



**МЕЃУНАРОДЕН БАЛКАНСКИ УНИВЕРЗИТЕТ  
2024/2025 АКАДЕМСКА ГОДИНА  
ПРОЛЕТЕН СЕМЕСТАР  
ИЗВЕШТАЈ ОД СТУДЕНТСКИ АНКЕТИ ЗА ЕВАЛУАЦИЈА**

**МБУ ЦЕНТАР ЗА НАСТАВА И УЧЕЊЕ**

**Јуни, 2024**



INTERNATIONAL  
BALKAN  
UNIVERSITY



Teaching and  
Learning Center

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

**IBU TEACHING AND LEARNING CENTER**

**June, 2025**

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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 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 Spring 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 May 19, 2025, and May 21, 2025. A total of 62,000 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 May 19-21, 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.

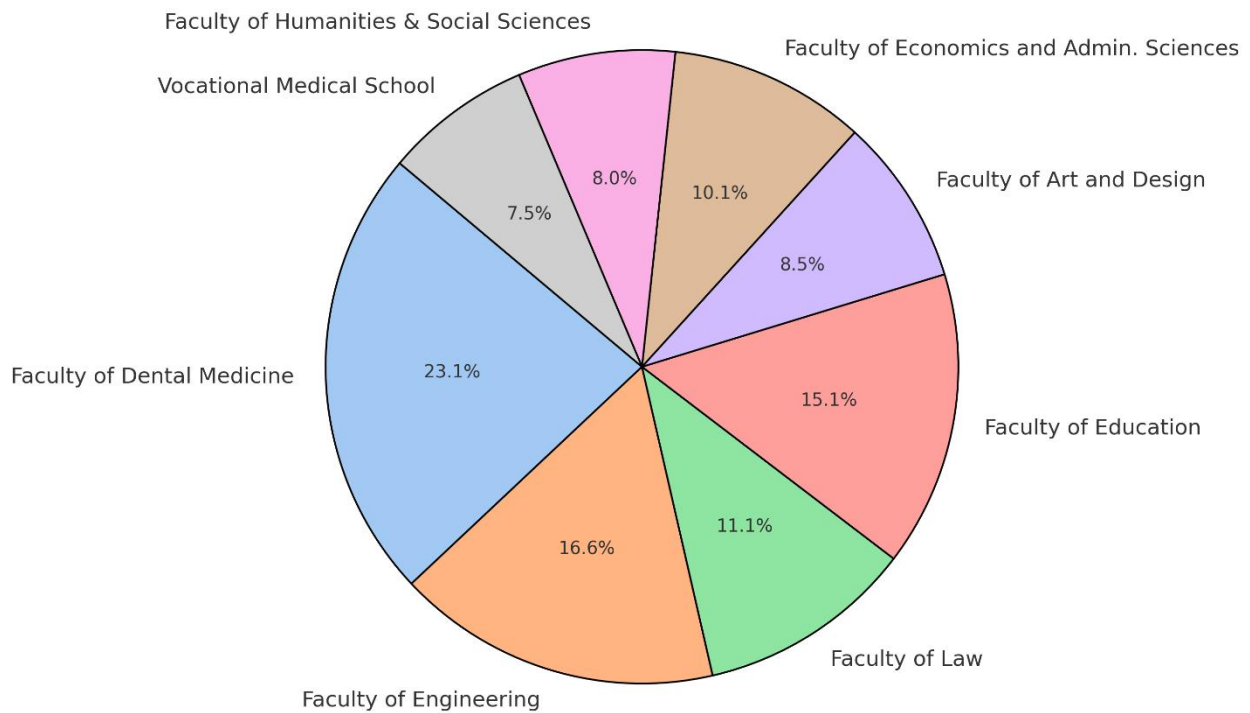
	Questions	I do not agree at all	Partly agree	Broadly agree	Completely agree
1	The objectives of the course were clear and achievable.				
2	The course fulfilled my expectations in terms of its practicality and productivity.				
3	This course helped me to develop intellectual and critical thinking skills.				
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 315 courses. The survey was filled out a total of 7,299 times

The percentage distribution of courses evaluated by students during the spring 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.



