

D 4.2

TOOLKIT FOR THE EVALUATION OF THE FOODI PROGRAMME

WP 4: ACCREDITATION AND DELIVERY OF THE COURSES



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1 Introduction

This document serves as the Toolkit for the implementation of quality assessment for the FOODI Programme since it provides input and a knowledge basis that is necessary for the successful implementation of numerous related Activities. Within this context, the structure of this deliverable entails the following main areas of study:

In this analysis, we are identifying and defining the research objectives and the target audiences and the technical background of the research, that is going to be implemented in the Task 4.2 of the FOODI project. The analysis methodology of the quantitative research phases has also been elaborated while the detailed instructions for the preparation of the final report have been included.

Finally, all evaluation tools that have been prepared are parts of this deliverable. We have included all necessary questionnaires, templates and other materials and instructions needed for the actual implementation of the analysis.

Therefore, one online questionnaire has been designed and the questions have been elaborated, creating flexible loops that narrow the research agenda according to the status of the one completing it.

All the above, conclude with an annex, that is providing additional information on subjects that could be included in the main part of the deliverable but would create “noise” that would affect its coherence. Therefore, we have decided to include the quantitative questionnaire, designed and uploaded online, in an annex where the questions are demonstrated in an as-is environment.

2 The study procedure

Study objective

The study’s objective is to evaluate the overall delivery of the FOODI programme. This document encloses the methodology and the tools for the assessment. Different areas of interest for the evaluation have been defined accordingly in the relevant parts of the toolkit. The goal is to utilise the input from attending students to improve the learning experience and the impact of the new master programmes.

This study's objectives are being covered through an *online questionnaire*, which is demonstrated below, with questions covering all objectives and areas identified.

Implementation of Study - phases

In this light, taking into account the short time to finalize the adopted scientific methodology for the implementation of empirical research, we have included in this and the following sector the main methodological steps that we intend to follow in the direction of conducting the quantitative research.

Regarding the timeline of the execution of the different phases of the evaluation:

a. The developed toolkit (D4.2) will be used for two evaluation periods: a first period (D4.4 Interim Programme Delivery Evaluation Report) and a second one (D4.5 Final Programme Delivery Evaluation Report).

b. The first evaluation period will be conducted after the first semester of the master’s programme.

- c. The data analysis is to be conducted during the first year of the master programme.
- d. Finally, the final report will be drafted during month 18 and finalized after partners reviews.

2.1 Phase 1: Prior Research phase

Action 1.A Prior Research & Design of Questionnaire. The evaluation toolkit will be designed and peer-reviewed. The design of the toolkit is made based on procedural guidelines & reports of EU & other institutions & research centres. It follows the common procedural guidelines and typical tools & questions used for evaluation toolkits.

Action 1.B. Pilot Study. Supports the “testing” of the questions and their understanding, providing the evidence needed for the finalization of the Questionnaire. Within this context, during this Action, we are going to:

- Highlight the technical problems of the questionnaire and interview guides
- Highlight the wording problems of the questionnaire questions and interview guides and other weaknesses in their understanding
- Undertake corrective interventions in the questionnaire
- Implement the final formulation of the questionnaire

Among the tasks to be implemented within this action, are:

- i. Send questionnaires to a selected pilot sample and use targeted discussion interview guides to executives designated for this purpose.
- ii. Questionnaire collection and transcription of focused discussions
- iii. Determine the number of less frequently asked questions and change them
- iv. Processing of observations of participants in the pilot study.

2.2 Phase 2: Primary Research Conduction

Action 2 Implementation of Quantitative Research. It covers all stages of the implementation of quantitative research are included as a key part of the overall empirical investigation. More detailed it includes:

- The determination of the survey population, including the different categories and the sampling procedure leading to the sample formation
- The identification of the research monitoring process of the quantitative field research
- The actual implementation of quantitative research.

Among the tasks to be implemented within this action, are:

- i. Sampling procedure
 - ii. Sample determination
 - iii. Logistics procedures for quantitative research
 - iv. Sending of questionnaires
 - v. Returns - collecting questionnaires
 - vi. Follow-up, finalisation of the implementation phase.
-

During the implementation of this Action, questionnaires will be collected by all participating countries, namely: Malaysia, Thailand and Cambodia.

2.3 Phase 3 Data analysis

Prior to the analysis, the following tasks are going to be implemented:

- i. Classification and archiving of empirical material
- ii. Collection of accompanying material (eg researcher observations)
- iii. Initial configuration of data processing framework.

Based on these Tasks, an analysis of quantitative data will be conducted. At a first stage the analysis concerns the following:

- All stages of processing and first analysis of the data of all conducted surveys are included. At the same time, the method is utilized based on the research questions.
- The ways of presenting the data are finalized.

Among the tasks to be implemented within this action, are:

- i. Creating a Database for the Quantitative Research Data
- ii. Data coding
- iii. Inserting data into Databases
- iv. Statistical processing of quantitative data

2.4 Phase 4: Final Reporting

Action 4.A Preparation of Final Report. It includes the writing of the research results and the formulation of the Final Report, with the following tasks:

- i. Writing of the Research Results Report
- ii. Drafting conclusions related to the different dimensions of the quality of the MSc FOODI programmes.

