



**EVALUATION REPORT ABOUT ACADEMIC STAFF FROM STUDENTS
FACULTY OF LAW**

Quality Assurance Office
Summer Semester 2024

June, 2024

INTRODUCTION

The drafting of the evaluation report based on student evaluations of academic staff, through questionnaires, has as its main purpose to collect reliable and direct data from students to evaluate the performance of academic staff, identify areas that require improvement, promote transparency and accountability, build action plans to address the issues raised, increase student involvement in decision-making processes, and monitor the progress of implementing recommendations.

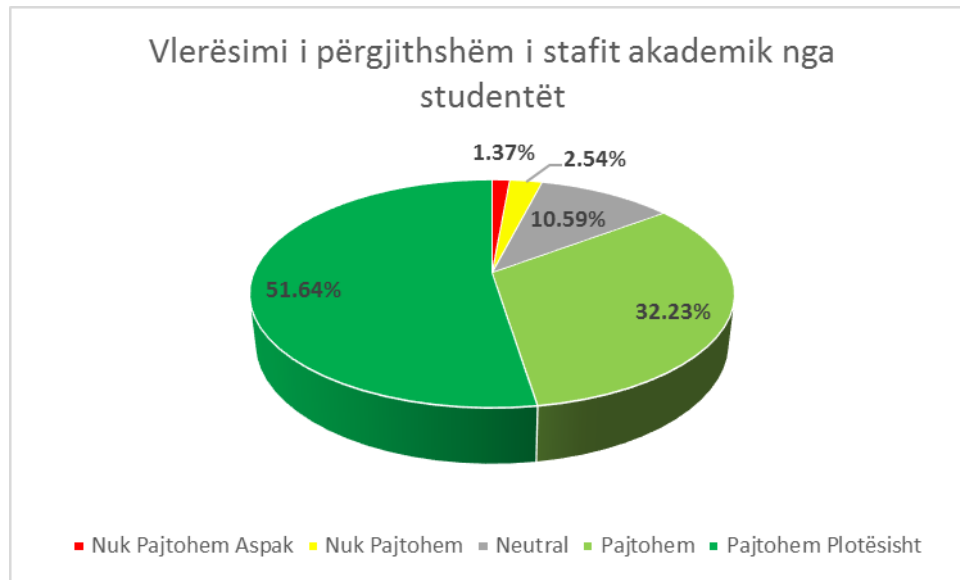
The administration of the questionnaire, data analysis and report drafting by the Quality Assurance Office are carried out in full compliance with the Quality Assurance Guideline and are conducted twice during the academic year. This process involves the systematic collection of student evaluations of academic staff through structured questionnaires administered at the end of each semester. After the data is collected, an analysis is done which affects the improvement of the teaching and learning experience. The drafting of the report reflects the results of this analysis consisting of:

- Competencies of the lecturers for the subject
- Implementation of syllabus content
- Teaching methodology
- Evaluation methods
- Ethical and professional responsibilities

The questionnaire for the assessment of the academic staff consists of 6 questions and the students answered according to the Liker scale in 5 different levels of agreement from "do not agree at all" to "completely agree". In the following, for each question of the questionnaire, the general evaluations of the students are presented in graphic form, while at the end of the report, general recommendations for improvement are given.

GENERAL EVALUATION OF ACADEMIC STAFF BY STUDENTS IN THE FACULTY OF LAW

Figure 1. The general assessment of the academic staff by students at the Faculty of Law

