R O M ANIA
ROMANIAN INTELLIGENCE SERVICE
"MIHAI VITEAZUL"
NATIONAL INTELLIGENCE ACADEMY

REPORT ON THE LEVEL OF STUDENTS' SATISFACTION
WITH THE EDUCATIONAL PROCESS
in
"Mihai Viteazul" National Intelligence Academy

2020-2021 academic year
Bachelor's degree and Master's degree studies

Bucharest, 2022

The normative and institutional context of the evaluation process performed by the students

The report presents in a synthetic form the feedback of the "Mihai Viteazul" National Intelligence Academy (ANIMV) students on how they appreciated the learning/development environment provided by the institution in the 2020-2021 academic year.

In ANIMV, the process of collecting and evaluating feedback is conducted according to the *Law of National Education no. 1 of 2011, with subsequent amendments and additions*, *G.E.O. no. 75/2005 on the quality assurance in education, including subsequent amendments and additions, ANIMV Charter, Romanian Government Decision no. 1418/2006 for the approval of the Methodology for external evaluation, standards, reference standards, and the list of performance indicators of Romanian Agency for Quality Assurance in Higher Education, amended by Romanian Government Decision no. 915 of December 14th, 2017*.

The internal regulatory framework of ANIMV which regulates the assessment of the level of students' satisfaction is represented by the *Quality Assurance System for educational services within "Mihai Viteazul" National Intelligence Academy* and the *Operational procedure on collecting and evaluating the feedback within ANIMV*, approved by the Academy Senate.

The present report contains a summary of the responses to the evaluation and the feedback questionnaires collected from:

a) the students of the **bachelor's degree** studies (*Psychology-Intelligence and Security and Intelligence Studies*), 2020-2023, 2019-2022 and 2018-2021 training series;

b) students of **master's degree programs for officer training** (*Intelligence Analysis and Intelligence and National Security*)*, 2020-2022 training series;

c) students of the **master's degree programs for the promotion of security culture in civil society** (**PSCCS**) *Management of National Security Intelligence* (*MISN*)*, Management of Intelligence in Counter-Terrorism* (*MICT*), *International Relations and Intelligence Studies* (*RISI*), 2020-2022, 2019-2021 training series.

The process of collecting and processing feedback questionnaires

The feedback in this report refers to the educational process in the **1st and 2nd semesters of the 2020-2021 academic year** and it was based on a survey of either the active respondents for the bachelor's and master's study programs for officer training, or the active responses for the PSCCS master's study programs, given the technical collection capabilities in the context of the SARS-COV-19 pandemic and the availability of the students for the optional completion of the feedback forms.

The questionnaires for collecting student feedback were fully applied online, ensuring the anonymization of the respondents' identity. For the students of the bachelor's and master's study programs for officer training, the application of the questionnaires was carried out through a platform in the ANIMV intranet system, while for the students of the master's degree programs for the promotion of security culture in civil society, the application of the questionnaires was carried out through *Google Suite for Education Platform*.

The distribution of questionnaires and the collection of data was entrusted to the Distance

Learning Department, and the Quality Assurance Office ensured the interpretation of the questionnaires, the analysis of the information and the briefing of the Academy management, in accordance with the normative framework in force. Summary reports were submitted for analysis to the Commission for Evaluation and Quality Assurance (CEAC) of ANIMV.

Analysis methodology

In the process of collecting students' feedback, any action that could (directly or indirectly) manipulate, condition or influence the students in the free expression of their opinions was excluded.

At the end of each semester, the students were sent the questionnaire on the quality of the educational act for each of the study subjects; at the end of the academic year - the questionnaire on the quality of the services provided by the Academy, and at the end of the program – the questionnaire on the quality of the study program.

The questionnaire on the quality of the educational act included 10 closed-ended questions and 1 open-ended question. The questions concerned the evaluation of the way in which the teaching staff encouraged students' participation in the debates, the adequacy of the teaching/seminar methods to the course content, the evaluation of the practical usefulness of the acquired knowledge, the recommended bibliographic resources, as well as the level of objectivity of the examinations. The answers to the closed questions were recorded on a scale from 1 to 4, where **1 represented the minimum score** - *"to a very limited extent"*, 2 - *"to a limited extent"*, 3 - *"largely"*, **4 representing the maximum score** - *"to a very large extent".* The open question aimed to express proposals for improving the educational act, from the individual perspective of the student. Based on the scalar records 1 to 4, *the average of the answers on each of the 10 items*, as well as *the general average obtained on the subject* were calculated separately, per semester, for each subject.

For the periodical evaluation process of the teaching staff, in accordance with the provisions of the *Methodology for the evaluation of individual performances of the teaching staff within ANIMV*, **the average individual score for each professor/associate professor/trainer/expert** was determined from the scores awarded by students for the subjects taught in the academic year 2020-2021, bachelor's degree + master's degree for officers and PSCCS.

The questionnaire on the quality of the services provided by the Academy included 11 closed-ended questions and 1 open-ended question and the *questionnaire on the quality of the study program* included 10 closed-ended questions and 1 open-ended question. The answers to the closed questions were recorded on a scale from 1 to 4, where 1 represented the minimum score - *"to a very limited extent"*, 2 - *"to a limited extent",* 3 - *"largely",* 4 representing the maximum score - *"to a very large extent".* The open question aimed to express improvement proposals, from the individual perspective of the student.

Capitalizing on the results obtained from the students' feedback

The evaluation results are used by the Academy's management to improve the quality of the study programs and the quality of the provided services, respectively.

The results for each subject of study and the related scores of the teaching staff resulting from the students' feedback were made available to the department heads and were considered in the process of evaluating the teaching staff for the 2020-2021 academic year.

Moreover, when developing the education plans and subject outlines for the 2021-2022 and 2022-2023 academic years, the departments also considered the aspects resulting from the students' evaluations.

Students' feedback on the quality of the educational act

The level of representativeness of the sample

At the level of "Mihai Viteazul" National Intelligence Academy, the percentage of student participation in the feedback process was of **62%**.

The largest share was recorded in the case of master's degree programs for officer training, followed by the students of the bachelor's programs and by those of the master's programs for the promotion of security culture in the civil society.

We consider it useful to specify that the students of the PSCCS master's degree programs completed the 1st semester courses exclusively online, compared to the students of the bachelor's and master's degree programs for officer training, for whom a hybrid learning system was used (online courses alternated with mandatory physical attendance at the subjects with a specific curriculum). In this sense, we believe that the regime of the courses had also an impact on the feedback collection process.

Therefore, the percentage of participation was of **73%** when it comes to **bachelor's degree** studies (*Psychology-Intelligence* and *Security and Intelligence Studies).*
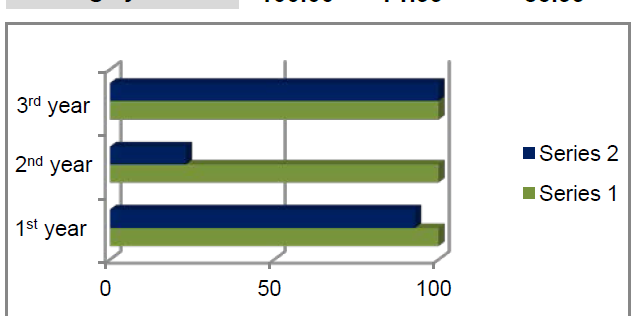
BACHELOR'S DEGREE Psychology-Information			
Feedback process participation percentage	1st sem (%)	2nd sem (%)	Semester average (%)
Average/year	56.76	61.95	59.35
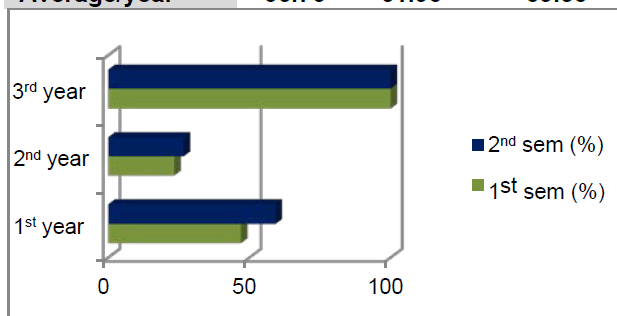
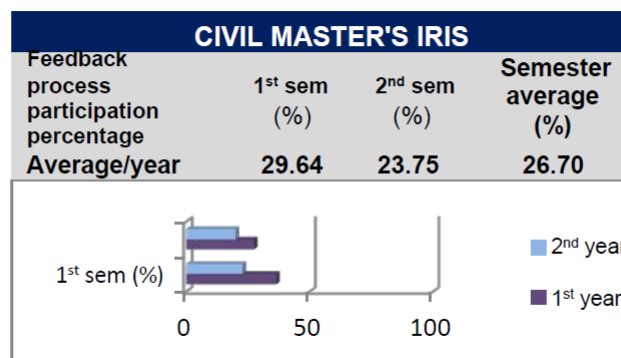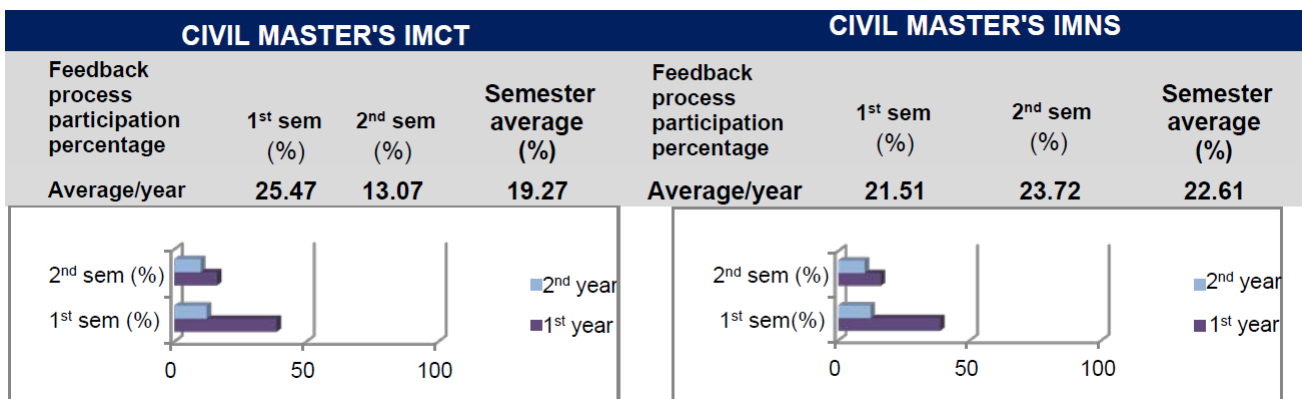| BACHELOR'S DEGREE Security and information studies			
Feedback process participation percentage	1st sem (%)	2nd sem (%)	Semester average (%)
Average/year	100.00	71.99	85.99