2.5 Quantitative Survey (online questionnaires)

For the implementation of the quantitative survey, a detailed methodological approach has been conducted and is presented here, providing ground for the implementation of an efficient collection of filled in questionnaires. A standardized questionnaire will be used to conduct the quantitative research, providing increased possibilities for data collection and analysis appearing in the statistical sample.

Sample Selection

The population under investigation is defined as: The participants of the master programmes delivered by the FOODI project. These include: students.

The aim is to ensure that the basic characteristics of the sample selected are representative of the total general population of the subjects. For this reason, we choose to carry out the sampling in two stages:

The designed questionnaire will be delivered to all participating students, teachers & managers/administrative staff involved in the delivery of the programme in the participating Asian countries: Malaysia, Thailand and Cambodia. There are expected to be 10-15 students enrolled per course in each HEI in each country. Therefore, given that 10 HEIs participate in the programme, the student questionnaires should be between 80-120 and the lecturers & managers should be minimum 16.

The programme's evaluation is to take place mid-term of the implementation of the 2-year master programme. At that time, the participants of the delivery have developed a comprehensive picture of the programme they are undertaking and there is adequate time for some continuous improvements to be made even in the first delivery of the programme.

It is envisaged that at the end of the 2-year programme a fine-tuning review will take place. At that point, 1 deep interview will take place with 1 student, 1 lecturer and 1 administrative/managerial staff from each university. In this fine-tuning review, the master programme will be once again monitored and evaluated, based on whether sentiments towards it have changed, additional questions about final assessment. Eventual comments and advice will be taken into consideration for improving the successive execution of the programme.

Design of questionnaire

In the process of designing the questionnaire structure and compiling the question texts, the techniques used to carry out questionnaire field surveys will be used.

During the design phase of the questionnaires, particular attention will be paid to:

- The need to cover all factors that might be affecting the quality of the delivered programme
- The completeness of the structure and the correct wording of the questions in order to minimize the loss of information due to the inability or refusal of the respondents to answer
- Responding to the requirements of statistical analysis of the answers to draw reliable conclusions
- The average duration of the questionnaire will not exceed 15 minutes, due to the limited time available for different participants to complete it.

The types of questions that may be included to increase the possibilities of analysis and obtain the desired information are closed and open if appropriate.

Therefore, these questionnaires will include a number of mainly "closed" type questions (with a choice of a list predetermined by the researcher), but also a few "open" types (freely formatted). Almost no open-ended questions will be addressed to students, apart from one for other comments/recommendations, to avoid designing an overwhelming-to-them questionnaire. Some open-ended questions will be included in the questionnaire in order to allow them to express their opinion concretely.

In this regard, the quantitative research questionnaires will be structured in such a way as to maximise the understanding of the current situation of the FOODI course.

The ultimate goal of quantitative research is through an analysis of the quantitative data and the detailed recording of the situation to be able to proceed with a critical approach that results in the formulation of recommendations for the improvement of the overall MSc course.

In order to finalize the questions of the questionnaire, the Quality Board of the FOODI Project asked for input from the partners. Each partner sent the evaluation questionnaire that is widely used on their respective HEI for evaluation purposes of other Post graduate programmes. All questionnaires had similar aspects that could be used for the creation of a final evaluation questionnaire. The questions were categorized and were then used in the different sections of the final online questionnaire.

Quantitative Analysis

Upon completion of the quantitative survey, project partners are going to proceed with the process of aggregating information, providing statistical information, tables and graphical representation of their quantitative data.

Implementation of the quantitative study

In the quantitative research framework, additional and alternative methods will be used for sending, completing and receiving the questionnaires. The administrative staff and lecturers will be involved in the process of collecting the questionnaires from the students. It will be handed out to them during class hours to maximise the immediate response rate. At the same time, the questionnaires will be sent through alternative methods (email, electronic submission). Sending and completing questionnaires will cover the full range of research subjects.

The HEIs in Malaysia, Thailand and Cambodia will be advised to use the final evaluation questionnaire that will be shared with the partners but there are cases where that might not be possible as there are different internal procedures in each HEI and some HEIs are obliged to use the questionnaires provided by their institution. In that case, they will be free to use those questionnaires- based on which the final questionnaire was developed- and share them with the students either by handing them out or in online form.

Analysis of Quantitative Data

The completed questionnaires will be processed and analysed in three (3) stages:

1. Field Control

Field checks are going to be designed in order to reduce errors during the period of data collection from the sample of respondents. The completed questionnaires are checked one by one upon their receipt in order to check their accuracy and completeness.

The checks to be carried out consist of the on-the-spot right after the submission of a filled in questionnaire.

2. Processing of questionnaires

If deficiencies are found (questionnaires whose sections have not been completed) or clearly contradictory answers, the questionnaires are returned for inspection. Should the inconsistencies be structural and apply at a frequency, then the questionnaire is going to be redesigned and re-structured.

3. Data analysis

SPSS or advanced excel statistical package will be used to extract the results and process the answers statistically. Statistical analysis techniques will be used to process the data depending on the nature of the

information sought. In particular, both descriptive and analytical statistics will be used to further analyze the data.

In addition, the design of the questionnaire and the alternative types of questions used where appropriate allow:

- Calculation of percentages
- Average calculation
- Calculation of standard deviations
- Training on models to be used for statistical analysis
- Grouping variables and developing quantitative and qualitative indicators
- Carrying out intersections
- Performing significance checks
- Conducting case investigations
- Possibly performing non-parametric checks and data reduction analysis / factor analysis

Preparation of a final report

After the analysis of the data, project partners are going to prepare a synthesized report, drafting and finalizing the conclusions regarding the assessment of the FOODI programme.

