



QUALITY ASSURANCE UNIT

***SUMMARY REPORT ON
QUESTIONNAIRES
CONDUCTED
WITH STUDENTS***

Academic Year 2024 – 2025

*Bachelor's Studies
Master of Science Studies*

Spring Semester

July, 2025

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INTRODUCTION

Canadian Institute of Technology as a Higher Education Institution established since 2012, continuously aims to develop a quality assurance system. According to the activities planned for each year in CIT, questionnaires are organized with students for first semester and second semester of the academic Year 2024- 2025, who answered the questions which aimed to show the real situation for program and instructor, through their perception.

In collaboration with the Faculty of Engineering and the Faculty of Economy, QAU successfully administered the student surveys for the Spring Semester. These comprehensive surveys aimed to assess various facets of the academic experience, including the quality of course content, the effectiveness of instructors, and the overall educational delivery.

The whole process was transparent, and all the questionnaires were unanimous, thus respecting the dignity of each respondent and maintaining the prestige of the institution.

The primary objective of the survey was to collect valuable student feedback that will inform the continuous improvement of CIT's academic programs, ensuring that the institution maintains high standards in teaching and learning. The responses provided critical insights into the effectiveness of the curriculum, teaching methods, workload balance, and the support provided throughout their studies.

The findings from this survey will be instrumental in shaping strategic decisions at various levels to ensure that CIT's educational offerings evolve in line with best practices in higher education, meeting the needs of its diverse student body.

Below, we will present the data that were extracted from the questionnaire. In order for the report to preserve the ethics of everyone and that of the institution, you will find published only some of the main findings of the questionnaire. The recommendations, as the last part of it, will also contain suggestions and remarks aimed at the continuous improvement of the academic life at CIT

CONDUCTING OF THE QUESTIONNAIRE

After the completion of lectures for the Spring Semester 2025, QAU launched the questionnaire for all programs. For the bachelor students, the response collection period was from May 19 to June 5, 2025. For first-year master's students, it was from May 22 to June 17, 2025.

(Note: Second-year master's students were not included, as they were attending internships during this period.)

The questionnaire was anonymous, and the data were collected and stored by the QAU through Google Forms. The survey targeted undergraduate and graduate students from both the Faculty of Engineering and the Faculty of Economy, and it was designed to evaluate teaching quality, course content, academic support, and the overall learning environment.

For the bachelor programs, a total of 160 students participated in the survey. For the master's programs, a total of 32 students responded to the survey. The responses were carefully analyzed to identify key trends and insights. A final report was compiled and shared with the Deans of the respective faculties and the Rector of CIT for further review and consideration.

The questionnaire sought to evaluate the following key areas related to both course and instructor quality and were intended to look at these key aspects:

ABOUT THE COURSE

The syllabus clearly explains the course's expectations to students

The required textbook is helpful

Course material other than the textbook is helpful

The course helped improve my knowledge of the subject

The amount of required course work is comparable to that of my other courses

QUESTIONS ABOUT THE INSTRUCTOR

The syllabus was handed to students in his first class

Do you find the course interesting and stimulating?

The instructor starts class on time and finishes on time

The instructor makes up missed classes

The instructor posted his/her office hours and is available during these hours

The instructor is always prepared for class

The instructor knows the subject well

The instructor's English language was clear and understandable

The instructor respects the course's syllabus

Tests and examinations reflect the material taught in class

The instructor treats students with respect

The instructor is receptive to students' opinions

The instructor encourages students' participation in class

I would like to take another course (if any) with this instructor.

QUESTIONNAIRE PARTICIPATION

Nr. 1:

a- Overall participation in the bachelor's programs

Faculty	Number of Students	Number of Responses
Faculty of Engineering	121	484
Faculty of Economy	39	156
Total	160	640

b- Overall participation in the master's programs (first year students)

Faculty	Number of Students	Number of Responses
Faculty of Engineering	12	50
Faculty of Economy	18	74
Total	30	124