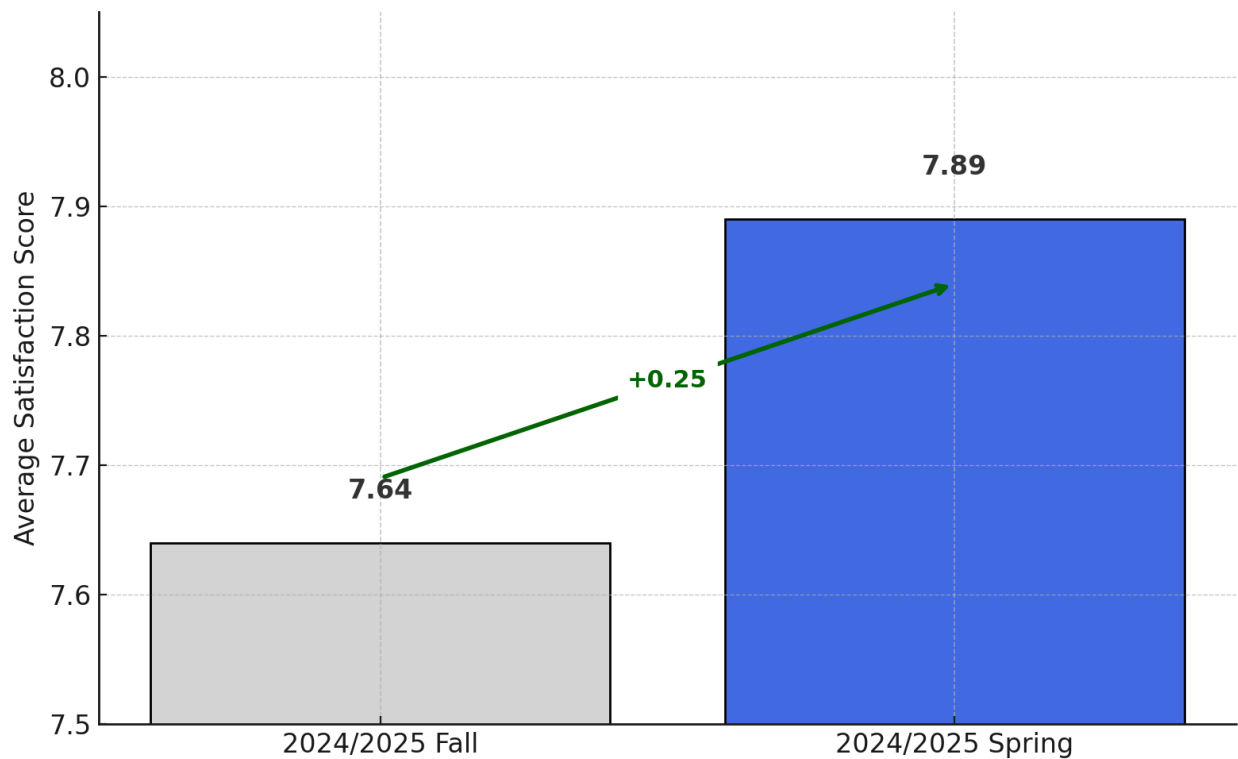
**Graph 1:** Percentage distribution of evaluated academic staff by faculties

## 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 Spring Semester of the 2024/2025 academic year was **7,89** out of **10**. This figure reflects a generally positive perception among students regarding the quality of education, instructional methods, and overall academic experience during the spring term.



**Graph 2:** University overall score

This indicates that the university's average was higher in the spring semester than in the fall semester, as the average for the fall semester was recorded at **7,64**. The 0,25-point increase suggests a modest but meaningful improvement in student satisfaction. This upward trend may be attributed to various institutional efforts such as enhancements in course design, more effective use of

educational technologies, increased faculty engagement, or improvements in administrative and student support services. The data implies that targeted actions taken after the fall semester might have contributed to a more favorable learning environment in the spring.

To better understand the factors influencing student satisfaction, survey responses were analyzed on a question-by-question basis. This granular analysis enabled the identification of specific strengths and areas for improvement in the teaching and learning process. The average scores for key evaluation questions were as follows: These questions, which reflect dimensions such as course clarity, instructional effectiveness, student engagement, use of materials, and alignment of assessment with course content, provide valuable insight into the components contributing to overall satisfaction. A detailed breakdown of the average ratings for each item is presented below, serving as a diagnostic tool for evidence-based decision making.

