



UGANDA TECHNOLOGY & MANAGEMENT UNIVERSITY

UTAMU

REPORT ON EVALUATION OF TEACHING & LEARNING AT UTAMU FOR **MAY** **2016 SEMESTER**

UNDERGRADUATE MAY 2016 SEMESTER COURSE EVALUATION REPORT

1. COURSE INFORMATION AND RESPONDENTS STATISTICS

- Total number of respondents was 14
- Of these, 12 were male and 2 were female.
- 85.7% of the respondents were from the School of Computing and Engineering
- 14.3% of the respondents were from the School of business and management
- 7 of the respondents were day students, 6 were evening students and 1 represented the distance students.

2. ABOUT THE LECTURERS

a) Are lecturers prepared for courses and do they come and leave as scheduled?

92.9%% of the respondents agreed that lecturers were prepared for the courses they taught and that they managed time well. However, 7.1% disagreed.

b) Do lecturers explain concepts and ideas clearly?

78.6% agreed that lecturers explain concepts clearly. However, 21.4% disagreed.

c) Are the courses relevant to career prospects?

All respondents agreed that the courses are relevant to their career prospects.

d) Do lecturers answer questions effectively?

13 of the respondents agreed that lecturers answer questions effectively, however, 1 strongly disagreed giving no justification.

e) Do lecturers challenge thinking and ideas?

11 respondents agreed that lecturers challenge thinking and ideas, however, 3 respondents disagreed.

f) Do lecturers review the previous lecture and blend with current topic?

71.4% agreed that lecturers did review previous lectures and blended it with current topic. 28.6% disagreed.

g) Are lecturers audible and effective communicators?

Most respondents agreed that lecturers are audible and communicate effectively.

h) Lecturers have a cordial and professional relationship with students

85.7% agreed that lecturers have a cordial and professional relationship with students. However, 14.3% strongly disagreed, with only one respondent citing the following:

That the lecturer for BA 310 Ethics & Corporate Governance was “arrogant” to distance learners forbidding emails and phone calls from them and offered no support to facilitate their learning.

3. ABOUT THE COURSE

a) Are course objectives clear?

13 respondents agreed that course objectives were clear, however, 1 evening respondent strongly disagreed.

b) Are assignments clear and marked on time?

Only 8 respondents noted that assignments are clear and marked on time, the other 6 disagreed.

c) Are course materials online made available in time

All undergraduate respondents agreed that materials were availed on time.

d) Was course well organized?

12 of the respondents agreed that generally courses were well organized. 2 of the respondents however disagreed. One of these was a distance student who was not satisfied with the support given by the lecturers. The other respondent gave no justification for the disagreement.

4. Additional comments

a) Congratulatory remarks

- That the lecturer for CS 201 Operating Systems gave additional/compensatory lectures where needed
- That the lecturer for BA 101 Principles of Management made the lectures lively which made it easy to understand concepts.
- The practical approach to object oriented programming and structured programming was appreciated.
- Undergraduate Lecturers were commended for uploading content on time. 100% of the respondents agreed that course materials are available online on time.

b) Remarks on improvement needed

- That IS 300 Database Management Systems is a practical module and therefore more practicals are expected, that the lecturer dwelt more on theory, that more tutorials would be much appreciated.
- Lecturers should endeavor to give clear assignments and mark coursework early enough and release results before exams.
- Give more support to distance students

GRADUATE SCHOOL **MAY 2016** SEMESTER COURSE EVALUATION SUMMARY

1. COURSE INFORMATION AND RESPONDENTS STATISTICS

- Total number of responses was 124. Of these, 37 were female and 87 were male.
- 92 responses were from weekend students and 32 from distance students
- 5.6% of the respondents were from the School of Computing and Engineering(SCE)
- 94.4% of the respondents were from the School of Business and Management(SBM)

2. ABOUT THE LECTURERS

a) Are lecturers prepared for courses?

82.2% of the respondents agreed that lecturers were prepared for the courses they taught. However, 17.8% disagreed, most of them giving no justification for the strong disagreement. The few who provided additional comments noted the following:

- That the lecturer for PM 501 Project Resource Mobilization & Management was possibly so busy elsewhere and was not very committed to the lecturing.
- That the lecturer for ME 501 Evaluation Capacity Development & Change appeared in class only once in the whole semester and never gave any test or assignment. That the lecturer gave only one forum discussion in the last week to exams and uploaded the last two modules (3&4) in the last week to exams.

b) Do lecturers attend class on time and leave on time?

80.6% agreed that lecturers came to class on time and left on time. However, 19.4% disagreed with some noting the following:

- The lecturer for PM 503 Project Planning, Programming and IT Systems was noted to have not attended class on time with one respondent noting the following:
 - *“I did not benefit from this course unit because the lecturer only taught us once, the second appearance he came when he was not prepared and he didn't teach us”.*
- Several other lecturers reportedly did not attend class as scheduled; this is a key area for improvement in subsequent semesters.

c) Do lecturers explain concepts and ideas clearly?

- 87.9% of respondents commended lecturers for explaining concepts and ideas clearly. 12.1% disagreed but didn't offer any justification.

d) Do lecturers answer questions effectively?

