
TEACHING QUALITY ASSESSMENT REPORT

Based on Student Feedback (Academic Year 2024–2025)

1. Introduction

This report presents the results of a student survey evaluating teaching quality across the University. The assessment is based on student perceptions and follows international quality assurance principles.

The analysis covers key dimensions of teaching, including academic delivery, student engagement, assessment practices, accessibility of lecturers, and the use of modern teaching methods.

2. Data and methodology

The analysis is based on student survey data collected during the 2025–2026 academic year. All indicators were evaluated using a 10-point scale.

Results were aggregated at the lecturer level and weighted by the number of respondents to ensure representativeness.

The analytical framework includes:

- descriptive statistics;
- construction of the Teaching Quality Index (TQI);
- regression analysis of key teaching factors.

3. Structure of teaching quality indicators

The assessment of teaching quality is based on a multidimensional model that reflects key aspects of the educational process from the student perspective. The survey instrument includes eight core indicators, each capturing a specific dimension of instructional effectiveness.

These indicators are grouped into broader analytical categories to ensure a structured and comprehensive evaluation framework:

- **Academic delivery:**
Reflects the lecturer's level of professionalism, subject knowledge, and clarity in presenting educational material.
- **Student engagement:**
Captures the ability of the lecturer to interact with students, maintain dialogue, and motivate active participation in the learning process.
- **Assessment integrity:**
Evaluates the fairness, transparency, and objectivity of grading practices.
- **Support and accessibility:**
Assesses the lecturer's availability outside of scheduled classes and willingness to provide additional guidance.
- **Innovation in teaching:**
Reflects the use of modern teaching methods and the overall relevance and attractiveness of the educational program.

This structured approach allows for both detailed and aggregated analysis, supporting the development of an integrated view of teaching quality.

4. Composite Teaching Quality Index

The assessment is based on eight indicators grouped into five key dimensions:

- Academic Delivery – professionalism and clarity of explanation
- Student Engagement – interaction and ability to motivate
- Assessment Integrity – fairness and transparency of grading
- Support & Accessibility – availability outside class
- Innovation in Teaching – use of modern methods and program relevance

The resulting index provides a single, interpretable measure of teaching quality that can be used for benchmarking and monitoring purposes.

The index is defined as a weighted aggregation of all observed indicators:

$$TQI_j = \frac{\sum_{i=1}^8 w_i \cdot X_{ij}}{\sum_{i=1}^8 w_i}$$

Where:

- TQI_j — Teaching Quality Index for lecturer j
- X_{ij} — score of indicator i for lecturer j
- w_i — weight assigned to indicator i

Weighted Adjustment for Sample Size

To ensure reliability, the index is adjusted by the number of respondents:

$$TQI_j^{adj} = TQI_j \cdot \log(1 + N_j)$$

Where:

- N_j — number of student response

6. Overview of results

Teaching quality across the META University is consistently high.

Faculty	Avg. TQI	Avg. Respondents	Stability Level
SCEL	~9.12	High (many >50)	High
SEIT	~8.98	Very High (up to 143)	Very High
CGD	~8.49	Medium	Moderate

-Overall teaching quality is high (most scores above 8.5)

-Strong performance in professionalism and clarity

-Greater variability in engagement and teaching methods

-Larger sample sizes provide more stable results

5. Limitations of the Study

While the results provide valuable insights, several limitations should be taken into account:

- Variability in the number of respondents per lecturer may affect the stability of individual results
- In some cases, a limited number of responses may lead to inflated or less reliable scores
- The analysis is based on student perception, which, while important, represents only one dimension of teaching quality

Acknowledging these limitations ensures a balanced interpretation of the findings and supports the credibility of the analysis.

6. Conclusion

The study confirms that the University maintains a high overall level of teaching quality, as perceived by students. At the same time, the analysis reveals differences across faculties and highlights specific areas for improvement, particularly in enhancing student engagement and the use of innovative teaching approaches.

The results of this assessment provide a solid analytical basis for further development of teaching practices and support the implementation of targeted quality enhancement measures.

