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WP4. PILOTING AND EVALUATION

DELIVERABLE 4.4 *'Evaluation of teaching process and students experience'*

Published on: 14/10/2020



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1. Introduction

The report is situated in WP4 “Piloting and Evaluation” and focused on developing and validating evaluation framework with qualitative and quantitative evaluation tools to assess courses and programs in the field of public health.

Aim of this task is to assure the quality of educational process and teaching. To achieve this aim we developed a new evaluation concept and questionnaires which were conducted for the new master study program at UDG, as well as newly developed courses at UCG and UNIM.

The report is organised as follows:

- *Section I* introduces the evaluation framework, describing each step in its conduction, expected outputs and results
- *Section II* presents each developed instrument of the framework
- *Section III* describes evaluation process in relation to new Law on HE in Montenegro
- *Section IV* presents results on implementation of evaluation framework for the new master study program at UDG, as well as newly developed courses at UCG and UNIM
- *Section V* outlines reforms at evaluation frameworks implemented at UDG, UCG and UNIM by integrated developed framework with supporting instruments into existing practices.



2. Evaluation Framework

As presented in Deliverable 4.3, a general framework for the evaluation process was provided by UMIT. The aim of the first step was to find out a best practice example for an evaluation process that is practicable to handle in each partner university in Montenegro. To this end, set of workshops was organised, with participants from EU HEIs and relevant institutions from Montenegro.

2.1. Workshops aimed on identification of existing practices in Montenegro and creation of new evaluation framework

The following table give an overview to the topics of the workshops and their relation to creation of the evaluation framework.

No.	Dates	Aims	Results
Zero	15th March 2018	To create implementation approach suitable for existing practices and HEI organisation in Montenegro	n/a
1	22-23rd November 2018	To analyse all current evaluating approach of each project partner in their universities.	n/a
2	23rd -24th January 2019	To find out practicable solution for an evaluation process that can be useful for Montenegro.	Creation of comprehensive evaluation framework for newly established MSc program
3	9th May 2019	To develop questionnaires for all types of courses and lectures.	Adaptation of new evaluation framework in relation to existing quality assurance frameworks in Montenegro



4	30th September 2019	To finalize the process of implementation	Creation of evaluation reporting frameworks
5	23rd January 2020	To create common template for interpretation of results	Interpretation of results after evaluation of the 1st semester

The overall summary of the first workshop can be described as follows. The evaluation process and the questionnaires are used are completely different in each institute. In this case, we decided to find a common approach for all Montenegrin University, which is based on the law of higher education in Montenegro. By the way, it is recommended that:

- An institution shall conduct the procedure of quality self-evaluation concerning study programmes, teaching and working conditions at the end of each academic year, in compliance with statute of the institution.
- In the procedure of self-evaluation student surveys should be carried out at all levels, at least once a year with regard to study programmes, teaching, conditions and work of academic staff.
- Students are obliged to participate in survey.
- Survey is anonymous.
- The results of student surveys should be published on the website of institution.
- Self-evaluation reports of an institution shall be passed by the governing body of the institution.
- An institution shall submit a self-evaluation report to the Ministry and Agency.
- Method and criteria of self-evaluation concerning study programmes, teaching equipment, qualifications of academic staff, teaching methods, enrolment of students, exam pass rate, percentage of graduate students and the content of survey are more closely laid down by act of the Agency.
- One of the important results is a general approach for the evaluation, when, what and who should be interviewed and why is this important. The following figure shows the steps and questionnaires are needed. The details to the questionnaires for the course evaluation are described in chapter 3.

Each body with assigned role and responsibility (Table below) is described in Section 2.2 of the Report.



