



INTERNATIONAL
BALKAN
UNIVERSITY



Teaching and
Learning Center

**INTERNATIONAL BALKAN UNIVERSITY
2024/2025 ACADEMIC YEAR
FALL SEMESTER STUDENT COURSE EVALUATION
REPORT**

IBU TEACHING AND LEARNING CENTER

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1. INTRODUCTION

In the process of evaluating and improving the quality of education in higher education institutions, student feedback plays a critical role. In this context, end-of-term course evaluation surveys stand out as systematic data collection tools for the continuous improvement of education quality. These evaluations serve as a crucial mechanism for maintaining and enhancing academic standards while ensuring educational effectiveness. These surveys have developed from the early 20th century to the present and have become an indispensable part of the quality assurance systems of higher education institutions.

When the historical development of course evaluation surveys is examined, it is seen that the first systematic applications began at Purdue University under the leadership of Herman Remmers (Cohen, 1980). With the development of technology and the increase in quality standards in education, these evaluation systems have been transferred to digital platforms and have gained a more comprehensive structure. Modern course evaluation surveys cover a wide evaluation spectrum from course content to teaching methods, from the performance of the faculty member to learning outcomes.

These surveys applied in higher education institutions have a multidimensional function in improving the quality of education. While faculty members have the opportunity to evaluate and improve their own performance thanks to these surveys, department and faculty administrations can measure the effectiveness of the curriculum and make the necessary arrangements. At the institutional level, it provides data to support quality assurance systems (Marsh, 2007). It also contributes to the formation of a democratic academic environment by encouraging the active participation of students in educational processes.

As stated in the studies of Centra (1993), the data collected through course evaluation surveys are used in many areas from academic decision-making processes to administrative decisions, from institutional research to program accreditations. This data provides guidance on issues such as increasing the effectiveness of teaching methods, updating course content and improving learning environments.

The research of Dresel and Rindermann (2011) emphasizes the contribution of course evaluation surveys to the professional development of faculty members. Thanks to these surveys, faculty

members have the opportunity to review and develop their own teaching approaches. At the same time, it provides objective data for institution managers on issues such as performance evaluation and resource allocation.

Today, most of higher education institutions actively use end-of-term course evaluation surveys for the sustainable development of educational quality. These surveys have become an indispensable tool in higher education, not only for the continuous improvement of educational processes and student satisfaction, but also as a cornerstone of institutional quality assurance frameworks.

1.1.METHODOLOGY OVERVIEW

This survey was designed to measure student perceptions of their courses through a structured questionnaire comprising of quantitative elements. The data was collected from students enrolled in various faculties, covering a wide range of disciplines. The analysis involves statistical computations such as mean scores, standard deviations, and comparative trends over previous semesters.

The Student Course Evaluation Survey has been conducted by the IBU Teaching and Learning Center since the 2023-2024 academic year. The survey consists of 10 questions, including 9 multiple-choice questions and one open-ended response section. For the Fall Semester of the 2024-2025 academic year, students from various faculties, including the Faculty of Dental Medicine, 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 the Vocational Medical School, participated in the evaluation.

The survey was distributed via the Hello System and was accessible to students between January 14, 2025, and January 24, 2025. A total of 24,025 responses were collected, reflecting diverse student experiences across different faculties. This extensive dataset provides valuable insights into teaching effectiveness, course content relevance, and overall academic quality at the International Balkan University.

1.2.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:

Enhancing Teaching and Learning Quality

The primary objective of this survey is to improve the quality of teaching and learning at International Balkan University. By collecting student feedback, the institution can gain insights into instructional effectiveness, curriculum relevance, and classroom engagement.

Identifying Strengths and Areas for Improvement

Analyzing student feedback allows faculty members and administration to identify courses and teaching methods that excel, as well as areas requiring further enhancement. This data-driven approach ensures targeted improvements in course content, teaching strategies, and learning outcomes.

