

INTERNATIONAL BALKAN UNIVERSITY
2023/2024 ACADEMIC YEAR
SPRING SEMESTER
STUDENT COURSE EVALUATION SURVEY REPORT

September, 2024

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INTRODUCTION

One of the core activities of universities is the courses, which are the channels through which information is transferred to students by the teaching staff. Feedback mechanisms regarding the effectiveness of the course process are used by most educational institutions in our country and around the world. A student-centered system is inevitable in today's world where quality, standards, and accreditation issues have gained importance in higher education. In this context, one of the things that should be done within the scope of “the procedures carried out to ensure that the institution or program fully fulfills the quality and performance processes that are compatible with internal and external quality standards” specified in the Higher Education Quality Assurance Regulation is the evaluation of education-training activities by students.

“Student Course Evaluation Surveys”, which allow our students to provide feedback on their courses, have been conducted by the IBU Teaching and Learning Center at our University since the 2023-2024 Academic Year. In addition, the survey will continue to be improved considering feedback. As of the 2023-2024 Academic Year, the survey was first applied as a total of 10 questions, 9 of which were multiple choice and one open-ended question.

The universe of this survey consists of students who are registered and continuing their education at the Faculty of Dentistry, Faculty of Art and Design, Faculty of Law, Faculty of Education, Faculty of Humanities and Social Sciences, Faculty of Economics and Administrative Sciences, Faculty of Engineering and Vocational Medical School of the International Balkan University in the spring semester of the 2023-2024 Academic Year. The survey was shared with students continuing their education process between 10/06/2024 and 21/06/2024 via the *Hello System*.

Student Course Evaluation Survey conducted at the International Balkan University during the Spring Semester of the 2023/2024 academic year serves as a vital instrument in understanding and enhancing the quality of education provided across various faculties. This extensive survey, filled out 17,615 times by students from different disciplines, offers a comprehensive overview of the teaching and learning experiences within the university. The primary purpose of this survey was to gather detailed feedback from students, enabling the university to make informed decisions aimed at improving the overall educational experience. The feedback provided by students is

crucial as it reflects their direct interactions with the course material, instructional methods, and the academic environment.

1. PURPOSE AND METHOD

In the study, the satisfaction levels of students who continue their education and training activities regarding their courses, and the teaching staff are measured to determine the effectiveness and quality of the undergraduate education training processes carried out at the International Balkan University. The survey is conducted to determine the necessary actions for the continuous control and sustainability of the quality of education. It is thought that this survey, which was prepared so that the students can evaluate the performance of each teaching staff in the course, will contribute to developing course content and teaching methods.

In the survey form, participants were asked questions about the courses consisting of 9 (nine) questions. In the survey prepared according to the Four-Point Likert Scale and composed of 9 questions in total, participants were asked to answer each question as "(1) I do not agree at all, (4) Partially Agree, (7) Broadly agree, (10) Completely agree". They were also asked to write other issues they wanted to mention at the end of the questions as an open-ended question. Thus, an attempt was made to obtain criticism and suggestions from the participants. The survey was kept active in the *Hello System* between June 10-21, 2024. The collected survey data were analyzed using descriptive statistical methods. The mean, standard deviation, minimum, and maximum values were calculated for each question. These analyses allowed us to see how each course and faculty member was evaluated in general. As a result of the survey, the average of the answers given for each question across the university, faculty, department, and course level was calculated.

	Questions	I do not agree at all	Partly agree	Broadly agree	Completely agree
1	The objectives of the course were clear and achievable.				
2	The course fulfilled my expectations in terms of its practicality and productivity.				
3	This course helped me to develop intellectual and critical thinking skills.				
4	The instructor presented content in a clear and organized manner and generally kept me motivated during the lectures.				

5	The instructor encouraged student questions, participation, and contributions.				
6	The instructor used different types of educational methods, techniques, and strategies*.				
7	The instructor used different educational resources and educational materials were available and posted on time.				
8	The instructor was organized, well prepared, and used class time efficiently.				
9	The assessment reflects what was taught.				
10	What suggestion(s) for improvement could you add? (if any)				

**Methods and Techniques Examples: Lecture-Showing/Telling, Worked Examples, Interactive Lecture, Flipped Classroom, Socratic Questioning, Discussion-base, Case-based, Collaborative learning, Inquiry-based learning, Problem-based learning, Project-based learning, Technology-based, etc.).*

2. GOALS AND OBJECTIVES

The report is structured around several key goals and objectives aimed at leveraging student feedback to drive enhancements in the educational offerings:

- **Evaluating Student Satisfaction:** To systematically assess the levels of student satisfaction across various courses and faculties, providing a benchmark for ongoing improvements.
- **Identifying Teaching Excellence and Areas for Improvement:** To highlight the areas where instructors and courses excel and identify opportunities where teaching methods and course materials may be enhanced.
- **Aligning Courses with Educational Outcomes:** To ensure that all courses are aligned with the intended educational outcomes, preparing students effectively for professional success and personal growth.
- **Enhancing Academic Support:** To refine the support structures available to students, ensuring they receive the necessary guidance to excel academically.
- **Fostering a Culture of Improvement:** To instill a culture of continuous improvement where feedback drives positive changes in teaching and learning practices.

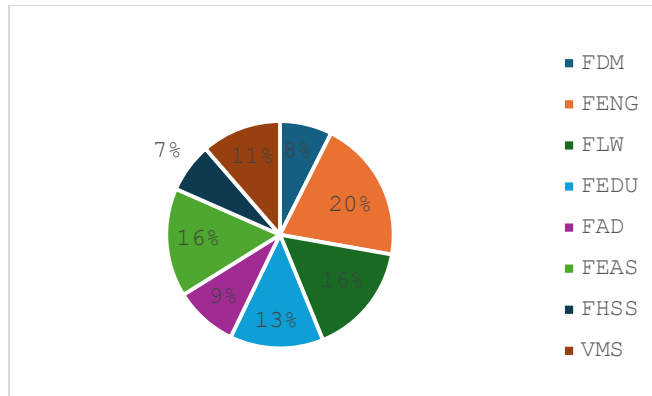
3. SURVEY STATISTICS

Based on the survey data, it was found that students at the International Balkan University provided feedback on a total of 511 courses. The breakdown of courses by faculties is presented in **Table 1**. Percentage distributions are also presented in *Graph 1*. The survey was filled out a total of 17,615 times.