No	Question	Answer
Q1	The objectives of the course were clear and achievable.	7,88
Q2	The course fulfilled my expectations in terms of its practicality and productivity.	7,86
Q3	This course helped me to develop intellectual and critical thinking skills.	7,88
Q4	The instructor presented content in a clear and organized manner and generally kept me motivated during the lectures.	7,88
Q5	The instructor encouraged student questions, participation, and contributions.	7,94
Q6	The instructor used different types of educational methods, techniques and strategies*.	7,86
Q7	The instructor used different educational resources and educational materials were available and posted on time.	7,89
Q8	The instructor was organized, well prepared, and used class time efficiently.	7,93
Q9	The assessment reflects what was taught.	7,93
<b>University Overall Average</b>		<b>7,89</b>

**Table 1:** University Overall Average

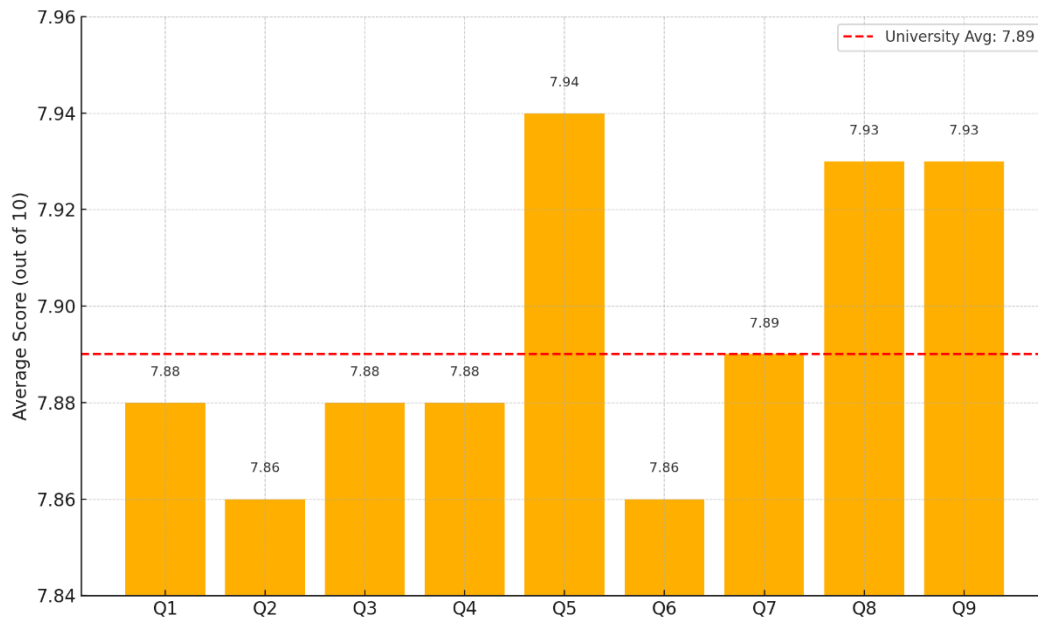
To gain deeper insight into the elements shaping student satisfaction, responses to each of the nine key evaluation questions were individually analyzed. The results reveal a generally consistent and favorable perception of both course content and instructional delivery, with all average scores ranging between 7,86 and 7,94 on a 10-point scale.

- *Clarity and Achievability (Q1 – 7,88):* Students perceived the course objectives as clear and attainable, suggesting that learning expectations were well-communicated by instructors across most courses.

- *Practicality and Productivity (Q2 – 7,86)*: This item received one of the lower average scores, indicating a slightly more reserved student perception regarding the real-world applicability or usefulness of course content. This may suggest room for improvement in connecting course material with practical experiences or career-related skills.
- *Development of Critical Thinking (Q3 – 7,88)*: The score reflects a moderately high level of student agreement that courses supported intellectual growth, suggesting that most instructors are integrating activities that encourage analytical thinking.
- *Clarity, Organization, and Motivation (Q4 – 7,88)*: Students were generally satisfied with how instructors presented the material and maintained motivation throughout the semester. This steady score aligns with the perceived clarity of course objectives (Q1), indicating coherence in course structure.
- *Encouragement of Participation (Q5 – 7,94)*: This was the highest-scoring item, highlighting student appreciation for instructors who foster inclusive and interactive learning environments. It reflects positively on classroom dynamics and instructor-student engagement.
- *Variety in Teaching Methods (Q6 – 7,86)*: While not a low score, this response may point to a more traditional or uniform use of teaching strategies. It suggests a potential area for professional development, particularly in adopting more diverse or innovative instructional techniques.
- *Use of Educational Resources (Q7 – 7,89)*: Students expressed confidence that course materials were well-organized and accessible, which supports a positive learning experience.
- *Instructor Organization and Time Management (Q8 – 7,93)*: This near-top score reflects strong approval of instructors' preparedness and efficiency. It underscores professionalism in course delivery.
- *Assessment Alignment (Q9 – 7,93)*: The fact that assessments were perceived as aligned with what was taught suggests a sound instructional design and transparency in evaluation criteria.