After describing the statistics and computing / estimating the quantitative indicators, the concluding remarks are recorded. A combination of results obtained from the statistical analysis of the research data, is going to be conducted and presented.

The final report is going to present the weaknesses and challenges faced during the implementation of the research, as well as the reasons that are likely to have played a significant role for the drafting of the final synthesized conclusion.

The goal of this toolkit is to evaluate the overall delivery of the programme. For this reason, the questions will be divided in five different categories:

- Intended Learning Outcomes
- Educational Learning Environment
- Adequate assessment system
- Achieved intended learning outcomes
- The impact of Covid-crisis on the programme

3 Data collection methods and tools

Online survey (questionnaire)

The organization of the questionnaire, has followed the principles demonstrated in Section 3.4 Quantitative Survey (online questionnaires), including the following 6 different parts, in an attempt to keep it

“as simple as possible”. The total period for answering the questionnaire varies depending on the capacity of the actor completing it. Its questions have been adapted to be addressed students. A 5-point Likert scale questions will be used. The 5-point Likert scale will be: 1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly Agree. Some open-questions mean that Lecturers’ questionnaire is a bit longer.

Within this context, the questionnaire has been decided to be structured based on the following sections and questions:

Section 1 – Personal Information & Filter question

Question 1 – Name and Surname

Question 2 – Email

Question 3- Filter Question- In which university do you attend the MCs FOODI program?

Section 2- About the Programme

1. The content of the MSc Foodi program has an appropriate volume.
2. The distribution ratio between theory and practice is reasonable.
3. The programme is flexible, active and creating favourable conditions for students.
4. The courses in the program are organized in a systematic way.
5. The contents of the MSc FOODI program are up to date.
6. The forms of assessment are close to the content of the training program.
7. The duration of the teaching period was suitable according to the courses’ content.
8. The program encouraged students to ask questions and develop critical thinking skills.

Section 3- About the lecturers/ Professors

1. The lecturers have extensive and up-to-date professional knowledge.
2. The lecturers create conditions for students to develop their own learning and research abilities.
3. The lecturers respect class time and follow the teaching plan.
4. The lecturers encourage discussion/presentations/contribution of ideas.
5. The lecturers make use of labs and workshops for practical activities (if applicable).
6. The lecturers use digital tools during class.
7. The lecturers provide feedback for each assessment/assignment/test/project.

Section 4- About the handouts or learning materials

1. The curriculum for each course is provided with accurate and up-to-date content.
2. The students can easily access the reference materials introduced by the lecturers.
3. The resources in the library meet the needs of the students.
4. The course content is delivered according to schedule and development of students' understanding.
5. The course workload is manageable.

Section 5- Learning Facilities

1. The teaching and learning equipment are adequate and functioning.
 2. Workshops / labs are safe, well-equipped, and conducive for learning (if applicable).
 3. The course materials/references are sufficient and available digitally or in the library.
-

Section 6 – General satisfaction

1. Are you satisfied with the overall experience of studying this program? -Yes -No
2. Would you recommend this program to others? -Yes -No
3. According to your experience, what are the strengths of this program? Long answer text
4. According to your experience, what are the weaknesses of this program? Long answer text
- 5.

4 Qualitative Survey (focus group)

Organization of the qualitative research

In carrying out the qualitative analysis, we are going to take into account the key principles that, in our estimation, will allow for maximizing the outcomes of the qualitative research:

Principle 1: Complementarity. This is based on the fact that the proposed qualitative investigations frame the extensive quantitative research carried out at the same time, as well as the previous experience gained with similar research carried out in the past.

Principle 2: Comparability. At the design level of this guide, this principle has been taken into account, as some question units or even individual questions are repeated in other tools. This means that individual comparisons of responses using different tools are possible.

Principle 3: Diversity of respondents. This means that the conditions for conducting the interviews will be determined each time on the basis of different characteristics and factors (region, educational level, age, financial status and factors such as service, position in the hierarchy, etc.)

The qualitative research that will be carried out will be combined with its methodology to meet the objectives as set out above. Given the nature of the objectives of qualitative research, the collection of primary information will be done by methods that allow for free exchange of views and creative dialogue.

Qualitative research will utilize the technique of a Focus Group

The Definition of a Focus Group

Focus Groups are guided discussions of a small group. They are normally one-off sessions although several may be run simultaneously in different locations. Focus groups are good for initial concept exploration, and generating creative ideas. They are often used to test, evaluate and/or do a program e-review. They are most appropriate to get a sense of regional, gender, age, and ethnic differences in opinion. They are not effective for providing information to the general public or responding to general questions, nor are they used to build consensus or make decisions.

A facilitator leads a guided discussion of 4-12 people to gauge their views and attitudes on the subject. The discussions are normally recorded, and a report is produced of the process and results which is then distributed to the participants. Stakeholders, beneficiaries or other interested parties may observe the discussions. Focus groups are useful to: gauge the nature and intensity of stakeholders' concerns and values about the issues obtain a snapshot of public opinion when time constraints or finances do not allow a full review or survey obtain input from individuals as well as interest groups obtain detailed reaction and input from a stakeholder or client group to preliminary proposals or options collect information on the needs of stakeholders surrounding a particular issue or concept determine what additional information or modification may be needed to develop consultation issues or proposals further.