Faculty	Number of Evaluated Course
Faculty of Dental Medicine	38
Faculty of Engineering	104
Faculty of Law	82
Faculty of Education	68
Faculty of Art and Design	46
Faculty of Economics and Administrative Sciences	79
Faculty of Humanities and Social Sciences	36
Vocational Medical School	58
Total	511

Table 1: *Number of Evaluated Course*

Table 1 outlines the number of evaluated courses across various faculties within the IBU, with a total of 511 evaluated courses. The Faculty of Engineering (FENG) has the highest number of evaluated courses, totaling 104, which represents about 20% of all evaluated courses. The Faculty of Law (FLW) and the Faculty of Economics and Administrative Sciences (FEAS) follow, with 82 and 79 evaluated courses respectively, contributing approximately 16% and 15% of the total. The Faculty of Education (FEDU) and the Vocational Medical School (VMS) have a moderate number of evaluated courses, with 68 and 58 courses respectively, each contributing between 11-13% of the total. The Faculty of Dental Medicine (FDM) and the Faculty of Art and Design (FAD) evaluated 38 and 46 courses. Lastly, the Faculty of Humanities and Social Sciences (FHSS) has the fewest evaluated courses, with 36, representing around 7% of the total.



Graph 1: *Percentage distribution of evaluated courses by faculties*

Table 2 represents the distribution of evaluated academic staff across different faculties within the institution. The total number of evaluated academic staff is 205, spread across eight faculties. The total number must consider professors teaching in different faculties. The FDM and FENG both have the highest number of evaluated staff, with 33 each, accounting for about 16% of the total evaluated staff per faculty. FLW and FAD have the lowest number of evaluated staff, with 16 each, making up about 7,8% per faculty. FEDU, FEAS, FHSS, and VMS, each contribute between 10-15% of the total evaluated academic staff.

Faculty	Number of Evaluated Academic Staff
Faculty of Dental Medicine	33
Faculty of Engineering	33
Faculty of Law	16
Faculty of Education	28
Faculty of Art and Design	16
Faculty of Economics and Administrative Sciences	30
Faculty of Humanities and Social Sciences	28
Vocational Medical School	21
Total	205

Table 2: Number of Evaluations Made based on Academic Staff in Units

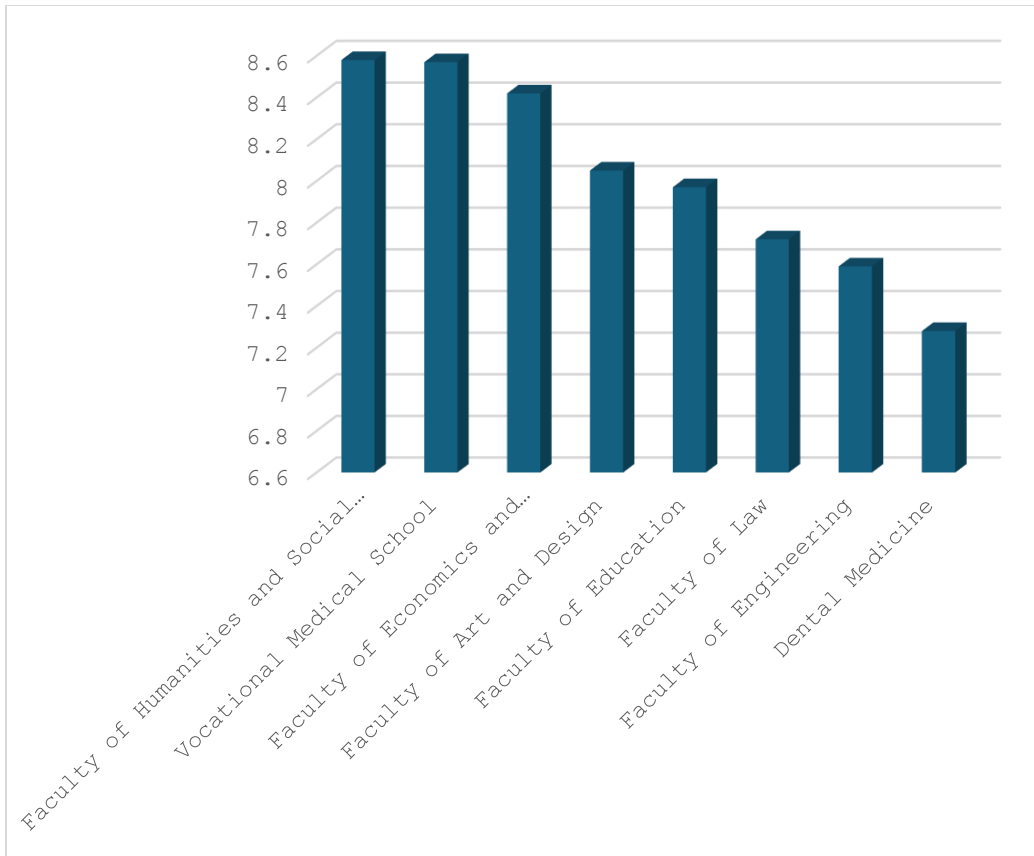
4. FINDINGS

Below is an overview of the average course evaluation scores across different faculties at the International Balkan University. The university's overall average score is 8,02 showing an elevated level of student satisfaction with the courses and teaching throughout the institution. This score also can be used as a benchmark for comparing individual faculties.