Supporting Faculty Development

Course evaluation surveys provide faculty members with constructive feedback on their teaching practices. This information supports continuous professional development, helping instructors refine their pedagogical approaches and enhance student engagement.

Informing Institutional Policies and Decisions

Aggregated survey data serves as a valuable resource for institutional decision-making. It assists in curriculum design, faculty hiring and retention policies, and the allocation of academic resources to strengthen overall program quality.

Ensuring Continuous Improvement in Academic Programs

Regular analysis of course evaluation data ensures that the university maintains high academic standards and aligns with best practices in higher education. By continuously reviewing and refining educational strategies, IBU fosters a culture of excellence and innovation in learning.

2. SURVEY METHODOLOGY

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 January 14-24, 2025. 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.

Below is the survey presented to students.

	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.).*

3. SURVEY STATISTICS

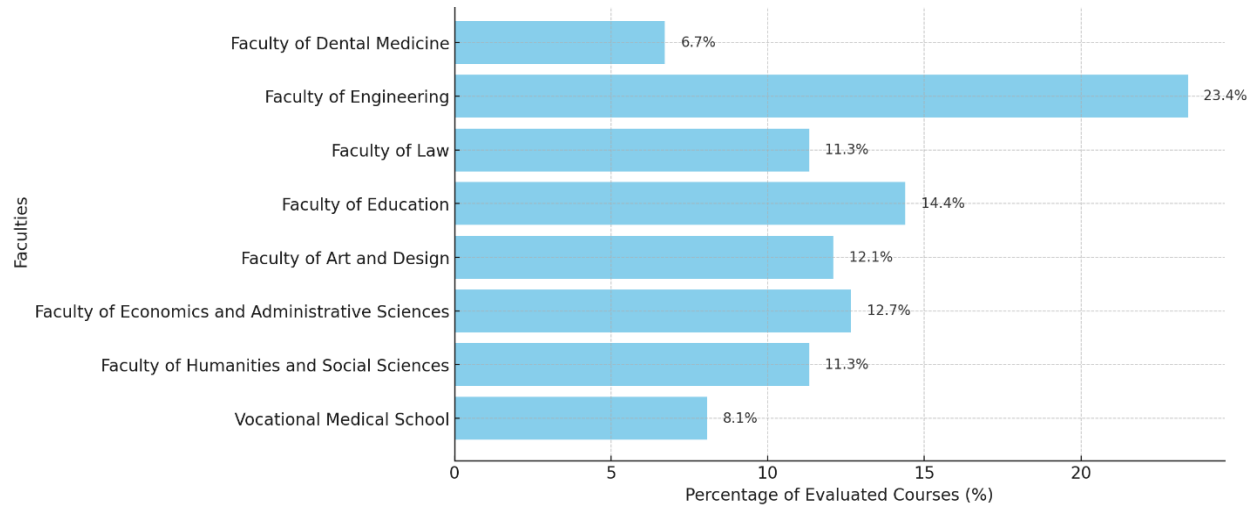
Based on the survey data, students at the International Balkan University provided feedback on 521 courses. **Table 1** presents the breakdown of courses by faculty. Percentage distributions are also presented in *Graph 1*. The survey was filled out a total of 24,025 times

Faculty	Number of Evaluated Courses
Faculty of Dental Medicine	35
Faculty of Engineering	122
Faculty of Law	59
Faculty of Education	75
Faculty of Art and Design	63
Faculty of Economics and Administrative Sciences	66
Faculty of Humanities and Social Sciences	59
Vocational Medical School	42
Total	521