The group needs to be small (4-12) for participants to feel comfortable in voicing their views, while members of the Focus Group can be selected to be demographically representative or of a specific sub-set of the population. It is a good process when engaging in a consultation process marginalized groups e.g., people who are not native English speakers can be included through translators.

Strengths of the Focus Group Consultation Technique

- High level of participant interaction due to the small size of the group.
- Can lead to a greater understanding of how people think about issues.
- Members can be specially recruited to fit (demographic) profiles.
- Good for getting opinions from people who would not be prepared to give written answers.

Weaknesses of the Focus Group Consultation Technique

- Heavily dependent on a skilled facilitator.
- Easily dominated by one or two strong opinions.
- Some participants may feel inhibited to speak.
- Responses are not quantitative and so cannot be used to gauge wider opinion

Focus groups

The population under investigation is defined as: The participants of the master programmes delivered by the FOODI project.

At least one (1) Focus Group in each country is going to be organized. The Focus Group seeks to involve the different actors of the programme at a national level in order to draw conclusions about the implementation of the FOODI programme in each partner country. For the conduction of the focus group, either physical or online, at least 3 students per HEI should participate.

Within this context:

- All group discussions are going to take place in specially designed and comfortable spaces, either at one of the partners' premises or in facilities that are going to be specially selected to meet the requirements of quality methodology.
- Each conversation will last 2 hours.

Furthermore, the suitability of the participants is going to be assessed in order to meet the required characteristics, in order to achieve the highest possible level of quality responses.

Design guidelines

The designed discussion guides will support the conduction of the personal interviews and group discussions are going to provide a solid ground for a structured and thematically organized interview process. The idea is to support the implementation of a qualitative survey that will be able to extract structured information and data that can be used for the preparation of solid conclusions.

On the other hand, given the nature of each methodology, different dialogue techniques, either standard or projective, will be used, in order to minimize the probability of conducting a more general discussion.

Upon completion of the quantitative and qualitative survey, project partners are going to proceed with the process of the aggregated information.

Focus group protocol for MSc FOODI's students: Evaluation of the program

Key Areas	Questions	Time Estimate/ Remarks/Notes
Introduction	<ul style="list-style-type: none"> The moderator thanks the students for agreeing to participate. He/She must also explain first the rationale of the focus group session, that is to gain honest feedback of the program MSc FOODI. The feedback would be used to understand the strength of MSc FOODI while identifying further improvement to be made to the program in future. The Moderator must also inform students that their feedback will be reported for improvement and their names and their semester enrollment need to be jotted. 	<p>5 minutes</p> <ul style="list-style-type: none"> The students participated in this focus group session must be informed of the history of MSc FOODI (a project under the Erasmus CBHE grant).
Motivation to join MSc FOODI	What motivate you to join this academic program?	10 minutes
Teaching & Learning	<p>Are you satisfied with the teaching and learning process for the program?</p> <p>(Probe/ask students on their satisfaction experience as well as strengths and weaknesses of the:</p> <ul style="list-style-type: none"> lecturers & fellow students <p>during</p> <p>classes, tutorials, online and lab engagement</p>	20 minutes
Support Services	<p>In terms of your MSc FOODI's experiences, can you explain on the strengths and weaknesses of the:</p> <ul style="list-style-type: none"> facility contents (syllabus, learning materials) 	15 minutes
Career advancement	<p>Have MSc FOODI support your growth at work? Or preparing you for your career growth?</p>	10 minutes
End		

5 Appendixes

UTM Questionnaire

A SURVEY ON PROGRAM EDUCATIONAL OBJECTIVES (PEO): Master of Science Food Processing Innovation (MSC FOODI)

10/11/2022, 6:14 PM

A SURVEY ON PROGRAM EDUCATIONAL OBJECTIVES (PEO): Master of Science Food Processing Innovation (MSC FOODI)

Dear Alumni,

This survey aims to evaluate the Program Educational Outcomes (PEO) of the Master of Science Food Processing Innovation (MSC FOODI) program. Additionally, the purpose of this survey is also to identify your satisfaction and improvements that can be made to the program.

All information collected will be kept strictly confidential.

Thank you

* Required

1. Name:

2. Email:

4. Nationality:

Mark only one oval.

- Malaysia
- Indonesia
- Singapore
- Thailand
- Brunei
- Other: _____

5. Current Employability Status:

Mark only one oval.

- Working (including part-time, business, dropship, training or any other income generated etc.)
- Not Working
- Pursue Further Study

6. Current Position:

7. Company/Employee Name (Please put a dash if you are not working):

9. Are you currently working in relation to your academic qualification and field?

Mark only one oval.

- Yes
- No

Please state to what extent the following Program Educational Objectives (PEO) are significant to the graduates of MSC FOODI

10. PEO1: Proficient in applying and communicating in-depth relevant knowledge in solving problems critically and analytically in the field of food processing innovation.

Significant Level *		
(1) Significant	(2) Significant and need improvement in some aspects (please specify)	(3) Significant and meet the requirements of stakeholder
* Please specify Significant Level [either (1), (2) or (3)] and specify improvements / suggestions (if any) Example: *(2) Considering emotional intelligence aspect in the PEO*		

11. PEO2: Career advancement through life-long learning and competencies in leadership, interpersonal and digital skills.