Results Workshop II

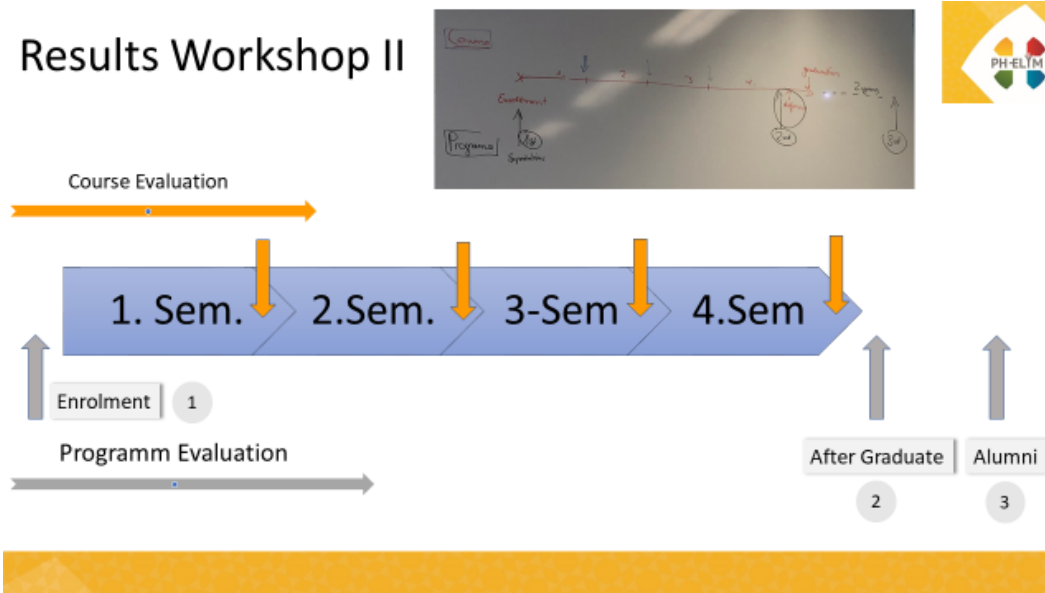


Table. Responsible boards for organization of data collection, data analysis, and feedback

Who?	What?	When?
Examination committee	Decides which courses are to be evaluated in the next semester and informs study management	Beginning of semester
Study management	Provides evaluation survey forms and informs students and teacher on the upcoming course evaluation	End of semester (before the final examinations)
Study management	Collects results and provides report to examination committee	Two week after end of evaluation
Examination committee	Discusses evaluation results of all courses and decides where a talk with the teacher is necessary	End of semester
Study management	Informs teacher on his/her own evaluation	End of semester



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2.2. Evaluation framework: overall evaluation process

This chapter describes the overall evaluation process:

2.2.1. Quality assurance requirements (Law of higher education in Montenegro)

In accordance to the new Law on Higher Education (Official Journal of Montenegro 044/14 from 21/10/2014, 052/14 from 16/12/2014, 047/15 from 18/08/2015, 040/16 from 30/06/2016, 042/17 from 30/06/2017) the key role in national quality control has the **Agency for control and quality assurance** in accordance to European standards and guidelines. Hence, the Agency carries out the process of accreditation of study programs, conducts external evaluation process of higher education institutions, conducts periodic assessment of the quality of work of licensed higher education institutions, cooperates with higher education institutions in providing and improving quality, analyses reports on self-evaluation and external evaluation of institutions, ranks higher education institutions, proposes measures for improving quality, etc.

Apart from the Agency, it is also important to mention the role of the **Council for Higher Education**, which consists of members from the group of distinguished experts in the field of higher education, science, technologies, arts, economy, social activities and other relevant fields, as well as of students. The Council analyses the state and achievements in higher education and makes expert proposals to the Ministry and the Government, provides an opinion on the proposal of higher education development strategy, stipulates the conditions and criteria for conferment of academic title, gives opinion on regulations in the field of higher education, passes standards for evaluation of institutions in accordance with the standards in the **European Higher Education Area**, establishes methodology for ranking institutions, cooperates with higher education institutions in order to ensure and improve quality, etc. In the previous period, the Council has adopted documents that are extremely important for the process of quality assurance and improvement, such as: Guidelines for External Quality Control, Guidelines for Internal Quality Control and Standards and Form of Self-Evaluation Report.

The most important documents at the national level that define many issues of importance for the provision and improvement of higher education quality are the **Law on Higher Education, Strategy for Development and Financing Higher Education 2016-2020**, and **Strategy for Scientific-research activity 2017-2021**.



2.2.2. Responsible board for the evaluation process

In accordance with Regulations on self-evaluation, study programme quality, teaching, teachers' work and services at UDG units, and with New Quality Assurance Document for each faculty within UDG, deans and persons authorized by the deans will be responsible for carrying out and implementations of all procedures for quality assurance at faculty level. At University level, General Manager and persons authorized by her are in charge of operational activities related to quality assurance.

The Senate appoints the members of the Quality Assurance Board (QAB), which is obligated for quality assurance process at University. Deans and the General Manager are responsible to organize data collection, data analysis using information system for quality assurance, enabling generating and gathering different quantitative and qualitative data, defining indicators through statistical recording of certain data based on existing information system input, or questionnaires filled in by those who fulfil certain criteria which can be defined in advance.

