

**BUGEMA UNIVERSITY**  
**QUALITY ASSURANCE DIRECTORATE**  
**STUDENTS EVALUATION OF LECTURERS SECOND SEMESTER 2020 - 2021**  
**SUMMARY OF STUDENT EVALUATION OF VIRTUAL LEARNING**  
**AT BUGEMA UNIVERSITY**

**Introduction:** The Directorate of Quality Assurance conducted a study in which the students of BU were asked to provide their own feedback on several aspects of teaching, learning and assessment on the eLearning platform.

**Objectives:**

[1] To determine user/student satisfaction with teaching and learning as conducted on the eLearning platform.

[2] To rate the satisfaction of the students with their instructors under the eLearning arrangement

[3] To obtain student feedback regarding services they received from the non-teaching directorates/units in the University.

**Methodology:** A semi-structured digital questionnaire was sent to the students with several parameters regarding their experience while pursuing studies online at Bugema University. They were also required to rate/provide feedback on their lecturers. The student ratings were based on a 5-point psycho-analytic Likert scale.

**Key Results:** A total of 139 students provided feedback from eight (8) different schools at Bugema University main campus. Out of the eligible participants, 75 (54%) responded by filling the online questionnaire whereas 64 (46%) of the respondents responded by filling out the physical forms.

*Regarding Virtual teaching, learning and service delivery on the eLearning platform, majority of the participants believed that the virtual learning system was good enough to support learning and assessment online. However, issues were raised by students regarding the poor quality of uploaded content, limited accessibility while off campus and limited training they received prior to getting enrolled on the platform. On level of interaction with the uploaded content, the results indicate that the students were able to interact with this content to a large extent though some expressed concern regarding the quality of this content and low level of engagement with their lecturers while using the eLearning platform.*

*For the support services they receive, the respondents applauded the University for setting up a very supportive environment to aid online studies. The students further expressed dissatisfaction with the delays in the release of previous semester results and difficulty in getting enrolled/registered into the eLearning platform by the Virtual Learning Directorate.*

**1.0 RESPONSES PROCEDURE USED TO GIVE FEEDBACK TO LECTURERS:**

Your responses will be rated as follows with a scale

*Table 1: Interpretation scale for lecturers' scores*

<b>Range</b>	<b>Interpretation</b>
0 to 1	Very Poor
1 to 2	Poor
2 to 3	Fair/Average
3 to 4	Good
4 to 5	Excellent

We are happy to report that we got almost 95% which was very good response from you on our lecturers.

The HOD's have shared the ratings with the individual lecturers from their respective departments and discussed their individual performance. In the same manner the deans have received their performance feedback reports and discussions on their performance has been achieved with the Quality Assurance Director.

**Table 2: Demographics of the respondents**

<b>Demographic</b>	<b>Category</b>	<b>Frequency</b>	<b>Distribution</b>
<b>Semester</b>			
	One	18	13%
	Two	109	78%
	Three	12	9%
<b>Mode of study</b>			
	Weekend	8	6%
	Regular	121	87%
	In-service / Holiday	10	7%
<b>School</b>			
	Sch. of Graduate Studies	10	9%
	Sch. of Social Sciences	8	7%
	Sch. of Natural Sciences	2	2%
	Sch. of Computing and Informatics	33	29%
	Sch. of Theology and Religious Studies	31	27%
	Sch. of Education	6	5%
	Sch. of Health Sciences	16	14%
	Sch. of Business	8	7%
<b>Department</b>			
	Accounting and Finance	15	8%
	Arts Education	3	2%
	Development Studies	6	3%
	Information Systems	27	14%
	Language Education	6	3%
	Life and Physical Sciences	3	2%
	Management	3	2%
	Networks and System Administration	12	6%
	Nursing and Midwifery Sciences	12	6%
	Nutrition, Food Science and Technology	18	10%
	Science Education	3	2%
	Social Work and Social Administration	14	7%
	Systems Engineering	12	6%
	Theology	54	29%

**The results in Table 2 above indicated that:**

- Majority (78%) of the participants were in their second semester,
- 13% of the participants were in their first years
- 9% of the participants were in their third year of study.
- Majority (87%) of the participants were studying under the regular arrangement,
- 7% were under the In-service arrangement and
- 6% were the weekend group of students.