Significant Level *		
(1)	(2)	(3)
Significant	Significant and need improvement in some aspects (please specify)	Significant and meet the requirements of stakeholder
* Please specify Significant Level [either (1), (2) or (3)] and specify improvements / suggestions (if any) Example: <i>*(2) Considering emotional intelligence aspect in the PEO*</i>		

12. PEO3: Practice ethical principles and entrepreneurial mindset within professional and societal context towards sustainability.

Significant Level *		
(1)	(2)	(3)
Significant	Significant and need improvement in some aspects (please specify)	Significant and meet the requirements of stakeholder
* Please specify Significant Level [either (1), (2) or (3)] and specify improvements / suggestions (if any) Example: <i>*(2) Considering emotional intelligence aspect in the PEO*</i>		

13. To what extent MSC FOODI graduates are capable of achieving the PEO? Please provide your opinion.
-

14. Would you recommend this program to others?

Mark only one oval.

- Yes
 No

15. Are you satisfied with the overall experience studying in this program?

Mark only one oval.

- Yes
 No

16. What was the best educational experience you have had while at the faculty?
-

17. Which course/program/activity you had at the faculty that you think will help you the most i your career/life?

18. In your opinion, what is the greatest strength of this program?

UniKL Questionnaire

UNIVERSITI KUALA LUMPUR
Student Evaluation Form

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15-10-2020 01:23PM

Page: 1 of 2

Title: CES v3 Form (2019)

1 Lecturer Commitment		Evaluatee	LECTURER
Respondents :	All respondents		
1.1	My lecturer is well-prepared and well-organised for class.	(1)	(2) (3) (4) (5)
1.2	My lecturer treats students with respect.	(1)	(2) (3) (4) (5)
1.3	My lecturer is available for consultation with students (in/outside of class or online).	(1)	(2) (3) (4) (5)
1.4	My lecturer is punctual for class.	(1)	(2) (3) (4) (5)
1.5	My lecturer replaces classes that were not held due to emergency/public holidays.	(1)	(2) (3) (4) (5)
1.6	I am satisfied with the teaching commitment of academic staff.	(1)	(2) (3) (4) (5)
2 Outcomes-Based Education (OBE) Implementation		Evaluatee	LECTURER
Respondents :	All respondents		
2.11	My lecturer clearly explains about Outcomes-Based Education (OBE) in the first week of class.	(1)	(2) (3) (4) (5)
2.12	My lecturer clearly explains about Course Learning Outcomes (CLO) in the first week of class.	(1)	(2) (3) (4) (5)
2.13	My lecturer clearly explains about Programme Learning Outcomes (PLO).	(1)	(2) (3) (4) (5)
2.14	My lecturer clearly explains about Programme Educational Objectives (PEO).	(1)	(2) (3) (4) (5)
2.211	The course content sufficiently covers theory and practical knowledge (for technical-related courses).	(1)	(2) (3) (4) (5)
2.212	The course content is related to real life application.	(1)	(2) (3) (4) (5)
2.213	The course content is delivered according to schedule and development of students' understanding.	(1)	(2) (3) (4) (5)
2.214	The course workload is manageable.	(1)	(2) (3) (4) (5)
2.215	The course materials are available, clear, and useful.	(1)	(2) (3) (4) (5)
2.221	My lecturer delivers lectures in English (unless specified otherwise in the curriculum).	(1)	(2) (3) (4) (5)
2.222	My lecturer is innovative and enthusiastic during lessons.	(1)	(2) (3) (4) (5)
2.223	My lecturer checks students' understanding by asking questions or giving quizzes.	(1)	(2) (3) (4) (5)
2.224	My lecturer gives clear explanations using sufficient examples.	(1)	(2) (3) (4) (5)
2.225	My lecturer encourages discussion/presentations/contribution of ideas.	(1)	(2) (3) (4) (5)
2.226	My lecturer encourages self/independent learning.	(1)	(2) (3) (4) (5)
2.227	My lecturer supervises/facilitates class activities.	(1)	(2) (3) (4) (5)
2.228	My lecturer teaches in lab/workshop for practical activities (if applicable).	(1)	(2) (3) (4) (5)
2.229	My lecturer is knowledgeable in their field.	(1)	(2) (3) (4) (5)
2.230	My lecturer's teaching methods are effective.	(1)	(2) (3) (4) (5)
2.231	My lecturer provides learning materials (e.g. powerpoint slides) in UniKL Virtual Learning Environment (VLE).	(1)	(2) (3) (4) (5)
2.232	My lecturer provides useful and sufficient video lectures using UniKL VLE.	(1)	(2) (3) (4) (5)
2.233	My lecturer carries out e-assessments (e.g. quizzes) in VLE.	(1)	(2) (3) (4) (5)
2.234	My lecturer implements learning activities (e.g. forum, wiki, e-books) using UniKL VLE.	(1)	(2) (3) (4) (5)
2.235	My lecturer uses interactive features (e.g. chat, video comments) in UniKL VLE.	(1)	(2) (3) (4) (5)
2.311	My lecturer assesses (test, quiz, assignments, examination etc) students based on CLOs	(1)	(2) (3) (4) (5)
2.312	My lecturer provides clear assessment instructions.	(1)	(2) (3) (4) (5)
2.313	My lecturer conducts assessments according to schedule.	(1)	(2) (3) (4) (5)
2.314	My lecturer uses clear rubrics where applicable (e.g. for essays and presentations).	(1)	(2) (3) (4) (5)
2.321	My lecturer is firm and fair in evaluating assessments (test, quiz, assignments, examination etc).	(1)	(2) (3) (4) (5)
2.322	My lecturer provides prompt and helpful assessment feedback during the semester.	(1)	(2) (3) (4) (5)
2.323	My lecturer returns all assessment results before final examination.	(1)	(2) (3) (4) (5)