Faculty	Average
Faculty of Humanities and Social Sciences	8.58
Vocational Medical School	8.57
Faculty of Economics and Administrative Sciences	8.42
Faculty of Art and Design	8.05
Faculty of Education	7.97
Faculty of Law	7.72
Faculty of Engineering	7.59
Dental Medicine	7.28
University Score	8.02

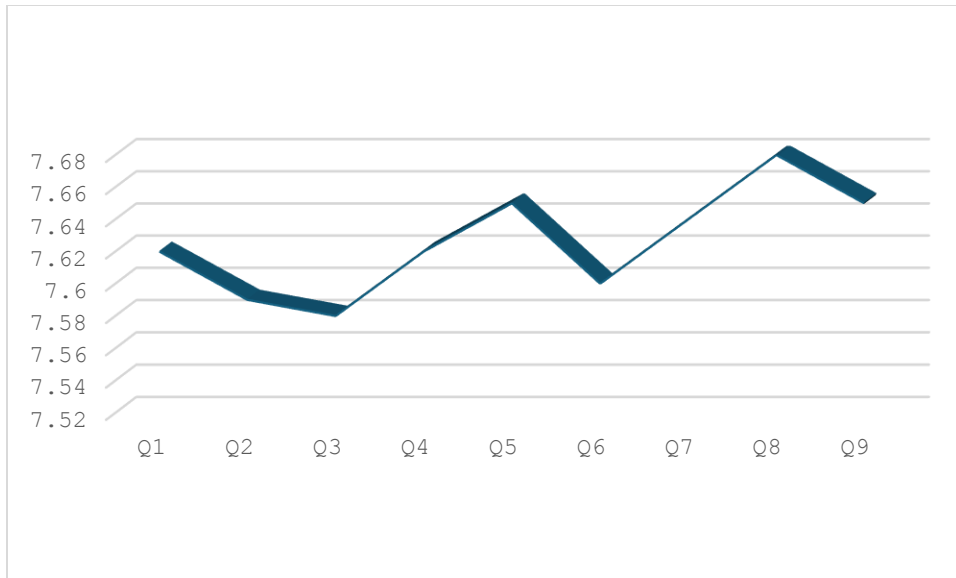
Table 3: *University Level Average*

The Faculty of Humanities and Social Sciences leads with an average score of 8.58, nearly matching the overall university score. The Vocational Medical School follows closely with a score of 8.57, the Faculty of Economics and Administrative Sciences has an average score of 8.42, the Faculty of Art and Design's an average score of 8.05, the Faculty of Education's average score is 7.97, the Faculty of Law's average score is 7.72, Faculty of Engineering's average score is 7.59 and Dental Medicine's average score is 7.28.



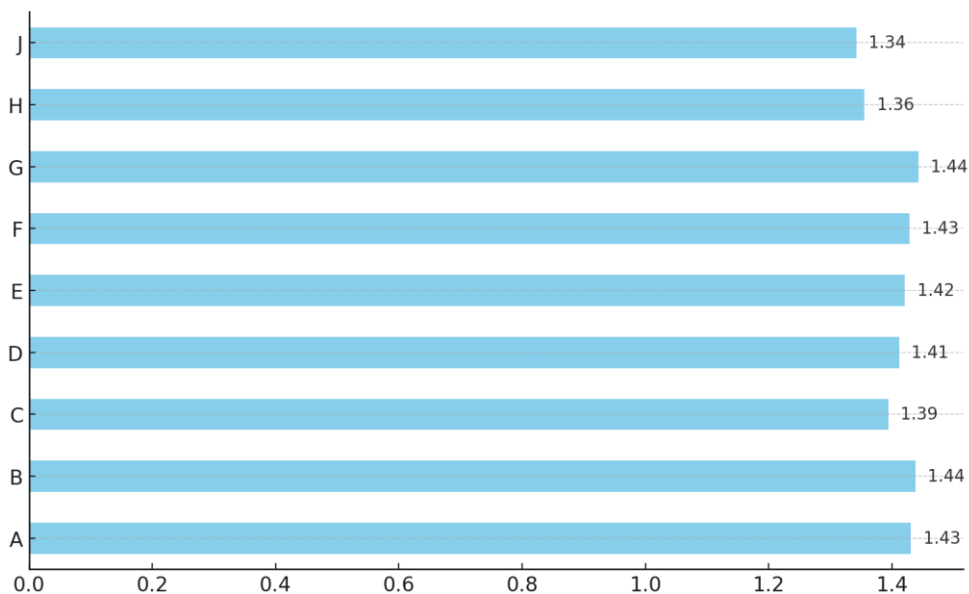
Graph 2: University-Level Average

One of the key findings from the survey is the observed trend that courses with smaller student enrollments tend to receive higher satisfaction scores. This suggests that a more personalized approach to teaching, characterized by closer student-teacher interactions, is highly valued by students and contributes significantly to their learning experience. The insights gained from this survey will not only help identify areas of strength but also highlight opportunities for growth and development in the university's teaching strategies.



Graph 4: Overall averages of survey questions

The standard deviation values for the questions are provided below.



Graph 5: Standard Deviation

Graph 5 shows the standard deviation values of the results obtained from the course evaluation surveys according to the questions. The second and seventh questions have the highest degree with 1.44. This shows that the answers are distributed in a wider range, meaning that there are different opinions. These differences also indicate that there may be diversity in student satisfaction or teaching methods. The standard deviation value of the ninth question is at the lowest

level with 1.34. This shows that students give more homogeneous and consistent feedback regarding this category. This may indicate that the overall satisfaction in this question is high, and the evaluations are more balanced. The standard deviation values between 1.34 and 1.44 indicate that the evaluation results are generally concentrated around the mean. However, a wider distribution was observed in the second and seventh questions. This reflects the idea that these areas may need improvement.

Table 4 displays the average responses to the questions from the entire university.