Table 1: *Number of Evaluated Courses*

Table 1 provides a comprehensive overview of course evaluations across various faculties at the International Balkan University (IBU) for the 2024-2025 academic year fall semester. A total of 521 courses were systematically evaluated, demonstrating the university's commitment to academic quality assurance and continuous improvement of educational processes. The Faculty of Engineering emerges as the most extensively evaluated academic unit, with 122 courses reviewed, which suggests a potentially complex and diverse academic curriculum. This significantly outpaces other faculties, indicating either a broader range of courses or a more rigorous evaluation approach within the engineering discipline. In contrast, the Vocational Medical School represents the smallest evaluation sample with 42 courses, which may reflect a more specialized academic program. Intermediate-level evaluation volumes are observed in the Faculty of Education (75 courses), Faculty of Economics and Administrative Sciences (66 courses), and Faculty of Art and Design (63 courses). The Faculties of Law and Humanities and Social Sciences demonstrate identical evaluation numbers at 59 courses each, suggesting comparable academic structures or evaluation methodologies. The Dental Medicine Faculty presents the lowest number of evaluated courses at 35, which could potentially indicate a more focused, specialized curriculum. This variation in course evaluation numbers across faculties highlights the diverse academic landscape within the university and underscores the importance of tailored, faculty-specific approach to

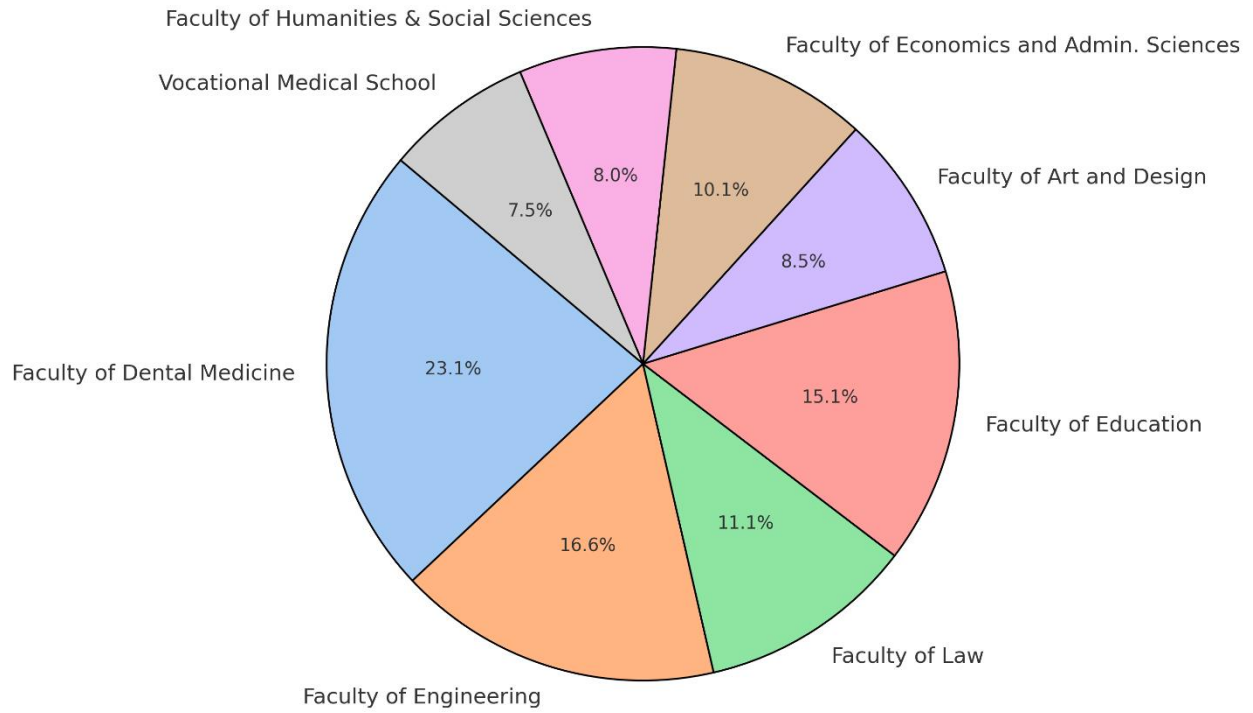
educational assessment. These quantitative insights provide a foundational understanding of the university's academic evaluation processes, offering valuable data for institutional research, curriculum development, and strategic academic planning.