Strongly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree
(1)	(2)	(3)	(4)	(5)

Prepared By: Centre for Instructional Technology and Curriculum Development

Title: CES v3 Form (2019)

3 Learning Facilities		Evaluatee	SUBJECT
Respondents :	All respondents		
3.1	Classroom / lecture theatres are safe and conducive for learning	(1) (2) (3) (4) (5)	
3.2	Workshops / labs are safe, well-equipped, and conducive for learning (if applicable)	(1) (2) (3) (4) (5)	
3.3	The course materials/references are sufficient and available digitally or in the library.	(1) (2) (3) (4) (5)	
4 Student Involvement In Curriculum Development		Evaluatee	LECTURER
Respondents :	All respondents		
4.1	I am involved in giving suggestions and comments to improve the course.	(1) (2) (3) (4) (5)	
5 Comments		Evaluatee	LECTURER
Respondents :	All respondents		
5.1	Overall, I am satisfied with the quality of the course.		
5.2	Provide suggestions to help this lecturer improve his or her teaching method/style.		
5.3	Provide suggestions on how this lecturer can assist students who are weak in this course or subject matter.		
5.4	State one major strength of your lecturer.		

SRU Questionnaires



SVAY RIENG UNIVERSITY FACULTY OF AGRICULTURE

Evaluation Sheet of MSc Program in Food Processing and Innovation (M.Sc. Foodi)

In the academic year 2021 – 2022, in order to improve the quality of training better and better, Svay Rieng University (SRU) conducts a survey of information from the MSc students. Please kindly provide the information below to the Faculty of Agriculture (FoA).

All answers of each individual will be kept confidential by FoA, the results will be used internally.

I. PERSONAL INFORMATION

- Name & surname: - Student's ID: - Gender:
 - Faculty: - Major: - Batch:.....
 - Current address:
 - Mobile phone: - Email:

II. PROGRAM EVALUATION INFORMATION

Please objectively rate the following contents according to the levels (tick in the box):

1. Strongly disagreed/ 2. Disagreed/ 3. No idea/ 4. Agreed/ 5. Totally agreed

1. About the program

1	The content of the MSc Foodi program has an appropriate volume.	① ② ③ ④ ⑤
2	The distribution ratio between theory and practice is reasonable.	① ② ③ ④ ⑤
3	The program is flexible, active, and creating favorable conditions for students.	① ② ③ ④ ⑤
4	The courses in the program are organized in a systematic way.	① ② ③ ④ ⑤
5	The contents of the MSc Foodi program are updated and renewed.	① ② ③ ④ ⑤
6	The forms of assessment and inspection are close to the content of the training program.	① ② ③ ④ ⑤

2. About the lecturers/professor

1	The lecturers are extensive and up-to-date professional knowledge.	① ② ③ ④ ⑤
---	--	-----------

1

2	The lecturers have pedagogical methods, making easy to understand and communication.	① ② ③ ④ ⑤
3	The lecturers are enthusiastic, helpful and encouraging students to learn and research.	① ② ③ ④ ⑤
4	The lecturers respect class time and follow the teaching plan.	① ② ③ ④ ⑤
5	The lecturers create conditions for students to develop their own learning and research abilities.	① ② ③ ④ ⑤

3. About the handouts or learning materials

1	The curriculum for each course is provided with accurate and up-to-date content.	① ② ③ ④ ⑤
2	The lecturers introduce new and updated websites, textbooks, reference materials in Khmer and English.	① ② ③ ④ ⑤
3	The students can easily access the reference materials introduced by the lecturers.	① ② ③ ④ ⑤
4	The resources in the library meet the needs of the students.	① ② ③ ④ ⑤

4. About the infrastructure

1	The information technology equipment has served well for teaching and learning activities.	① ② ③ ④ ⑤
2	The machine/laboratory meets the practical needs of students for learning and researching.	① ② ③ ④ ⑤
3	The university facilities (lecture halls, tables, chairs, audio-visual aids for learning, rest rooms, ...) meet the needs of the training and learning of students.	① ② ③ ④ ⑤

5. About the management and student's service

1	The students are fully informed of the teaching plan and the criteria for assessing the learning results.	① ② ③ ④ ⑤
2	The information on the university's website is diverse, rich, and up-to-date.	① ② ③ ④ ⑤
3	The academic and career counselling activities meet the needs of students and student's learning.	① ② ③ ④ ⑤
4	The social and movement activities at the university meet the entertainment needs and have a good impact on students' learning.	① ② ③ ④ ⑤
5	The faculty and staff effectively deal with students' problems.	① ② ③ ④ ⑤

6	The faculty and staff are enthusiastic, cheerful, and respectful attitude towards the students.	① ② ③ ④ ⑤
7	There are regular activities of collecting students' feedback on training quality.	① ② ③ ④ ⑤

6. About the general training quality

1	During your study, you are living in an environment where you are trained in ethics, behavior and personality.	① ② ③ ④ ⑤
2	The university will help you easily develop your career and employability.	① ② ③ ④ ⑤
3	You have acquired the general skills you need after graduation (team work, communication, self-study, cooperation, ...)	① ② ③ ④ ⑤
4	The graduates are confident about their careers.	① ② ③ ④ ⑤
5	You intend to pursue your study in any graduate program of SRU.	① ② ③ ④ ⑤

III. OTHER OPINION

Please provide more specific comments about the training program, teaching staff, facilities, management of training services as well as other fields of work of the university, for the purpose of building and developing the university:

.....