2.2.3. Management of the results

Implementation of uniform data collection for course evaluation:

1. The evaluation of a course shall be carried out every semester by resolution of the Faculty Board, leading by Dean, according with procedure defined by QAB. The Dean's Office may decide on exceptions. To become effective, they require the approval of the QAB.
2. The survey of students is anonymized. The lecturer will ensure that as many students as possible take part in the survey.
3. If fewer than five participants are present at the survey date, no evaluation will take place.

Implementation of uniform data collection for program evaluation:

1. First survey, when student enrolled for program. Survey collects data about students' expectations about the program, whereas the final evaluation



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questionnaire provides information for analysis, learning outcomes, and students' satisfaction.

2. Second survey, before master thesis defense. Survey collects data about overall satisfaction, overall benefit and whether expectations were met or not.
3. Third survey, two years after graduation. Survey of alumni collecting data about usefulness of program attended in employment and personal empowerment.



3. Evaluation instruments

3.1 Enrolment: Questionnaire

This questionnaire was developed and is now used for enrolment of master students:

ENROLMENT QUESTIONNAIRE

Personal details

1. Enter your full name

Family name (surname) _____

Given names _____

2. Enter your birth date

Day/month/year			
----------------	--	--	--

3. Gender (Tick ONE box only)

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>
Other	<input type="checkbox"/>

4. Enter your contact details

Home phone _____ Work phone _____

Mobile _____ Email address _____

Alternative email address (optional) _____

5. Address

Street name _____

City _____



Postcode

Country

6. Personal identification number _____

Disability

7. Do you consider yourself to have a disability, impairment or long-term condition?

Yes Y

No N **No – Go to question 9**

8. If you indicated the presence of a disability, impairment or long-term condition, please select the area(s) in the following list:

(You may indicate more than one area) Please refer to the Disability supplement for an explanation of the following disabilities.

Hearing/deaf	<input type="checkbox"/>
Physical	<input type="checkbox"/>
Intellectual	<input type="checkbox"/>
Learning	<input type="checkbox"/>
Mental illness	<input type="checkbox"/>
Acquired brain impairment	<input type="checkbox"/>
Vision	<input type="checkbox"/>
Medical condition	<input type="checkbox"/>
Other	<input type="checkbox"/>

Previous education

9. What is your highest COMPLETED school level? (Tick ONE box only)

If you are currently enrolled in secondary education, the *Highest school level completed* refers to the highest school level you have actually completed and not the level you are currently undertaking. For example, if you are currently in Year 10 the *Highest school level completed* is Year 9.

BA/BSc (180 ECTS)	<input type="checkbox"/>
SPEC (240 ECTS)	<input type="checkbox"/>
MA/MSc (360 ECTS)	<input type="checkbox"/>
PhD (540 ECTS)	<input type="checkbox"/>



10. Field of study of the highest degree:

Medicine	<input type="checkbox"/>
Economics	<input type="checkbox"/>
Law	<input type="checkbox"/>
Informatics	<input type="checkbox"/>
Other (please specify)	

11. University where you earned the highest degree: _____

12. Are you currently enrolled in any other study program?

Yes	<input type="checkbox"/> Y
No	<input type="checkbox"/> N

Employment

13. Of the following categories, which BEST describes your current employment status?

(Tick ONE box only)

For casual, seasonal, contract and shift work, use the current number of hours worked per week to determine whether full time or part-time employed.

Full-time employee	<input type="checkbox"/> Go to question 14
Part-time employee	<input type="checkbox"/> Go to question 14
Self employed – not employing others	<input type="checkbox"/> Go to question 14
Self employed – employing others	<input type="checkbox"/> Go to question 14
Employed – unpaid worker in a family business	<input type="checkbox"/> Go to question 14
Unemployed – seeking full-time work	<input type="checkbox"/> Go to question 17
Unemployed – seeking part-time work	<input type="checkbox"/> Go to question 17
Not employed – not seeking employment	<input type="checkbox"/> Go to question 17

14. Information regarding employment: institution and position.

15. Do you have any support from your employer?



Yes	<input type="checkbox"/>	Go to question 16
No	<input type="checkbox"/>	Go to question 17

16. Which kind of support? _____

17. Working experience

No experience	<input type="checkbox"/>
1-5 years	<input type="checkbox"/>
5-10 years	<input type="checkbox"/>
10-15 years	<input type="checkbox"/>
More than 15 years	<input type="checkbox"/>

Study reason

18. Of the following categories, select the one which BEST describes the main reason you are undertaking this course/traineeship/apprenticeship (Tick ONE box only)