Questions	1	2	3	4	5	6	7	8	9
Overall Average	7,62	7,59	7,58	7,62	7,65	7,60	7,64	7,68	7,65
N	17.615	17.615	17.615	17.615	17.615	17.615	17.615	17.615	17.615

Table 4: University Level Overall Average

Table 4 provides a comprehensive overview of the average scores for nine different survey questions across the entire university, based on a substantial dataset of 17,615 responses for each question. The scores range from a minimum average of 7.58 to a maximum average of 7.68, indicating a relatively high overall satisfaction level among students concerning various facets of their educational experience. These scores reveal subtle yet insightful variations: the highest score (7.68) for question 8 suggests—conversely, the lowest score (7.58) for question 3. The consistency in response rates and the relatively narrow scoring range underscore a generally positive perception but also pinpoint specific areas where targeted improvements could further enhance the educational experience at the university. This data is crucial for the administration to identify strengths to build upon and opportunities for advancing the quality of instruction and student satisfaction.

3.1. FACULTY OF HUMANITIES AND SOCIAL SCIENCES (FHSS)

This section offers a detailed breakdown of data categorized by faculties, providing information on the performance and satisfaction levels across different academic departments. **Table 5** specifically presents the general average scores for the FHSS, allowing for a focused analysis of how students perceive the quality of education and instructor effectiveness within this faculty. This data is essential for understanding the areas where FHSS excels and identifying opportunities for improvement to enhance its students' educational outcomes and satisfaction.

Faculty of Humanities and Social Sciences	8.58
Digital Media and Journalism	9.14
Public Relations and Marketing Communications	8.94
Psychology NP	7.66

Table 5: Overall Score of FHSS

The Faculty of Humanities and Social Sciences has an average score of 8.58, which aligns closely with the university-wide average, indicating a generally high level of student satisfaction within the faculty. This strong performance suggests that the faculty's teaching methods, curriculum, and overall educational environment are well-received by students. Digital Media and Journalism stand out with an exceptionally high average score of 9.14. Public Relations and Marketing Communications also perform strongly, with an average score of 8.94. Psychology, however, has a lower average score of 7.66.

Table 6 shows the satisfaction rates of students in the Course Evaluation Survey questions according to departments within FHSS.

Questions	Faculty of Humanities and Social Sciences		
	Digital Media and Journalism	Public Relations and Marketing Communications	Psychology NP
The objectives of the course were clear and achievable.	9.06	8.72	7.57
The course fulfilled my expectations in terms of its practicality and productivity.	9.06	8.84	7.45
This course helped me to develop intellectual and critical thinking skills.	8.82	8.82	7.59

The instructor presented content in a clear and organized manner and generally kept me motivated during the lectures.	9.27	8.98	7.63
The instructor encouraged student questions, participation, and contributions.	9.32	9.03	7.81
The instructor used different types of educational methods, techniques and strategies*.	9.17	8.85	7.55
The instructor used different educational resources and educational materials were available and posted on time.	9.26	9.06	7.70
The instructor was organized, well prepared, and used class time efficiently.	9.28	9.04	7.77
The assessment reflects what was taught.	9.32	8.90	7.84

Table 6: 2023-2024 Academic Year Spring Semester FHSS Course Evaluation Results

Table 6 compares student feedback across three FHSS: Digital Media and Journalism, Public Relations and Marketing Communications, and Psychology NP. The data illustrate variations in student perceptions concerning several dimensions of course effectiveness. It was reported that students in the Digital Media and Journalism department perceived the objectives of their courses as clear and achievable with the highest score of 9.06, followed by Public Relations and Marketing Communications at 8.72, and Psychology NP at 7.57. This disparity suggests a more effective alignment of course objectives with student expectations in the first two departments. Courses in New Media and Communication and Public Relations were perceived to meet practical and productive expectations with scores exceeding 8.80, whereas Psychology NP was evaluated lower at 7.45, indicating a potential area for enhancement in the application of practical elements. A higher evaluation was noted in Digital Media and Journalism and Public Relations and Marketing Communications, both scoring around 8.82, compared to Psychology at 7.59, which points to a more robust stimulation of critical thinking skills in the former courses. The delivery of content was found to be most clear and motivating in the Digital Media and Journalism department with a score of 9.27. Public Relations and Marketing Communications also exhibited strong performance at 8.98, with Psychology NP lagging at 7.63. The highest encouragement of student engagement was noted in Digital Media and Journalism with a score of 9.32, slightly higher than Public Relations and Marketing Communications at 9.03, and significantly higher than Psychology at 7.81.

The use of varied teaching strategies was highly rated in Digital Media and Journalism at 9.17, with Public Relations closely followed at 8.85 and Psychology NP at 7.55. Availability and timeliness of educational resources were rated highly in Digital Media and Journalism (9.26) and Public Relations and Marketing Communications (9.06), compared to a lower satisfaction level in Psychology at 7.70. Instructors in Digital Media and Journalism were perceived as most organized and well-prepared, scoring 9.28, closely followed by Public Relations at 9.04, in contrast to Psychology at 7.77. Assessment alignment with the taught content was most favorably rated in Digital Media and Journalism at 9.32, while Public Relations and Marketing Communications and Psychology NP scored 8.90 and 7.84, respectively. These findings underscore the effectiveness of course delivery in Digital Media and Journalism and Public Relations and Marketing Communications and highlight significant areas where the Psychology department could enhance its alignment with student expectations and educational efficacy.

3.2. VOCATIONAL MEDICAL SCHOOL (VMS)

Bellow has provided a detailed breakdown of course evaluation scores within the IBU Vocational Medical School.

Vocational Medical School		8.57
Nursing		8.64
Midwifery		8.51

Table 7: Overall Score of VMS

A detailed examination of the course evaluation scores for the IBU Vocational Medical School has been conducted. An overview of the scores indicates that the general satisfaction across the school stands at an average of 8.57. Specific programs within the school, namely Nursing and Midwifery, have average scores of 8.64 and 8.51, respectively.