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

The percentage distribution of courses evaluated by students during the fall semester of the 2024-2025 academic year is illustrated in **Graph 1**. According to the survey findings, the Faculty of Engineering had the highest percentage of evaluated courses, totaling 23.34%. In contrast, the Faculty of Dentistry had the lowest, with only 6.7% of its courses evaluated.

The distribution of evaluated academic staff across faculties provides insight into faculty participation in the survey. The Faculty of Dental Medicine had the highest number of evaluated instructors, indicating a strong engagement in course evaluations. The Faculty of Engineering, Faculty of Education, and Faculty of Law followed, reflecting significant participation in teaching assessments. Faculty of Art and Design, Faculty of Economics and Administrative Sciences, Faculty of Humanities and Social Sciences, and Vocational Medical School had relatively fewer evaluated instructors.



Graph 2: Percentage distribution of evaluated academic staff by faculties

4. FINDINGS

This chapter of the report includes the findings obtained from the data in the survey.

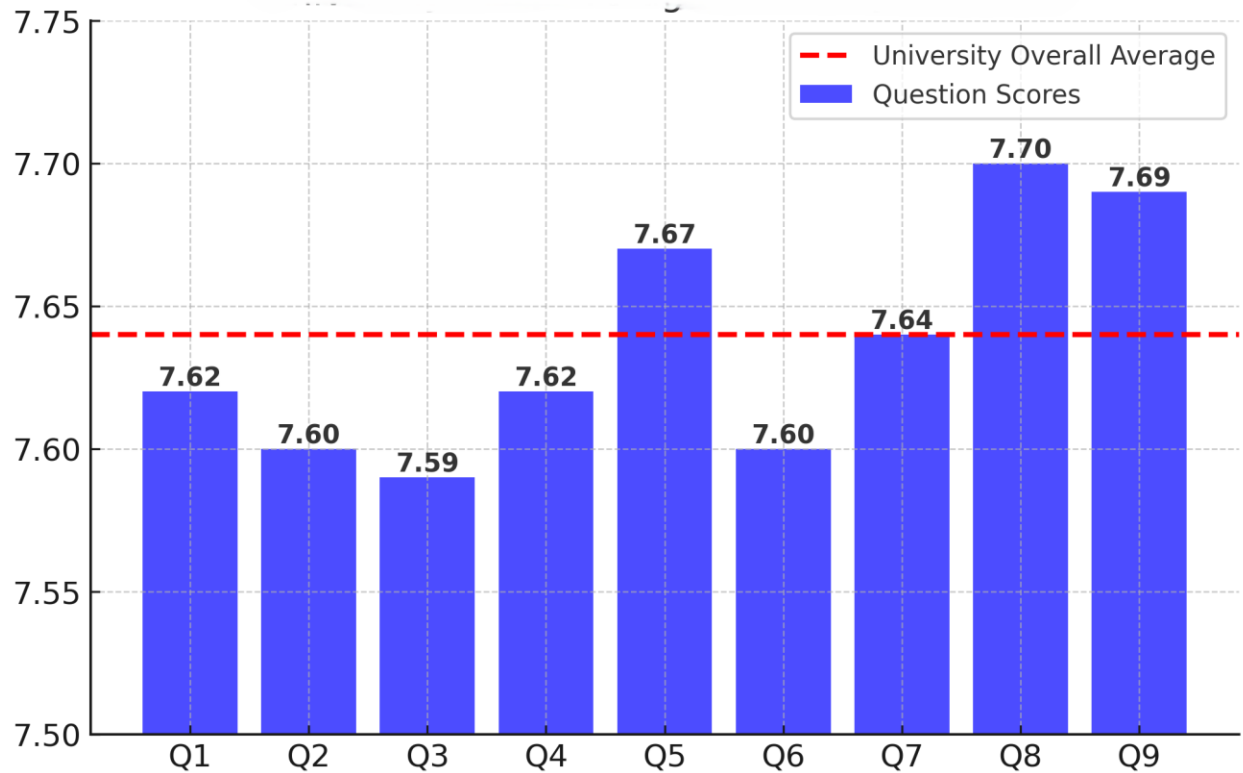
4.1. UNIVERSITY LEVEL ANALYSIS

The overall university satisfaction score for the Fall Semester of the 2024/2025 academic year was **7.64** out of **10**, marking a decline from the previous semester's score of 8.02. This slight decrease isn't just a number; it's a gentle nudge from students indicating areas where the university could enhance their educational journey. It's an invitation for administrators and faculty to listen closely, understand the underlying reasons for this slight dip, and proactively