7. Regression Analysis of Teaching Quality Drivers

The relationship between teaching practices and student motivation is modeled as:

$$Motivation_j = \beta_0 + \beta_1 Prof_j + \beta_2 Clarity_j + \beta_3 Interaction_j + \beta_4 Fairness_j + \beta_5 Availability_j + \beta_6 Satisfaction_j + \beta_7 Methods_j + \epsilon_j$$

The model explains approximately **98% of variation** in student motivation.

Indicator	Effect Strength
Modern Teaching Methods	Very High
Interaction	High
Clarity	Moderate
Professionalism	Moderate
Others	Supporting

8. Reliability and Consistency of the Measurement Model

To ensure the validity of the results, the internal consistency of the survey instrument was assessed.

The internal consistency of the instrument is assessed using Cronbach's alpha:

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum \sigma_i^2}{\sigma_T^2} \right)$$

Where:

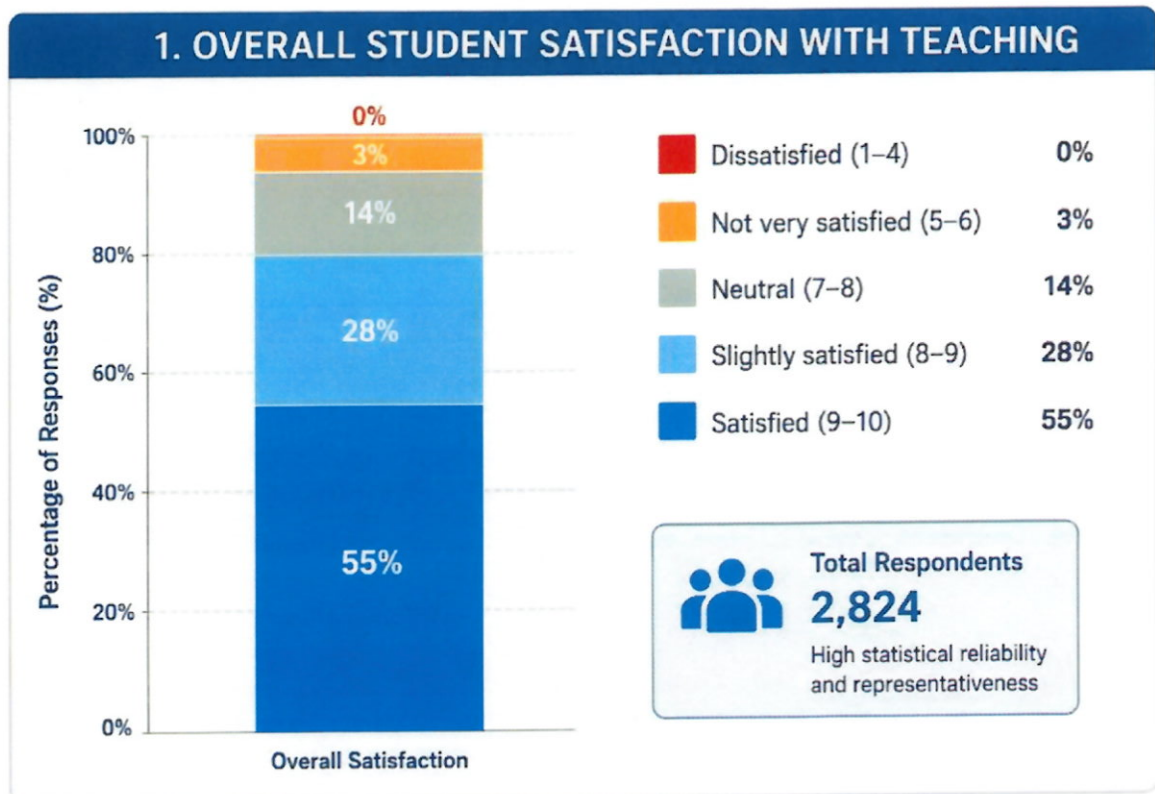
- k — number of indicators
- σ_i^2 — variance of each indicator
- σ_T^2 — total variance

Result:

$\alpha \approx 0.97 \rightarrow$ **Excellent reliability**

Executive Summary

This report presents the results of a comprehensive student survey assessing teaching quality across the University. The analysis is based on **2,824 student responses**, ensuring a high level of statistical reliability and representativeness.



The evaluation framework incorporates eight key dimensions of teaching quality, including professionalism, clarity of instruction, student engagement, fairness of assessment, accessibility, use of modern teaching methods, and ability to motivate students.