Overall, the university-wide satisfaction average of 7,89 demonstrates a strong and steady perception of quality in instruction and course delivery. Notably, higher scores on items related to student engagement (Q5) and instructor organization (Q8) indicate key strengths, while relatively

lower but still positive scores in practicality (Q2) and instructional variety (Q6) may guide areas for targeted enhancement in the upcoming academic terms.



**Graph 3:** *University Average Scores by Question*

As seen in the chart, student satisfaction scores are consistently high across all questions. The highest average score (7,94) reflects positive student perceptions of instructors who encourage participation, while the lowest scores (7,86) relate to course practicality and the diversity of teaching methods. The overall university average of 7,89 indicates a generally positive learning experience during the semester.

The standard deviation values for the questions are provided below.



**Graph 4:** *Standard Deviation*

Graph 3 displays the standard deviation of student responses for each evaluation question, zoomed in to a narrow range (2,0–3,0) to highlight subtle variations. The standard deviations for all questions fall roughly between **2,4 and 2,8**, indicating a moderate level of variation in student responses. This suggests that while there is no extreme inconsistency, students did not respond uniformly either. No question shows a very low standard deviation, meaning that some students rated certain aspects highly while others gave lower scores. This points to a diversity of student experiences or perceptions across different areas of teaching. If certain questions exhibit noticeably higher standard deviations than others, it may signal inconsistencies in the student experience, particularly related to instructional methods, resource availability, or engagement strategies.

In conclusion, the chart reveals a generally consistent but varied pattern of responses, implying that while the teaching quality is perceived positively overall, individual experiences differ. This analysis can serve as a foundation for deeper evaluations-especially when broken down by faculty, course type, or instructor- to identify targeted areas for improvement.

