

1.	My professional knowledge has been significantly improved by this subject.	0%	3%	6%	0%	58%	33%					
2.	The volume of work was very high for this subject.	0%	3%	3%	6%	39%	48%					
3.	The theoretical aspect of the lecture was reinforced by the laboratory, seminar and project activities.	0%	0%	3%	6%	27%	64%					
4.	The teaching method employed was a great help in understanding the subject.	0%	0%	0%	6%	33%	61%					
5.	The bibliography was available.	0%	0%	3%	18%	48%	30%					
6.	The documentation that was distributed and/or the bibliography was up-to-date, useful and of good quality.	0%	0%	6%	18%	33%	42%					
7.	Global evaluation of the discipline (Grades from 1 to 10).	0	1	2	3	4	5	6	7	8	9	10
		6%	0%	0%	0%	0%	3%	6%	9%	15%	27%	33%

OBJECTIVE II. The students' opinion about the lecturer:

		Values according to the accepted scale					0	1	2	3	4	5
8.	The lecturer proved an excellent grasp of the discipline he/she taught.	3%	3%	0%	0%	6%	88%					
9.	The lecture was delivered in a clear and well-structured manner.	3%	0%	3%	0%	24%	70%					
10.	The lecturer stimulated the students' interest for the discipline.	3%	0%	0%	9%	48%	39%					
11.	The lecturer readily agreed to discuss problems related to the discipline.	3%	0%	3%	12%	30%	52%					
12.	The time allotted to this discipline was efficiently used by the lecturer.	3%	3%	3%	0%	36%	55%					
13.	I would like to attend another of this professor's lectures.	3%	6%	12%	12%	12%	55%					
14.	Global evaluation of the lecturer (Grades from 1 to 10).	0	1	2	3	4	5	6	7	8	9	10
		3%	0%	0%	0%	0%	0%	0%	6%	15%	9%	67%

OBJECTIVE III. The students' opinion about the lecturer's professional ethics.

		Values according to the accepted scale					0	1	2	3	4	5
15.	Both the method of evaluation and the grading were correct.	0%	0%	0%	0%	33%	67%					
16.	The exam was promoted only by professional criteria	0%	0%	0%	6%	30%	64%					
17.	The lecturer's attendance to the lectures was:	No answer	under 50%	50 – 75%	76 – 99%	100%						
		0%	0%	3%	6%	91%						
18.	The teachers' attendance to the seminars, laboratories and projects was:	No answer	under 50%	50 – 75%	76 – 99%	100%						
		0%	0%	3%	6%	91%						

COMMENTS : *Feel free to indicate aspects regarding the discipline or the lecturer that have not been covered and are considered relevant (e.g.: the lecturer's conduct and integrity, the promotion of their exam through unorthodox methods or the fact that they accept/demand bribe and accept frauds etc.)*

- fair, honest; correct
- unbiased, fair
- I don't have any objections
- The subject is not attractive at all and the exam is difficult
- Some understanding please (NB class attendance 0)
- It seems that he/she was fair

CLASSIFYING QUESTIONS:

19. My final grade was	No answer	Less than 5	5 – 6	7 – 8	9 – 10
	0%	39%	9%	33%	18%
20. Please evaluate your knowledge in this field	0%	27%	18%	36%	18%

21. My last year's average grade was	No answer	5,00 6,00	6,01 7,00	7,01 8,00	8,01 9,00	9,01 10	-
		6%	6%	18%	33%	27%	9%
22. I attended the course in	No answer	0%	1 – 25%	26 – 50%	51 – 75%	76 – 100%	-
		0%	3%	0%	0%	24%	73%

OTHER COMMENTS: Please mention any aspects regarding the discipline or the lecturer that have been omitted and are considered relevant.

- It is a very important subject, well structured but it would be helpful if more practical problems were solved

In the following charts (figure 3, 4, 5), we are showing an example of the results from question 1 of the first objective for the discipline (subject) XXXXX (a code that represents Specialties (1 digit), Disciplines (2 digits), Lecturers (2 digits)). The teacher can compare the importance of his/her results with the average of means and the average of modes from the year of study [3].