The results demonstrate a **consistently high level of student satisfaction with teaching**:

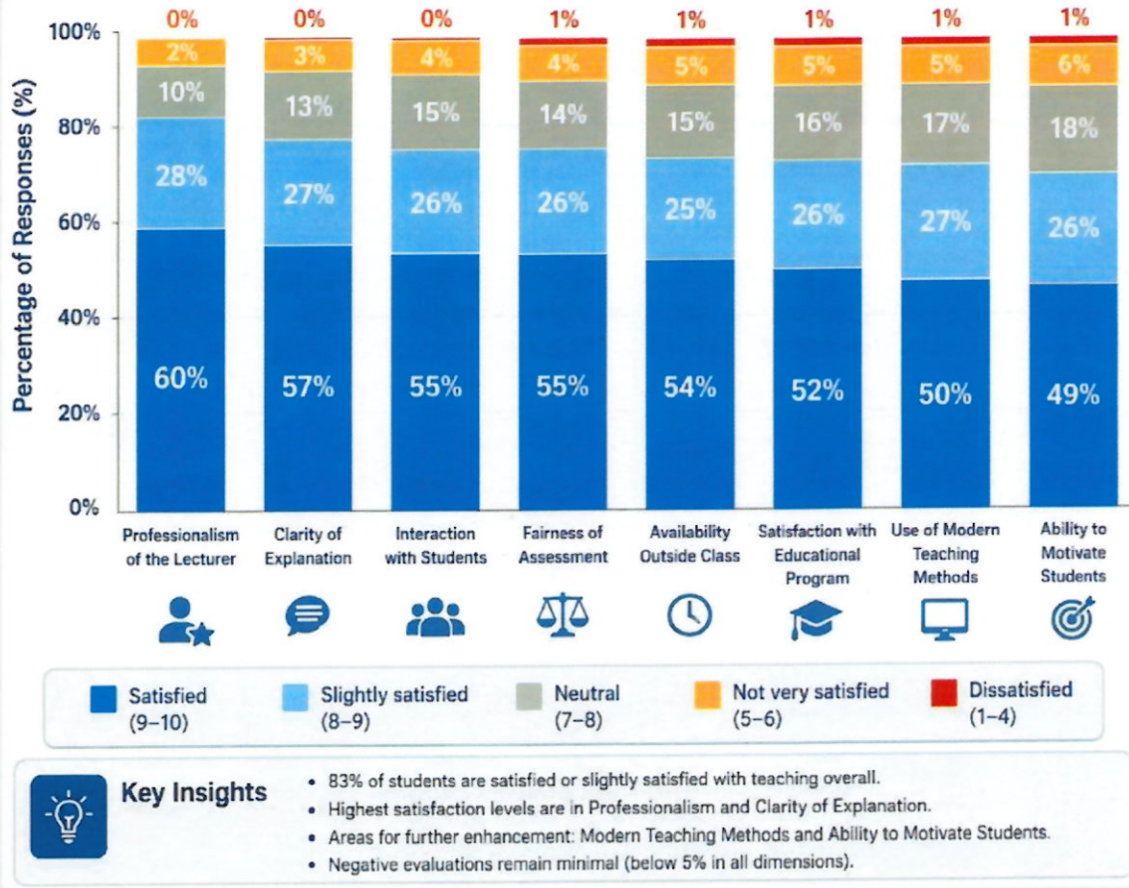
- **55%** of students are fully satisfied with teaching quality
- **28%** are slightly satisfied
- Only **3%** of responses indicate dissatisfaction

In total, **83% of students express positive evaluations**, confirming the overall effectiveness of teaching practices.

The findings confirm that META University maintains a strong foundation in teaching quality, aligned with international standards of student-centered learning.

At the same time, the results identify clear opportunities for further enhancement, particularly in strengthening innovative teaching practices and student engagement strategies.

2. STUDENT SATISFACTION BY TEACHING DIMENSIONS



Strategic Implication

Sustaining high teaching quality requires not only academic excellence but also continuous development of interactive, innovative, and student-focused instructional approaches.

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Considered, reviewed, and approved at the meeting of the University Research Council, Minutes No. 6 dated "29" January 2026.