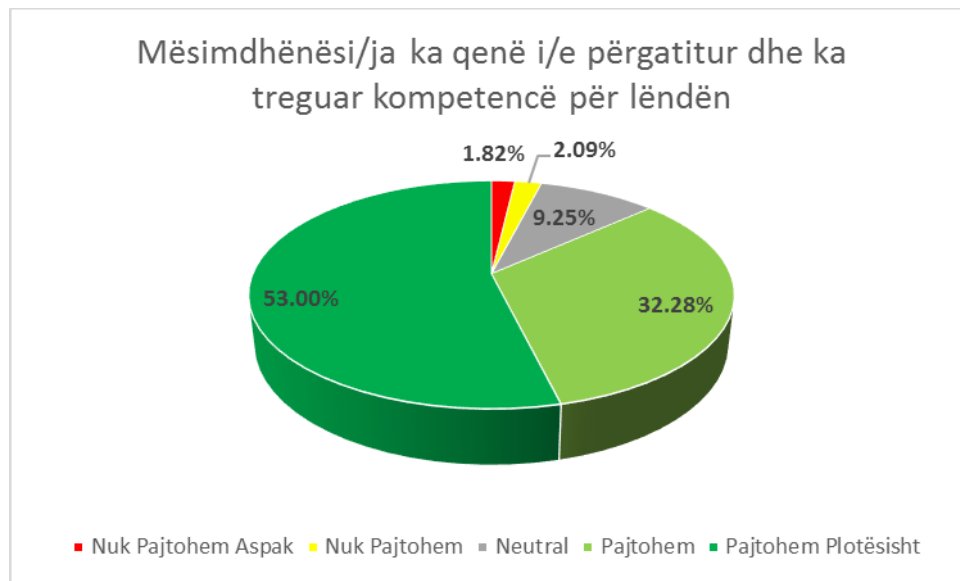


Based on the evaluations of students from both the undergraduate and graduate programs at the Faculty of Law (including General Law, and the LL.M in Criminal and Civil Law), the Office for Quality Assurance, during the comprehensive data processing and analysis, has found that:

51.64% of the academic staff received highly positive evaluations,
32.23% received very positive evaluations,
10.59% of students remained neutral, and
3.9% of students expressed dissatisfaction with their instructors.

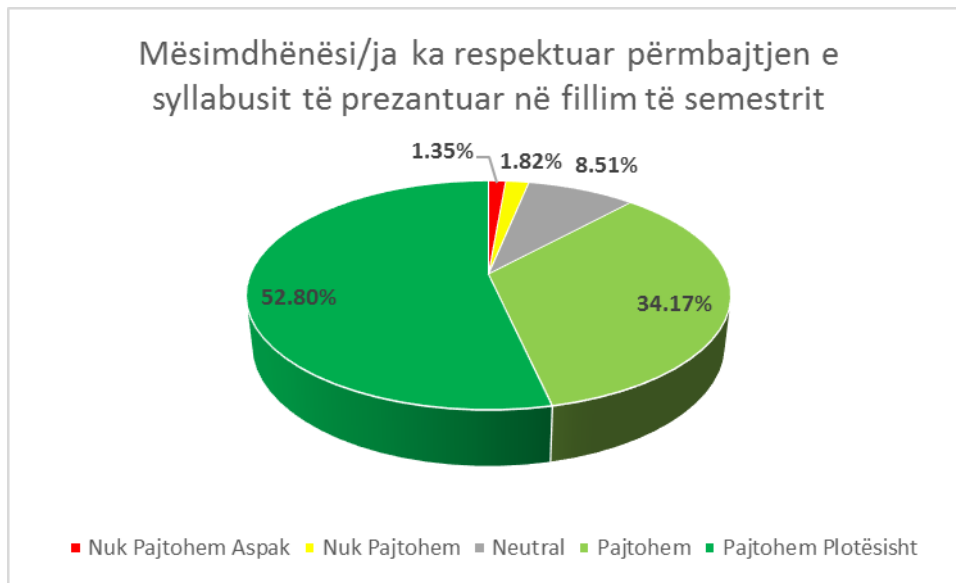
These results indicate a generally high level of student satisfaction with the academic staff at the Faculty of Law.