address student concerns. The score still remains solidly above the midpoint, suggesting that students fundamentally appreciate their academic environment. However, the downward trend warrants careful attention. It's an opportunity for the university to engage in reflective practice, dig deeper into student experiences, and implement targeted improvements that could elevate satisfaction in the upcoming semesters. To better understand the factors influencing student satisfaction, survey responses were analyzed on a question-by-question basis. The average scores for key evaluation questions were as follows:

No	Question	Answer
Q1	The objectives of the course were clear and achievable.	7,62
Q2	The course fulfilled my expectations in terms of its practicality and productivity.	7,60
Q3	This course helped me to develop intellectual and critical thinking skills.	7,59
Q4	The instructor presented content in a clear and organized manner and generally kept me motivated during the lectures.	7,62
Q5	The instructor encouraged student questions, participation, and contributions.	7,67
Q6	The instructor used different types of educational methods, techniques and strategies*.	7,60
Q7	The instructor used different educational resources and educational materials were available and posted on time.	7,64
Q8	The instructor was organized, well prepared, and used class time efficiently.	7,70
Q9	The assessment reflects what was taught.	7,69
University Overall Average		7,64

Table 3: University Overall Average

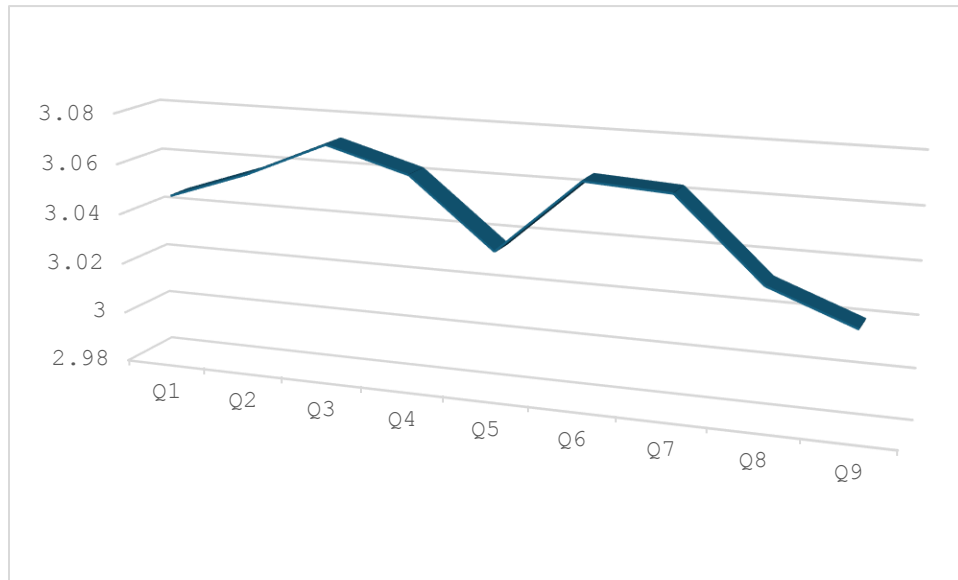
The question-wise analysis indicates that the scores are relatively consistent, ranging between 7.59 and 7.70, suggesting a stable perception of different aspects of the courses and instructors.