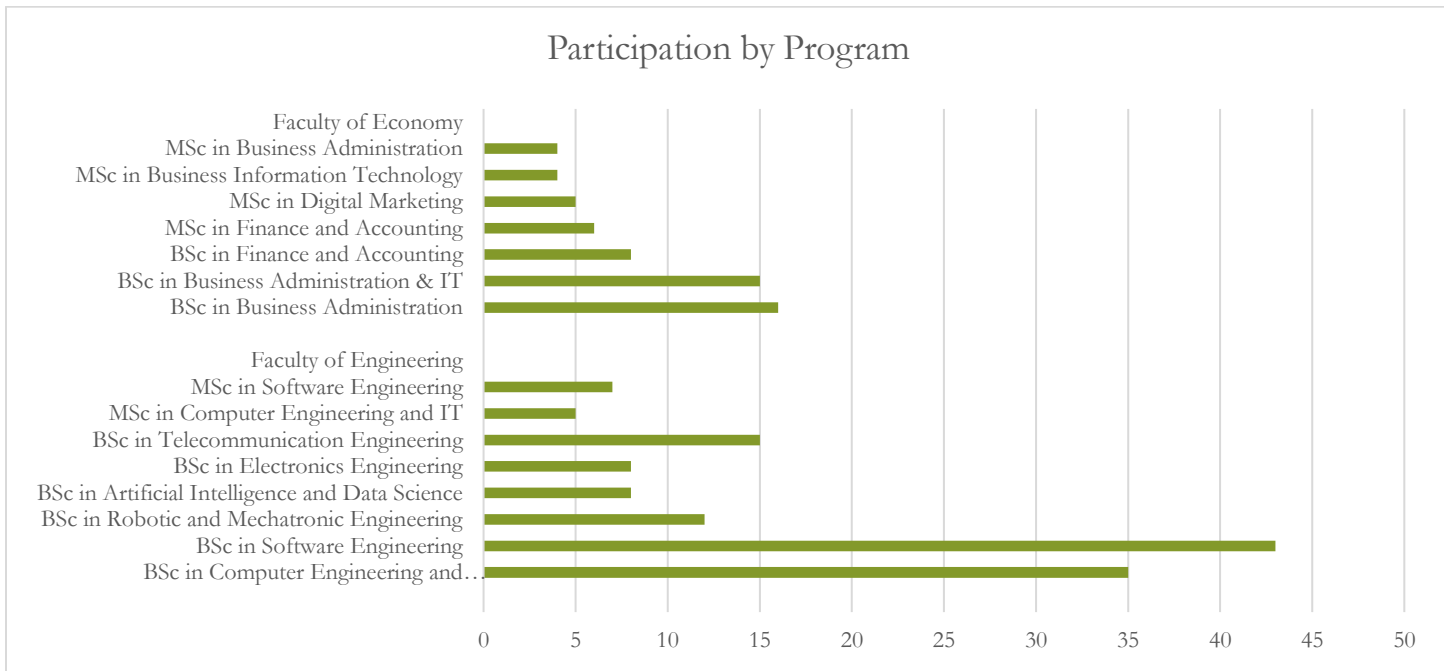
Nr. 2: Participation by Program

Faculty of Engineering

- BSc in Computer Engineering and Information Technology: 35 students
- BSc in Software Engineering: 43 students
- BSc in Telecommunication Engineering: 15 students
- BSc in Robotic and Mechatronic Engineering: 12 students
- BSc in Artificial Intelligence and Data Science: 8 students
- BSc in Electronics Engineering: 8 students
- MSc in Software Engineering: 7 students
- MSc in Computer Engineering and IT: 5 students