Questions	Vocational Medical School	
	Nursing	Midwifery
The objectives of the course were clear and achievable.	8.65	8.38
The course fulfilled my expectations in terms of its practicality and productivity.	8.63	8.46
This course helped me to develop intellectual and critical thinking skills.	8.61	8.45
The instructor presented content in a clear and organized manner and generally kept me motivated during the lectures.	8.69	8.56
The instructor encouraged student questions, participation, and contributions.	8.68	8.54
The instructor used different types of educational methods, techniques and strategies*.	8.57	8.50
The instructor used different educational resources and educational materials were available and posted on time.	8.63	8.62
The instructor was organized, well prepared, and used class time efficiently.	8.64	8.52
The assessment reflects what was taught.	8.65	8.55

Table 8: 2023-2024 Academic Year Spring Semester VMS Course Evaluation Results

Table 8 presents the average scores for courses within the Faculty of Health Sciences, specifically the departments of Nursing and Midwifery, as evaluated by students. The results indicate that both departments are successful in delivering clear and achievable course objectives, with Nursing scoring an average of 8.65 and Midwifery slightly lower at 8.38. Both courses met

student expectations regarding practicality and productivity, with Nursing at 8.63 and Midwifery at 8.46. The scores reflect effective encouragement of student interaction, use of diverse educational methods, and timely availability of resources. Moreover, both departments have been effective in promoting intellectual and critical thinking skills and maintaining student motivation through well-organized content delivery. Overall, the evaluations suggest that both Nursing and Midwifery are performing well in their educational delivery, with Nursing generally scoring slightly higher across most categories.

3.3. FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES (FEAS)

Bellow has provided a detailed breakdown of course evaluation scores within the IBU FEAS.

Faculty of Economics and Administrative Sciences	8.42
Banking and Finance	8.73
International Economic Relations	8.53
Management	8.30
E-Business	8.14

Table 9: Overall Score of FEAS

The assessments conducted within the Faculty of Economics and Administrative Sciences have yielded an average score of 8.42, indicating a high level of student satisfaction and educational effectiveness across its various departments. The highest score was recorded in the Banking and Finance program, achieving an impressive 8.73. This score suggests exceptional educational delivery and student engagement within this program, marking it as a standout within the faculty. The International Economic Relations program also fared well, with a score of 8.53. This indicates strong instructional quality and curriculum relevance, contributing positively to the faculty's overall performance. The Management program received a score of 8.30. While still above average, this score is lower compared to the Banking and Finance program, suggesting there may be specific areas within the Management curriculum or pedagogical approaches that could benefit from targeted enhancements. The E-Business program received the lowest score among the evaluated programs, at 8.14.

Questions	Faculty of Economics and Administrative Sciences			
	Banking and Finance	International Economics Relations	Management	E-Bussines
The objectives of the course were clear and achievable.	8.69	8.53	8.15	7.96
The course fulfilled my expectations in terms of its practicality and productivity.	8.74	8.79	8.09	8.10
This course helped me to develop intellectual and critical thinking skills.	8.60	8.41	8.03	8.00

The instructor presented content in a clear and organized manner and generally kept me motivated during the lectures.	8.77	8.56	8.17	8.20
The instructor encouraged student questions, participation, and contributions.	8.76	8.60	8.20	8.23
The instructor used different types of educational methods, techniques and strategies*.	8.70	8.49	8.12	8.15
The instructor used different educational resources and educational materials were available and posted on time.	8.80	8.56	8.20	8.19
The instructor was organized, well prepared, and used class time efficiently.	8.79	8.57	8.23	8.27
The assessment reflects what was taught.	8.60	8.43	8.21	8.18

Table 10: 2023-2024 Academic Year Spring Semester FEAS Course Evaluation Results

Table 10 illustrates the 2023-2024 academic year spring semester course evaluation results within the Faculty of Economics and Administrative Sciences (FEAS). The departments evaluated include Banking and Finance, International Economics Relations, Management, and E-Business. Across various metrics, Banking and Finance consistently received the highest ratings, with the objectives of the course being notably clear and achievable at 8.69 and the instructor's presentation of content clear and organized at 8.77. International Economics Relations and Management generally scored lower, particularly in fostering intellectual and critical thinking skills, where they posted scores of 8.41 and 8.03, respectively. E-Business showed relative strengths in the use of educational methods and resource availability, scoring 8.15 and 8.19 in these areas. These results underscore the variation in student satisfaction and perceived educational effectiveness across different departments within FEAS.

3.4. FACULTY OF ART AND DESIGN (FAD)

Bellow has provided a detailed breakdown of course evaluation scores within the IBU FAD.

Faculty of Art and Design	8.05
Graphic Design	8.26
Fashion Design	8.04
Interior and Furniture Design	8.04
Visual Art	7.89

Table 11: Overall Score of FAD

The breakdown of course evaluation scores within the IBU Faculty of Art and Design (FAD) for the given period reveals that the overall average score stands at 8.05, indicating a generally positive reception of the courses offered by the faculty. Within the specific departments, Graphic Design leads with the highest average score of 8.26, suggesting strong satisfaction with both course content and instructional delivery in this area. Fashion Design and Interior and Furniture Design are closely matched, each scoring an 8.04, which highlights their effectiveness in meeting educational expectations. Visual Art, while still scoring relatively well, trails slightly at 7.89, pointing to potential areas for improvement to enhance student experiences further. This data provides valuable insight into the perceived quality and impact of educational offerings within the Faculty of Art and Design at IBU.

