University of Campania "Luigi Vanvitelli"
Department of Environmental, Biological and Pharmaceutical Sciences and Technologies (DiSTABiF)

Student Opinion Survey — Academic Year 2025/2026

Master's Degree Programme in Molecular Biotechnology (LM-9)

Summary of the results processed by the SISValDidat statistical information system

Survey Methodology

Students' opinions are collected through anonymous online questionnaires and processed using the SISValDidat statistical information system. Data for academic year 2025/2026 are updated to the latest available extraction date (September 2026). The set of questions included in the questionnaires for academic year 2025/2026 remained unchanged from academic year 2024/2025, allowing comparison over time with the previous year's data.

The questionnaire consists of 17 questions grouped into four areas: Course Unit (D1–D4), Teaching (D5–D10), Facilities and Support Services (D11–D16), and Interest (D17). For each question, students may select one of four response options: “definitely no”, “more no than yes”, “more yes than no”, and “definitely yes”. These options are conventionally converted into scores of 2, 5, 7, and 10, respectively. A score of 6 or above therefore indicates a fully satisfactory response to the question. Conversely, scores below 6 indicate potential concerns and signal the need to address any shortcomings identified.

Results

Survey Coverage

In academic year 2025/2026, 129 questionnaires were collected for the Molecular Biotechnology degree programme and 20 course units were evaluated, compared with 186 questionnaires and 21 course units in academic year 2024/2025. This represents a 35% decrease in the number of questionnaires, while course-unit coverage remained essentially stable. The smaller number of respondents calls for caution when interpreting year-on-year changes, but does not prevent a comparative reading of the aggregate indicators.

Satisfaction Levels

The overall picture for academic year 2025/2026 is very positive: the mean scores for all 17 questions exceed 7.6, and the percentages of positive responses (P2) all exceed 87%. The highest scores concern the clarity of examination arrangements (D4=9.26; P2=97.7%), lecturer availability for clarification and explanations (D10=9.18; P2=98.8%), adherence to scheduled teaching hours (D5=9.11; P2=97.7%), and clarity of the lecturer’s explanations (D7=9.02; P2=100%). Interest in the topics covered by the course units also remains high (D17=8.52; P2=93.1%).

Table of mean scores

	Question	Mean
D1	Sufficient prior knowledge	8.54
D2	Study workload proportionate to ECTS credits	8.33
D3	Suitable teaching materials	8.94
D4	Clearly defined examination arrangements	9.26
D5	Adherence to scheduled teaching hours	9.11
D6	Lecturer stimulates interest	9.00
D7	Clarity of lecturer's explanations	9.02
D8	Usefulness of supplementary teaching activities	8.58
D9	Consistency with published course description	8.93
D10	Lecturer availability	9.18
D11	Suitability of classrooms	8.32
D12	Suitability of computer workstations	8.12
D13	Suitability of University IT services	7.77
D14	Suitability of rooms/equipment for supplementary activities	8.02
D15	Administrative-office support	7.68
D16	Library services	7.73
D17	Interest in the topics covered	8.52

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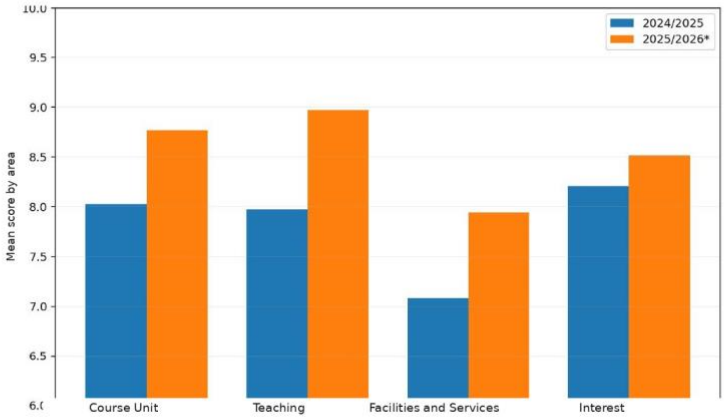
Mean scores by question (academic year 2025/2026).

Within the Course Unit area, mean scores range from 8.33 (D2, study workload in proportion to ECTS credits) to 9.26 (D4, clarity of examination arrangements). In the Teaching area, scores range from 8.58 (D8, usefulness of supplementary teaching activities) to 9.18 (D10, lecturer availability). Although its scores remain fully positive, Facilities and Support Services is the area with comparatively lower ratings: the lowest scores concern administrative-office support (D15=7.68), library services (D16=7.73), and University IT services (D13=7.77). Even in these cases, however, the percentage of positive responses is close to or above 90% (D15=91.9%; D16=89.5%; D13=89.5%).