Figure 2. Students' overall assessment of the preparation and competencies of the academic staff



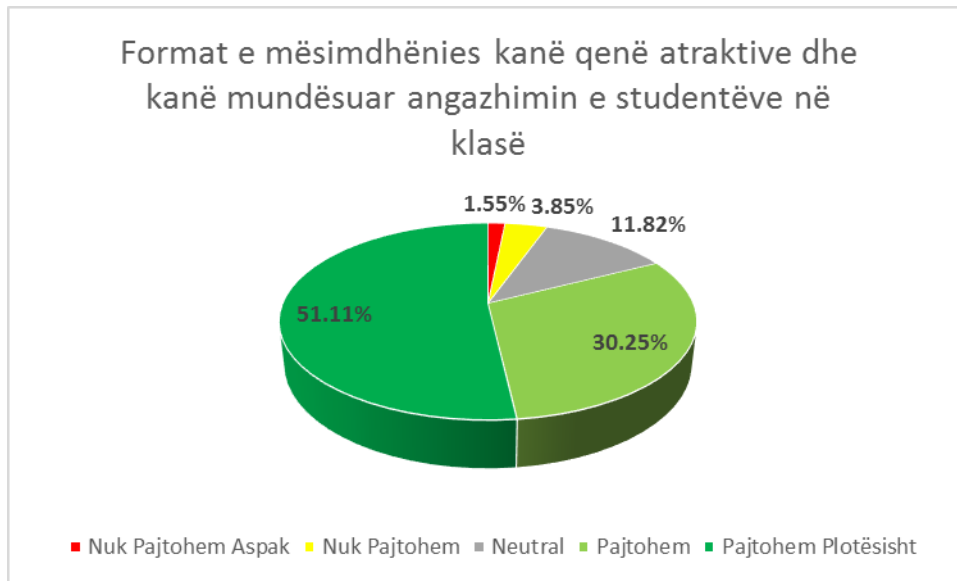
Students at the Faculty of Law highly appreciate the preparation and competencies of the academic staff. According to the results, 53% of students fully agree that their lecturers were well-prepared and demonstrated expertise in their respective subjects. Additionally, 32% of students agreed with this statement, indicating that, overall, more than 85% of students are satisfied with their instructors. Regarding neutrality, 16% of students remained neutral, while 3.9% expressed dissatisfaction with their lecturers. These results indicate that there may be room for improvement, and therefore the reasons for a 16% neutrality should be further investigated.

Figure 3. The overall assessment of the students of the Faculty of Law regarding implementation of the syllabus by the academic staff



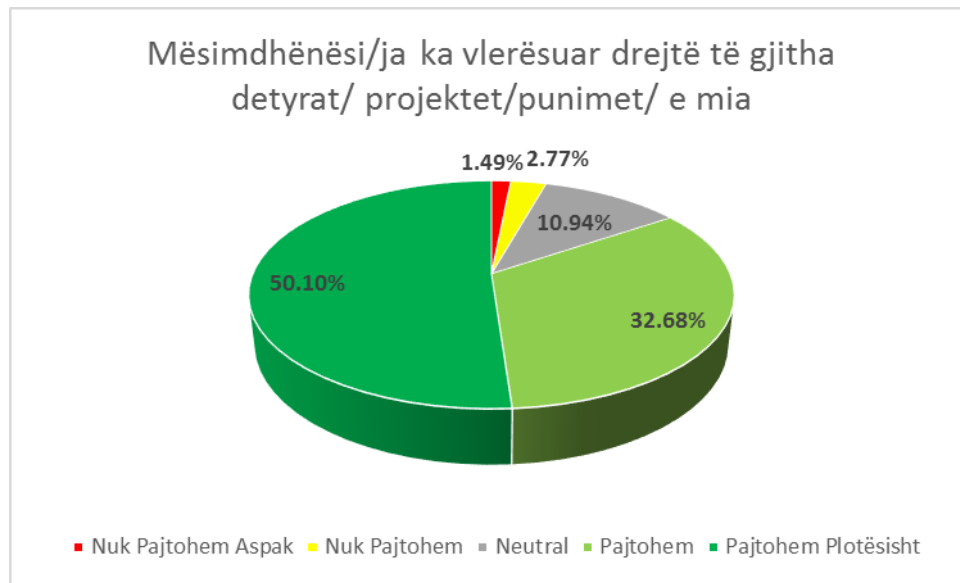
Regarding adherence to the syllabus, students at the Faculty of Law have expressed high satisfaction with their lecturers. 52.50% of students fully agree, and 34.17% agree that their instructors respect and adhere to the topics outlined in the syllabus presented at the beginning of the semester. This means that over 86% of students have a positive evaluation of the teaching process. On the other hand, 8.51% of students remained neutral, while only 3% disagreed with this statement.

