UBT
ENERGY ENGINEERING FACULTY
Energy Engineering BSc Program

ANNUAL QUALITY REPORT
FOR GENERATION 2025/2026
Years - I and II

October, 2026

An indicator of quality performance according to the Strategic Plan of the Faculty of Energy Engineering is the satisfaction of students with each aspect of the course and the professor which is set at 8.0 out 10.0. Any aspect that falls below89.0 (80 %) or grade 8 is subject to recommendations for improvement.

Findings from student survey for staff of Energy Engineering BSc Program

SEMESTER 1 and 2:

General Conclusions:

I. COURSE AND TEACHER (PROFESSOR) - Evaluation of the teacher and his methods

- Your obligations as a student regarding the courses were clear from the very beginning, in accordance with the course syllabus. - 9
- Is the teacher regular in the class (no lateness, absences, or leaving the lesson early)? - 9.5
- Is the teacher clear during lectures and explanations in class? - 8.8
- Does the teacher foster interactivity during lectures/exercises, and do they collaborate with the students? – 8.9
- Was there adequate material for study, and was that material accessible at UBT? - 9.0
- The teacher uses appropriate assessment methods and applies continuous assessment throughout the semester - 9.1

II. SUGGESTIONS REGARDING THE COURSE AND THE TEACHER (PROFESSOR)

- I don't have.
- Everyone is perfect.
- I don't really have any complaints, other than that there should be even more laboratory exercises across the various courses.
- Explains very quickly.

III. RECOMMENDATIONS FOR IMPROVEMENT

Based on the students' feedback, the following improvement measures are recommended:

- **Enhance practical learning:** Increase laboratory sessions and hands-on activities, where appropriate, in line with course learning outcomes and available laboratory resources.
- **Improve teaching delivery**: Encourage professors to adopt a balanced teaching pace, provide clear explanations, and check students' understanding throughout lectures.
- **Maintain teaching quality**: Continue to support effective teaching practices and monitor student satisfaction through regular course evaluation surveys.

SEMESTER 3 and 4:

General Conclusions:

IV. COURSE AND TEACHER (PROFESSOR) - Evaluation of the teacher and his methods

- Your obligations as a student regarding the courses were clear from the very beginning, in accordance with the course syllabus. – 8.1
- Is the teacher regular in the class (no lateness, absences, or leaving the lesson early)? – 8.7
- Is the teacher clear during lectures and explanations in class? - 8.2
- Does the teacher foster interactivity during lectures/exercises, and do they collaborate with the students? – 8.5
- Was there adequate material for study, and was that material accessible at UBT? - 8.3
- The teacher uses appropriate assessment methods and applies continuous assessment throughout the semester – 8.6

V. SUGGESTIONS REGARDING THE COURSE AND THE TEACHER (PROFESSOR)

- The professor's behavior, approach, and manner of communication in a particular course are not at an appropriate level; improvement is recommended.
- Poor organization by the professor regarding the Internship course.
- Use plenty of examples during the explanation in the lecture.
- That's Ok.
- No.

VI. RECOMMENDATIONS FOR IMPROVEMENT

Based on the students' feedback, the following improvement measures are recommended:

- **Improving professional conduct and communication:** The professor is encouraged to improve their professional conduct, teaching approach, and communication with students to foster a respectful, supportive, and effective learning environment.
- **Improving the organization of the Internship course**: The organization and coordination of the Internship course should be improved, particularly regarding planning, communication with students, clarification of requirements, and coordination with relevant companies or institutions.
- **Increasing the use of practical examples:** Professors are encouraged to incorporate more practical examples, case studies, and real-world applications into lectures to facilitate students' understanding of theoretical concepts and their relevance to professional practice.

Findings of quantitative and qualitative survey with Alumni of Energy Engineering Faculty

Descriptive Statistics of Alumni Survey

Questions		**Respondent**	**Yes**	**No**
Which category do you belong to (indicate the category you belong to which is related to your career):	Bachelor	2	2	
	Master		0	
Enter details related to your career, professional internship or employment during the study period in the study program. Write down your study program or faculty.	Energy Engineering and Management	2	2	
Have you done any internship program or employment during your studies?		2	2	0
If yes, what sector?	Public	2	1	
	Privat		1	
	Other		0	0
If so, was it done in a local or international company?	Local	2	2	
	International		0	
If yes, indicate the name of the company where the internship took place.	KEDS	2	2	
	KOSTT		2	
	KEK		2	
	We have been in several companies for internship during our studies		2	
If yes, indicate the year when you completed the internship.	2023	2	2	
Duration of professional practice (internship).	One year (2022-2023)	2	2	
What is your feedback on the internship experience? Did you meet the expected results? Not at all satisfied 1 2 3 4 5 6 7 8 9 10 Extremely Satisfied (Average Rating – 10)	Grading - 10	2	2	
What is the feedback of the company where you completed the internship? Not at all satisfied 1 2 3 4 5 6 7 8 9 10 Extremely Satisfied (Average Rating – 10)	Grading - 10	2	2	

To what extent were you satisfied with the services of the Career Center? Not at all satisfied 1 2 3 4 5 6 7 8 9 10 Extremely Satisfied (Average Rating – 10)	Grading - 10	2	2	

Qualitative Comments Analysis:

According to the information from the questionnaire, the graduates emphasized that they have been employed in the public and private sector, but according to the needs of the market, new private companies in the field of energy are also needed. This indicates the possibility of increasing the employment of future cadres.