To get a job	<input type="checkbox"/>
To develop my existing business	<input type="checkbox"/>
To start my own business	<input type="checkbox"/>
To try for a different career	<input type="checkbox"/>
To get a better job or promotion	<input type="checkbox"/>
It was a requirement of my job	<input type="checkbox"/>
I wanted extra skills for my job	<input type="checkbox"/>
To get into another course of study	<input type="checkbox"/>
For personal interest or self-development	<input type="checkbox"/>
To get skills for community/voluntary work	<input type="checkbox"/>
Other reasons	<input type="checkbox"/>

19 How were you informed about the Program?

UDG website	<input type="checkbox"/>
PH-ELIM website	<input type="checkbox"/>



Social Media	<input type="checkbox"/>
Friend/Colleague	<input type="checkbox"/>
Info Day	<input type="checkbox"/>
Other (please specify)	

20 What are your expectations from the Program?

21 What are you especially interested in?

Medicine	<input type="checkbox"/>
Economics	<input type="checkbox"/>
Law	<input type="checkbox"/>
Informatics	<input type="checkbox"/>

22 How much time you can spend each week (including lectures and home learning time)?

0-10 hours	<input type="checkbox"/>
10-20 hours	<input type="checkbox"/>
20-30 hours	<input type="checkbox"/>
More than 30 hours	<input type="checkbox"/>

23 Are you aware of the courses and their content?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Partially	<input type="checkbox"/>



3.2 Course Evaluation: Questionnaire

For course evaluation, the following questionnaire is used:

COURSE EVALUATION

I- STUDENT SELF EVALUATION

1. Overall, I attended all classes.

fully applies largely applies partially applies does rather not apply does not apply at all

2. Overall, I completed all assignments (homework, research work, team work, essays, etc.).

fully applies largely applies partially applies does rather not apply does not apply at all

3. Overall, I was fully committed to the course.

fully applies largely applies partially applies does rather not apply does not apply at all

4. Apart from the time defined in the Course list, I invested on average xx hours in this course per week:

<1	1	2	3	4	5	6	>6	N.c.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Overall, I have learned a lot in this course.

fully applies largely applies partially applies does rather not apply does not apply at all

6. Comment/Something to add regarding your self-evaluation:

II- COURSE IN GENERAL

1. Overall, the course is well organized

fully applies largely applies partially applies does rather not apply does not apply at all



2. The schedule for all students' activities and assignments was defined on time and well organized.

fully applies largely applies partially applies does rather not apply does not apply at all

3. The learning objectives of the course were clearly defined.

fully applies largely applies partially applies does rather not apply does not apply at all

4. The interrelationship with other courses was clearly illustrated.

fully applies largely applies partially applies does rather not apply does not apply at all

5. Overall, the course was:

excellent good satisfactory sufficient insufficient

I like about the course that:

What should be changed next time:

III- PROFESSOR AND TEACHING ASSISTANT

Teacher no.1. _____

1. The lecturer/s presented the teaching content in a lively and interesting manner.

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2. The lecturer/s was/were able to stimulate continuing interest in the subject matter.

fully applies largely applies partially applies does rather not apply does not apply at all

3. The lecturer/s explained complex course material clearly and concisely.

fully applies largely applies partially applies does rather not apply does not apply at all



4. The lecturer/s gave me the possibility to observe my learning progress.

fully applies largely applies partially applies does rather not apply does not apply at all

5. The lecturer/s encouraged and called for active class participation.

fully applies largely applies partially applies does rather not apply does not apply at all

6. The lecturer/s encouraged and called for active preparation and follow-up work.

fully applies largely applies partially applies does rather not apply does not apply at all

7. The lecturer/s clearly displayed the expected learning outcomes.

fully applies largely applies partially applies does rather not apply does not apply at all

8. The lecturer/s encouraged critical reflection on the course material.

fully applies largely applies partially applies does rather not apply does not apply at all

9. The lecturer/s gave sufficient information on examination modalities.

fully applies largely applies partially applies does rather not apply does not apply at all

10. Overall, my impression of the lecturer is:

excellent good satisfactory sufficient insufficient

I like about the lecturer that:

What should he/she change next time:

Teacher No.2. _____
//copied for each teacher separately



IV- TEACHING AND LEARNING MATERIALS AND PLATFORM

1. All the necessary documents and information were available to students via platform in due time.

fully applies largely applies partially applies does rather not apply does not apply at all

2. The platform is easy for use and the content is logically organized.

fully applies largely applies partially applies does rather not apply does not apply at all

3. The equipment (computers, laboratory items, software for statistical analyses, etc.) needed for the course was available in the classroom.

fully applies largely applies partially applies does rather not apply does not apply at all

4. The materials for practical exercises were available and helped me to better understand the teaching content.

fully applies largely applies partially applies does rather not apply does not apply at all

5. The practical exercises corresponded to real practical problems.

fully applies largely applies partially applies does rather not apply does not apply at all

6. Overall, my impression of the materials and platform is:

excellent good satisfactory sufficient insufficient

I like about the materials and platform that:

What should be changed next time:

THANK YOU!



