
Summary report of the quality assessment by students for the academic year 2022/2023
Faculty of Architecture, Design and Wood Technology
Program: Interior Architecture and Furniture Design

1. Introduction

This report presents the quality assessment by students in the Interior Architecture and Furniture Design program, divided into two parts. In the first part of the report, the summary assessment for the program and academic staff is presented.

In the second part of this report, the evaluation of the Interior Architecture and Furniture Design program, divided into years, is presented and described in detail.

Summary report of the quality assessment

From the summary report presented in table no. 1 within the scope of the program evaluation, namely teaching and learning, referring to the table, it can be seen that there was a slight decrease in the year 2022/2023, compared to the academic year 2021/2022. Meanwhile, in the evaluation of the academic staff, based on the table below, we see that the result is satisfactory for the last three academic years although we have a slight decrease from the previous year.

Table no. 1 Quality assessment by areas

	2020/2021	2021/2022	2022/2023
Evaluation of Teaching and Learning (Program).	4.02	3.99	3.98
Evaluation of Academic Staff.	3.96	4.36	4.25

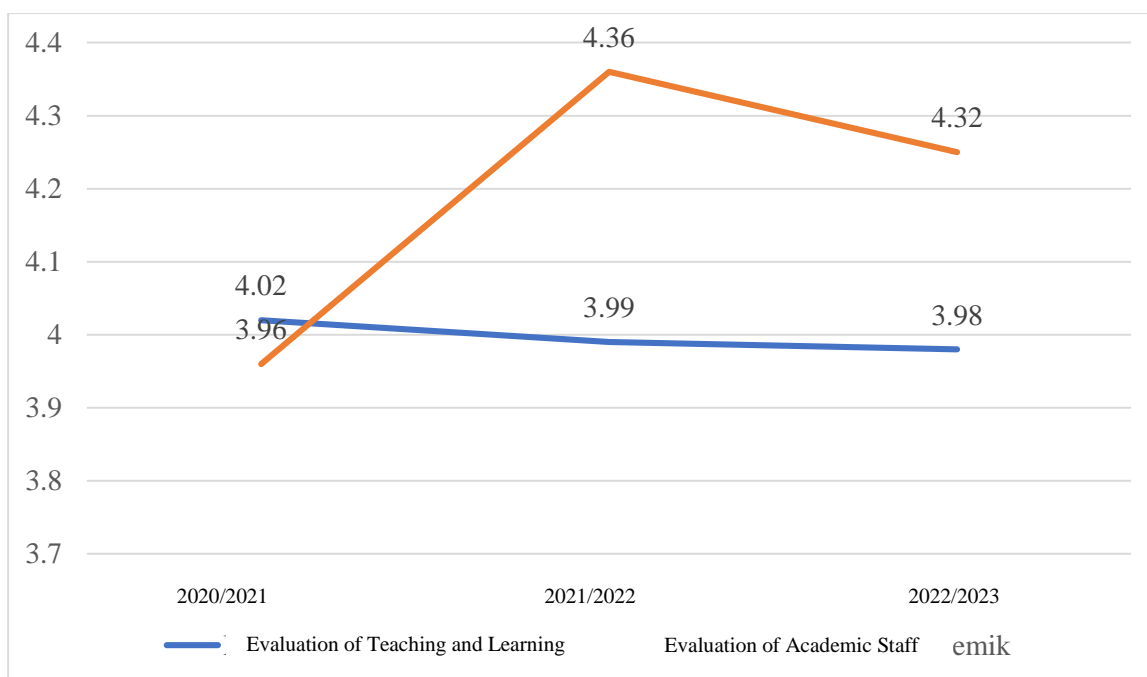


Figure no. 1 Quality assessment trend by field

1.1 Program Evaluation Report for the Academic Year 2022/2023

The program evaluation was carried out through questionnaires divided into 2 sessions: Teaching and Learning Evaluation which contains 21 components. Usually this evaluation is carried out once within an academic year and the evaluation is done by the students of the respective program. The questions for the two sessions were mainly constructed in the form of statements and their evaluation was done according to the Likert scale (1 - I don't know; 2 - I disagree completely; 3- I agree partially; 4-I agree; and 5- I agree completely). The results of the evaluations of these sessions are presented in this report through tables no. 2, and 3.

