 8 students
•	Master of Science in Digital Marketing: 7 students

<i>No.2</i>	<i>Number of Responses According to The Program</i>
•	Master of Science in Software Engineering: 35 students
•	Master of Science in Computer Engineering and IT: 50 students
•	Master of Science in Business Administration: 30 students
•	Master of Science in Business Information Technology: 30 students
•	Master of Science in Finance and Accounting: 40 students
•	Master of Science in Digital Marketing: 35 students

The results of the study reflect the widespread participation of students (referring to all students enrolled in the Master's program).

SURVEY FOCUS AND METHODOLOGY

The surveys for the Master's programs were designed to assess both program quality and instructor performance, with specific questions focused on evaluating the following:

- **Program Evaluation:**

1. Clarity and relevance of program objectives, structure, and syllabus
2. Effectiveness of course materials, including textbooks, research articles, and supplementary resources
3. Appropriateness of workload in relation to program expectations and compared to other academic pursuits
4. Contribution to students' advanced knowledge and professional skill development
5. Availability of research opportunities, including projects, thesis work, and guidance from instructor
6. Opportunities for networking and collaboration with peers and industry professionals

- **Instructor Evaluation:**

1. Timeliness and organization of seminars, lectures, and other academic activities
2. Instructor preparedness, research engagement, and interaction with students
3. Quality of teaching, including clarity of academic instruction, critical thinking, and respect for course syllabus
4. Availability for student support, including guidance on thesis or research projects, office hours, and responsiveness
5. Encouragement of student participation and fostering a collaborative, intellectually stimulating environment

FINDINGS

1. Academic Support

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

The feedback suggests that some courses may require reevaluation in terms of balance between content delivery, assignments, and examinations.

3. Communication Environment

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 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

Several 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

1. Workload Management

It is recommended that the Heads of Departments and the Curriculum Committee review the structure of Master's programs to ensure a balanced workload between coursework and research. Clear communication about research expectations and timelines should be provided at the beginning of each program, ensuring students have adequate time to complete their work without unnecessary pressure.

2. Improved Communication of Program Expectations

To address concerns regarding communication, it is suggested that departments hold dedicated orientation sessions for incoming Master's students, which clearly outline research expectations, thesis timelines, grading policies, and academic resources. These sessions will ensure that students have a thorough understanding of the program requirements and can plan accordingly.

3. Expansion of Career Services for Master's Students

Career services should be enhanced to better support Master's students by:

- Building stronger industry partnerships specifically focused on graduate-level internships, research collaborations, and job placements.
- Offering more career-focused workshops tailored to advanced professionals, including networking, CV writing, and industry-specific job search strategies.

CONCLUSION

The Fall 2024-2025 Course and Instructor Evaluation surveys for Master's programs have provided critical insights into areas of strength as well as opportunities for growth. The feedback reflects the commitment of faculty and the strong academic foundation of the programs, while also highlighting the need for improvements in workload management, communication, and career services. The Quality Assurance Unit (QAU) will continue to work closely with departments to address these findings, ensuring that CIT's Master's programs remain responsive to the needs of graduate students and continue to foster academic excellence and professional success.

Quality Assurance Unit
Canadian Institute of Technology

Mars 19, 2025