Comparison of mean scores by area with academic year 2024/2025



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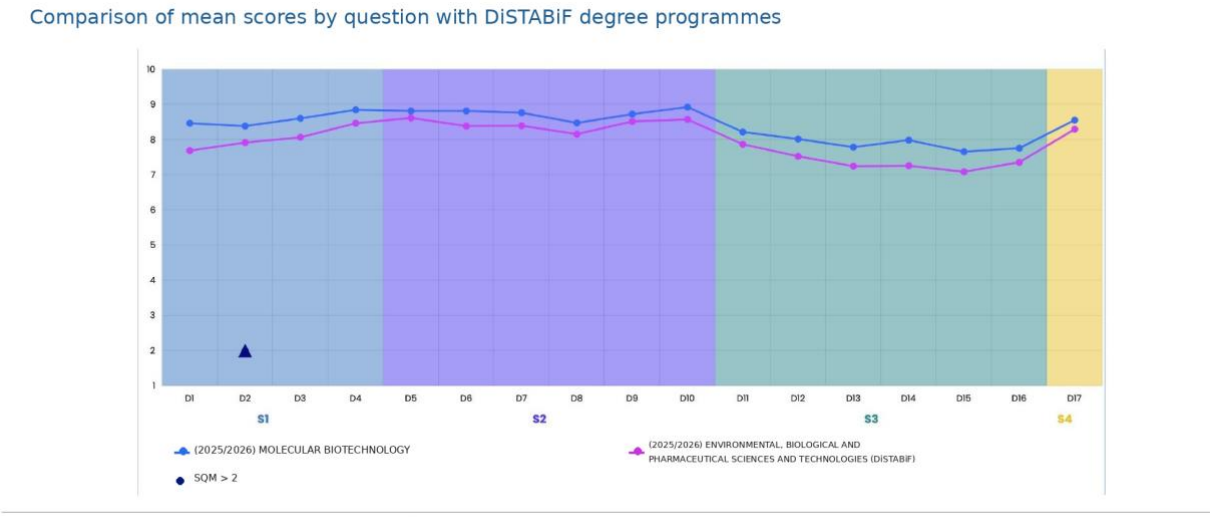
Comparison of mean scores by area with academic year 2024/2025.

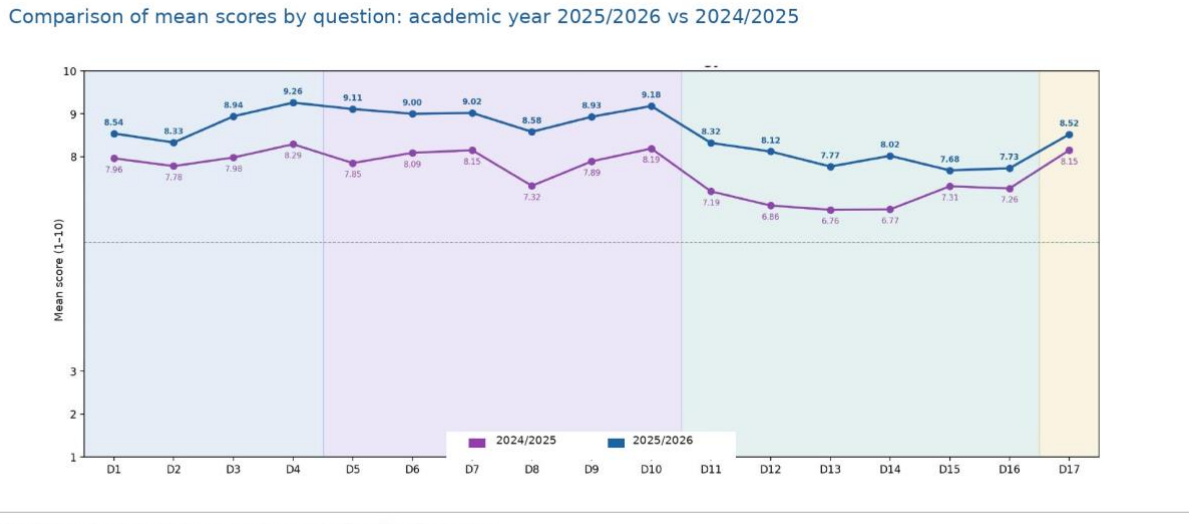
Comparison with DiSTABiF Degree Programmes and Changes from the Previous Year

In the comparison presented in the 2025/2026 report, the mean scores for Molecular Biotechnology are higher than the corresponding aggregate means for DiSTABiF degree programmes on all 17 questions.