In the case of **master's degree programs for officer training** (*Intelligence Analysis and Intelligence and National Security*), the participation percentage was **of 90%.**

MASTER'S OFFICERS Intelligence Analysis				MASTER'S OFFICERS Intelligence and National Security			
Feedback process participation percentage	1st sem (%)	2nd sem (%)	Semester average (%)	Feedback process participation percentage	1st sem (%)	2nd sem (%)	Semester average (%)
Average	68.42	100	**84.21**	Average	92.31	100	**96.16**

For the **master's degree programs for the promotion of security culture in civil society** (**PSCCS**) *Management of National Security Intelligence* (*MISN*), *Management of Intelligence in Counter- Terrorism* (*MICT*), *International Relations and Intelligence Studies* (*RISI*) the participation percentage was of **23%.**

CIVIL MASTER'S IMCT				CIVIL MASTER'S IMNS			
Feedback process participation percentage	1st sem (%)	2nd sem (%)	Semester average (%)	Feedback process participation percentage	1st sem (%)	2nd sem (%)	Semester average (%)
Average/year	25.47	13.07	19.27	Average/year	21.51	23.72	22.61

CIVIL MASTER'S IRIS			
Feedback process participation percentage	1st sem (%)	2nd sem (%)	Semester average (%)
Average/year	29.64	23.75	26.70

## Students' opinion on the quality of the educational process

The analysis of the ANIMV students' perspective on the quality of the educational process provided by the institution during the first semester of the 2020-2021 academic year was based on the answers to the feedback questionnaires applied once the semi-annual evaluation was completed.

The scalar synthesis of the feedback provided on each of the questions was considered when integrating the received answers, the minimum level being "*to a very limited extent*" (1) and the highest level being "*to a very large extent*" (4).

The number of answers received for all study subjects can be found, cumulatively, on the columns related to the scale level. This synthesis is equally complemented with the overview of the average answers on the (1) – (4) scale for each of the questions.

The integrated and analyzed data is presented as follows:

BACHELOR'S DEGREE - Psychology-Intelligence (PI)		
1st Year	**1st SEMESTER**	**2nd SEMESTER**
Question	**Average** (1-min, 4-max.)	**Average** (1-min, 4-max.)
were students encouraged to participate in the debate?	3.85	3.69
did you identify the practical usefulness of the acquired knowledge?	3.85	3.66
were teaching/seminar methods and techniques/instruments appropriate to the course content?	3.86	3.69
did the professor achieve the objectives in the subject outline?	3.89	3.66
did the content of the course/seminar develop your level of knowledge in the subject field?	3.88	3.70
did the evaluation comply with the evaluation criteria communicated at the beginning of the course?	3.88	3.59
was the evaluation objective?	3.87	3.27
were the bibliographic resources recommended for the course/seminar topics appropriate to the course content?	3.84	3.72
were the addressed subjects relevant?	3.88	3.70
was the thematic structure of the course submitted to you?	3.85	3.39
Answer average	**3.86**	**3.61**
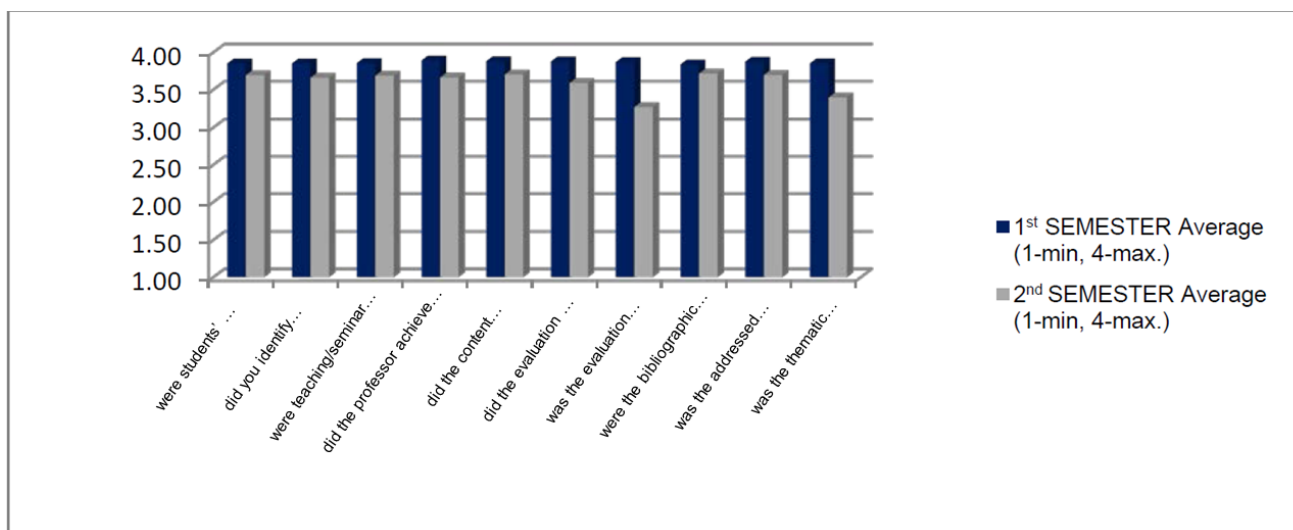
PI – 1st year students appreciated to the greatest extent the appropriateness of bibliography to the content of the subject, the relevant nature of the information and the contribution of the course/seminar to the development of the level of knowledge in the subject field.

BACHELOR'S DEGREE - Psychology-Intelligence (PI)