Figure 4. The overall assessment of the students of the Faculty of Law for the teaching methods and their engagement in the classroom by the academic staff



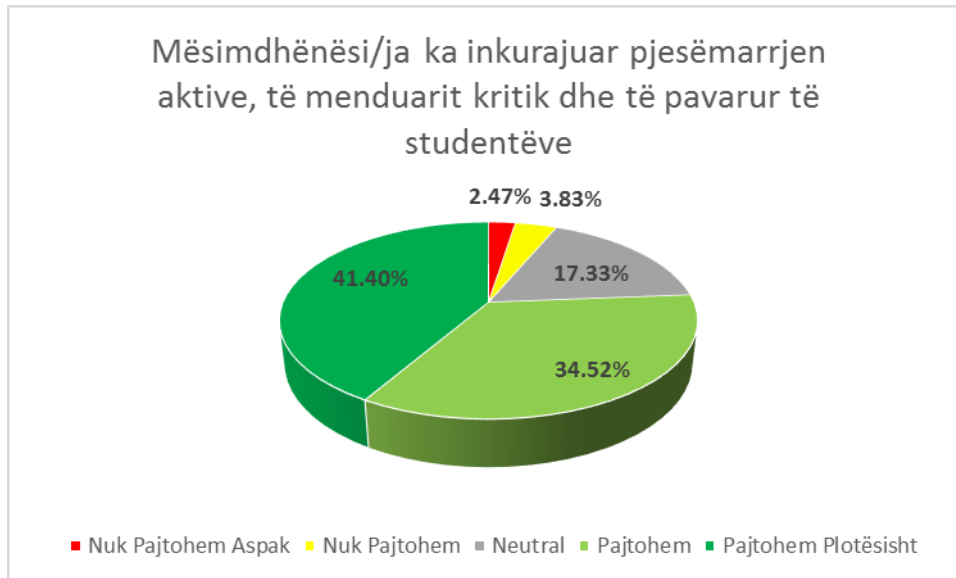
The results presented above indicate that professors use various teaching methods to engage students. 51.11% of students fully agree, and 30.25% agree that the teaching methods have been engaging and have facilitated their participation in class. This leads to the conclusion that 80% of students have a positive evaluation. On the other hand, 11.82% of students remained neutral, while around 6% disagreed with this statement. The percentage of students expressing disagreement or being neutral is low compared to that of agreement, which suggests a good level of acceptability and effectiveness of the teaching strategies used by lecturers. However, the results with 11% neutrality should be further investigated.

Figure 5. The overall evaluation of the students of the Faculty of Law for the evaluation of tasks, projects and works by the academic staff



Students at the Faculty of Law are satisfied with the evaluation process conducted by the academic staff. The results presented above show that 50.10% of students fully agree, and 32.68% agree that lecturers fairly assess their assignments and projects. On the other hand, 10.94% of students remained neutral, while over 4% disagreed with this statement. It is important that this neutrality is further examined to understand the reasons and to address any potential concerns in order to advance the assessment process and the collaboration between lecturers and students.

Figure 6. Overall assessment of students of the Faculty of Law for encouragement, active participation, critical and independent thinking by the academic staff



The results presented above indicate that 41.40% of professors fully encourage active student participation, including critical and independent thinking, while 34.52% agree with this statement. This means that over 75% of students at the Faculty of Law are satisfied with the encouragement they receive from instructors for active participation, critical thinking, and independent reasoning in class. Additionally, 17.33% of students remained neutral, while over 6% expressed dissatisfaction. To improve this situation, additional strategies that encourage student participation and critical thinking may be needed in order to provide a stimulating learning environment for all.

Figure 7. The overall assessment of the students of the Faculty of Law for the readiness of the academic staff in responding to their requests



Regarding communication with the academic staff, the results indicate that professors respond to students' requests in a timely manner. 50% of students fully agreed, and 31% agreed that lecturers responded to all their requests on time. On the other hand, 12% of students remained neutral, while 3% disagreed with this statement.