Questions	Faculty of Art and Design			
	Graphic Design	Fashion Design	Interior and Furniture Design	Visual Art
The objectives of the course were clear and achievable.	8.28	8.13	8.09	7.94
The course fulfilled my expectations in terms of its practicality and productivity.	8.27	8.04	8.01	7.88
This course helped me to develop intellectual and critical thinking skills.	8.16	7.91	7.89	7.71

The instructor presented content in a clear and organized manner and generally kept me motivated during the lectures.	8.24	8.06	8.01	7.87
The instructor encouraged student questions, participation, and contributions.	8.27	8.02	8.09	7.94
The instructor used different types of educational methods, techniques and strategies*.	8.25	7.93	7.96	7.84
The instructor used different educational resources and educational materials were available and posted on time.	8.21	8.10	8.02	7.83
The instructor was organized, well prepared, and used class time efficiently.	8.38	8.03	8.14	7.97
The assessment reflects what was taught.	8.31	8.12	8.18	7.92

Table 12: 2023-2024 Academic Year Spring Semester FAD Course Evaluation Results

Table 12 provides a detailed assessment of student evaluations for courses within the Faculty of Art and Design (FAD) at IBU for the 2023-2024 academic year, spring semester. Across different design disciplines, Graphic Design consistently received the highest scores, particularly in areas assessing the clarity and achievability of course objectives (8.28), and the organization and preparation of the instructor (8.38). Fashion Design, Interior and Furniture Design, and Visual Art followed closely, though Visual Art scored marginally lower in all categories, indicating a need for enhanced course structure or instructional methods in this subject. Notably, all departments scored lowest in fostering intellectual and critical thinking skills, suggesting an area for curriculum enhancement to promote deeper analytical and creative thinking among students.

3.5. FACULTY OF EDUCATION (FEDU)

Bellow has provided a detailed breakdown of course evaluation scores within the IBU FEDU:

Faculty of Education	7.97
Turkish Language Teaching	8.18
Psychological Counseling and Guidance	7.91
English Language Teaching	7.84

Table 13: Overall Score of FEDU

An exhaustive evaluation of the Faculty of Education has been conducted, revealing the general satisfaction scores across various educational programs. An average score of 7.97 has been calculated for the faculty, which represents a satisfactory level of student contentment and instructional effectiveness. The program in Turkish Language Teaching has been identified as the highest performing, with an average score of 8.18. This score suggests that the instructional methods and curriculum in Turkish Language Teaching are well-received by the students and may serve as a benchmark for other programs within the faculty. Psychological Counseling and Guidance has been evaluated with a score of 7.91. While still indicative of a favorable student response, this score is slightly below that of Turkish Language Teaching, suggesting areas within the program that might benefit from further review and enhancement to align with the top-performing areas. English Language Teaching has recorded a score of 7.84, the lowest among the evaluated programs.

Questions	Faculty of Education		
	Turkish Language Teaching	Psychological Counseling and Guidance	English Language Teaching
The objectives of the course were clear and achievable.	7.89	7.90	7.89
The course fulfilled my expectations in terms of its practicality and productivity.	7.83	7.94	7.83
This course helped me to develop intellectual and critical thinking skills.	7.66	7.74	7.66
The instructor presented content in a clear and organized manner and generally kept me motivated during the lectures.	7.76	8.08	7.76

The instructor encouraged student questions, participation, and contributions.	8.03	7.94	8.03
The instructor used different types of educational methods, techniques and strategies*.	7.73	7.81	7.73
The instructor used different educational resources and educational materials were available and posted on time.	7.84	7.84	7.84
The instructor was organized, well prepared, and used class time efficiently.	7.88	8.15	7.88
The assessment reflects what was taught.	7.62	7.85	7.62

Table 14: 2023-2024 Academic Year Spring Semester FEDU Course Evaluation Results

Table 14 summarizes the student evaluation results for the Faculty of Education (FEDU) at IBU for the 2023-2024 academic year, spring semester, across three different educational programs: Turkish Language Teaching (TLT), Psychological Counseling and Guidance (PSG), and English Language Teaching (ELT). The results reflect a consistent satisfaction level among the programs, with minor variations in certain aspects of course delivery and content effectiveness.

Each program shows strong results in the clarity and achievability of course objectives, with scores hovering around 7.89. PSG stands slightly higher in practicality and productivity expectations at 7.94, compared to 7.83 for TLT and ELT. Critical thinking development is the lowest-scored category across all programs, indicating a potential area for pedagogical improvement.

Notably, PSG scored higher in areas related to instructor organization and preparedness at 8.15 and encouraging student interaction at 7.94. This suggests that PSG instructors may be employing particularly effective strategies for engaging students and managing classroom activities. Across all programs, consistent scores in the utilization of educational resources and the alignment of assessments with taught content suggest a well-established academic structure within the faculty.

3.6. FACULTY OF LAW (FLW)

Bellow has provided a detailed breakdown of course evaluation scores within the IBU

FLW:

Faculty of Law	7.72
Political Sciences and International Relations	7.76
Legal Studies	7.68

Table 15: Overall Score of FLW

The overall performance of the faculty is reflected in an average score of 7.72, indicating a satisfactory level of student satisfaction and effectiveness in educational delivery across its departments. Within the specialized programs, Political Sciences has been noted to perform slightly above the faculty average with a score of 7.76.

The Legal Studies program has recorded a slightly lower score of 7.68. While this remains within the range of satisfactory performance, it is marginally below the faculty's overall average, indicating possible areas for improvement to align more closely with the broader faculty standards.