| 2nd Year Question	1st SEMESTER Average (1-min, 4-max.)	2nd SEMESTER Average (1-min, 4-max.)
were students encouraged to participate in the debate?	3.49	3.66
did you identify the practical usefulness of the acquired knowledge?	3.45	3.63
were teaching/seminar methods and techniques/instruments appropriate to the course content?	3.52	3.62
did the professor achieve the objectives in the subject outline?	3.55	3.62
did the content of the course/seminar develop your level of knowledge in the subject field?	3.54	3.63
did the evaluation comply with the evaluation criteria communicated at the beginning of the course?	3.57	3.70
was the evaluation objective?	3.52	3.61
were the bibliographic resources recommended for the course/seminar topics appropriate to the course content?	3.51	3.65
were the addressed subjects relevant?	3.53	3.63
was the thematic structure of the course submitted to you?	3.56	3.59
Answer average	**3.52**	**3.63**
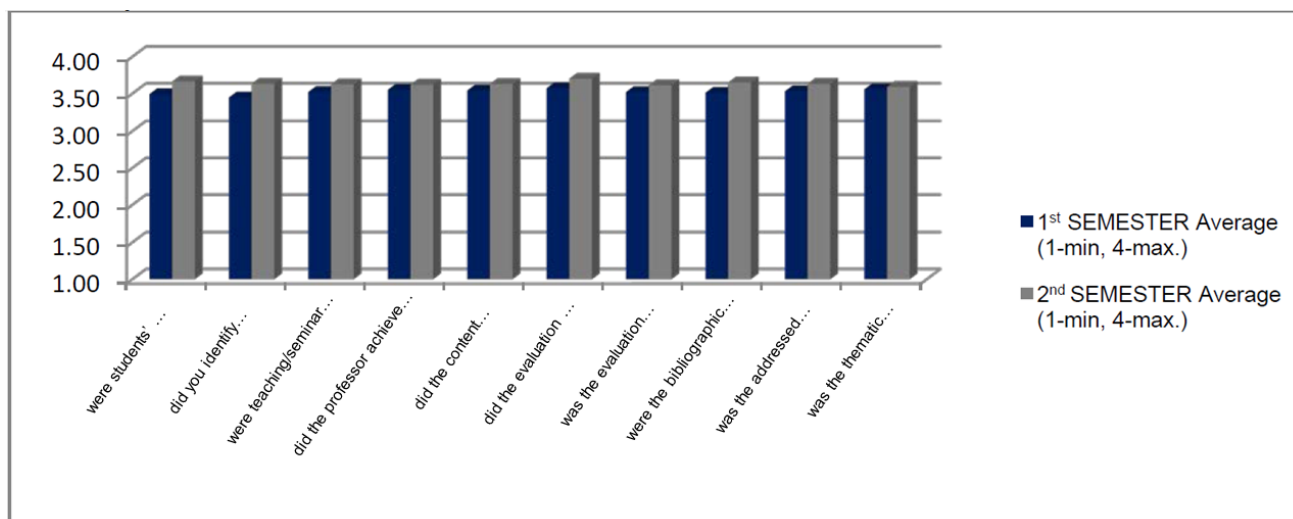
PI – 2nd year students appreciated to the greatest extent the conformity of evaluation with the criteria communicated at the beginning of the course, the achievement of the objectives in the subject outline and the contribution of the course/seminar to the development of the level of knowledge in the subject field.

BACHELOR'S DEGREE - Psychology-Intelligence (PI)

| 3rd Year Question	1st SEMESTER Average (1-min, 4-max.)	2nd SEMESTER Average (1-min, 4-max.)
were students encouraged to participate in the debate?	3.60	3.63
did you identify the practical usefulness of the acquired knowledge?	3.53	3.71
were teaching/seminar methods and techniques/instruments appropriate to the course content?	3.53	3.71
did the professor achieve the objectives in the subject outline?	3.61	3.61
did the content of the course/seminar develop your level of knowledge in the subject field?	3.57	3.65
did the evaluation comply with the evaluation criteria communicated at the beginning of the course?	3.58	3.71
was the evaluation objective?	3.65	3.67
were the bibliographic resources recommended for the course/seminar topics appropriate to the course content?	3.53	3.63

	1st SEMESTER Average (1-min, 4-max.)	2nd SEMESTER Average (1-min, 4-max.)
was the addressed subject relevant?	3.54	3.69
was the thematic structure of the course submitted to you?	3.63	3.67
Answer average	**3.58**	**3.66**
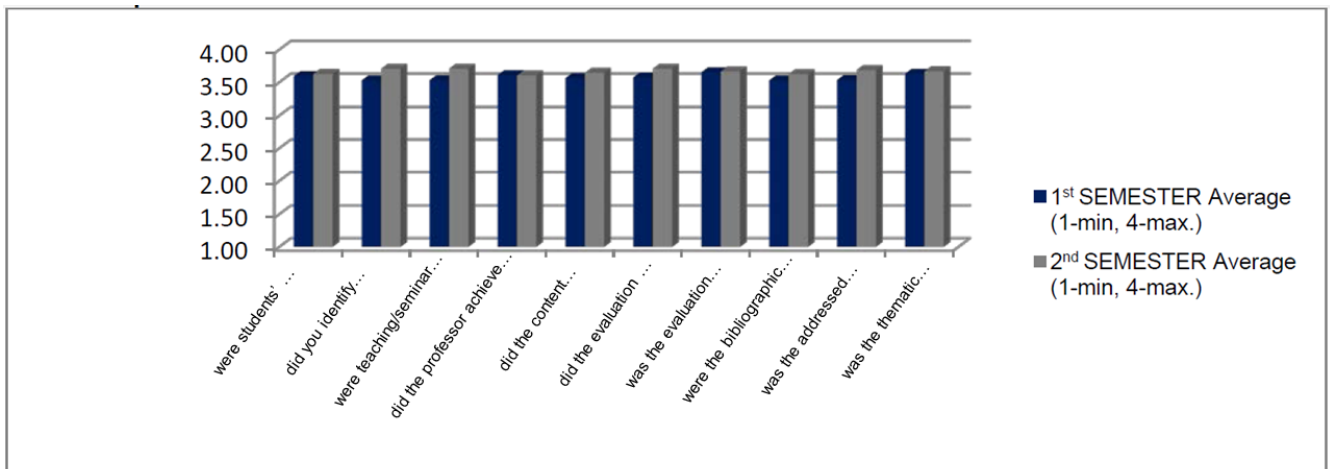
PI - 3rd year students appreciated to the greatest extent the objectivity of the evaluation, the knowledge level of the thematic structure of the course and the conformity of evaluation with the criteria communicated at the beginning of the course.

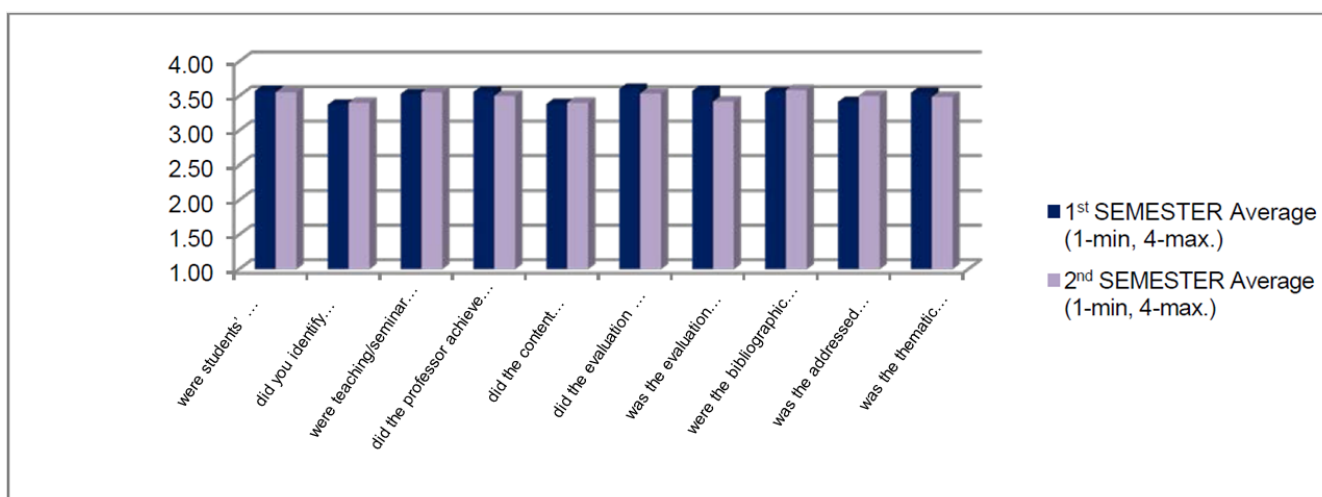| BACHELOR'S DEGREE - Security and Intelligence Studies (SSI)		
1st Year Question	1st SEMESTER Average (1-min, 4-max.)	2nd SEMESTER Average (1-min, 4-max.)
were students encouraged to participate in the debate?	3.69	3.58
did you identify the practical usefulness of the acquired knowledge?	3.74	3.59
were teaching/seminar methods and techniques/instruments appropriate to the course content?	3.69	3.55
did the professor achieve the objectives in the subject outline?	3.71	3.57
did the content of the course/seminar develop your level of knowledge in the subject field?	3.44	3.61
did the evaluation comply with the evaluation criteria communicated at the beginning of the course?	3.75	3.57
was the evaluation objective?	3.80	3.54
were the bibliographic resources recommended for the course/seminar topics appropriate to the course content?	3.66	3.56
was the addressed subject relevant?	3.76	3.64
was the thematic structure of the course submitted to you?	3.71	3.64
Answer average	**3.69**	**3.59**
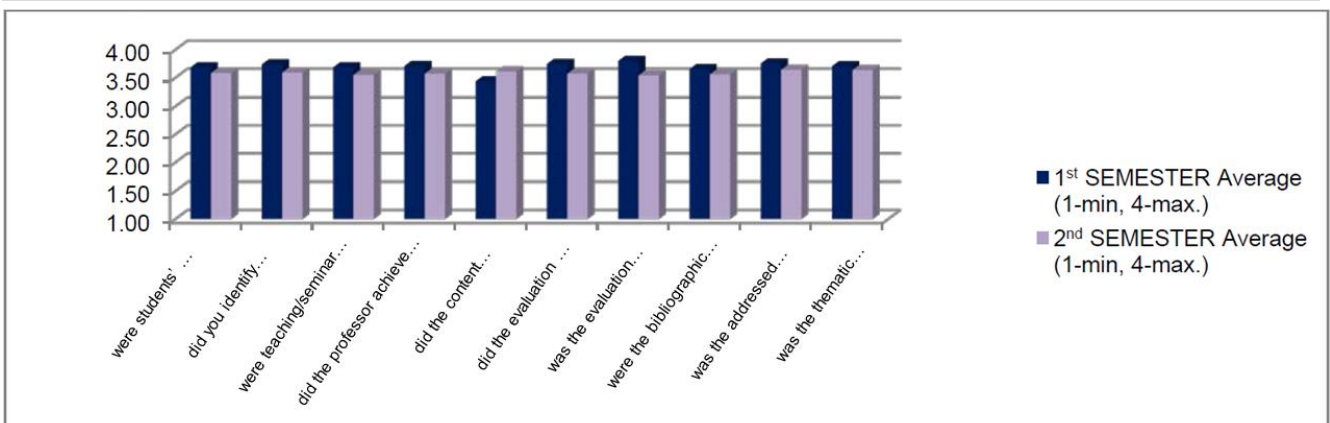
SSI - 1st year students appreciated to the greatest extent the relevant nature of the information, the practical usefulness of the acquired knowledge and the objectivity of the evaluation.