Table No. 2 Teaching and Learning

	2020/2021	2021/2022	2022/2023
Materials were provided regularly during lectures.	4.46	4.08	4.041
The suggested literature for the subjects is provided at the beginning of the term.	3.82	4.19	4.19
The course content (syllabus) is distributed over time.	4.4	4.19	4.29
Consultation sessions with professors are clearly announced.	4.06	4.06	4.08
Consultation schedules with professors are respected.	4.4	3.98	3.87

At the beginning of the year, we are informed about the assessment methods for the respective course.	4.46	4.20	4.21
Teaching methods are contemporary.	4.46	3.98	3.97
Online learning (via Microsoft Teams) does not differ much from classroom learning.	3.33	3.63	3.51
The University Management System (SMU) is easy to use and meets students' needs.	3.58	3.97	3.99
The classrooms are well equipped with audio-visual aids for the concretization of learning.	4.13	3.92	4.062
The ratio between the theoretical and practical (laboratory) parts of the courses is adequate.	4.2	3.84	3.85
Students are free to choose their elective courses.	3.96	3.78	3.89
The class timetable is published on time.	3.93	4.06	4.06
The published class schedule is respected by the lecturers.	3.96	4.08	3.94
The study program is up to date with developments in this field of study.	3.69	4.11	3.98
The study program is comparable to similar programs at other universities.	3.42	4.02	4.03
ECTS value for the subject it is calculated according to load of the students.	4.2	4.06	3.89
Practical work (internship) outside institution applied correctly.	3.86	3.70	3.76
Employment opportunities after graduation are well known to students.	3.54	3.84	3.98
My overall opinion of this study program is positive.	4.33	4.13	4.12
I will recommend this study program to other people.	4.31	4.13	3.78
	4.02	4.00	3.98

Based on the evaluation results, in the Teaching and Learning session presented in table no. 2, we note that all components of this session were rated by students above 3.78, with the exception of the component “Online learning (through Microsoft Teams) is not much different from in-class learning” which was rated with a grade of 3.51. Teaching and Learning has a slight decrease in 2022/23.

Table no. 3 Evaluation of staff and relevant subjects

	2020/2021	2021/2022	2022/2023
The course syllabus, which includes the content and assessment method, was presented to me in detail at the beginning of the semester.	4.0	4.4	//
The teacher's attendance during the semester has been regular and on time.	4.0	4.3	//
The teacher has always come prepared to lectures.	4.0	4.4	//
Activities during the semester have created opportunities for students to engage in discussions, creative activities, and student interaction has been encouraged (group work, pairs, etc.).	3.9	4.3	//
The teacher has been available to students for consultations, at the university or online.	3.9	4.4	//
The teacher encourages and respects the diverse opinions of students.	4.0	4.4	//
The materials provided for study during the semester were appropriate for acquiring the knowledge and skills required for this course.	3.9	4.3	//
The materials provided by the teacher are published in a timely manner on SMU, Microsoft Teams, or Moodle.	4.0	4.4	//
Students have been informed in advance about the evaluation criteria for the exam/papers or their work in general.	4.0	4.4	//
The evaluation of students' work on the course during the semester is done according to the course syllabus.	4.0	4.4	//
If the lesson was held in the classroom, the presentation tools (markers, projector, board, etc.) and the learning space were available and well used by the teacher.	3.9	4.4	//
The teacher has used the virtual learning platform Microsoft Teams and its capabilities with ease.	4.0	4.3	//
The course was useful for students.	4.0	4.4	//
	3.97	4.37	3.97

Based on table number 3, we see that we have similar results in all three years and it is worth emphasizing that all components in the academic year 2022/2023 were rated above 4.

Table no.4 Staff evaluation and related cases

	2020/2021	2021/2022	2022/2023
The subject is suitable for the study program.	//	//	4.27
The objectives and purpose of the course are well explained in the Syllabus.	//	//	4.32
The literature and additional course materials (books, practical examples, and supplementary reading resources) were up-to-date, appropriate, and accessible.	//	//	4.23
The course has been completed effectively (based on the course syllabus).	//	//	4.25
I was clear about what was expected of my individual commitment.	//	//	4.32
The tools and materials used in class have helped me to understand the subject better (whiteboard, marker, projector, etc.).	//	//	4.25
The activities in class have helped me understand the subject better.	//	//	4.23
The course had a good balance of theoretical lectures and practical learning.	//	//	4.16
I had precise instructions and explanations about the assessment method.	//	//	4.27
Working in groups has helped me to develop my collaboration and communication skills.	//	//	4.13
Practical learning (laboratory work, fieldwork, use of practical examples) has helped me to develop professional competencies.	//	//	4.05
The lecturer organizes and presents the course material appropriately.	//	//	4.22
The teacher uses sufficient practical examples in the classroom (case studies, practical laboratory work).	//	//	4.22
The teacher has devoted sufficient time to explaining technical, professional and scientific terms.	//	//	4.28
The teacher provides clear and sufficient instructions to understand the exercises and assignments of the subject.	//	//	4.3
The teacher's knowledge and practical experience were at the right level.	//	//	4.29
During lectures, the teacher gave students opportunities to interact.	//	//	4.3
The teacher encouraged active participation and debate among students.	//	//	4.25

The teacher was available for clarification and additional help regarding the subject.	//	//	4.3
The teacher has given me useful and constructive feedback on assignments/tasks.	//	//	4.29
The teacher has used technology appropriately during the learning process (teams, forms, etc.).	//	//	4.28
The teacher has stimulated my interest in the subject and the field in general.	//	//	4.24
	//	//	4.25