For example, the mode of the subjects' answers for question 1 was $\overline{m}_{xxxxx} = 4$, which is the same with the average of modes from all subjects of that year for question 1, $\overline{m}_{year} = 4$. Than the average of

means from all subjects of that year of study, $\overline{m}_{a_{year}} = 4,04$, which is less than the average of the subjects' answers for question 1, $\overline{m}_{a_{xxxxx}} = 4,12$.

- $\overline{m}_{year\ of\ study}$ = mode value of that year of study
- \overline{m}_{xxxxx} = mode value of the discipline and lecturer evaluated (code value)
- $\overline{m}_a\ year\ of\ study$ = mean of that year of study
- $\overline{m}_a\ xxxxx$ = mean of the discipline and lecturer evaluated (code value)

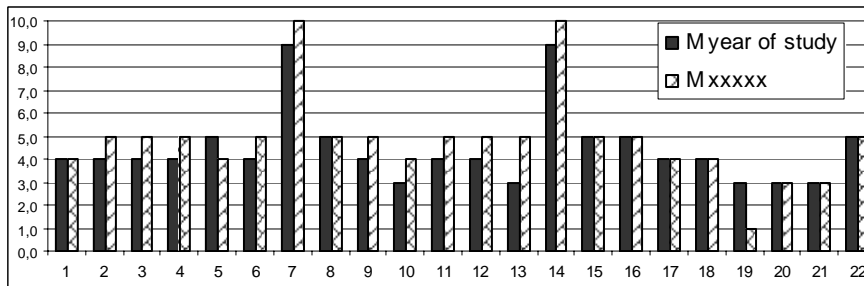


Fig.1

Mode values for all questions from the questionnaire in comparison with the mode values of the year

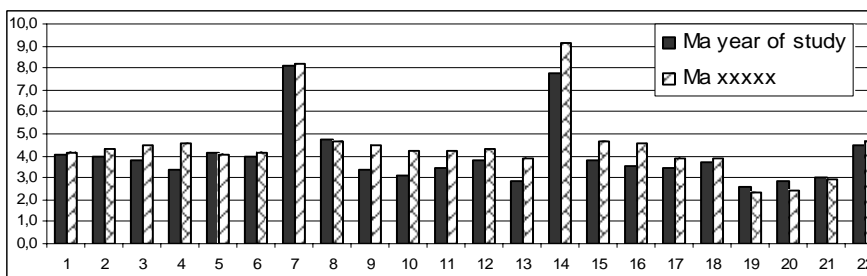


Fig. 2

Mean values for all questions from the questionnaire in comparison with the mean values of the year

For example, the mode of the subjects' answers for question 1 was $\overline{m}_{xxxxx} = 4$, which is the same with the average of modes from all subjects of that year for question 1, $\overline{m}_{year} = 4$. Than the average of means from all subjects of that year of study,

$\overline{m}_{a_{year}} = 4,04$, which is less than the average of the subjects' answers for question 1, $\overline{m}_{a_{xxxxx}} = 4,12$.

$\bar{m}_{\text{year of study}}$ = mode value of that year of study
 \bar{m}_{xxxxx} = mode value of the discipline and lecturer evaluated (code value)

$\bar{m}_a \text{ year of study}$ = mean of that year of study
 $\bar{m}_a \text{ xxxxx}$ = mean of the discipline and lecturer evaluated (code value)