## BACHELOR'S DEGREE - Security and Intelligence Studies (SSI)

2nd Year Question	1st SEMESTER Average (1-min, 4-max.)	2nd SEMESTER Average (1-min, 4-max.)
were students encouraged to participate in the debate?	3.57	3.55
did you identify the practical usefulness of the acquired knowledge?	3.37	3.40
were teaching/seminar methods and techniques/instruments appropriate to the course content?	3.53	3.55
did the professor achieve the objectives in the subject outline?	3.56	3.50
did the content of the course/seminar develop your level of knowledge in the subject field?	3.38	3.40
did the evaluation comply with the evaluation criteria communicated at the beginning of the course?	3.60	3.54
was the evaluation objective?	3.57	3.42
were the bibliographic resources recommended for the course/seminar topics appropriate to the course content?	3.55	3.59
was the addressed subject relevant?	3.41	3.50
was the thematic structure of the course submitted to you?	3.55	3.49
Answer average	**3.51**	**3.49**

SSI – 2nd year students appreciated to the greatest extent the relevant nature of the information, the conformity of evaluation with the criteria communicated at the beginning of the course and the encouragement of students' participation in debates.

## BACHELOR'S DEGREE - Security and Intelligence Studies (SSI)

3nd Year Question	1st SEMESTER Average (1-min, 4-max.)	2nd SEMESTER Average (1-min, 4-max.)
were students encouraged to participate in the debate?	3.47	3.33
did you identify the practical usefulness of the acquired knowledge?	3.44	3.22
were teaching/seminar methods and techniques/instruments appropriate to the course content?	3.42	3.24
did the professor achieve the objectives in the subject outline?	3.46	3.21
did the content of the course/seminar develop your level of knowledge in the subject field?	3.47	3.21
did the evaluation comply with the evaluation criteria communicated at the beginning of the course?	3.42	3.23
was the evaluation objective?	3.47	3.18
were the bibliographic resources recommended for the course/seminar topics appropriate to the course content?	3.44	3.23
was the addressed subject relevant?	3.43	3.47
was the thematic structure of the course submitted to you?	3.50	3.45
Answer average	**3.45**	**3.28**
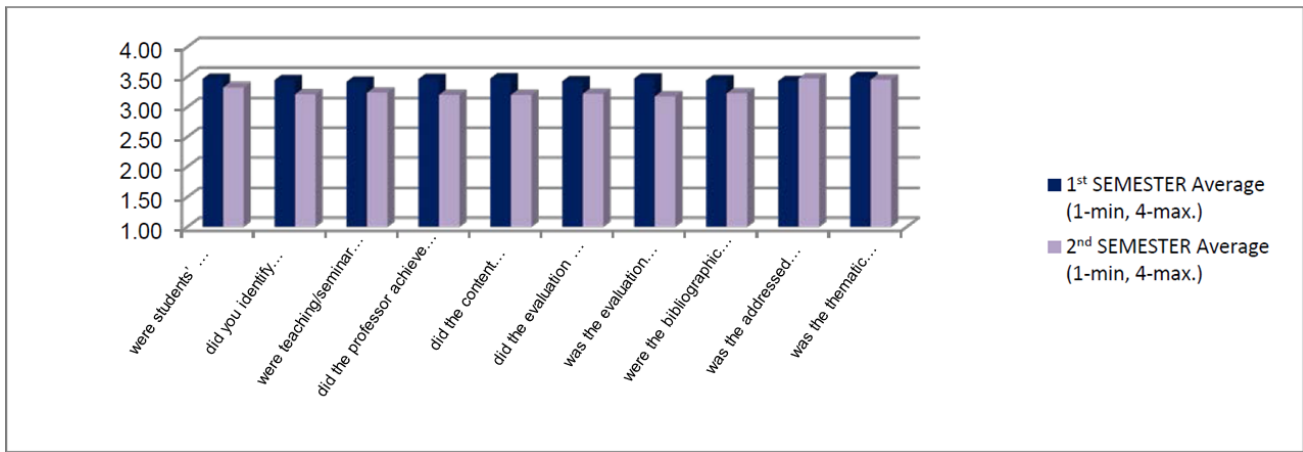
SSI - 3rd year students appreciated to the greatest extent the knowledge level of the thematic structure of the course, the relevant nature of the information and the encouragement of students' participation in debates.

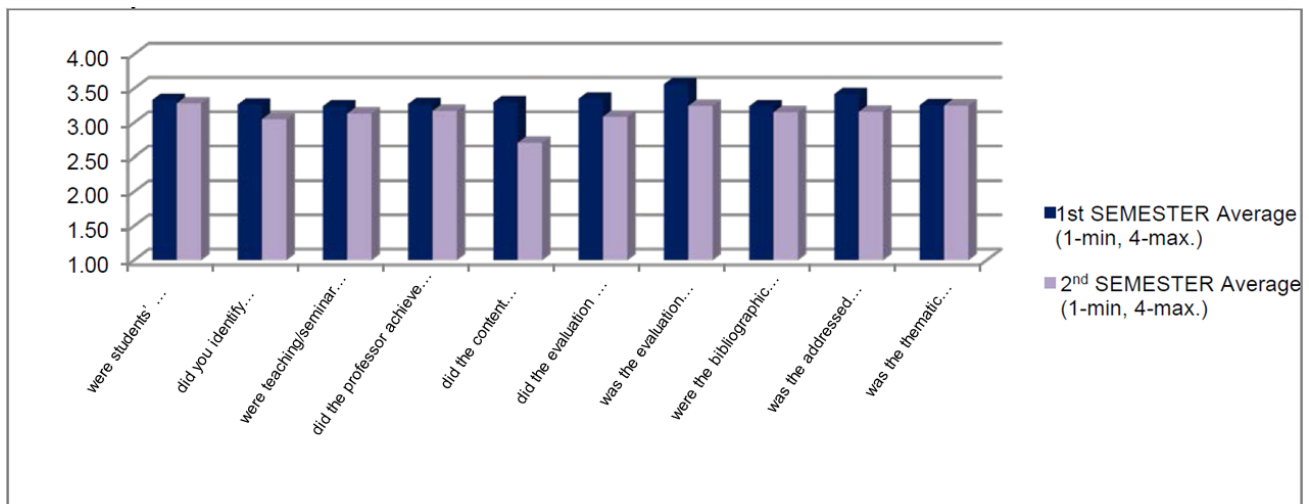| MASTER'S DEGREE OFFICERS – Intelligence and National Security (ISN)		
1st Year **Question**	**1st SEMESTER Average (1-min, 4-max.)**	**2nd SEMESTER Average (1-min, 4-max.)**
were students encouraged to participate in the debate?	3.30	3.70
did you identify the practical usefulness of the acquired knowledge?	3.27	3.55
were teaching/seminar methods and techniques/instruments appropriate to the course content?	3.13	3.63
did the professor achieve the objectives in the subject outline?	3.32	3.55
did the content of the course/seminar develop your level of knowledge in the subject field?	3.25	3.59
did the evaluation comply with the evaluation criteria communicated at the beginning of the course?	3.33	3.58
was the evaluation objective?	3.35	3.66
were the bibliographic resources recommended for the course/seminar topics appropriate to the course content?	3.16	3.58
was the addressed subject relevant?	2.96	3.57
was the thematic structure of the course submitted to you?	3.29	3.49
Answer average	**3.24**	**3.59**
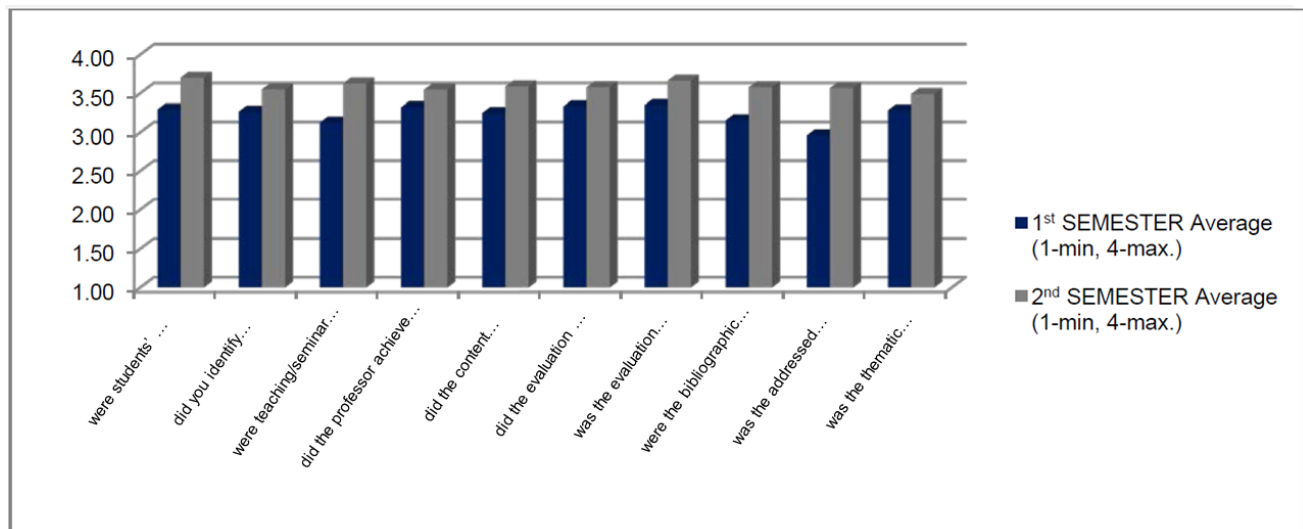
Master's degree ISN officer students appreciated to the greatest extent the objectivity in evaluation, the encouragement of students' participation in debates and the conformity of evaluation with the criteria communicated at the beginning of the course.