## 1.2 SOME EVALUATED ASPECTS AND THE FEEDBACK THAT WAS GIVEN

### Feedback regarding Virtual Teaching, Learning and Service Delivery on the platform

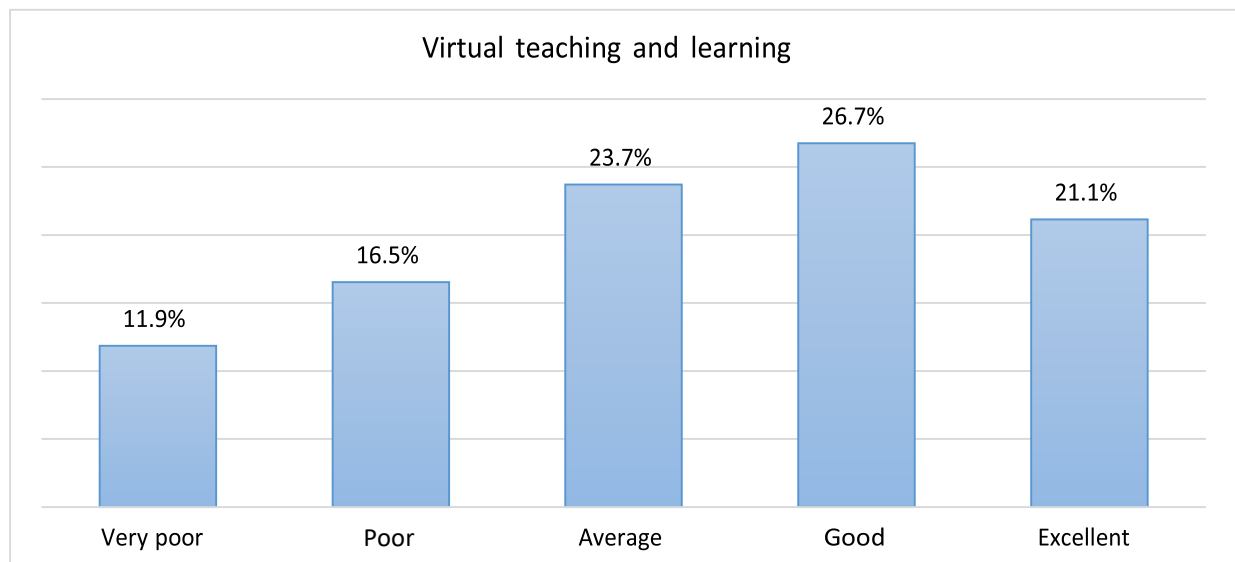
Sn	Parameter	Count	Very poor	Poor	Average	Good	Excellent
A1	Comfortability with e-learning system response.	64	13%	17%	33%	16%	22%
A2	Notifications on LMS upcoming events and activities.	64	6%	8%	17%	38%	31%
A3	Clarity of instructions and guidance given on how to use the on-line system.	64	6%	14%	27%	28%	25%
A4	Learning materials are easily accessible at all times.	64	6%	17%	28%	33%	16%
A5	Variety of tools used for online courses used to facilitate student learning and engagement.	64	9%	17%	25%	27%	22%
A6	Student trainings on the use of LMS.	64	11%	16%	23%	25%	25%
A7	Different styles used for organising on-line course content	64	13%	11%	23%	30%	23%
A8	Technical support	64	11%	20%	30%	23%	16%
A9	Availability of the system at all times.	64	19%	9%	17%	28%	27%
B3	University internet services (Eduroam).	64	20%	27%	19%	22%	13%
B5	Notification on the training dates of LMS	64	8%	19%	22%	23%	28%
B6	Level of attendance of on-line lectures	64	16%	16%	20%	33%	16%
B7	Information flow between departments and Virtual Learning Directorate	64	19%	14%	31%	20%	16%
B8	Smoothness of enrolment on to BU/LMS	64	14%	13%	23%	31%	19%

**Summary: The results in Table 3 above indicated that:**

- a) Comfort ability (33%) of the respondents believed that it was average,
- b) 35% believe that it was good enough to provide them the comfort they expected from the online learning platform.
- c) 70 of the respondents believed that they were able to get notifications about posted/upcoming events like assignments, 58% of the participants believed that they received clear instructions on the use of the online system for learning and assessment, an indication of the need for more clear instructions while setting activities of the platform.
- d) 50% of the respondents indicated that they had adequate access to the learning materials at all times in the course of their studies.
- e) 28% of the respondents rated this parameter as just fair.