Graph 3: *University Average Scores by Question*

The analysis of individual survey questions provides deeper insights into specific aspects of student satisfaction. The highest-rated question (Q8 - 7.70) suggests that students are most satisfied with the organization, preparedness, and efficiency of instructors in class. On the other hand, the lowest-rated question (Q3 - 7.59) indicates that students found less intellectual development through some courses, suggesting an area where improvements could be considered.

The standard deviation values for the questions are provided below.



Graph 4: Standard Deviation

The standard deviation values in the survey responses provide important insights into the consistency of student perceptions across different evaluation criteria. Higher standard deviation values indicate greater variability in responses, suggesting that students had more diverse opinions on certain aspects, while lower standard deviation values suggest a more uniform agreement among respondents. Among the surveyed questions, the highest standard deviation was observed in Q3 (*This course helped me to develop intellectual and critical thinking skills* - 3.07), implying that students had mixed experiences regarding the effectiveness of courses in fostering intellectual growth. This variation suggests that while some courses effectively encourage critical thinking, others may need to enhance their approaches to stimulating intellectual engagement. On the other hand, the lowest standard deviation was found in Q5 (*The instructor encouraged student questions, participation, and contributions* - 3.03), meaning that students had relatively similar opinions regarding their instructors' encouragement of active participation.

Overall, the standard deviation values across all survey questions remain moderate, indicating a generally balanced level of satisfaction among students. However, the observed differences in variability highlight specific areas where improvements can be made, particularly in ensuring that courses consistently encourage intellectual and critical thinking skills across different faculties.

4.2.FACULTY-LEVEL ANALYSIS

The faculty-level analysis provides insights into student satisfaction trends across different faculties within the university. By examining faculty-specific scores and student feedback, this section highlights key strengths and areas that require improvement. Each faculty operates within its own academic structure, offering courses that vary in teaching methodologies, curriculum design, and student engagement strategies. While some faculties receive consistently high satisfaction scores, others may exhibit areas where students have expressed concerns regarding course content, instructor effectiveness, or resource availability. The purpose of faculty-level analysis is to understand faculty-wide strengths and improvement areas based on student evaluations. On the other hand, analyzing the variations in satisfaction levels across different faculties addresses the common issues affecting student experiences within particular faculties and to provide targeted recommendations.

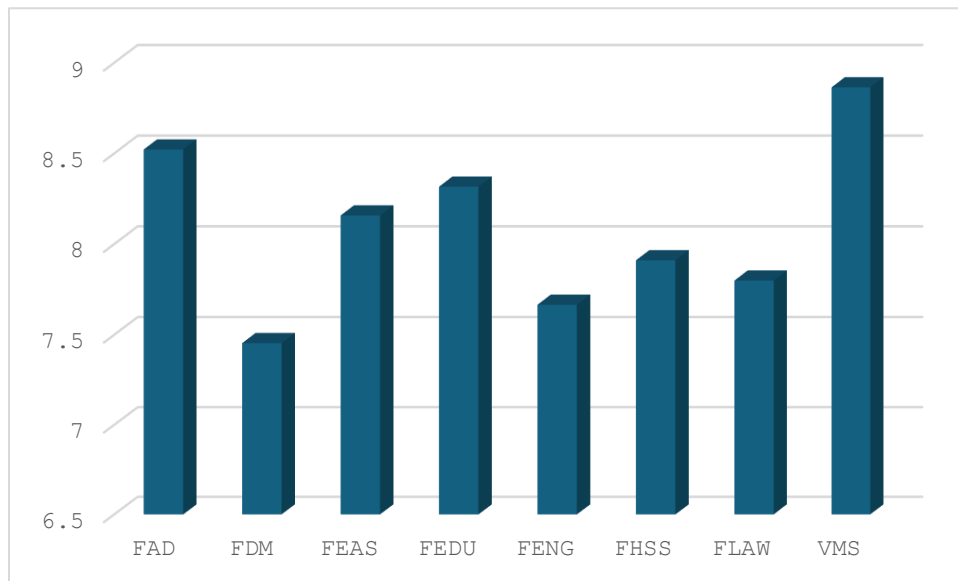
The satisfaction score distribution across different faculties reveals a compelling narrative of educational quality and student experiences at the International Balkan University. The scores range from 7.45 to 8.86 (**Table 2**), indicating a relatively consistent but nuanced student perception across academic units.