UiTM Questionnaire

Students' Feedback Online (SuFO)

Course Group :

Semester :

Section A : Overall Impression about the course					
No.	Question	Strongly disagreed	Disagreed	Agreed	Strongly agreed
1	I have increased my knowledge from taking the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	The course content is related to my field of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	The method of assessments in this course has enhanced my learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	My confidence level in this course has increased.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section B : Lecturer Professionalism					
5	The lecturer completes the scheduled hours of instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	The lecturer is ever ready to provide academic guidance to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	The lecturer uses English as a medium of instruction during the lectures except	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	The lecturer is approachable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	The lecturer is accessible for discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	The lecturer monitors student attendance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Overall, the lecturer exhibits high professionalism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section C : Teaching and Learning Activities					
12	The lecturer explains the course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	The lecturer explains the outcomes of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	The lecturer explains the methods of assessment for the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	The lecturer teaches according to plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	The lecturer actively involves students in the learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	The lecturer creates an environment for students to ask questions and offer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	The lecturer delivers the content interestingly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	The lecturer's delivery style challenges the mind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	The lecturer provides feedback for each assessment/assignments/tests/projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	The lecturer helps students master the learning content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	Overall, I enjoyed the teaching style of this lecturer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section D : Infrastructure					
23	The equipment space for teaching and learning is conducive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	The teaching and learning equipment are adequate and functioning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PSU Questionnaires

รูปแบบสำรวจความต้องการของนักศึกษาหลักสูตรFOODI คณะอุตสาหกรรมเกษตร มหาวิทยาลัยสงขลานครินทร์
 Needs assessment survey for FOODI students
 Faculty of Agro-Industry, Prince of Songkla University

คำชี้แจง แบบสอบถามนี้เป็นแบบสำรวจความต้องการของนักศึกษาระดับบัณฑิตศึกษา สาขาวิทยาศาสตร์และเทคโนโลยี-อาหาร คณะอุตสาหกรรมเกษตร เพื่อประโยชน์ในการนำผลการสำรวจไปใช้ในการพัฒนาการให้บริการด้านต่างๆ ที่เป็นประโยชน์สูงสุดต่อนักศึกษา และเพื่อประโยชน์ต่อการดำเนินงานจัดบริการของคณะอุตสาหกรรมเกษตร

Instruction This survey is for needs assessment of graduate students of Food Science and Technology, Faculty of Agro-Industry. Information from this survey is used for improving services in various areas to provide great benefits to students and for better service management of the Faculty of Agro-Industry.

ส่วนที่ 1 ข้อมูลเบื้องต้นของนักศึกษา

Part 1 Student information

1. ชั้นปี (Year of study) ชั้นปี 1 (1st Year) ชั้นปี 2 (2nd year) ชั้นปี 3 (3rd year)
 ชั้นปี 4 สูงกว่าชั้นปี 4 (4th year and over)

ส่วนที่ 2 ประเด็นสำรวจ

โปรดให้คะแนนระดับความพึงพอใจดังนี้ 1 ไม่พึงพอใจเลย 2 ไม่พึงพอใจบ้าง 3 พึงพอใจบ้าง
 4 พึงพอใจมาก 5 พึงพอใจมากที่สุด

Part 2 Survey topics

Please rate your level of satisfaction as 1- not yet satisfied, 2- somewhat not satisfied, 3- somewhat satisfied, 4-very satisfied, 5- most satisfied.

ประเด็น (Topic)	ระดับความพึงพอใจ (Level of satisfaction)				
	1	2	3	4	5
ด้านที่ 1 การจัดสรรสิ่งสนับสนุนและเอื้อต่อการพัฒนาการเรียนรู้ (Allocation of supporting and contributing resources for learning improvement)					
1.1 จำนวนเครื่องมือวิจัย/การใช้งานได้ของเครื่องมือ (Number of research instruments / availability of instruments)					
1.2 ระบบอินเทอร์เน็ตไร้สาย ภายในคณะ (Wi-Fi/Internet within the faculty)					
1.3 สื่อโสตทัศนูปกรณ์ เทคโนโลยีในห้องเรียน/ห้องประชุม (IT/technology in classrooms/meeting rooms)					
1.4 ระบบการบริการงานจัดการศึกษา (เจ้าหน้าที่ และ การประชาสัมพันธ์ข้อมูล) (Education Management Services - staff and information on Public Relations)					
1.5 ระบบการบริการด้านทุนการศึกษา (Management services on scholarship section)					

1.6 ช่องทางในการเข้าถึงข้อมูลข่าวสารที่เป็นประโยชน์แก่นักศึกษา (Facilitation on useful information access for students)					
1.7 การให้บริการของเจ้าหน้าที่คณะฯ/สาขาโดยรวม (Overall service provided by the faculty staff)					
1.8 อื่นๆ (Other)					