**1.3 REGARDING THE DIFFERENT TOOLS USED FOR ONLINE COURSES TO FACILITATE STUDENT LEARNING AND ENGAGEMENT THE FOLLOWING RESPONSES WERE ACHIEVED;**

*Figure 1: Feedback regarding Virtual Teaching, learning and Service Delivery*



**1.4 REGARDING THE UNIVERSITY INTERNET (EDUROAM),**

- a) 47% of the respondents believed that it was bad and couldn't support their learning. Whereas while at campus the respondents would have access to the University internet, they struggle connecting to the system while away from campus.
- b) Regarding the training dates for using the LMS, 51% of the respondents believed that they were notified early enough.

**1.5 ATTENDANCE OF ONLINE LECTURES;**

- a) Majority (33%) of the respondents believed that it was good
- b) 16% of the respondents believed that their overall attendance was excellent.

**2.0 THE INFORMATION FLOW BETWEEN THEIR DEPARTMENTS AND LMS**

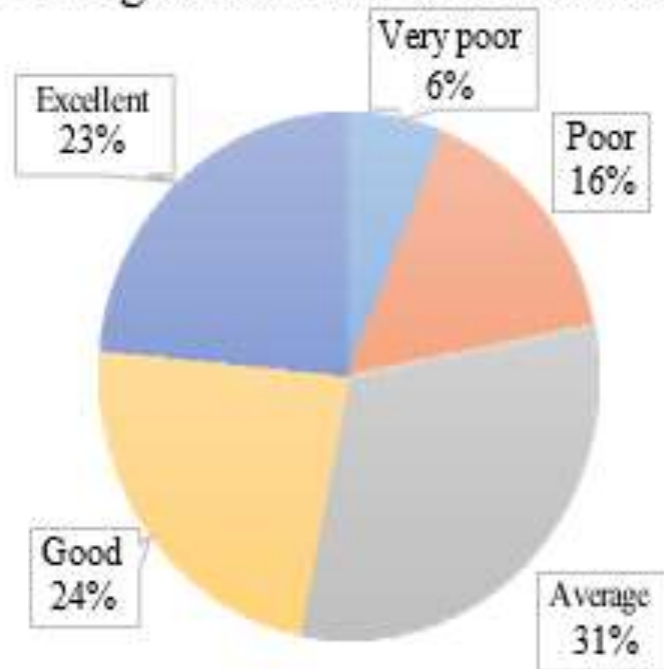
- a) (31%) rated as good by majority of the respondents
- b) (31%) of them also believed that the process of enrollment into the LMS was generally smooth.

## 2.1 FEEDBACK REGARDING INTERACTION WITH UPLOADED CONTENT AND ACTIVE LEARNING

*Table 4: Content and Active Learning using the BU LMS*

Sn	Parameter	Count	Very poor	Poor	Average	Good	Excellent
C1	Consistency in teaching and learning.	64	11%	20%	22%	30%	17 %
C2	Coverage of topics taught on the platform	64	14%	25%	22%	23%	16%
C3	Clarity of Presentations ease of understanding	64	9%	27%	20%	25%	19%
C4	Level of usage of Multimedia	64	13%	14%	25%	31%	17%
C5	Interactivity of the lecturers.	64	5%	22%	22%	28%	23%
C6	Level of engagement of the loaded content	64	6%	16%	31%	23%	23%