MASTER'S DEGREE OFFICERS Intelligence Analysis (AI)

1ST Year	1st SEMESTER	2nd SEMESTER
Question	Average (1-min, 4-max.)	Average (1-min, 4-max.)
were students encouraged to participate in the debate?	3.33	3.28
did you identify the practical usefulness of the acquired knowledge?	3.26	3.05
were teaching/seminar methods and techniques/instruments appropriate to the course content?	3.24	3.13
did the professor achieve the objectives in the subject outline?	3.27	3.17
did the content of the course/seminar develop your level of knowledge in the subject field?	3.30	2.71
did the evaluation comply with the evaluation criteria communicated at the beginning of the course?	3.35	3.09
was the evaluation objective?	3.56	3.24
were the bibliographic resources recommended for the course/seminar topics appropriate to the course content?	3.24	3.15
was the addressed subject relevant?	3.42	3.16
was the thematic structure of the course submitted to you?	3.26	3.25
Answer average	**3.32**	**3.12**

The master's degree AI students appreciated to the greatest extent the objectivity of the evaluation, the encouragement of student participation in debates and the up-to-date character of the information.
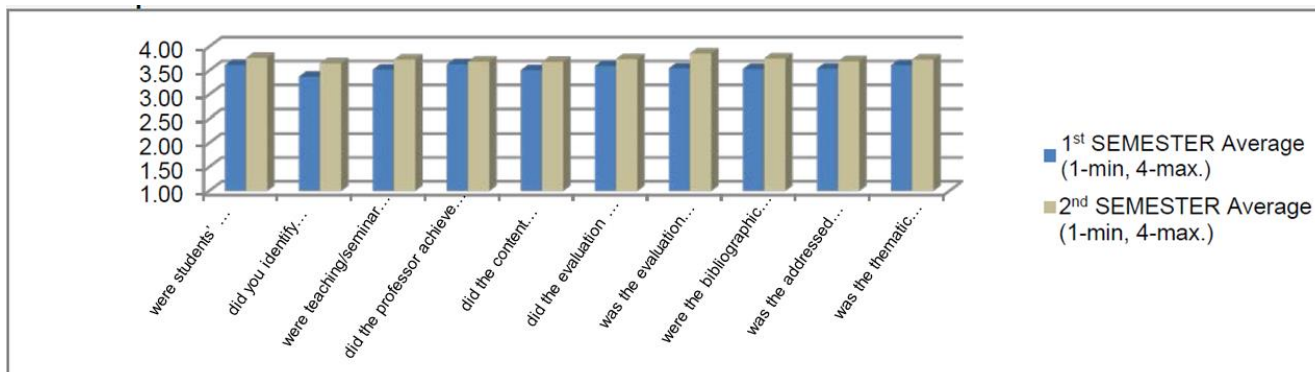
CIVIL MASTER'S DEGREE Management of National Security Intelligence (MISN)

| 1st Year	1st SEMESTER Average (1-min, 4-max.)	2nd SEMESTER Average (1-min, 4-max.)
Question		
were students encouraged to participate in the debate?	3.62	3.76
did you identify the practical usefulness of the acquired knowledge?	3.37	3.65
were teaching/seminar methods and techniques/instruments appropriate to the course content?	3.52	3.73
did the professor achieve the objectives in the subject outline?	3.63	3.69
did the content of the course/seminar develop your level of knowledge in the subject field?	3.51	3.68
did the evaluation comply with the evaluation criteria communicated at the beginning of the course?	3.60	3.74
was the evaluation objective?	3.55	3.86
were the bibliographic resources recommended for the course/seminar topics appropriate to the course content?	3.54	3.75
was the addressed subject relevant?	3.54	3.69
was the thematic structure of the course submitted to you?	3.61	3.73

Answer average	3.55	3.73

The master's degree MISN - **year 1** students appreciated to the greatest extent the objectivity of the evaluation, the encouragement of student involvement in debates and the compliance of the evaluation with the criteria submitted at the beginning of the course.

| CIVIL MASTER'S DEGREE I Management of National Security Intelligence (MISN)		
2nd Year **Question**	**1st SEMESTER Average** (1-min, 4-max.)	**2nd SEMESTER Average** (1-min, 4-max.)
were students encouraged to participate in the debate?	3.82	3.70
did you identify the practical usefulness of the acquired knowledge?	3.76	3.51
were teaching/seminar methods and techniques/instruments appropriate to the course content?	3.81	3.63
did the professor achieve the objectives in the subject outline?	3.72	3.65
did the content of the course/seminar develop your level of knowledge in the subject field?	3.62	3.61
did the evaluation comply with the evaluation criteria communicated at the beginning of the course?	3.93	3.65
was the evaluation objective?	3.85	3.61
were the bibliographic resources recommended for the course/seminar topics appropriate to the course content?	3.80	3.66
was the addressed subject relevant?	3.74	3.65
was the thematic structure of the course submitted to you?	3.60	3.66
Answer average	**3.77**	**3.63**
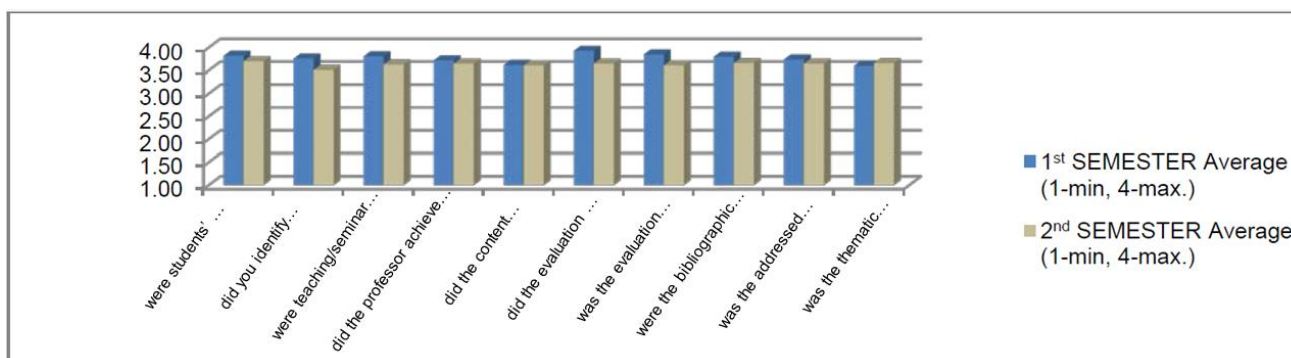
The master's degree MISN - **year 2** students appreciated to the greatest extent the compliance of the evaluation with the criteria submitted at the beginning of the course, the encouragement of student involvement in debates and the objectivity of the evaluation.