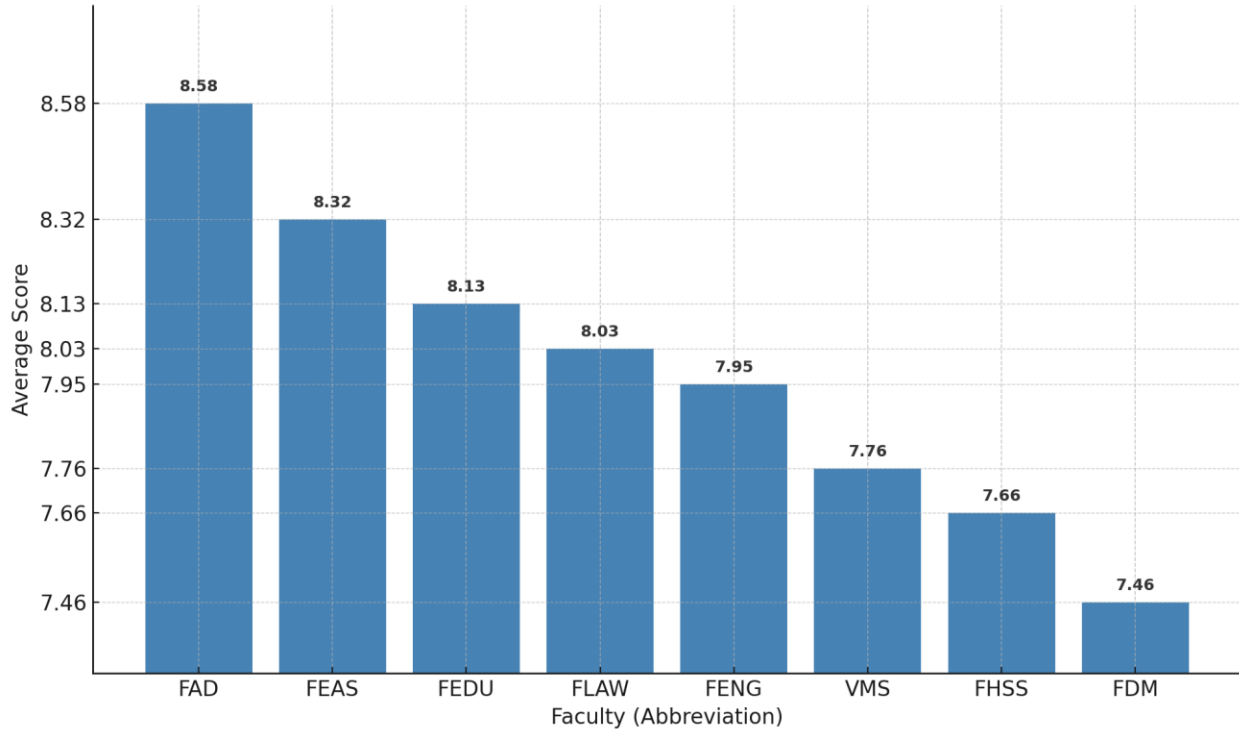
## 4.2.FACULTY-LEVEL ANALYSIS

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 7,46 to 8,58 (**Table 2**), indicating a relatively consistent but nuanced student perception across academic units.

	Faculty	Average
<b>1</b>	Faculty of Art and Design	<b>8,58</b>
<b>2</b>	Faculty of Economics and Administrative Studies Sciences	<b>8,32</b>
<b>3</b>	Faculty of Education	<b>8,13</b>
<b>4</b>	Faculty of Law	<b>8,03</b>
<b>5</b>	Faculty of Engineering	<b>7,95</b>
<b>6</b>	Vocational Medical School	<b>7,76</b>
<b>7</b>	Faculty of Humanities and Social Sciences	<b>7,66</b>
<b>8</b>	Faculty of Dental Medicine	<b>7,46</b>

**Table 2:** Faculty Average

The Faculty of Art and Design emerges as the standout performer with an impressive 8.58 average satisfaction score, significantly outpacing other faculties. The Faculty of Economics and Administrative Sciences follows closely with 8,32, indicating strong student satisfaction.



**Graph 5:** *Faculty-level average*

Graph 5 illustrates the average student satisfaction scores by faculty for the Spring Semester of the 2024/2025 academic year. Each faculty is represented by its abbreviation, and the values are ordered from highest to lowest, allowing for a clear visual comparison of performance. The Faculty of Art and Design (FAD) achieved the highest satisfaction score, with an impressive 8,58, indicating strong approval from students in areas such as course quality, instructor effectiveness, and learning environment. It is followed by FEAS (8,32), FEDU (8,13) and FLAW (8,03) performing above the university-wide average of 7.89, reflecting generally positive perceptions in these faculties. Faculties such as FENG (7.95) and VMS (7.76) fall just below the average but still maintain acceptable levels of student satisfaction. The Faculty of Humanities and Social Sciences and the Faculty of Dental Medicine (FDM) recorded the lowest scores, 7,66 and 7,46, suggesting potential areas for improvement in instructional delivery or student support.

Question	Score
Q1	8,57
Q2	8,57
Q3	8,58
Q4	8,58

Q5	8,59
Q6	8,59
Q7	8,59
Q8	8,60
Q9	8,60
AVEREAGE	8,58

**Table 3:** Faculty of Art and Design

The Faculty of Art and Design achieved the highest overall satisfaction score among all faculties, with an impressive average of 8,58. A close examination of the itemized results reveals a steady and slight upward trend across the nine evaluation questions. The scores begin at 8,57 for Q1 and Q2 (clarity of course objectives and practicality) and gradually increase to 8,60 for Q8 and Q9 (instructor organization and assessment alignment). This pattern suggests not only a consistently positive student perception but also a particularly strong performance in areas related to instructional design, motivation, use of teaching materials, and alignment between instruction and evaluation. These results reflect a dynamic learning environment in which instructors successfully combine content clarity with effective pedagogical strategies.

Question	Score
Q1	8,32
Q2	8,32
Q3	8,32
Q4	8,32
Q5	8,32
Q6	8,32
Q7	8,32
Q8	8,32
Q9	8,32
AVEREAGE	8,32

**Table 4:** Faculty of Economics and Administrative Sciences

The Faculty of Economics and Administrative Sciences reported a uniform score of 8,32 across all nine evaluation questions. This remarkable consistency indicates that students perceive the quality of teaching, course organization, and instructional strategies as uniformly high across all dimensions. While this result reflects a stable and well-maintained standard of academic delivery, the lack of variation across questions might also imply a need to diversify instructional approaches

or further engage students in interactive and differentiated learning experiences. Nevertheless, the overall performance is commendable and places the faculty well above the university average.