### Overall rating of content and Active Learning



*Figure 2 on overall rating of content and Active Learning*

## 2.2 FEEDBACK REGARDING THE EXAMINATIONS PROCESSES DONE ONLINE

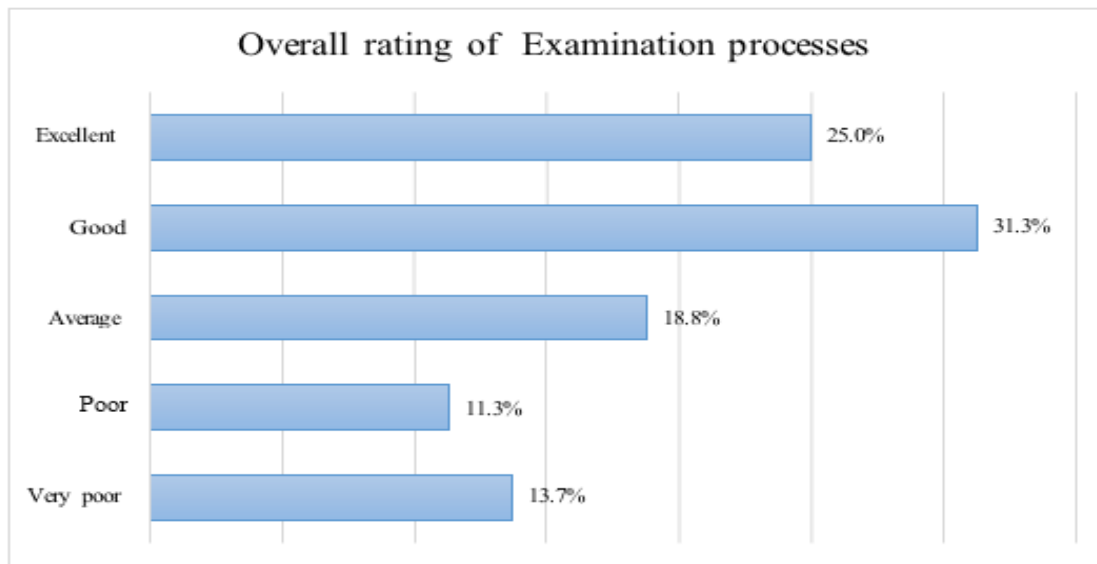


Figure 3: Overall rating of Examination processes

## 2.3 VIRTUAL LEARNING SUPPORT UNITS

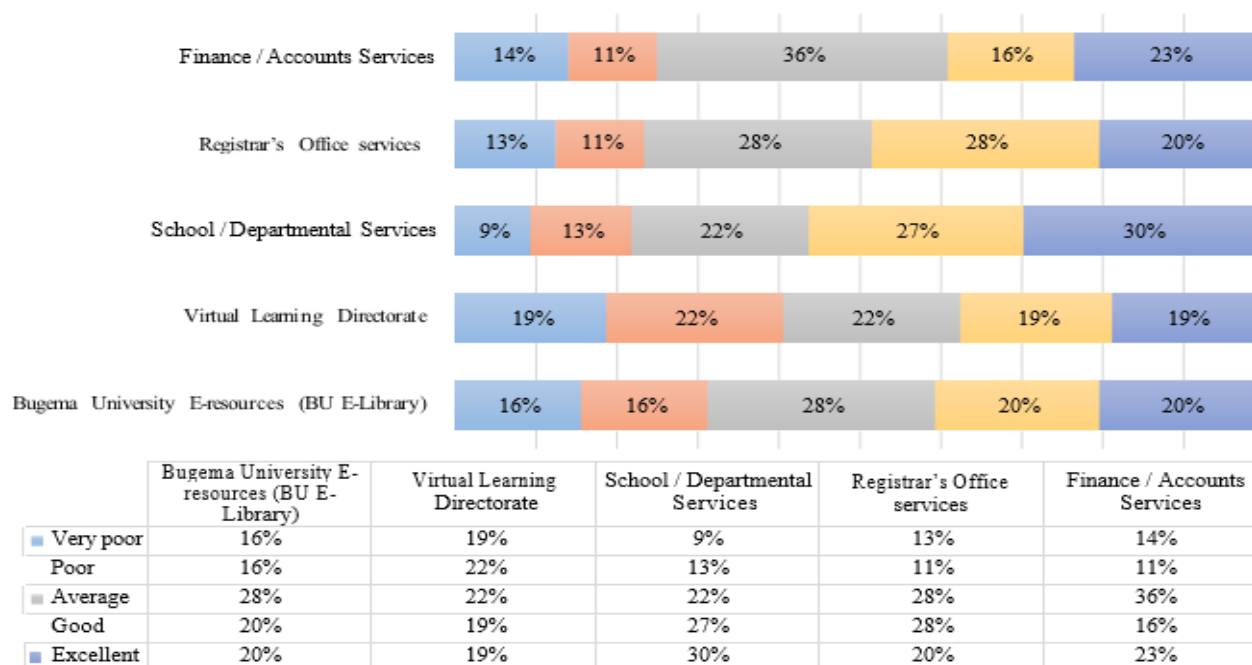
Table 5 showing virtual learning support units