88.7% agreed that lecturers answer questions effectively. Most respondents also agreed that lecturers foster critical thinking and blend past lectures with current topics. Over 87% of the respondents also agreed that lecturers were effective communicators and were cordial and professional in their relationship with students.

3. ABOUT THE COURSES

108 respondents agreed that Course Objectives were clear, 109 noted that the units complemented each other and are beneficial to their careers. 76.6% noted that assignments were clear and were marked on time; however, 23.4% strongly disagreed with many noting that coursework results were not released on time.

76.7% agreed that materials were available online on time and sufficient work was provided for self-paced learning, however, 23.4% disagreed noting that some lecturers added content during the last weeks.

Overall 82.2% strongly concluded that their course was organized.

4. Additional Comments

b) Congratulatory remarks

That the course PP 504 Ethics & Public Procurement Law made studying the post graduate diploma in public procurement worthwhile

The course ME 507 Designing, Conducting & Managing Evaluations was well delivered and course materials well organized.

PM 501 Project Resource Mobilization & Management lecturer is very good however needs to dedicate more time to students

That though ME 500 Monitoring and Evaluation: Paradigms, Principles and Concepts is very vast, the module is very interesting and important for someone aspiring to be an M&E professional. Another respondent commended the good participatory approach for student learning, the rich content and the lecturer's mode of delivery.

That the course ME 501 Evaluation Capacity Development & Change was an eye opener to the field of evaluation

That ME 502 Evaluation of Development Policies, Programs & Projects notes were well prepared, self-explanatory and very useful. That this course was highly necessary as it relates with the current needs of the economy and the government of Uganda.

A distance respondent appreciated the good content for the module IT 501 Electronic Commerce Technologies

A respondent noted that she is now a paralegal as a result of the course LW 500 Administrative Law and Public Policy

That the professor for TM 500 Research methods – business clearly has a passion for teaching and always makes sure that learning takes place. That enough time was given for the research proposal writing coursework and results were provided on time, guidance and comments provided were relevant, that the professor presented the unit so well.

That the course PM 500 Project Management Theory & Practice was well organized, with many assignments and sufficient course materials provided. That the class discussions and exercises were very useful

The lecturer for PA 500 Society, Government & Politics in Africa engaged students in reasonable and mature discussions and facilitated learning. He made sure that students related the course well with the current situation and had a lot of reading material posted online. Moreover it was also noted that the lecturer for PA was articulate, well-traveled and had applicable examples about the course. Although the online platform was underutilized (in regard to online activities), the notes were straight to the point and purely reflected on governance and politics in Africa. The course was noted to be very relevant to the entire Programme since it tackles the most stressing political challenges in Africa given its resource potential.

The eloquence of the course HR 500 Human Resource Management Theory & Practice was noted and appreciated.

c) Areas for improvement

Course material preparation Issues

- That the lecturer for ME 501 Evaluation Capacity Development & Change should provide well organized and easy to read lecture slides

Delay in release of Coursework results

- PM 503 Project Planning, Programming and IT Systems course work was not clear, the respondent added that they don't know how they performed since coursework results were never communicated on time.
- Coursework results for several other modules such as PM 509 Project Planning & Management were reportedly not released to students prior to exams.
- All lecturers should work towards giving students coursework feedback and results prior to exams.

Upload of materials on E-learning platform and online activities

- Delayed upload of sufficient course materials for ME 501, ME 502, BA 600, among others. A distance respondent called upon lecturers to upload materials early and also suggested Video coverage of the face to face be uploaded or webinars should be organized.
- That some discussion groups such as for ME 505 Consultancy skills development were too big and need to be scaled down in subsequent arrangements if effective discussions are to be realized.
- ME 500 very many assignments were given but not marked on time apart from the online test where results were provided immediately, however, one could not tell which answer was correct or not.

Module design, clarity of objectives and explanations

That the subject matter for ME 500 is very vast that it is not easy to read all content when combining with day to day work

That the course objectives for ME 500 need to be reviewed at the end of the course as well to understand how the content links to the knowledge gains and overall design for the course because at the start of the course, the objectives were unclear.

That the lecturer for PM 504 Project Budgeting & Financial Management presented materials without sufficient explanation and did not challenge the students or guide discussions towards critical thinking.

Exam Issues

That the lecturer for ME 504/HR 505/IS 500 Project & Programme Evaluation Information Systems ought to revise his examination style since he set compulsory questions in the exam that he had not taught.

ME 501 Evaluation Capacity Development & Change; course name and objectives suggests that students will understand and acquire skills to assess and build capacity of others in evaluation, but nothing in the modules addressed this, instead the modules repeated what other evaluation papers taught. Respondent noted that out of the 6 topics, the lecturer only taught 2 and gave notes for the third, although 80% of the exams questions were based on the third topic. That coursework or test results were not seen or received during the semester and that the lecturer missed many lectures.

Others

ME510 Data Analysis Methods in the field of Evaluation; that time for practicals was not sufficient.

That in addition to delayed upload of course materials, the entire module ME502 was reportedly not lectured.