Questions	Faculty of Law	
	Political Sciences and International Relations	Legal Studies
The objectives of the course were clear and achievable.	7.60	7.52
The course fulfilled my expectations in terms of its practicality and productivity.	7.82	7.67
This course helped me to develop intellectual and critical thinking skills.	7.79	7.66
The instructor presented content in a clear and organized manner and generally kept me motivated during the lectures.	7.61	7.69
The instructor encouraged student questions, participation, and contributions.	7.88	7.73
The instructor used different types of educational methods, techniques and strategies*.	7.85	7.73
The instructor used different educational resources and educational materials were available and posted on time.	7.70	7.69

The instructor was organized, well prepared, and used class time efficiently.	7.72	7.73
The assessment reflects what was taught.	7.79	7.75

Table 16: 2023-2024 Academic Year Spring Semester FLW Course Evaluation Results

Table 16 from the 2023-2024 academic year Spring Semester at IBU presents the course evaluation results for the Faculty of Law (FLW), focusing on two main departments: Political Sciences (PS) and Legal Studies (LS). The data shows that both departments are relatively close in terms of how students perceive the clarity of course objectives, with Political Sciences receiving a slightly higher average rating of 7.60 compared to 7.52 for Legal Studies. Students rated the courses highly for their practicality and productivity, particularly in Political Sciences, which scored 7.82, demonstrating a marginally more effective application of course content in real-world contexts than in Legal Studies, which scored 7.67. Both departments similarly supported the development of intellectual and critical thinking skills, scoring 7.79 in Political Sciences and 7.66 in Legal Studies. The evaluations also reflect that instructors across both departments were effective in presenting content in an organized manner and motivating students during lectures. Political Sciences had a slight edge in fostering an environment that encouraged student questions and active participation, scoring 7.88 compared to 7.73 in Legal Studies. Furthermore, both departments showed consistent use of various educational methods and timely availability of resources, although again Political Sciences slightly outperformed Legal Studies in these areas. Overall, the assessments align well with the content taught in both departments, as indicated by nearly identical scores in the final evaluation metric, supporting the effectiveness of the evaluation methods employed. This comprehensive feedback from students provides essential insights that can guide future improvements in course offerings within the Faculty of Law.

3.7. FACULTY OF ENGINEERING (FENG)

Bellow has provided a detailed breakdown of course evaluation scores within the IBU FENG:

Faculty of Engineering	7.59
Architecture	7.85
Industrial Engineering Management	7.52
Computer Engineering	7.51
Civil Engineering	7.50

Table 17: Overall Score of FENG

The overall performance of the faculty is reflected in an average score of 7.59, which denotes a moderate level of student satisfaction with the educational offerings within the faculty. Among the departments, Architecture has emerged as the highest performing, with an average score of 7.85. This higher score suggests that the curriculum and instructional methods within the Architecture department are well-received by the students, possibly reflecting effective teaching strategies or course content that resonates well with the student body. The other departments, such as Industrial Engineering Management, Computer Engineering, and Civil Engineering, have recorded scores of 7.52, 7.51, and 7.50, respectively. These scores, slightly below the faculty's overall average, indicate areas where there may be room for improvement to enhance student satisfaction and educational outcomes. The close grouping of these scores suggests a consistent perception across these engineering disciplines, highlighting potential commonalities in areas needing attention. In conclusion, while the Faculty of Engineering at IBU demonstrates general adequacy in meeting educational expectations, the varying scores across different departments underscore the need for targeted improvements. Initiatives aimed at enhancing teaching methodologies, updating curricular materials, and possibly increasing practical or hands-on learning opportunities are recommended to address the specific challenges faced by the lower-scoring departments.

Questions	Faculty of Engineering			
	Architecture	Civil Engineering	Industrial Engineering Management	Computer Engineering

The objectives of the course were clear and achievable.	7.86	7.52	7.28	7.42
The course fulfilled my expectations in terms of its practicality and productivity.	7.86	7.49	7.17	7.42
This course helped me to develop intellectual and critical thinking skills.	7.83	7.49	7.05	7.36
The instructor presented content in a clear and organized manner and generally kept me motivated during the lectures.	7.86	7.49	7.29	7.55
The instructor encouraged student questions, participation, and contributions.	7.86	7.54	7.35	7.66
The instructor used different types of educational methods, techniques and strategies*.	7.87	7.51	7.05	7.50
The instructor used different educational resources and educational materials were available and posted on time.	7.83	7.51	7.30	7.54
The instructor was organized, well prepared, and used class time efficiently.	7.86	7.62	7.46	7.76
The assessment reflects what was taught.	7.86	7.50	7..38	7.48

Table 18: 2023-2024 Academic Year Spring Semester FENG Course Evaluation Results

Table 18 illustrates the course evaluation results for the Faculty of Engineering (FENG) at IBU for the 2023-2024 academic year during the spring semester. This evaluation encompasses four key departments within the faculty: Architecture, Civil Engineering, Industrial Engineering Management (IEM), and Computer Engineering (CE). The data presented indicates that Architecture students rated their courses highest in nearly all aspects, with consistent scores around 7.86, signifying alignment with course objectives, effectiveness in teaching, and overall satisfaction. Civil Engineering and Computer Engineering showed similar performance levels, though Civil Engineering generally scored slightly lower, especially in areas related to the development of intellectual and critical thinking skills and the use of various educational methods. Industrial Engineering Management (IEM) received the lowest scores among the four, with significant areas for improvement noted in developing critical thinking skills and employing

diverse educational strategies, where it scored just above 7. This indicates potential gaps in instructional delivery that could be impacting student satisfaction and learning outcomes. Overall, while the Faculty of Engineering demonstrates a robust educational framework, the variance across departments highlights the need for targeted improvements, particularly in enhancing interactive teaching methods and ensuring all course content is thoroughly aligned with stated objectives and student expectations.

3.8. FACULTY OF DENTAL MEDICINE (FDM)

Bellow has provided a detailed breakdown of course evaluation scores within the FDM:

Faculty of Dental Medicine **7.28**

Table 19: Overall Score of FDM

The overall performance, as reflected by an average score of 7.28, suggests a moderate level of student satisfaction within the faculty. The score indicates certain challenges in meeting the highest educational standards and student expectations. This moderate satisfaction level signals potential areas for curriculum enhancement, teaching methods improvement, and possibly upgrading clinical training facilities. Such steps would be aimed at enhancing the overall educational experience and boosting student satisfaction and outcomes. Efforts should be directed toward identifying specific aspects of the program that require improvement. These might include updating course materials, incorporating more hands-on clinical experiences, or enhancing the interaction between students and faculty through more effective mentoring and guidance.