Parameter	Count	Very poor	Poor	Average	Good	Excellent	
<b>Bugema University E-resources (BU E-Library)</b>							
1	Orientation and training on how to access BU Library E-resources.	64	13%	17%	25%	22%	23%
2	Adequacy of E- resources for the program of study.	64	16%	13%	23%	27%	22%
3	Level of utilisation of BU E-resources.	64	16%	16%	28%	20%	20%
<b>Virtual Learning Directorate</b>							
1	Information flow between students and the Virtual Learning Directorate.	64	20%	9%	23%	25%	22%
2	Promptness of response to student inquiries.	64	19%	22%	22%	19%	19%
<b>School / Departmental Services</b>							
1	Availability of the HOD for registration, consultation, etc.	64	9%	3%	27%	33%	28%
2	The HOD communicates to students and is approachable.	64	6%	9%	13%	34%	38%
3	Level of availability and supportiveness of Dep't secretary	64	9%	13%	22%	27%	30%
<b>Registrar's Office services</b>							
1	Level of acquaintance with the registration process	64	8%	13%	20%	31%	28%
2	Assistance received from Bugema University Registrar's Office regarding the registration and other inquires.	64	11%	13%	17%	31%	28%
3	Timely release of past semester grades	64	42%	11%	28%	13%	6%
4	Overall rating of the services of the registrar's office at Bugema University?	64	13%	11%	28%	28%	20%
<b>Finance / Accounts Services</b>							
1	Level of acquaintance with Bugema University E- payments procedures such as school pay etc.	64	9%	14%	30%	20%	27%
2	Accessibility to BU Business Office services.	64	13%	8%	33%	25%	22%
3	Attending to student inquiries by Business Office	64	14%	11%	36%	16%	23%

## 2.4 SHOWING THE RATING OF SUPPORTING SERVICES

**Table 6 showing the rating of supporting services**

**Overall Ratings of the Support Services**



**2.5 FEEDBACK REGARDING UNIVERSITY LIBRARY**

1. 45% of the respondents rated the orientation they received from the library as good, 25% rating it as fair enough.
2. 49% believed that the library has adequate resources for their different programs of study with.
3. 23% rating it as fair enough.
4. 29% that believes the resources were not adequate enough.
5. 40% believe these resources are being utilized but still, a sizeable number,
6. 32% report that their level of utilization of University e-resources under the online learning arrangement was bad.
7. Overall, 4 out of every 10 participants rated the services from the library as generally good

**3.0 FEEDBACK REGARDING SERVICES AT THE VIRTUAL LEARNING DIRECTORATE**

1. 47%, of them rated the information between them and the Directorate as generally good,
2. 20% rated this parameter as very poor.
3. Further analysis also indicates that Promptness of response to student inquiries by the Virtual learning directorate was generally poor as more than 40% rated it as bad on that parameter.
4. Overall, 41% of the respondents rated the Virtual Learning Directorate as poor
5. 22% as performing fairly on their duties based the client expectations.

**3.1 FEEDBACK REGARDING SERVICES AT THE SCHOOL/DEPARTMENT SERVICES**

- a. Regarding availability of their HODs for registration 61% percent of the respondents said it was good enough,
- b. 27% responding that it was fairly good.



- c. The communication from the HODs and availability of the Departmental secretaries to offer support to the students were also commendable as these were rated highly by majority of the respondents.
- d. More than 60% of the respondents believed that they received appropriate assistance when they visited their Colleges/Departments for services.