CIVIL MASTER'S DEGREE Management of Intelligence in Counter-Terrorism (MICT)

1st Year	1st SEMESTER	2nd SEMESTER
Question	Average (1-min, 4-max.)	Average (1-min, 4-max.)
were students encouraged to participate in the debate?	3.82	3.81
did you identify the practical usefulness of the acquired knowledge?	3.69	3.60
were teaching/seminar methods and techniques/instruments appropriate to the course content?	3.87	3.30
did the professor achieve the objectives in the subject outline?	3.79	3.81
did the content of the course/seminar develop your level of knowledge in the subject field?	3.85	3.81
did the evaluation comply with the evaluation criteria communicated at the beginning of the course?	3.90	3.81
was the evaluation objective?	3.92	3.83
were the bibliographic resources recommended for the course/seminar topics appropriate to the course content?	3.91	3.81
was the addressed subject relevant?	3.81	3.81
was the thematic structure of the course submitted to you?	3.79	3.76
Answer average	**3.83**	**3.73**
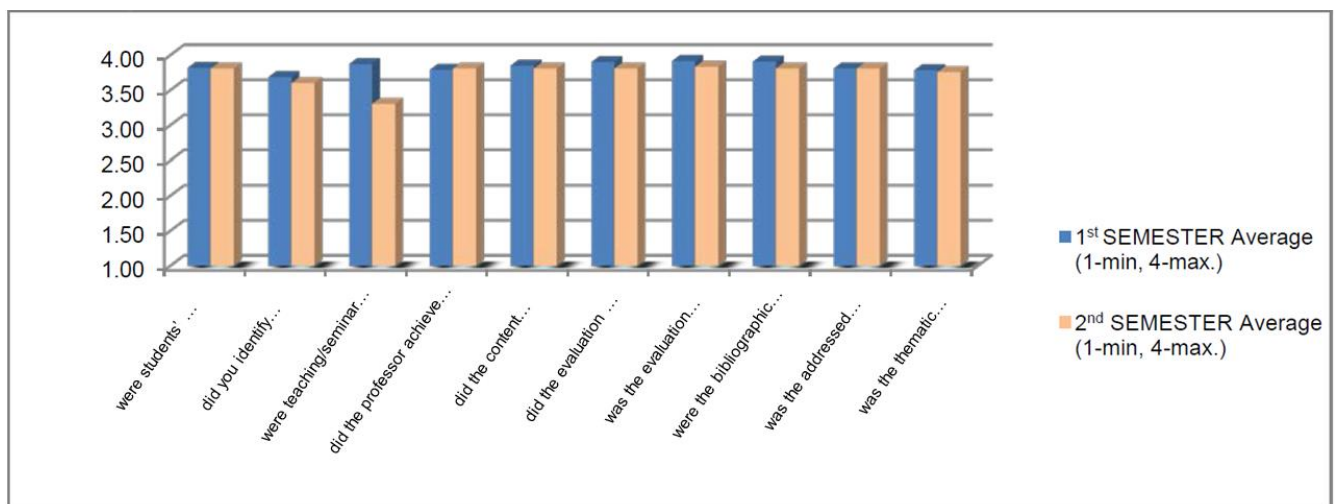
The master's degree MICT - year 1 students appreciated to the greatest extent the objectivity of the evaluation, the appropriateness of the bibliographic resources recommended during the course/ the seminar topics to the course content and the compliance of the evaluation with the criteria submitted at the beginning of the course.

CIVIL MASTER'S DEGREE Management of Intelligence in Counter-Terrorism (MICT)

| 2nd Year	1st SEMESTER	2nd SEMESTER
Question	Average (1-min, 4-max.)	Average (1-min, 4-max.)
were students encouraged to participate in the debate?	3.79	3.95
did you identify the practical usefulness of the acquired knowledge?	3.79	3.56
were teaching/seminar methods and techniques/instruments appropriate to the course content?	3.96	3.83
did the professor achieve the objectives in the subject outline?	3.96	3.70
did the content of the course/seminar develop your level of knowledge in the subject field?	3.88	3.47
did the evaluation comply with the evaluation criteria communicated at the beginning of the course?	4.00	3.95
was the evaluation objective?	4.00	3.89
were the bibliographic resources recommended for the course/seminar topics appropriate to the course content?	3.79	3.89
was the addressed subject relevant?	4.00	3.81
was the thematic structure of the course submitted to you?	3.96	3.95

Answer average		3.91	3.80
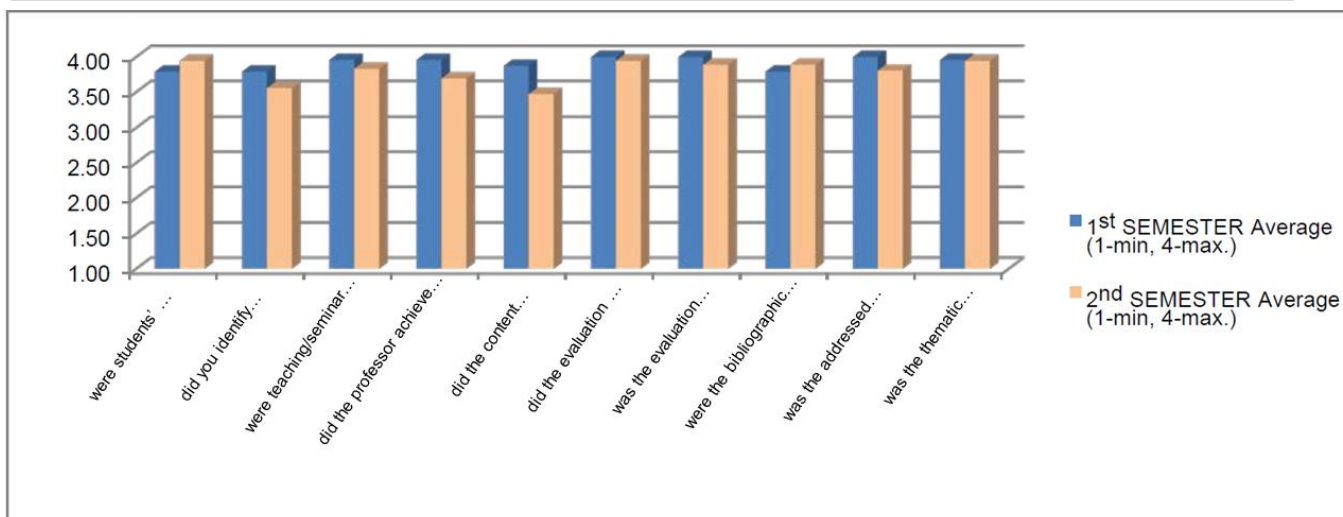
The master's degree MICT - year 2 students appreciated to the greatest extent the compliance of the evaluation with the criteria submitted at the beginning of the course, the objectivity of the evaluation and the fact that the thematic structure of the course was submitted to them.

| CIVIL MASTER'S DEGREE International Relations and Intelligence Studies (RISI)		
1st Year	**1st SEMESTER**	**2nd SEMESTER**
Question	**Average** (1-min, 4-max.)	**Average** (1-min, 4-max.)
were students encouraged to participate in the debate?	3.04	3.88
did you identify the practical usefulness of the acquired knowledge?	2.96	3.82
were teaching/seminar methods and techniques/instruments appropriate to the course content?	3.01	3.81
did the professor achieve the objectives in the subject outline?	2.97	3.78
did the content of the course/seminar develop your level of knowledge in the subject field?	3.02	3.86
did the evaluation comply with the evaluation criteria communicated at the beginning of the course?	3.04	3.83
was the evaluation objective?	3.00	3.74
were the bibliographic resources recommended for the course/seminar topics appropriate to the course content?	3.14	3.83
was the addressed subject relevant?	3.00	3.86
was the thematic structure of the course submitted to you?	3.70	3.78
Answer average	**3.09**	**3.82**
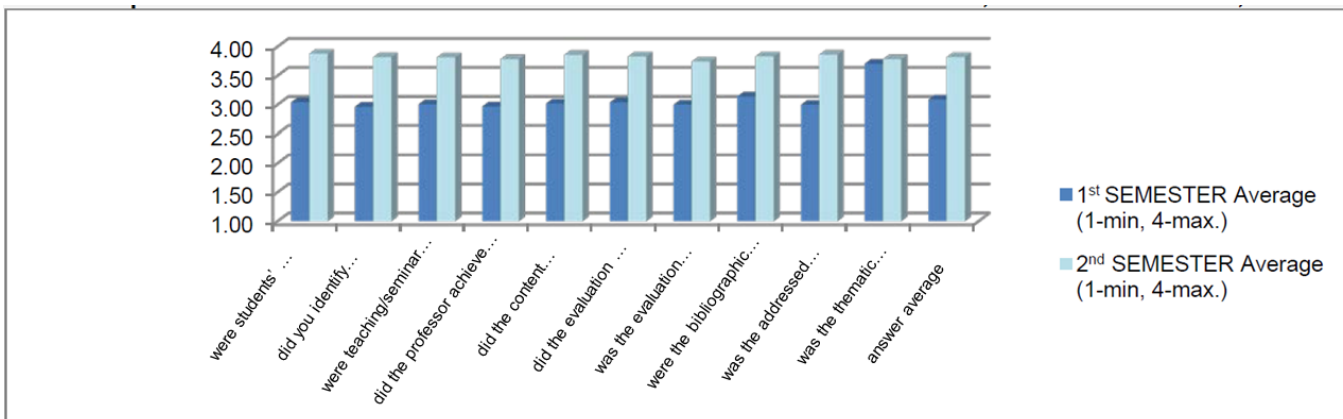
The master's degree RISI - year 1 students appreciated to the greatest extent that the thematic structure of the course was submitted to them, the bibliographic resources recommended during the course/ the seminar topics were appropriate to the content of the course and the fact that the trainees were encouraged to participate in debates.