Faculty	Average
Vocational Medical School	8.86
Faculty of Art and Design	8.52
Faculty of Education	8.31
Faculty of Economics and Administrative Sciences	8.15
Faculty of Humanities and Social Sciences	7.91
Faculty of Law	7.79
Faculty of Engineering	7.66
Dental Medicine	7.45
University average	7.64

Table 2: Faculty Average

The Vocational Medical School emerges as the standout performer with an impressive 8.86 average satisfaction score, significantly outpacing other faculties. Faculty of Art and Design

follows closely with 8.52, indicating strong student satisfaction.



Graph 5: *Faculty-level average*

This high score might correlate with creative pedagogical approaches, practical learning experiences, or a supportive academic atmosphere that resonates with students. The Faculty of Education has a score of 8.31, which is noteworthy given the critical role of pedagogical training and the self-reflective nature of education students. Therewithal, the Faculty of Economics and Administrative Sciences's score is 8.15. Midrange scores are observed in the Faculty of Humanities and Social Sciences (7.91), suggesting satisfactory but not exceptional student experiences. The lower-scoring faculties - Law (7.79), Engineering (7.66), and Dental Medicine (7.45) - while still above the midpoint, present potential areas for targeted improvement.

CONCLUSION

The Fall Semester Student Course Evaluation Report for the 2024/2025 academic year provides comprehensive insights into student satisfaction at the International Balkan University. Based on the analysis of 24,025 student responses covering 521 courses across eight faculties, this report identifies key trends in teaching effectiveness, course content quality, faculty performance, and overall academic satisfaction. The university-wide satisfaction score for the semester was 7.64 out of 10, reflecting a 0.38-point decrease compared to the previous semester's 8.02. While this remains a relatively strong score, the decline suggests that some aspects of the student experience require further attention.

The highest-rated aspects included:

- Instructor Organization and Preparation (Q8: 7.70): Students recognized that most instructors were well-organized, prepared, and used class time efficiently.
- Encouragement of Participation (Q5: 7.67): Many instructors effectively encouraged questions, discussion, and student engagement.

However, the lowest-rated aspect was that the course did not meet students' expectations (Q3: 7.59). Some students felt that the course did not significantly contribute to their intellectual and analytical skill development.

Despite these trends, the variability in scores across faculties, courses, and instructors suggests that student satisfaction is not uniform and is influenced by multiple factors, including course structure, instructor engagement, and student expectations. Student satisfaction levels varied significantly across different faculties at International Balkan University. The Vocational Medical School (8.86) and the Faculty of Art and Design (8.52) received the highest satisfaction scores, indicating strong student engagement, effective teaching methods, and well-structured courses. In contrast, the Faculty of Dental Medicine (7.45) and the Faculty of Engineering (7.66) had the lowest satisfaction scores, suggesting potential challenges such as curriculum complexity, student workload, or less interactive teaching approaches. These variations highlight the need for faculty-specific improvements to enhance the overall learning experience. These differences highlight discipline-specific challenges. The Vocational Medical School's strong performance may be attributed to its

practical, hands-on learning experiences, while Engineering and Dental Medicine faced challenges in meeting student expectations, possibly due to heavy theoretical content and assessment difficulties.