Question	Score
Q1	8,13
Q2	8,13
Q3	8,13
Q4	8,13
Q5	8,13
Q6	8,13
Q7	8,13
Q8	8,13
Q9	8,13
AVEREAGE	8,13

**Table 5:** Faculty of Education

The Faculty of Education received a consistent score of 8,13 for all questions, suggesting that students view all dimensions of the educational experience in a similarly positive light. This uniformity may point to a structured and methodical approach to teaching and learning, with reliable implementation of standard instructional practices. While the faculty performs solidly overall, the results may also reflect opportunities for enhancement in innovation and differentiation, especially in areas such as student engagement, variety of methods used, and intellectual stimulation. These improvements could help elevate student satisfaction toward the higher-scoring faculties.

Question	Score
Q1	8,03
Q2	8,03
Q3	8,03
Q4	8,03
Q5	8,03
Q6	8,03
Q7	8,03
Q8	8,03
Q9	8,03
AVEREAGE	8,03

**Table 6:** Faculty of Law

Student evaluations in the Faculty of Law show a uniform score of 8,03 across all nine questions, indicating a steady level of satisfaction with no significant strengths or weaknesses reported. This evenness may reflect a traditional and predictable instructional model in which course delivery is consistent and structured. While the scores reflect an acceptable and generally positive student experience, the faculty might benefit from targeted innovation, especially in instructional strategies and materials, to further enhance student engagement and satisfaction.

Question	Score
Q1	7,95
Q2	7,95
Q3	7,95
Q4	7,95
Q5	7,95
Q6	7,95
Q7	7,95
Q8	7,95
Q9	7,95
AVEREAGE	7,95

**Table 7:** Faculty of Engineering

The Faculty of Engineering received equal scores of 7,95 for each question, positioning it just below the university-wide average of 7,89. Although this reflects a broadly satisfactory level of student satisfaction, the results indicate an opportunity for improvement across all areas. The uniformity in scores may point to a standardized teaching approach, potentially lacking differentiation or personalized learning components. Enhancing the variety of methods, increasing interaction, and making assessments more closely aligned with practical applications could help boost student perceptions in the future.

Question	Score
Q1	7,77
Q2	7,77
Q3	7,77
Q4	7,77
Q5	7,77
Q6	7,76
Q7	7,76
Q8	7,76
Q9	7,76
AVEREAGE	7,76

**Table 8:** Vocational Medical School

The Vocational Medical School presented a slight variation across the nine questions, with Q1 through Q5 each receiving a score of 7,77, and Q6 through Q9 slightly lower at 7,76. This subtle decline in the latter part of the evaluation suggests that while course clarity and instructional engagement are positively perceived, there may be minor concerns related to the diversity of teaching strategies, the availability and quality of learning materials, or the alignment of assessment practices. Although the differences are marginal, they could be indicative of specific areas that require pedagogical development or resource enhancement.

Question	Score
Q1	7,65
Q2	7,65
Q3	7,65
Q4	7,65
Q5	7,65
Q6	7,65
Q7	7,65
Q8	7,65
Q9	7,65
AVEREAGE	7,66

**Table 9:** Faculty of Humanities and Social Sciences

The Faculty of Humanities and Social Sciences recorded a uniform score of 7,65 for each question, resulting in an overall average of 7,66. These scores place the faculty below the university mean and may indicate a need for strategic improvements in several aspects of teaching. This also shows that there has been a significant decline compared to the previous period's results. The lack of

variation may suggest a consistent but undistinguished student experience. Areas such as increasing the use of innovative teaching strategies, improving clarity and relevance of course materials, and providing more opportunities for student participation could be explored to elevate satisfaction levels.

Question	Score
Q1	7,46
Q2	7,46
Q3	7,46
Q4	7,46
Q5	7,46
Q6	7,46
Q7	7,46
Q8	7,46
Q9	7,46
AVEREAGE	7,46

**Table 10:** Faculty of Dental Medicine

With each question receiving a score of 7,46, the Faculty of Dental Medicine holds the lowest overall satisfaction among all faculties evaluated. The consistently low ratings across all dimensions of the evaluation signal a systemic challenge in meeting student expectations. This could be related to instructional clarity, practical relevance, teaching methods, or assessment strategies. The faculty may need to conduct a more detailed internal review to identify specific areas of concern and implement targeted interventions aimed at improving the overall learning experience.