3.3 Program Evaluation: Questionnaire

For program evaluation after graduation, the following questionnaire will be used:

Program Evaluation after Graduation and Alumni

Graduation survey

1. Gender (Male Female)
2. Age.....
3. Title of first degree.....
4. Date of graduation of first degree
5. Postgraduate program....
6. Year of entrance of master program...
7. Specialization?
8. Did you work during the postgraduate studies (Yes or no → if yes, in what field?)
9. The fact that you have been working during studies, was it positive or negative for you?
10. Do you consider the fees (low, satisfactory or high)?

What is the overall evaluation of the courses in the program		4 Very	3 Satisfactory	2 Average	1 Little	0 Nothing
➤	Did the courses contribute to increase your knowledge?					
➤	Did the courses increase specific skills and competencies?					



➤	Were the courses of high quality?					
➤	Did you find the courses interesting?					
➤	Did you find them related to the specialization you have selected					
➤	Did you find it repetitive to your undergraduate program?					

11. What do you think was missing from postgraduate courses?....

How satisfied were you with:		4 Very	3 Satisfactory	2 Average	1 Little
➤	Your supervisor?				
➤	Mentoring of your thesis?				
➤	Quality of teaching of the professors?				
➤	Examination process?				
➤	Educational material?				

Other:

12. In postgraduate studies, were you given the opportunity?

- Engage in research activities (Yes, if Yes in How many? No)
- Engage in scientific conferences (Yes, if Yes in How many? No)
- Attend scientific conferences (Yes, if Yes in How many? No)
- Contribute in undergraduate education of undergraduate students (Yes, if Yes in How many? No)
- To publish an article (Yes, if Yes in How many? No)

Other Comments:



13. What was the most positive thing about the program?
14. What was the most negative thing about the program?
15. Please provide your suggestions for improvement....
16. What suggestions do you have to modify the program by adding or retracting courses?

3.4. Alumni Questionnaire

1. Gender (Male | Female)
2. Age.....
3. Title of master's degree.....
4. Date of graduation of master's degree.....
5. Postgraduate program.....
6. Other degree(s) undertaken at UDG (please list "the course name" followed by "the year graduated").....
7. Other degree(s) undertaken at alternative institutions (please list the "name of the institution" followed by "the course name" then "the year graduated").....
8. Why did you choose the UDG over other institutions?.....
9. How did your professors impact your education?.....
10. Did you participate in any co-op programs, foreign exchanges or unique programs offered by the University? Did you assist in any research projects? How did these experiences prepare you for your next career step?....
11. What is the one piece of advice you would give to future students regarding a master at UDG?.....
12. Is the knowledge you gained during the studies beneficial for your current application?
(Very much | Somewhat | Very little)
13. After your graduation of the postgraduate program, do you continue for postgraduate



studies? (Yes, No)

14. After two years, what was the most positive thing about the postgraduate program?....

15. After two years, what was the most negative thing about the postgraduate program?....

16. If you could start program all over, would you choose UDG again (strongly agree, agree, uncertain, disagree, strongly disagree)

17. If you could start program all over, would you choose the same major? (strongly agree, agree, uncertain, disagree, strongly disagree)

18. Regardless of the financial benefits, my higher education has improved my quality of life (strongly agree, agree, uncertain, disagree, strongly disagree)

19. How much did your education at UDG contribute to your personal growth in each of the following areas?

a. Ability to acquire and evaluate information (Very much | Somewhat | Very little)

b. Ability to analyze and integrate knowledge (Very much | Somewhat | Very little)

c. Ability to develop perspectives and understanding of the human experience (Very much | Somewhat | Very little)

d. Ability to communicate effectively in writing (Very much | Somewhat | Very little)

e. Ability to speak effectively (Very much | Somewhat | Very little)

20. Indicate whether each of the following was a major source, minor source, or not a source of funds for your education?

a. Parents or relatives (major source | minor source | not a source)

b. Personal savings (major source | minor source | not a source)

c. Summer employment (major source | minor source | not a source)

d. Employment at UDG (major source | minor source | not a source)

e. Social security benefits (major source | minor source | not a source)

f. Scholarships (major source | minor source | not a source)



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21. What were your primary reasons for attending UDG? (Cost | Admission standards | Size | University culture | Location | Programs/Major available | Academic reputation | Advice of parents or relatives | Advice of high school counselors | To be with my friends)
22. How long did it take to obtain your first full-time job after leaving UDG?...