### **3.2 FEEDBACK REGARDING SERVICES AT THE REGISTRAR'S OFFICE SERVICES**

*Regarding the students' level of acquaintance with the registration process,*

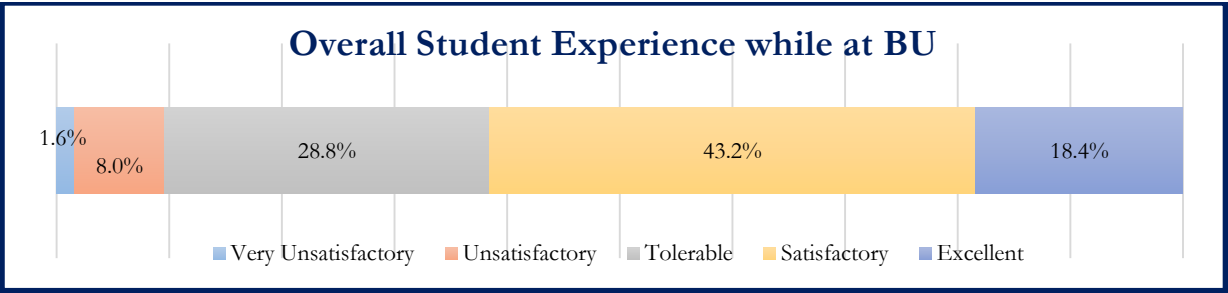
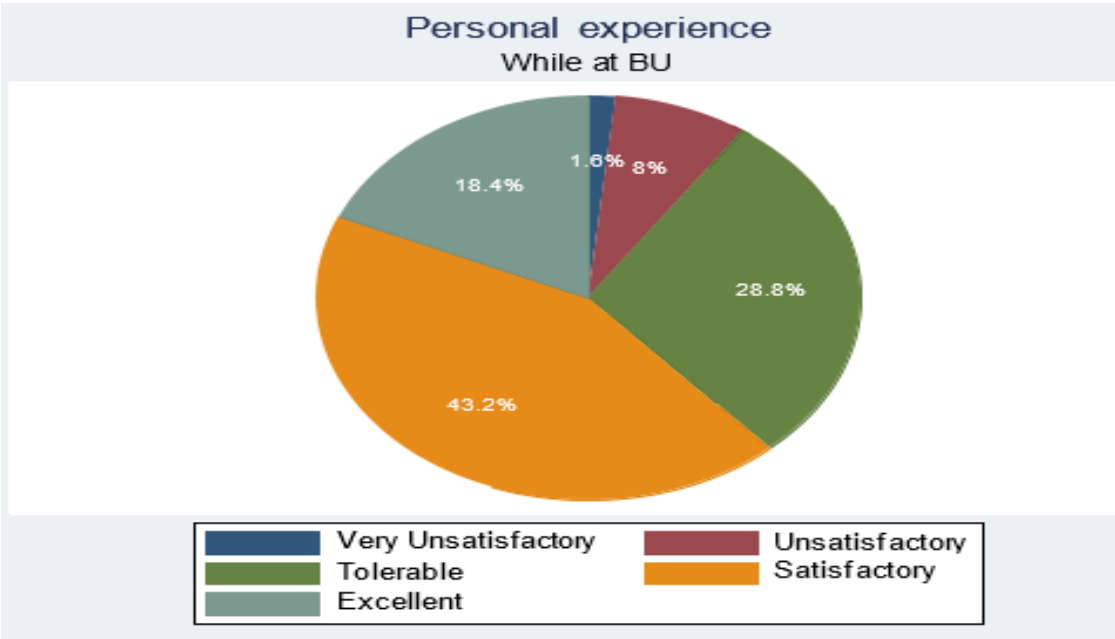
- 1. Close to 60% were adequately acquitted
- 2. 20% fairly with the registration at the registrar's office
- 3. Similarly, they respondents received enough assistance from the Registrar's office while processing their registration. 50% of the respondents say that they did not receive their past semester results/grades in time.
- 4. In fact, 2 out of every 5 students believed that they did not receive their previous semester results in time.
- 5. More than 70% were at least fairly satisfied with the services received at the office of the academic registrar of the University.

### **3.3 FEEDBACK REGARDING SERVICES AT THE FINANCE / ACCOUNTS SERVICES**

*The students were asked to provide their feedback regarding the quality of service they receive while at the Finance office.*