ประเด็น (Topic)	ระดับความพึงพอใจ (Level of satisfaction)				
	1	2	3	4	5
ด้านที่ 2 บริการด้านกายภาพที่ส่งเสริมคุณภาพชีวิต (Services promoting physical well-being)					
2.1 คุณภาพ ความปลอดภัยภายในคณะ (Quality and safety inside the faculty)					
2.2 สภาพห้องเรียน ห้องปฏิบัติการ (Quality of classroom and laboratory)					
2.3 การบำรุงรักษาสภาพแวดล้อม ภูมิทัศน์ภายในคณะ (Maintenance of environment and landscape of the faculty)					
2.4 อาหารที่จัดจำหน่ายโดยคณะ (Food sold at the faculty)					
2.5 สภาพแวดล้อมภายในห้องน้ำ (เช่นการทำความสะอาด แสง การถ่ายเทอากาศ) (Toilets – cleaning schedule, light, air circulation)					
2.6 สถานที่ทำกิจกรรม (Areas provided for activities)					
2.7 อื่นๆ (Other)					

ด้านที่ 3 การเรียนการสอนและการทำวิจัย (Learning/teaching and research)					
3.1 การจัดการเรียนการสอนสอดคล้องกับลักษณะวิชา และวัตถุประสงค์การเรียนรู้ (Learning/teaching fits with course and learning objectives)					
3.2 วิธีการสอนกระตุ้นการคิด วิเคราะห์ และการแก้ปัญหา (Teaching methods encourage critical thinking and problem-solving)					
3.3 การจัดการเรียนการสอนที่เป็นภาษาอังกฤษมีความชัดเจนและเข้าใจง่าย (Learning/teaching in English is clear and easy to follow)					
3.4 อาจารย์ผู้สอน (ด้านความรู้ความสามารถ การมีประสบการณ์) Lecturers (knowledge and experiences)					
3.5 อาจารย์ที่ปรึกษา (ด้านความรู้ความสามารถ ความสะดวก และการให้เวลา) Advisors (knowledge, conveniences and accessibility)					
3.6 ความช่วยเหลือปัญหาทางการเรียน การทำวิจัย หรือปัญหาส่วนตัวจากอาจารย์ที่ปรึกษา/หลักสูตร/ภาควิชา/คณะ (Assistance with learning/research/personal need from advisor/program/department/faculty)					
3.7 อื่นๆ (Other)					

ประเด็น (Topic)	ระดับความพึงพอใจ (Level of satisfaction)				
	1	2	3	4	5
ด้านที่ 4 การวัดประเมินผล (Evaluation process)					
4.1 วิธีการประเมินผลสอดคล้องกับวัตถุประสงค์และกิจกรรมการเรียนการสอน (Evaluation is relevant to learning objectives/activities)					
4.2 วิธีการประเมินผลเป็นไปตามระเบียบและกฎเกณฑ์ที่กำหนดไว้ล่วงหน้า (Evaluation followed rules and standards given)					
4.3 ระบบการประเมินโปร่งใส ตรวจสอบได้ ตรงตามเวลา และมีช่องทางให้ร้องเรียนได้ (Evaluation process is clear/verifiable/on time; channel for complaint)					
4.4 อื่นๆ (Other)					

ด้านที่ 5 กระบวนการบริหารหลักสูตรที่เกี่ยวข้องกับนักศึกษา (Management of program curriculum relevant to students)					
5.1 การจัดกิจกรรมพบปะระหว่างนักศึกษาและคณะกรรมการบริหาร หลักสูตรในเรื่องที่เกี่ยวข้องกับหลักสูตร อย่างน้อย 1 ครั้งต่อภาค การศึกษา (Meeting between students and a program committee relevant to information of program of study, at least 1 time/semester)					
5.2 การจัดกิจกรรมทางวิชาการให้นักศึกษา (Educational activities for students)					
5.3 การจัดกิจกรรมโครงการพัฒนาเสริมทักษะนักศึกษา (Skill-improving activities for students)					
5.4 ผลการจัดการต่อ ข้อเสนอแนะ/ข้อร้องเรียนของนักศึกษา (Follow up and management of requests/complaints of students)					
5.5 อื่นๆ (Other)					

ส่วนที่ 3 ความต้องการ หรือ ข้อเสนอแนะ หรือ ความคิดเห็นเพิ่มเติม(ถ้าไม่พอกรุณาใช้กระดาษแนบ)

Part 3 Needs, suggestions, additional comments (attach additional pages, if needed)

ด้านที่ 1 การจัดสรรสิ่งสนับสนุนและเอื้อต่อการพัฒนาการเรียนรู้

(Allocation of supporting and contributing resources for learning improvement)

- 1.
- 2.
- 3.

ด้านที่ 2 บริการด้านกายภาพที่ส่งเสริมคุณภาพชีวิต
(Services promoting physical well-being)

- 1.
- 2.
- 3.

ด้านที่ 3 การเรียนการสอนและการทำวิจัย
(Learning/teaching and research)

- 1.
- 2.
- 3.

ด้านที่ 4 กระบวนการบริหารหลักสูตรที่เกี่ยวข้องกับนักศึกษา
(Management of program curriculum relevant to students)

- 1.
- 2.
- 3.

ขอขอบคุณนักศึกษาทุกคนที่ร่วมตอบแบบสอบถาม
Thank you for answering the survey