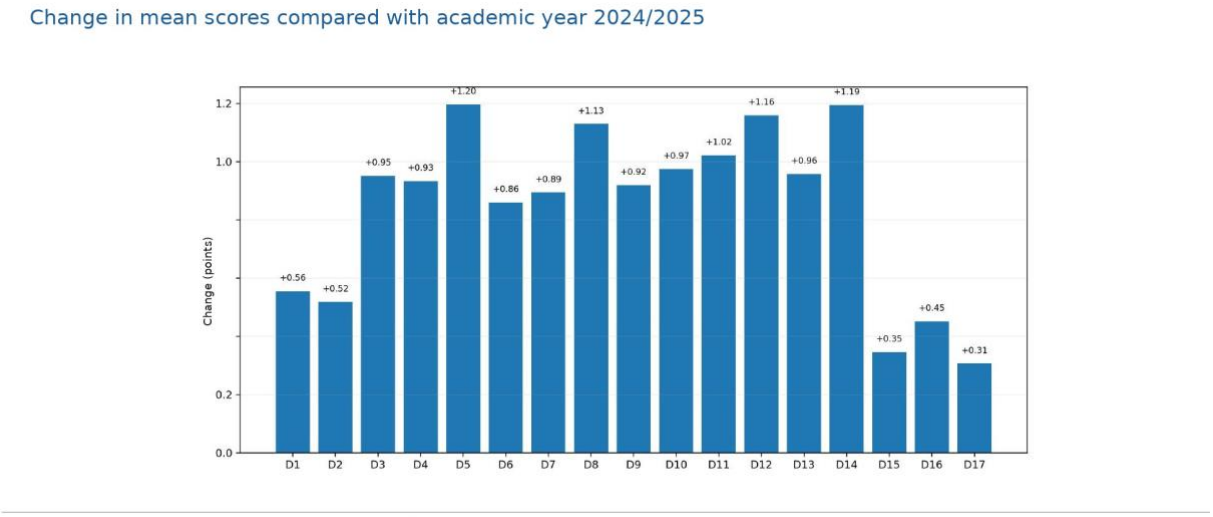


Comparison of mean scores by question with DiSTABiF degree programmes.

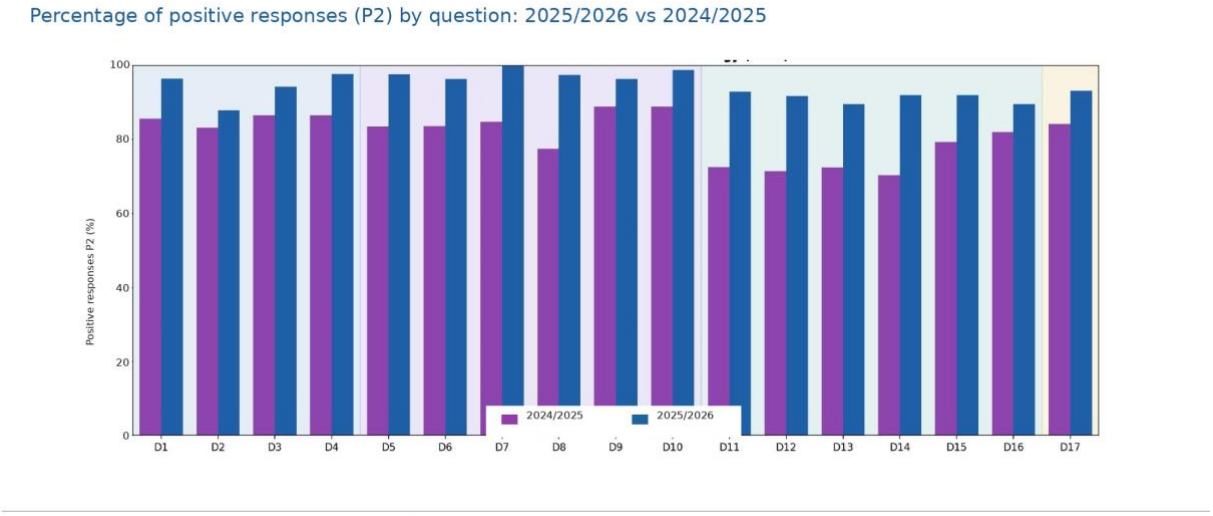
Compared with 2024/2025, all indicators also improved. The largest increases concern D5 (adherence to scheduled teaching hours, +1.26), D8 (usefulness of supplementary teaching activities, +1.26), D12 (computer workstations, +1.26), D14 (rooms and equipment for supplementary activities, +1.25), D11 (suitability of classrooms, +1.13), D9 (consistency between course content delivered and the published description, +1.04), and D13 (University IT services, +1.01). Indicators showing smaller increases also continued to improve: D15 and D17 (+0.37), D16 (+0.47), D2 (+0.55), and D1 (+0.58). The improvement is therefore widespread and particularly evident in facilities and services, which offered the greatest scope for improvement in the previous monitoring cycle.