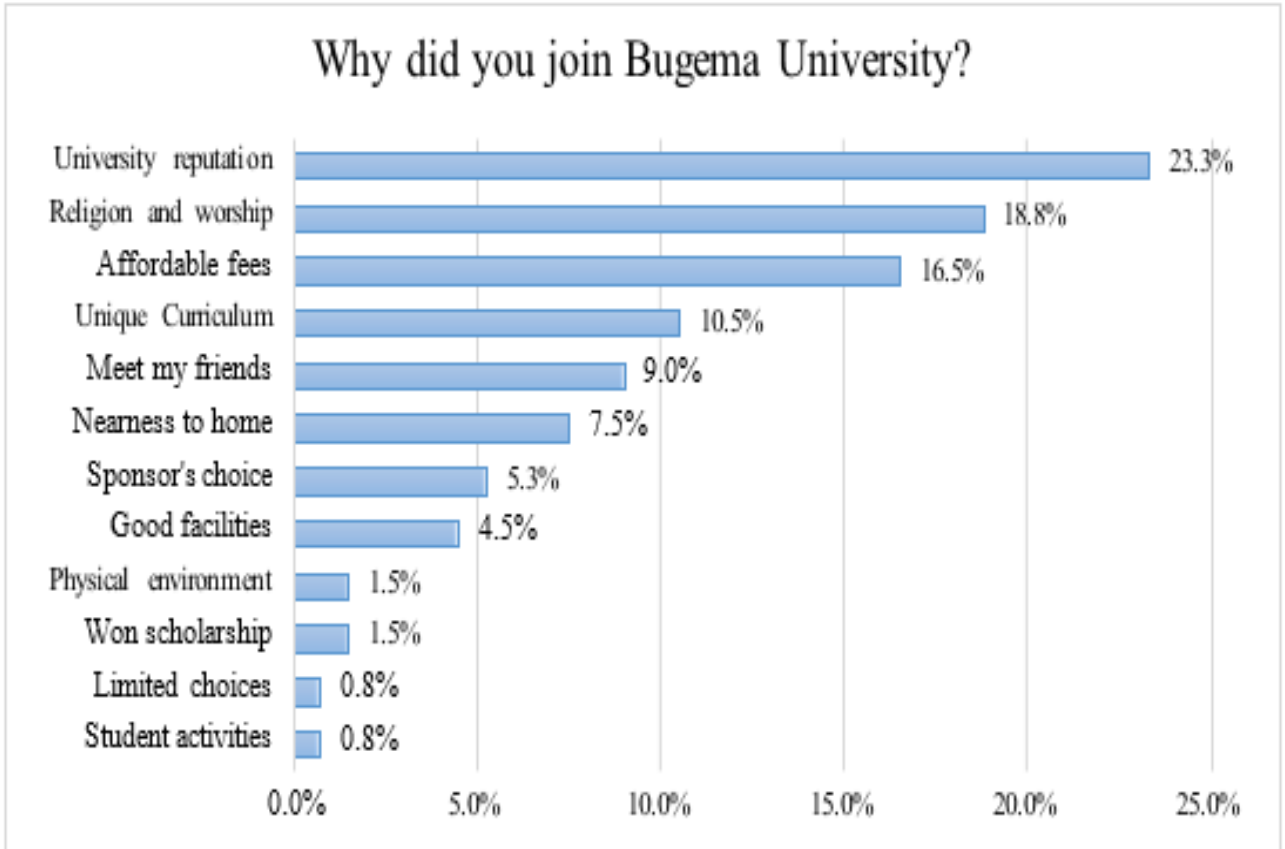
- a. More than 70% were at least fairly acquitted with the services with Bugema University E-payments procedures such as school pay.
- b. A similar number believed that the finance office was accessible and could easily seek their services whenever they needed them and their student queries are attended to promptly by the Business office.
- c. *Business office needs to be more courteous to the student, they need more training on customer care. Also, they need to be more pro-active in responding to the student queries and to produce the examination permits in time."*

### **3.4 OVERALL PERSONAL EXPERIENCE WHILE AT THE UNIVERSITY**



*Figure 4 showing Overall personal experience while at the University*

**3.5 WHY DID YOU JOIN BUGEMA UNIVERSITY?**



*Figure 5 showing why students joined Bugema University?*

#### **4.0 RESPONSES FROM TO STUDENTS CONCERNS/ PROPOSED INTERVENTIONS:**

**Proposed interventions:** There was expressed dissatisfaction with the delays in the release of previous semester results and difficulty in getting enrolled/registered into the eLearning platform by the Virtual Learning Directorate.

[1] The University has put in place an officer in charge of grades posting whose name is **SALIU DAVID HIS CONTACT IS 0778803361** this measure this semester to ensure that grades are submitted in time. This step was taken to ensure that students advance to a new semester while knowing their previous semester results.