MASTER'S DEGREE CIVILIAN International Relations and Intelligence Studies (RISI)		
2nd Year	1st SEMESTER	2nd SEMESTER
Question	Average (1-min, 4-max.)	Average (1-min, 4-max.)
were students encouraged to participate in the debate?	3.74	3.32
did you identify the practical usefulness of the acquired knowledge?	3.55	3.43
were teaching/seminar methods and techniques/instruments appropriate to the course content?	3.58	3.26
did the professor achieve the objectives in the subject outline?	3.64	3.43
did the content of the course/seminar develop your level of knowledge in the subject field?	3.61	3.35
did the evaluation comply with the evaluation criteria communicated at the beginning of the course?	3.75	3.57
was the evaluation objective?	3.71	3.57
were the bibliographic resources recommended for the course/seminar topics appropriate to the course content?	3.67	3.29
was the addressed subject relevant?	3.76	3.37
was the thematic structure of the course submitted to you?	3.60	3.24
Answer average	**3.66**	**3.38**
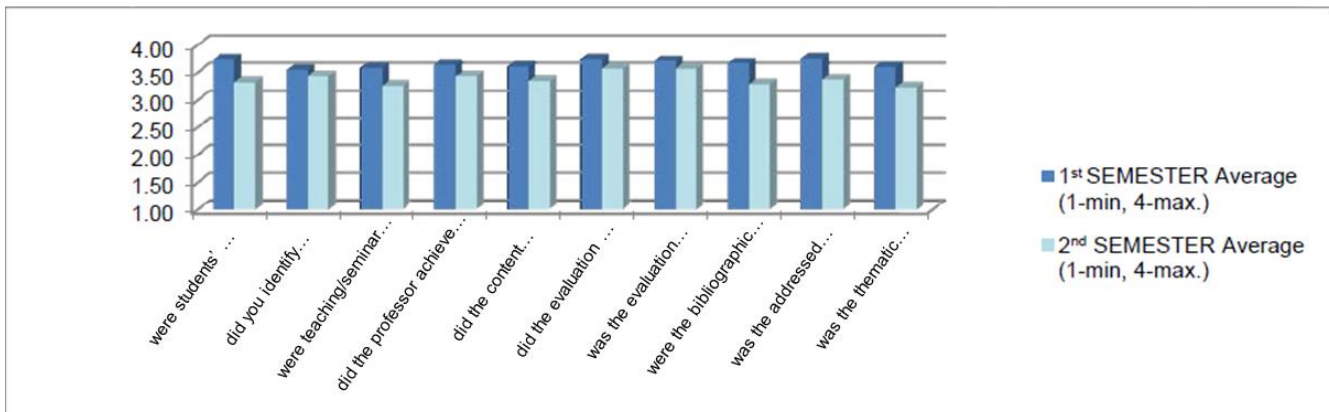
The master's degree RISI - year 2 students appreciated to the greatest extent the fact that the evaluation complied with the criteria submitted at the beginning of the course, the evaluation was an objective one and the addressed subject was relevant.

The level of students' satisfaction on the quality of the services provided by the "Mihai Viteazul" National Intelligence Academy in the 2020-2021 academic year was of **71%**, the percentage being similar for both the Faculty of Intelligence and the Faculty of Intelligence Studies[1]. The aspects of the feedback concerned the conditions within the university campus (the equipment of the educational spaces, the university library, the sports complex, accommodation, food serving and socializing spaces etc.)

FACULTY OF INTELLIGENCE
The percentage was of 71% (average score 2.83 out of maximum 4) for the **Faculty of Intelligence.**

| Question	Very large extent (%)	Large extent (%)	Limited extent (%)	Very limited extent (%)	No answer (%)
campus accessibility	41.67	33.33	8.33	16.67	0.00
equipment of the spaces for teaching-learning activities	50.00	41.67	8.33	0.00	0.00
study spaces	41.67	41.67	16.67	0.00	0.00
university library	58.33	33.33	8.33	0.00	0.00
spaces for the activities initiated by students/trainees	16.67	41.67	33.33	8.33	0.00
spaces for sports activities	8.33	8.33	41.67	33.33	8.33
socializing spaces	0.00	58.33	16.67	25.00	0.00
IT&C services	8.33	25.00	41.67	25.00	0.00
level of administrative digitalization (applications and forms etc.)	16.67	66.67	8.33	8.33	0.00
accommodation services	25.00	50.00	16.67	8.33	0.00
food serving services	33.33	33.33	33.33	0.00	0.00
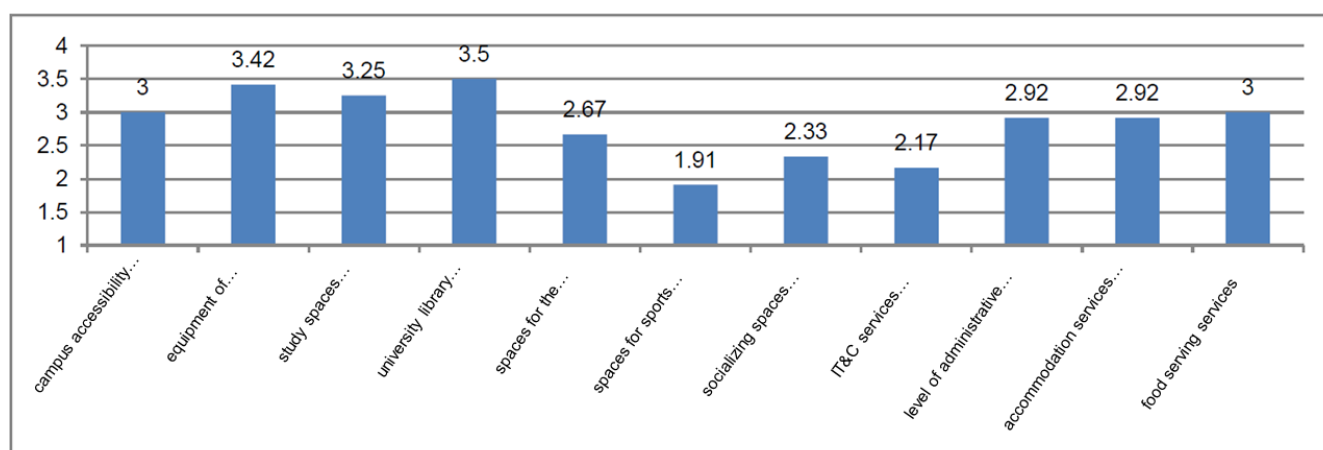
The students of the Faculty of Intelligence appreciated to the greatest extent the services provided through the university library, the equipment of the teaching spaces and the equipment of the study spaces.

---

[1] Please, note that the campus areas are common to both faculties

FACULTY OF INTELLIGENCE STUDIES

The percentage was of 71% (average score 2.83 out of maximum 4) for **the Faculty of Intelligence Studies**