## CONCLUSION

The Spring-Semester Student Course Evaluation Report for the 2024 / 2025 academic year shows a measured but significant improvement in overall student satisfaction at International Balkan University. Analysis of the complete set of student responses spanning 315 courses in eight faculties yields a university-wide satisfaction score of 7,89 / 10, a 0,25-point increase over the previous fall semester's 7,64.

Two dimensions once again stand out as institutional strengths:

- Encouragement of participation (Q5, 7,94) – students consistently praise instructors who create interactive, inclusive classroom climates.
- Instructor organisation and time-management (Q8, 7,93) – most lecturers continue to arrive well-prepared and use contact hours efficiently.

By contrast, the lowest ratings were recorded for course practicality (Q2) and diversity of teaching methods (Q6), both at 7,86. These items suggest that, although students value the content, they perceive fewer real-world connections and limited methodological variety in some courses.

Faculty-level results echo these patterns. The Faculty of Art and Design (8,58) outperformed every other unit, followed by the Faculty of Economics and Administrative Sciences (8,32) and the Faculty of Education (8,13), each exceeding the institutional mean. At the other end of the spectrum, the Faculty of Dental Medicine (7,46) and the Faculty of Humanities and Social Sciences (7,66) remain below the university average, signalling persistent discipline-specific challenges in balancing theoretical load, assessment design, and student engagement.

While course size still influences ratings, small classes often score higher, large classes lower, the semester's data confirm that thoughtful course design, clear alignment between assessment and content, and dynamic lecturer performance can offset the disadvantages of high enrolment. Variation among individual lecturers also remains pronounced; some consistently excel in clarity and motivation, whereas others struggle mainly with assessment fairness, feedback quality or maintaining student interest.

Taken together, the spring results demonstrate progress in teaching quality yet highlight the need for targeted, faculty-specific interventions to sustain momentum and close remaining satisfaction gaps.

## RECOMANDATIONS

In light of the findings presented in this report, the following recommendations are respectfully submitted for consideration and implementation by the relevant academic and administrative bodies:

- It is requested that critical thinking and intellectual engagement be strengthened across all faculties by integrating case studies, problem-based learning scenarios, and structured debates into course design.
- Faculties are further encouraged to initiate interdisciplinary projects that connect theoretical content with real-world applications.
- It is recommended that a standardized syllabus structure be adopted university-wide, clearly outlining learning outcomes, assessment methods, and grading criteria.
- All faculties are kindly requested to ensure that assessments are explicitly aligned with the taught material, and that peer-review processes are established for major evaluation components.
- It is proposed that faculty-specific interventions be developed to address observed areas of concern:
  - a) The Faculty of Dental Medicine and the Faculty of Engineering are requested to incorporate more interactive and applied learning activities to complement theoretical instruction.
  - b) The Faculties of Law and Humanities and Social Sciences are encouraged to expand experiential learning and discussion-based strategies to enhance student engagement.
  - c) All faculties are invited to participate in structured sharing of best practices, particularly those from high-performing units such as the Faculty of Art and Design and the Faculty of Economics and Administrative Sciences.

- It is strongly advised that the Teaching and Learning Center (TLC) initiate a sustained professional development program to support continuous instructor improvement:
  - a) Regular, mandatory workshops should be scheduled throughout the academic year, focusing on themes such as active learning, assessment design, and inclusive teaching.
  - b) It is further requested that a select number of faculty members be nominated annually for international training opportunities. Upon return, these participants should be required to organize structured knowledge-sharing sessions within TLC to disseminate their learning to colleagues.
  - c) Faculty members whose course evaluations fall significantly below the institutional average are recommended to engage in personalized coaching programs facilitated by TLC staff or peer mentors.
- It is recommended that student support services and digital learning resources be expanded.
- Faculties are encouraged to increase access to academic advising, ensure that digital course materials are regularly updated and accessible, and conduct periodic reviews of student workload to ensure a balanced academic experience.
- It is advised that efforts be made to manage course sizes more effectively.
- In large-enrollment courses, flexible instructional models such as flipped classrooms or peer-facilitated discussions should be employed to maintain interaction and feedback quality.
- It is requested that a university-wide culture of continuous quality improvement be further institutionalized:
  - Mid-semester student feedback mechanisms should be implemented to allow for timely course adjustments.
  - Faculty roundtables should be organized regularly to review data, exchange strategies, and collaboratively address emerging challenges.

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