[2] *For the delays in the registration onto the eLearning platform*, the Director of Virtual learning Directorate has proposed the integration of the eLearning system with the University *ERMIS* so that student records can easily be updated on the eLearning platform.

[3] *Furthermore, the University is actively engaging with ISPs to explore possibilities of zero-rating the eLearning platform* and other complementary online self-service platforms like the *ERMIS* portal to increase students' accessibility even while away from campus premises. Currently, students using *MTN* as an *ISP* can access the eLearning platform even without data. Arrangements with *Eduroam* have also been sought to increase accessibility especially for the instructors.

[4.] **Training:** More training will be given to both staff and students on the use of the system. The time table for the training is in its final stages and it will be sent to the student's platform from the Virtual directorate.

[5] On the concerns of **lecturers engagement**, *covering all content, sharing the reading material, covering all the aspects as indicated in the course structures/outline and consistence in the engagement with learners*. The report has been presented and discussed in the University senate that sat on Thursday 09, 2021 and the individual lecturers have been approached by HOD's.

[6] **Customer care for the service providers of students:** At the beginning of every semester we hold staff and faculty customer care seminars. We shall soon have a customer care desk center but meanwhile there is a suggestion box and the evaluation forms where all our customer care needs are written; we encourage every student to make use of these interventions that have been put in place. The Quality Assurance Directorate always handles case by case.

[7]. Students are encourage to open up the communication channels *for example this statement shows that students are not monitoring closely their lecturers to make sure they deliver "some lecturers just send assignments and course works without teaching even once*. Students should not wait for the end of semester without notifying their HOD's on such extreme cases.

#### **4.1 CHALLENGES AND RECOMMENDATIONS MET DURING THE EVALUATION EXERCISE**

##### **a) Lack of cooperation by the students body**

The culture of accountability is still missing and the directorate kept begging the student's to fill in the forms. We propose that the student government BUSA and the university Administration instill the culture of accountability and discipline on this very important academic aspect of the University's performance. Evaluation exercise is key to retaining and renewal of the Charter. By now everyone knows the importance of studying in a chartered University. We had to sweet talk almost everyone who filled the physical form yet it should be automatic.

Therefor the **administration** and the Quality Assurance office has come up with a mandatory measure where by before one sits for their final examinations he or she should have filled in the on-line evaluation instrument. This will act as evidence during the clearance of the end of semester examinations.

- b) Failing to Master the Names of the Lecturers** - Many forms had no names indicated or only one name written which signified lack of interest in the evaluation exercise.
- c) Not Evaluating some Lecturers:** Many lecturers were not evaluated and we cannot tell why it all showed lack of interest. Many students evaluated more than one lecturer on the same evaluation form, which further signified loss of support. It has come to our notice that students fear to evaluate some lecturers whom they consider to be their friends this bleeds unprofessionalism and favoritism.
- d) Some Class Representatives** failed to return the evaluation forms. I think the class representatives ought to be strong and the Department Members of Parliament (MP's) ought to also assist in the evaluation exercises because that is also a core responsibility that helps in the smooth running of the Departments and for its growth.
- e) Marking of the Fields** - Many lecturer evaluations fields' which were mandatory from L1-

L23 many were left blank without scores from evaluators. We encourage students to fill in all the fields and to pay extra attention.

#### **4.2. RECOMMENDATIONS TO LECTURERS:**

- a) Lecturers should introduce themselves and make sure the students know both their names.
- b) Encourage the student to evaluate them at the end of every semester.
- c) Deans should take lead by encouraging the school secretaries to pay extra attention in monitoring the evaluation exercise.
- d) To make sure that their lectures are conducted in an environment that is conducive and make sure that the students are logged on to the platform before they start the lectures.
- e) HOD's should monitor the uploaded content and the virtual learning directorate should monitor and inform the QA directorate of those lecturers that refuse to cooperate in teaching.

#### **4.3 IMPORTANT NOTICE TO STUDENTS**

**Note Enriching your Curriculum Vitae (CV):** This is the beginning of your experience in the world of work, where by all students who have studied at Bugema University can write as part of their experience as taking part in the university evaluation exercises of both the academic and non- academic programs. We are living in a result orientated team environment We are very thankful to those that took off from their precious time to stand with us and fill in this very important evaluation exercise.