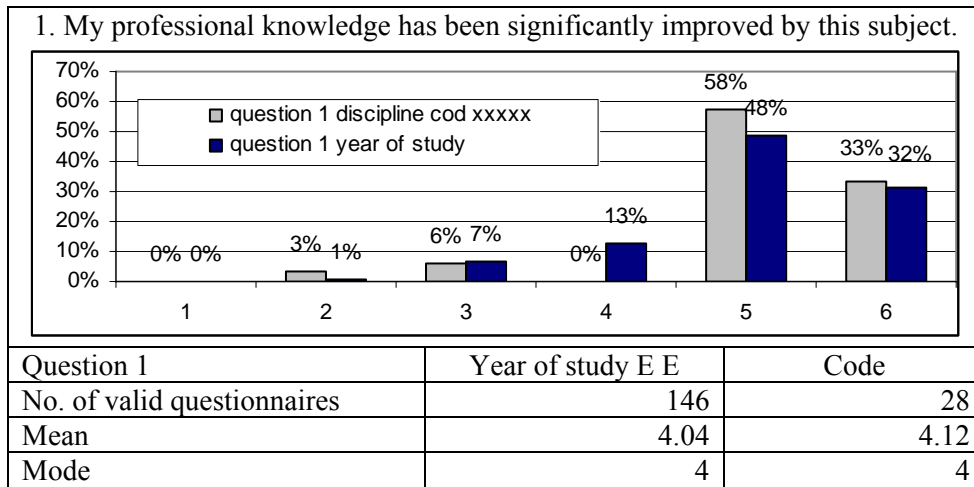


Fig. 3
Question 1 statistical analysis

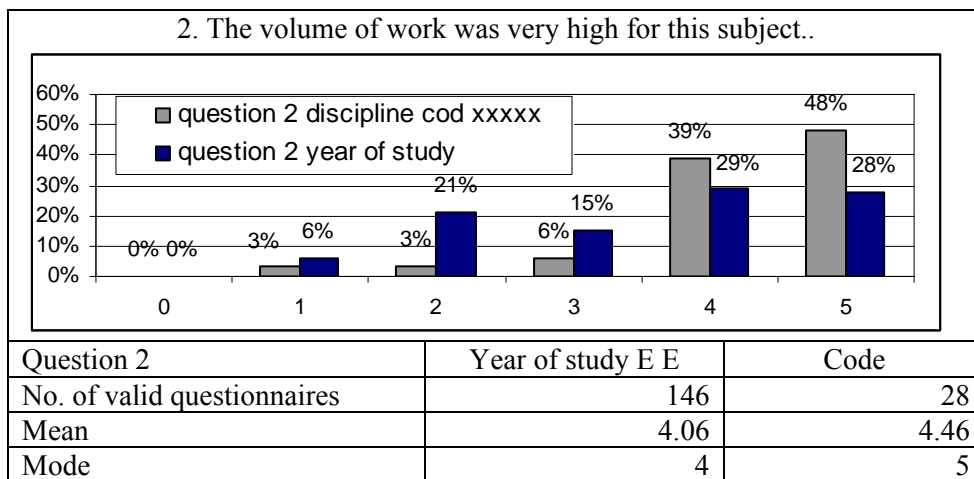


Fig. 4
Question 2 statistical analysis

For question 2 the mode of the subjects equals 4, which is less than the average of modes from all subjects of that year for question 2, which is 5. Then the average of means from all subjects of that year of study, is 4.46, which is higher than the average of the subjects' answers for question 2 (4.06).

For question 8 the mode of the subjects is 5, the same as the average of modes from all subjects of that year for question 8. The average of means from all subjects of that year of study, (4.61) is closer to the average of the subjects' answers for question 8 (4.57).

For question 9 the mode value of the subjects is 4 and is less than the average of the modes from all subjects of that year for question 9. The mean value for the subject is higher than the average of means for that year of study.