One of the key findings of this report is the relationship between student enrollment and course ratings. While low-enrollment courses generally received higher scores, and large-enrollment courses often had lower ratings, this trend was not absolute. Some small-sized courses (with few students) received exceptionally high ratings, possibly because of personalized instruction, stronger student-instructor interactions, and more flexible learning approaches. However, some small-enrollment courses had very low scores, indicating that factors like course content, instructor teaching style, and assessment methods also play a crucial role in student satisfaction. Conversely, some large-enrollment courses performed well, showing that strong course organization, interactive teaching methods, and effective student engagement strategies can still lead to high satisfaction, even with a large number of students. Thus, while course size can influence ratings, it is not the sole determinant of student satisfaction. Other factors such as teaching style, assessment fairness, resource availability, and curriculum structure are equally significant.

Instructor evaluations varied, with some instructors receiving consistently high ratings, while others had significantly lower scores. The highest-rated instructors were praised for their organization, clarity, and engagement. The lowest-rated instructors often faced criticism regarding course structure, assessment fairness, and motivation techniques. However, low ratings do not necessarily indicate poor teaching performance. In some cases, courses with difficult subject matter or rigorous grading received lower scores despite strong instruction.

While IBU maintains a strong academic standard, the following areas need strategic improvements:

- a) Enhancing critical thinking and intellectual development opportunities.
- b) Ensuring better assessment alignment with course content.
- c) Improving engagement in both large and small-enrollment courses.
- d) Providing additional support for instructors with low ratings.

The next section provides detailed recommendations to address these findings and enhance the overall student experience.

RECOMMENDATIONS

To improve student satisfaction, course effectiveness, and overall teaching quality, the following comprehensive recommendations are proposed:

1. Strengthening Critical Thinking and Intellectual Engagement

- a) Integrate case studies, problem-based learning, and Socratic questioning to enhance analytical thinking.
- b) Encourage interdisciplinary projects and real-world applications to make content more engaging and practical.
- c) Provide debate sessions, research opportunities, and collaborative assignments to foster deeper learning.

2. Improving Course Organization and Assessment Practices

- a) Standardize syllabus structure across faculties to ensure clear learning outcomes and grading criteria.
- b) Align assessments more closely with lecture content, reducing gaps between taught material and exams.
- c) Implement peer evaluation and self-assessment methods for greater student engagement.

3. Addressing Faculty-Specific Challenges

- a) Faculty of Dental Medicine and Faculty of Engineering: Introduce more interactive and problem-solving activities to balance theoretical content.
- b) Faculty of Law and Faculty of Humanities and Social Sciences: Use discussion-based and experiential learning techniques to increase engagement.
- c) All faculties: Share best practices from high-performing departments to enhance teaching methods.

4. Instructor Development and Support

- a) Establish a teaching excellence program to support faculty in pedagogical skills, student motivation, and assessment design.
- b) Provide targeted coaching for instructors with lower ratings to refine their teaching approaches.
- c) Encourage faculty collaboration and mentoring programs to exchange effective teaching strategies.

5. Enhancing Student Support and Academic Services

- a) Expand academic advising and mentorship programs for better student guidance.
- b) Improve access to online learning materials and develop digital platforms for enhanced engagement.
- c) Address student workload concerns by ensuring a balanced curriculum.

6. Managing Course Enrollment and Class Sizes

- a) Maintain optimal student-to-instructor ratios where possible.
- b) Assign additional teaching assistants to large courses for more personalized support.
- c) Develop feedback-driven course improvement mechanisms, incorporating student suggestions.

7. Establishing a Continuous Improvement Culture

- a) Introduce mid-semester feedback surveys to identify and resolve issues in real-time.
- b) Encourage faculty roundtable discussions to address student concerns and implement best practices.
- c) Conduct annual reviews to track progress and ensure long-term academic enhancement.

RESOURCES

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