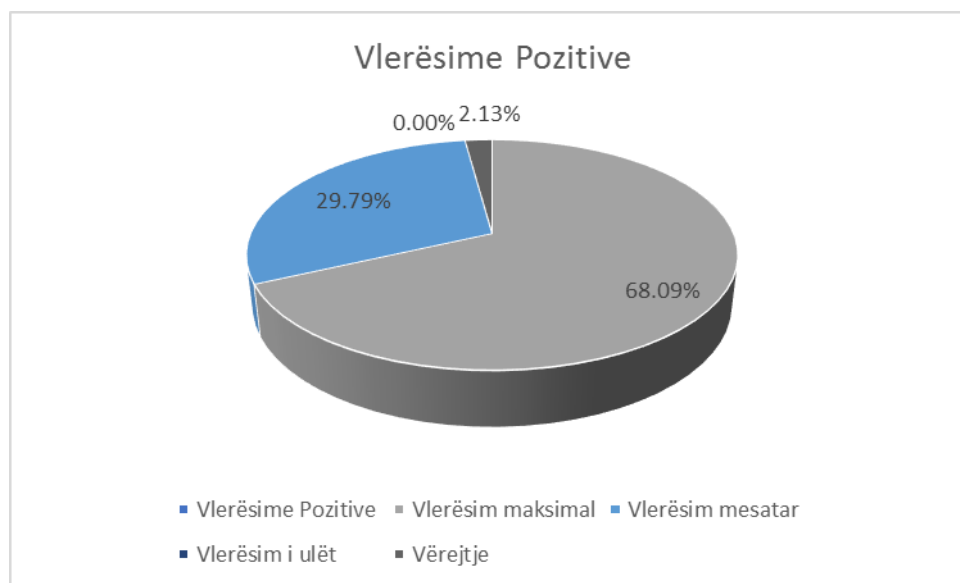
ANALYSIS OF EVALUATIONS BY THE QUALITY ASSURANCE OFFICE

The Quality Assurance Office has analyzed the evaluations of the academic staff by the students in positive evaluations (Agree and Fully Agree) and negative evaluations (Strongly Disagree and Disagree) which are presented in the annex of this document, respectively tables A1 and A2.

The criteria for positive assessments are maximum assessment, average assessment, low assessment and remark.

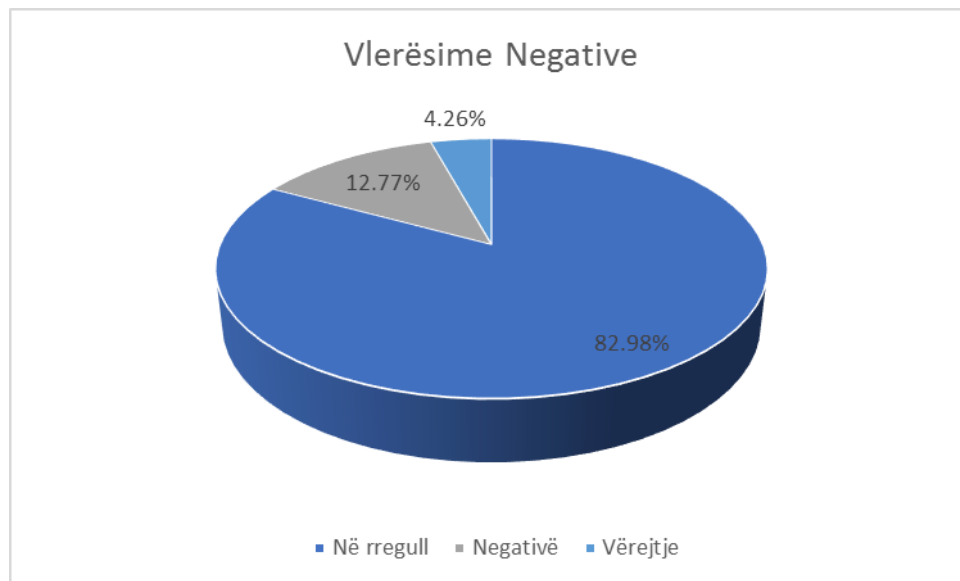
The criteria for negative evaluations are OK (no negative evaluation), negative evaluation and remark.