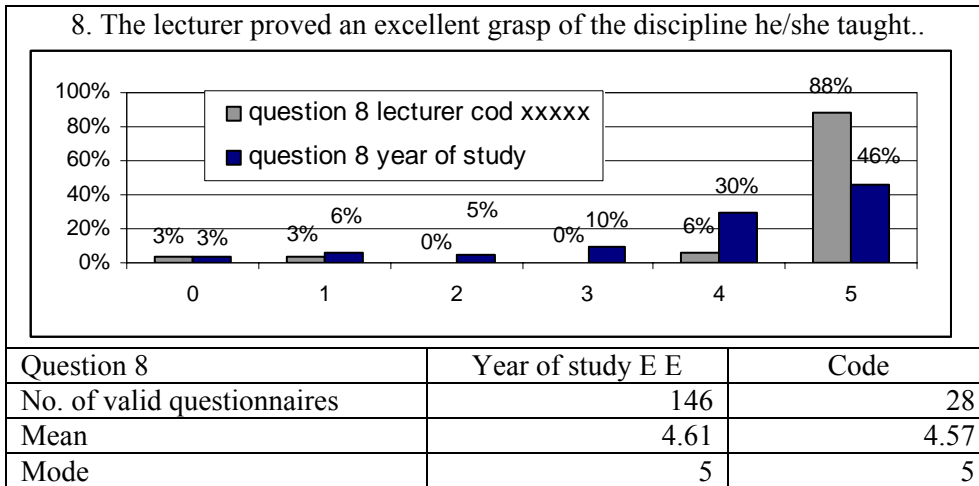


Fig. 5

Question 8 statistical analysis

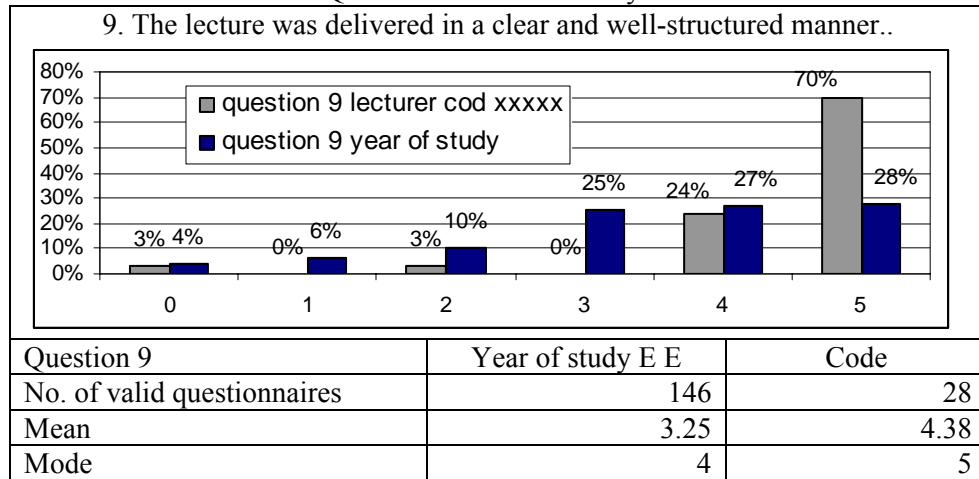


Fig. 6

Question 9 statistical analysis

3 Conclusions

After analyzing these evaluation results, the lecturer can decide how his/her subjects can meet the students' needs better. The teaching staff evaluation will provide an effective feed-back for major improvements. Figure 3, 4 and 5 is presented in the results sheet for the entire questionnaire. This report is received by the evaluated lecturer in the next semester, after the exams have finished and the grading is over in order to avoid the distortion of the latter's grades. The results of the evaluation will be discussed with the head of the department. Each teacher's personal evaluation sheet is presented personally by the head of the department. We have tried to make it as comprehensive as possible in all the aspects resulted from the questionnaire statistical analysis. All the statistical support is offered by the analysis center.

References:

- [1] - I., Catoiu, *Marketing Research*, Publishing house Uranus, Bucharest, 2002.
- [2] - Gh.,Mihoc, N., Micu, *Probability Theory and Statistical Mathematics*, Publishing House EDP. Bucharest, 1980.
- [3] - M., Tuturea, M., Rotaru, *Concrete aspect regarding subjects and the teaching personnel evaluation at the Economic Engineering from "Lucian Blaga" University Sibiu- university year 2003/2004*, Quality Management in higher Education Proceeding Iasi, 2004.
- [4] - G. A. Churchill jr., *Basic marketing Research*, Dryden Press, 1998