Comparison of mean scores by question: academic year 2025/2026 vs academic year 2024/2025.



Change in mean scores compared with academic year 2024/2025.



Comparison of the percentage of positive responses (P2) by question: academic year 2025/2026 vs academic year 2024/2025. Source: SISValDidat.

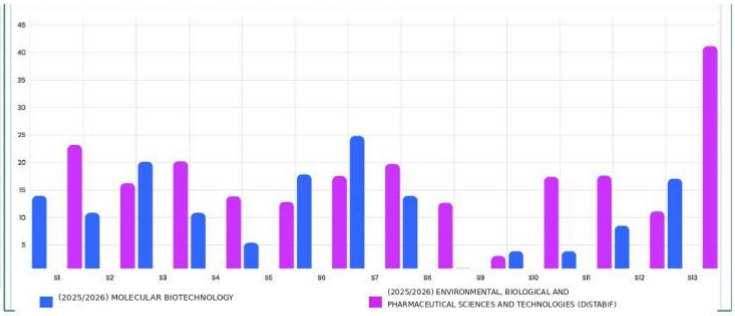
Student Suggestions

Among the questions seeking suggestions for improvement, the most frequent recommendations for the degree programme concern making teaching materials available earlier (S7), strengthening foundational knowledge (S3), improving the quality of teaching materials (S6), increasing the availability of study rooms and library seating (S13), and reducing the overall study workload (S1). Less frequent suggestions include increasing learning-support activities (S2), removing topics already covered in other course units (S4), improving coordination among course units (S5), introducing mid-term examinations (S8), improving rooms and equipment for supplementary activities (S10), improving the timeliness of administrative-office services (S11), and expanding the catalogue of books available in the library (S12). The distribution of suggestions therefore shows that, alongside logistical and facilities-related matters, the organisation and timely provision of learning support are also important.

Suggestion questions

S1	Reduce the overall study workload
S2	Increase learning-support activities
S3	Provide more foundational knowledge
S4	Remove topics already covered in other course units
S5	Improve coordination with other course units
S6	Improve the quality of teaching materials
S7	Provide teaching materials earlier
S8	Introduce mid-term examinations
S9	Offer evening or weekend classes
S10	Improve rooms and equipment for supplementary activities
S11	Improve the timeliness of administrative-office services
S12	Expand the catalogue of books available in the library
S13	Increase study-room and library-seat availability

Graphical representation of suggestions



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Distribution of student suggestions compared with DiSTABiF degree programmes. Source: SISValDidat.

Areas for Improvement and Corrective Actions

Areas for Improvement

Despite the very positive results and the marked improvement compared with academic year 2024/2025, Facilities and Support Services continues to record the degree programme's comparatively lowest scores, particularly for administrative-office support, library services, and University IT services. Students' suggestions also point to opportunities to improve the early availability and quality of teaching materials, strengthen foundational knowledge, rationalise the study workload, and increase the availability of study spaces. The decrease in the number of questionnaires compared with the previous year also makes it advisable to monitor participation in the survey carefully during future cycles.

Corrective Actions

In light of the findings, it is appropriate to continue and strengthen existing measures aimed at improving spaces, IT services, and student support, while complementing them with teaching-coordination measures that respond directly to the suggestions received. In particular, the degree programme intends to:

- strengthen coordination among teaching staff, with particular attention to the distribution of workload and the reduction of any overlap between course units;
- promote the timely availability of teaching materials and periodically review their suitability and quality;
- continue strengthening support for foundational knowledge, including introductory or bridging activities in core disciplines;
- continue monitoring facilities and support services, as well as student participation in the survey, and verify in subsequent cycles that the improvements observed in 2025/2026 remain stable.

Data source: SISValDidat — Statistical Information System for Teaching Evaluation (https://sisvaldidat.it/).