Questions	FDM
The objectives of the course were clear and achievable.	7.31
The course fulfilled my expectations in terms of its practicality and productivity.	7.26
This course helped me to develop intellectual and critical thinking skills.	7.22
The instructor presented content in a clear and organized manner and generally kept me motivated during the lectures.	7.25
The instructor encouraged student questions, participation, and contributions.	7.29
The instructor used different types of educational methods, techniques and strategies*.	7.27
The instructor used different educational resources and educational materials were available and posted on time.	7.29
The instructor was organized, well prepared, and used class time efficiently.	7.23
The assessment reflects what was taught.	7.29

Table 20: 2023-2024 Academic Year Spring Semester FDM Course Evaluation Results

Table 20 provides the course evaluation results for the Faculty of Dental Medicine (FDM) at IBU for the 2023-2024 academic year, spring semester. These evaluations cover several aspects of course delivery and student experience. The overall scores suggest moderate satisfaction among students, with the highest score being 7.31, indicating that the objectives of the courses were mostly clear and achievable. The scores generally hover around the 7.2 to 7.3 range, pointing to a consistent but average perception of course quality across various dimensions. Notably, the courses seem to slightly lag in helping students develop intellectual and critical thinking skills, with a score of 7.22. The instructors are struggling to be prepared and organized, albeit with a marginally lower score of 7.23 in using class time efficiently. These results indicate a stable educational environment within the FDM, though there is evident room for enhancement, especially in stimulating intellectual growth and optimizing class time utilization to further improve the learning experience.

CONCLUSION

The 2023/2024 Spring Semester Student Course Evaluation Survey conducted at the International Balkan University (IBU) has provided valuable insights into the student educational experience, emphasizing both strengths and areas needing improvement across various faculties. With a robust sample of 17,615 responses evaluated for 511 courses, this report not only delineates high-performing areas but also identifies crucial aspects that require enhancement to boost educational outcomes. A noteworthy general observation from the data is the overall average score of 8.02 at the university level, indicating a positive reception towards the faculty's teaching methods and course content.

The Faculty of Humanities and Social Sciences (FHSS) achieved the highest average score of 8.58, which underscores its strong performance, particularly in departments such as New Media and Communication and Public Relations. However, it is important to note that the high scores in FHSS could be influenced by smaller class sizes, which typically facilitate a more personalized learning environment. This trend of smaller classes correlating with higher satisfaction levels is evident across various departments, highlighting the potential benefits of maintaining lower student-to-teacher ratios. In contrast, the Faculty of Dental Medicine (FDM) reported lower average scores at 7.28. These scores suggest that there are specific challenges within these faculties that could be addressed to improve student satisfaction and educational effectiveness. Areas such as curriculum design, teaching methods, and perhaps practical application opportunities within courses could be revisited to enhance the learning experience.

One of the pivotal findings from the survey is the clear correlation between smaller class sizes and increased student satisfaction. This suggests that students value and benefit from more personalized attention and interaction with instructors, which often leads to better understanding and greater engagement with the course material. The data advocates for a strategic review of class sizes and teaching methods, particularly in faculties where course scores were lower, to replicate the effective engagement strategies of higher-scoring departments.

The results of this survey serve as a critical tool for continuous improvement at IBU. By addressing the identified areas of dissatisfaction and reinforcing the strengths as highlighted by the

feedback, the university can enhance the quality of its educational offerings. This commitment to improvement is vital for meeting the evolving needs and expectations of its students, thereby ensuring that IBU continues to provide a high-caliber educational environment.

In conclusion, the detailed feedback provided by the 2023/2024 Spring Semester Student Course Evaluation Survey will guide the university in its ongoing efforts to refine its teaching strategies, course designs, and overall academic environment. This commitment to ongoing improvement and adaptation is crucial for maintaining the university's reputation for excellence in higher education. The university remains dedicated to enhancing the academic experience and outcomes for all its students, reinforcing its commitment to educational excellence and student satisfaction.

RECOMMENDATION

- a) *Training in Interactive Teaching Methods:* It is recommended that training be provided for faculty to adopt more interactive teaching methods such as flipped classrooms and collaborative projects, which are known to enhance student learning and engagement.
- b) *Integration of Technological Tools:* Workshops on the latest educational technology tools should be offered to instructors for integration into their curriculum, thereby enhancing the interactive and digital components of course delivery.
- c) *Curriculum Updates:* The curriculum should be regularly reviewed and updated to incorporate the latest industry trends and academic research, ensuring that course content remains current and relevant.
- d) *Development of Enhanced Feedback Mechanisms:* A more robust system for students to provide ongoing feedback throughout the semester should be developed, allowing for timely adjustments and interventions.
- e) *Review of Low-scoring Courses:* A detailed review of courses with consistently low scores should be conducted to understand the specific challenges and address them with targeted interventions.
- f) *Organization of Best Practices Seminars:* Seminars where faculty can share successful strategies and innovations in teaching and assessment should be organized regularly.

- g) *Increased Use of Case Studies:*** The use of case studies should be increased to link theoretical knowledge with practical real-world applications, enhancing learning outcomes.
- h) *Optimization of Class Sizes:*** Class sizes should be optimized to allow for more personalized interaction between students and instructors where feasible.
- i) *Overhaul of Assessment Methodologies:*** Assessment methodologies should be overhauled to ensure they are comprehensive, fair, and reflective of students' understanding of the material.
- j) *Refinement of Survey Methodologies:*** Survey methodologies should continue to be refined to better capture detailed and actionable feedback.
- k) *Tracking of Implementation and Impact:*** A system to track the implementation of recommended changes and their impact on student satisfaction and learning outcomes should be established.