***Employment details**

Current job title...

Length of time spent in job...

Sector/industry?

Details of previous positions? (If any, i.e. name of employer, position held)



4. Implementation of evaluation framework for PH-ELIM programs and courses in academic 2019/2020

Created evaluation framework is conducted over programs and courses which were enrolled in academic 2019/2020 year, as presented in the following Table. Also, the table gives overview of achieved indicators, related to number of courses evaluated, number of students participated in evaluation, as well as which evaluation instruments were used.

It is important to highlight that **number of evaluated courses is significantly less to the whole number of courses that are created/updates as a result of PH-ELIM project**, since created/updated courses were not enrolled in academic 2019/2020- they will be enrolled only for generation of students enrolled in 2019/2020 (for UCG) and 2020/2021 (for UDG and UNIM), since previous generations attended old programs and updated courses (if relevant for their year of study).

Semester	Evaluation instruments	What was evaluated?	No. of students participated in survey	No. of enrolled students	Participation rate
University of Donja Gorica					
Winter 2019/2020	Enrolment questionnaire	1 st generation of enrolled students at MSc program	14	14	100%
	Course evaluation	5 courses (new MSc program)	14 per each course	14	100%
Summer 2019/2020	Course evaluation	5 courses (new MSc program)	14 per each course	14	100%
Winter 2020/2021	Enrolment questionnaire	2 nd generation of enrolled	8	8	100%



		students at MSc program			
University of Montenegro					
Winter 2019/2020	Course evaluation	3	41+8+35	41+12+35	95,45%
Summer 2019/2020	Course evaluation	3	7+7+25	7+7+29	90,70 %
University Mediterranean					
Winter 2019/2020	Course evaluation	2	14+10	18+15	72,73%
Summer 2019/2020	Course evaluation	3	10+9+22	15+12+25	78,85%

Evaluation results are available at: <http://ph-elim.net/activities/wp4/> **IMPLEMENTATION OF NEW EVALUATION FRAMEWORK**, created by using common reporting template.

Deliverable 4.4- Evaluation of teaching process and students experience

- Report on evaluation of teaching process and students experience ([pdf](#))
- IMPLEMENTATION OF **NEW EVALUATION FRAMEWORK**:
 - UDG- Evaluation of enrolment process ([pdf](#))
 - UDG- Evaluation of courses of new MSc program ([pdf](#))
 - UNIM- Evaluation of courses ([pdf](#))
 - UCG- Evaluation of courses ([pdf](#))
- CHANGES IN EVALUATION PROCEDURES – IMPACT:
 - UDG ([pdf](#))
 - UCG ([mne](#)) ([pdf](#))
 - UNIM ([mne](#)) ([pdf](#))



5. Reforms of existing evaluation frameworks at UDG, UCG and UNIM

After conducting evaluations in academic 2019/2020, institutional coordinators from all 3 universities submitted reports to university authorities responsible for quality assurance, organised oral presentations and initiated reforming process of existing quality assurance procedures and evaluation frameworks.

Due to different levels of birocracy in reforms implementation, universities formally approved the following measures, related to other study programs (not only those relevant for public health fields) at different levels:

Faculty / program	Study level	Reform	Status
University of Donja Gorica			
All faculties and departments	MSc PhD	Existing QAF is extended with PH-ELIM evaluation instruments	Approved Extended QAF will be implemented in 2020/21
University of Montenegro			
Faculty for economics and business	All	Existing evaluation framework is extended with PH-ELIM evaluation instruments	Approved Extended evaluation framework will be implemented in 2020/21
Mediterranean University			
Medical faculty	All	Existing evaluation framework is extended with PH-ELIM evaluation instruments	Process initiated The formal procedure to University Senate is initiated related to suggested improvements of evaluation framework

However, after first year of implementation of extended evaluation frameworks, it is expected to review results and experiences and further implement reforms at all faculties/departments and all levels of study, if relevant.