



Report on the Evaluation of Faculty by FABIZ Students, 1st Semester (2024–2025)

1. Introduction

The evaluation of teaching staff by students at FABIZ for the first semester of the 2024–2025 academic year was conducted online, anonymously, through standardized questionnaires. The evaluation was carried out on a scale from 1 to 5 (where 5 indicates the highest level of satisfaction), also allowing for qualitative comments. The purpose of this process is to ensure the quality of education and to identify opportunities for improvement.

2. General Results

A total of 697 evaluations were recorded, covering 124 teaching staff members. The collected results show a high level of student satisfaction, with an overall average score of 4.24. Of all responses, over 68% were top ratings (score 5), with 40% averaging a perfect 5. This highlights the students' appreciation for the teachers' engagement and professionalism. The areas with the most consistent positive feedback were entrepreneurship, management, modern languages, and accounting.

3. High-Performing Departments

An analysis of departmental averages highlights the following units as outstanding in terms of student satisfaction:

- Department of Business Administration in Foreign Languages
- Department of Accounting and Audit
- Department of Modern Languages and Business Communication
- Department of Applied Mathematics – parts of faculty are highly rated for the clarity of explanations and practical applicability

4. Cases of Significant Deviation

There were isolated cases with average scores below 3.00, correlated with comments about poor communication, lack of coherence between lectures and seminars, or overly rigid teaching approaches. Individual examples came from courses in Business Law and Applied



Mathematics, where students mentioned difficulties in accessing teaching materials and the absence of additional explanations.

5. Qualitative Analysis of Feedback

The qualitative analysis of comments highlights the following trends:

- Interactive teaching and a stimulating learning atmosphere were consistently appreciated;
- Students emphasized the openness of professors to dialogue and their effort to adapt course content;
- Suggestions for improvement focused on increasing digitalization in teaching and better alignment between lecture and seminar requirements;
- Negative comments were marginal and mainly concerned a lack of empathy or delayed feedback.

6. Conclusions and Recommendations

In conclusion, the evaluation results for Semester I confirm the maintenance of a high standard of teaching quality at FABIZ. To further strengthen this, the following actions are planned:

- Continuation of teaching and pedagogical development programs;
- Increased transparency in student assessment and standardization of grading criteria between lectures and seminars;
- Promotion of best practice exchanges among high-performing teaching staff and creation of subject committees.

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Dean,

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