Figure 8. Analysis of positive evaluations according to criteria from QAO for academic staff at the Faculty of Law



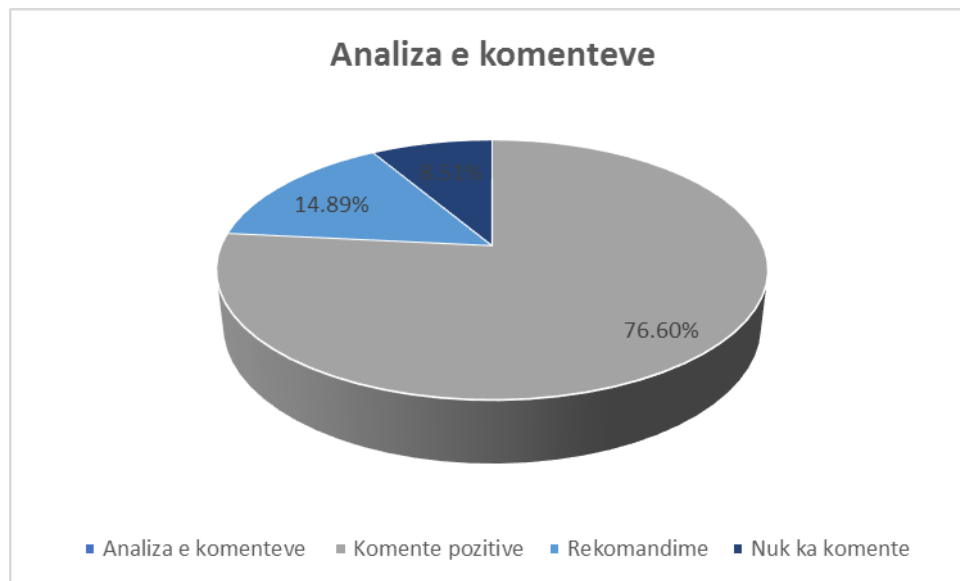
Based on the analysis of positive evaluations of the academic staff at the Faculty of Law, the Office for Quality Assurance, during the processing and analysis of the data, found that 68% of the academic staff received the highest ratings, 29% received an average rating, while 2.13% received a low rating, without any significant remarks.

Figure 9. Analysis of negative evaluations according to criteria from QAO for academic staff at the Faculty of Law



Based on the analysis of negative evaluations of the academic staff at the Faculty of Law, the Quality Assurance Office, during the processing and analysis of the data, found that 82% of the academic staff were rated satisfactorily, 12% received a low rating, and 4.26% received a poor rating.

Figure 10. Analysis of positive and negative comments from QAO for academic staff at the Faculty of Law



Based on the analysis of the comments in the evaluations of the academic staff at the Faculty of Law, the Office for Quality Assurance, during the processing and analysis of the data, found that 76% of the comments were positive, while 14% of the comments contained a mix of positive, negative feedback, and recommendations.

Recommendation	Responsible Office	Timeframe
Identify and analyze the reasons behind neutrality to address underlying concerns.	Quality Assurance Office	By March, 2025
Implement additional interactive strategies—such as practical exercises, case studies, and discussion forums—to further engage students.	Quality Assurance Office Faculty's Teaching Committee QAPI	By the end of the academic year, June 2025
Increase training and support initiatives for academic staff.	Quality Assurance Office QAPI	Organize at least two trainings by the next academic year, September 2025
Reassess and update evaluation criteria and grading rubrics for assignments, projects, and tasks to ensure clarity and fairness.	Quality Assurance Office Faculty's Teaching Committee Program holders	By January 2025
Organize workshops and training sessions focused on areas highlighted for improvement to enhance overall teaching effectiveness.	Quality Assurance Office QAPI	Organize at least two trainings by the next academic year, September 2025