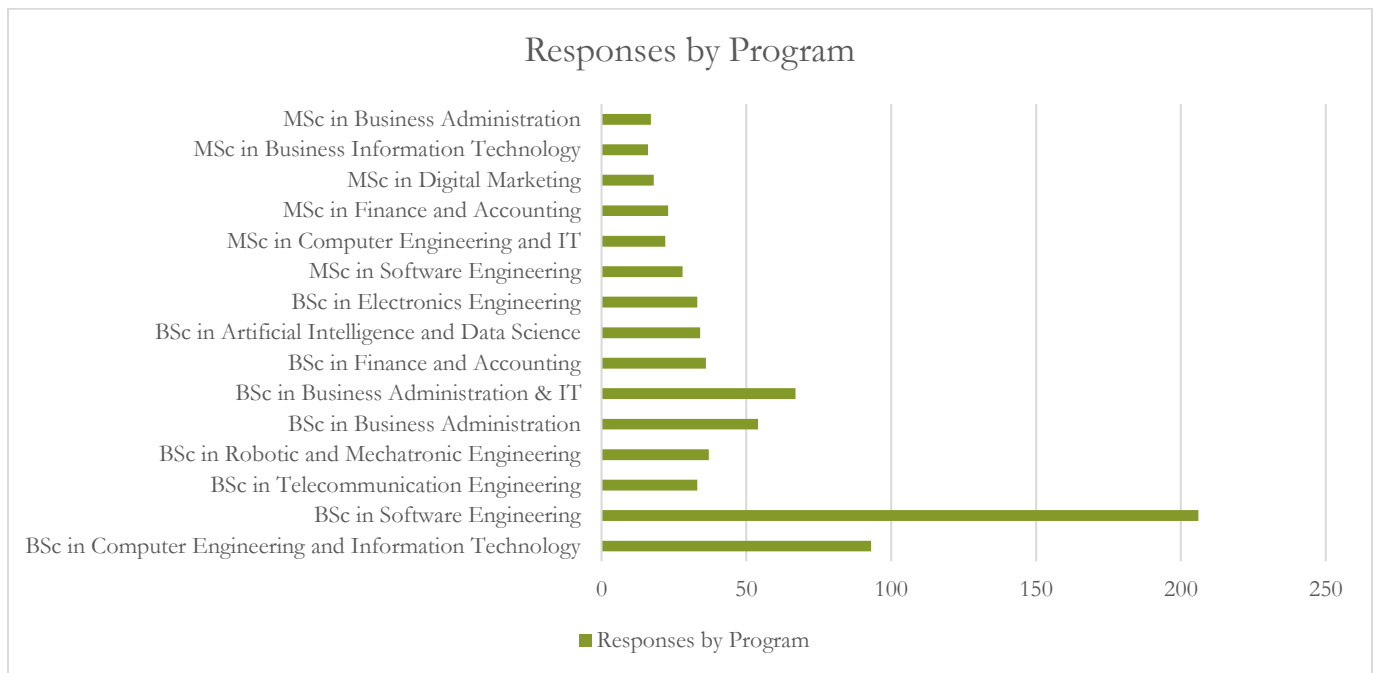
Faculty of Economy

- BSc in Business Administration: 16 students
- BSc in Business Administration & IT: 15 students
- BSc in Finance and Accounting: 8 students
- MSc in Finance and Accounting: 6 students
- MSc in Digital Marketing: 5 students
- MSc in Business Information Technology: 4 students
- MSc in Business Administration: 4 students



Nr. 3: Responses by Program

- BSc in Computer Engineering and Information Technology: 93 responses
- BSc in Software Engineering: 206 responses
- BSc in Telecommunication Engineering: 33 responses
- BSc in Robotic and Mechatronic Engineering: 37 responses
- BSc in Business Administration: 54 responses
- BSc in Business Administration & IT: 67 responses
- BSc in Finance and Accounting: 36 responses
- BSc in Artificial Intelligence and Data Science: 34 responses
- BSc in Electronics Engineering: 33 responses
- MSc in Software Engineering: 28 responses
- MSc in Computer Engineering and IT: 22 responses
- MSc in Finance and Accounting: 23 responses
- MSc in Digital Marketing: 18 responses
- MSc in Business Information Technology: 16 responses
- MSc in Business Administration: 17 responses



FINDINGS

The Quality Assurance Unit distributed the questionnaire for the bachelor's students, for the evaluation of all courses and professors and received 640 responses from students. Students' participation in questionnaires is considered satisfactory. From the findings the students have been honest in their responses, and we have received many comments and suggestions indicating their interest in contributing to the processes at CIT.

For the master's students, the evaluation of all courses and professors, we received 124 responses.

1. Excellent Teaching Recognized by Students

Many students expressed high appreciation for their instructors, highlighting their clarity in explanations, dedication, and patience. Students particularly valued that instructors were always willing to help and explain topics multiple times when needed. They also praised the ability of instructors to make lessons engaging and easy to understand. Some students feel that instructors in technical subjects should have more engagement.

2. Positive and Supportive Classroom Atmosphere

Students described the learning environment as friendly and encouraging. Instructors were seen as approachable and respectful, making students feel comfortable to ask questions and participate in discussions. Many of them appreciated the way their professors made the learning environment friendly.

3. Practical Sessions Enhanced Learning

In courses that included hands-on sessions, students responded very positively. The use of tools such as Cisco Packet Tracer, simulations, and real-life examples was especially appreciated. These sessions helped bridge the gap between theory and practice and made the content more relevant and applicable to real-world situations.

4. Concerns About Course Content

Some students felt that some courses were too theoretical or contained repetitive material. They suggested that better coordination between courses could help.

5. Communication and Language

Since instruction is in English, a small number of students faced difficulties understanding subject-specific terminology. However, most instructors made efforts to explain complex terms and help students improve their understanding.

6. Administrative and Scheduling Issues

This semester included many public holidays, which resulted in a number of makeup classes. Some students felt that there were too many make-up sessions or that they were scheduled ineffectively. Additionally, there was some confusion regarding the separation between lecture and seminar sessions, which impacted students' ability to manage their time effectively.

RECOMMENDATIONS

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

- ✓ First, the university should continue to support and encourage the excellent teaching practices demonstrated by professors. Their clear explanations, patience, and engagement have made a positive impact on students. Sharing their approaches with other faculty members could help improve teaching quality across all courses.
- ✓ Creating a welcoming and respectful learning environment is also important. Students feel more comfortable and motivated when instructors are approachable and make the classes interactive and enjoyable.
- ✓ Encouraging all staff to maintain this positive atmosphere will benefit the learning experience.
- ✓ Students greatly value practical, hands-on sessions that connect theory to real-world examples. Increasing the use of tools and simulations will help students better understand and apply their knowledge.
- ✓ Strengthen coordination among academic staff teaching related courses, with the aim of avoiding unnecessary content repetition and ensuring a more balanced integration of theory and practice
- ✓ Language difficulties were noted by few students, mainly because instruction is in English and technical vocabulary can be challenging. Providing additional support, such as language workshops, may help students better understand the material.

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- ✓ Besides QAU, faculties should also actively work on raising awareness among students about the importance of participating in surveys, encouraging them to share their opinions regarding the courses, instructors, and other related aspects.

CONCLUSION

Student survey responses are an invaluable resource for continuous improvement in CIT's academic programs. By focusing on the key areas highlighted in the surveys, the university can enhance the quality of education, create a more engaging learning environment, and provide better support for students throughout their academic journey. However, it's crucial for all of us to work together to raise awareness among students, ensuring broader participation in surveys to gather more comprehensive feedback.

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08 July 2025