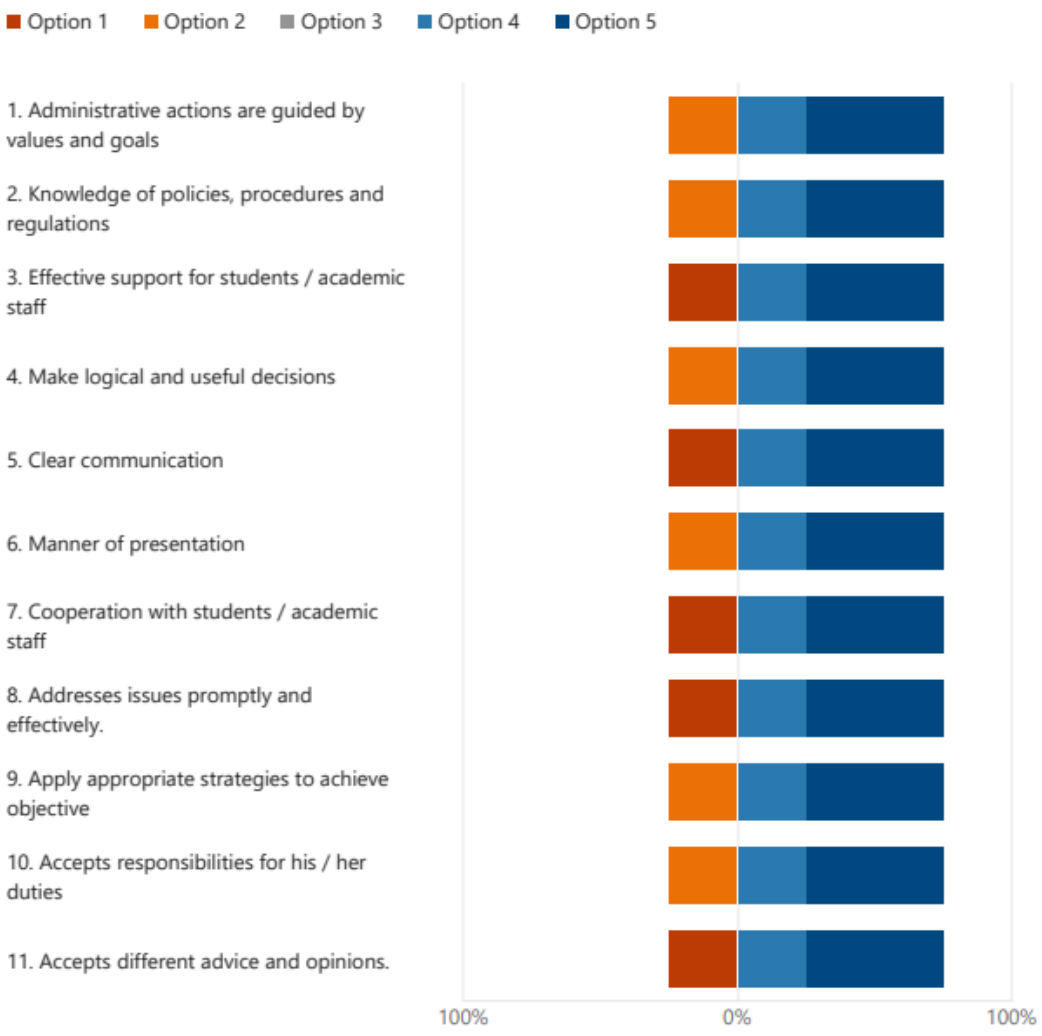
Findings from industry surveys of Energy Engineering Faculty

Descriptive statistics

Questions		**Nr.**	**Nr.**
Your organization can be described as:	Industry	5	4
	Public Institution		1
You have known UBT for above Ten years		5	5
UBT is known to you for its:	Quality of academic programs	5	5
	Research	5	5
	Innovation	5	5
	Quality of Staff	5	5
	International cooperation	5	5
	Training	5	5
UBT is a center of academic excellence.		5	5
UBT is key in:	Helping the industry.	5	5
	Helping the community.	5	5
	Research.	5	5
	Lifelong learning.	5	5
	International cooperation.	5	5
UBT is a valued partner.		5	5
UBT is effective.		5	5
UBT has a good reputation.		5	5
UBT is a good employer.		5	5
UBT does what it promises.		5	5
UBT has expertise.		5	5
UBT promotes integrity and ethics		5	5
How satisfied are you with UBT?		5	5
How do you assess UBT communication with you?		5	5
Which of the below phrases best describes how you speak about UBT	Very Positively when asked	5	5
	Positively		0
	Neither positively nor negative		0
	Negatively when asked		0
	Very negatively when asked		0
	Very negatively when asked		0
How likely are you to recommend UBT as cooperation partner?	Strongly recommended	5	3
	Likely recommended		0
	Neutral		2

	Likely not recommended		0
	Definitively not recommended		0
	No Answer/Don't Know		0
How important is the Website for information about UBT		5	5
What are the most positive changes you recommend to UBT?	More participation in Horizon	5	2
	Website should be regularly used		3

Findings from questionnaire for evaluation of administrative staff from students in the Energy Engineering Faculty



Quality Coordinator of Energy Engineering Faculty
28.10.2026