Question	Very large extent (%)	Large extent (%)	Limited extent (%)	Very limited extent (%)	No answer (%)
campus accessibility	37.04	29.63	11.11	22.22	0.00
equipment of the spaces for teaching-learning activities	44.44	25.93	18.52	11.11	0.00
study spaces	48.15	14.81	14.81	22.22	0.00
university library	44.44	37.04	14.81	3.70	0.00
spaces for the activities initiated by students/trainees	40.74	18.52	14.81	22.22	3.70
spaces for sports activities	29.63	18.52	14.81	37.04	0.00
socializing spaces	44.44	25.93	7.41	22.22	0.00
IT&C services	25.93	33.33	11.11	18.52	11.11
level of administrative digitalization (applications and forms etc.)	40.74	18.52	14.81	22.22	3.70
accommodation services	40.74	18.52	18.52	18.52	3.70
food serving services	29.63	18.52	25.93	18.52	7.41
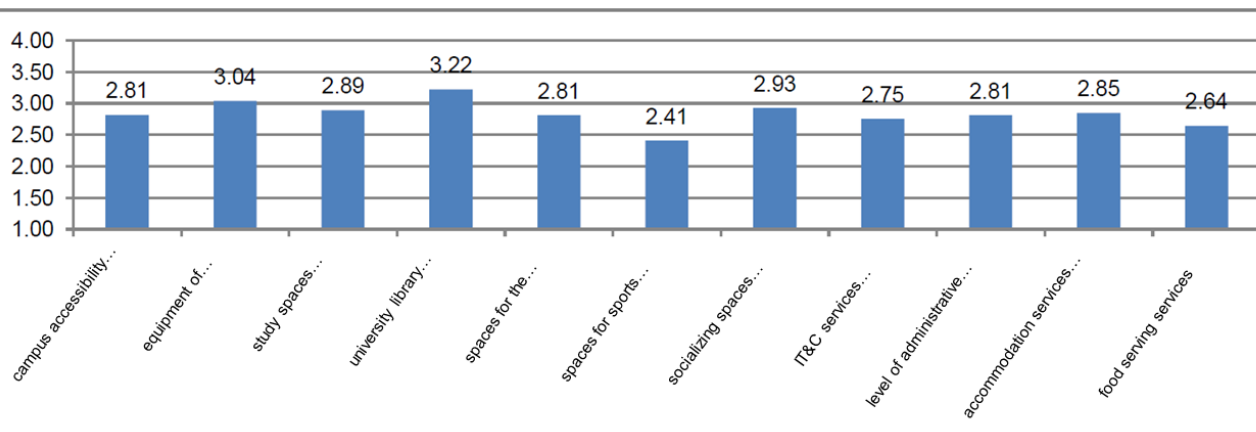
The students of the Faculty of Intelligence Studies appreciated to the greatest extent the services provided through the university library, the equipment of the teaching-learning spaces and the socializing spaces.

The level of student satisfaction on the quality of the study programs[2] provided by the "Mihai Viteazul" National Intelligence Academy in the 2020-2021 academic year was of **78.5%**, the percentage being similar for both the Faculty of Intelligence and the Faculty of Intelligence Studies[3]. The issues on which the feedback concentrated concerned the correlation with the specific activity that the graduates will carry out, the attractiveness, interactivity and innovative nature of the information obtained, the whether the programs were student-focused, guidance and counseling activity, the ease of access and the administrative organization of the programs, the levels of communication.

FACULTY OF INTELLIGENCE

The percentage was of 79% (average score 3.17 out of maximum score of 4) for the **Faculty of Intelligence**.

Question	Very large extent (%)	Large extent (%)	Limited extent (%)	Very limited extent (%)
[it's correlated with the specific carried out activity / you intend to carry out]	41.67	41.67	8.33	8.33
[ensures knowledge transfer]	41.67	50.00	0.00	8.33
[it's attractive]	33.33	50.01	8.33	8.33
[it's innovative]	33.33	33.33	25.01	8.33
[it's interactive]	50.01	33.33	8.33	8.33
[it's focused on the student/trainee]	25.00	41.66	16.67	16.67
[provides guidance and counselling]	33.33	41.67	25.00	0.00
[enables the communication between teaching staff and the students/trainees]	41.67	50.00	8.33	0.00
[provides information about the way to access it]	50.00	41.67	8.33	0.00
[provides information about its administrative organization]	58.34	33.33	0.00	8.33
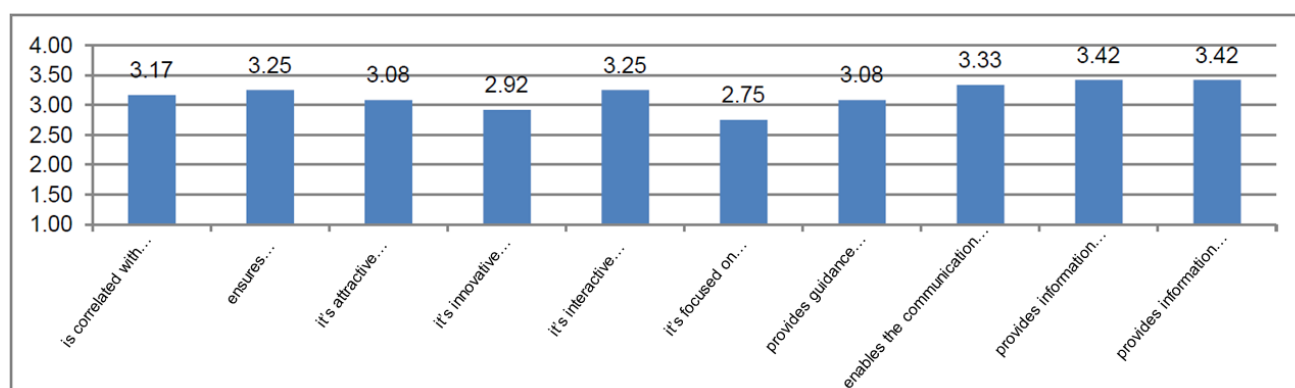
The students of the Faculty of Intelligence gave the highest score to the communication process regarding the way to access the study program, to the administrative organization, but also to the way the teaching staff communicate with the students.

---

[2] Aspect evaluated, according to the internal procedure, by students in the last year of studies from each of the university cycles
[3] Please, note that the campus areas are common to both faculties

FACULTY OF INTELLIGENCE STUDIES

The percentage was of 78% (average score 3.11 out of maximum score of 4) for the **Faculty of Intelligence Studies**.

Question	Very large extent (%)	Large extent (%)	Limited extent (%)	Very limited extent (%)
it's correlated with the specific carried out activity / you intend to carry out	48.15	14.81	22.22	14.81
ensures knowledge transfer	48.15	29.63	14.81	7.41
it's attractive	62.96	22.22	7.41	7.41
it's innovative	48.15	25.93	22.22	3.70
it's interactive	40.74	40.74	14.82	3.70
it's focused on the student/trainee	44.44	22.22	22.22	11.12
provides guidance and counselling	37.03	25.93	25.93	11.11
enables the communication between teaching staff and the students/trainees	51.86	22.22	11.11	14.81
provides information about the way to access it	48.15	29.63	7.41	14.81
provides information about its administrative organization	48.16	22.22	14.81	14.81
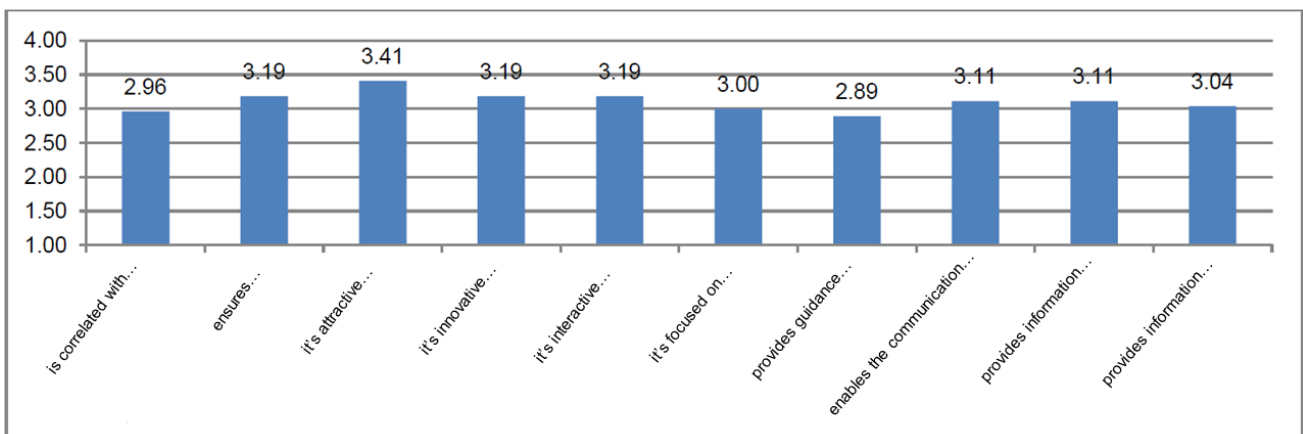
The students of the Faculty of Intelligence Studies gave the highest score to the attractiveness, interactivity and the innovative nature of the courses, as well as to the knowledge transfer process.

According to the provisions of the *Methodology for evaluating the individual performances of the teaching staff of ANIMV*, the updated version approved by the Academy Senate in 2021, the Quality Assurance Office submitted the *Centralizing sheet regarding the results of the evaluation conducted by the students* to the management of the faculties within the ANIMV and to their departments, respectively. This document contains **the average individual score for each professor/associate professor/trainer/expert**, resulting from the score awarded by students for the subjects taught in the 2020-2021 academic year, bachelor's degree + master's degree officers and PSCCS.

In order to ensure the confidentiality provided by the legal framework[4] , the summary files were sent to each department within the faculties.

As detailed in the *Analysis Methodology* section of this report, the score submitted by the students was expressed on a value scale from 1 to 4, where 1 represents the minimum submitted score ("to a very limited extent"), and **4 represents the maximum submitted score** ("to a very large extent"). The score situated between 3.5 and 4 was associated with the *Excellent* rating, the score between 3 and 3.49 was associated with the *Very Good* rating, the score between 2 and 2.99 represents *Good* rating and the score between 1 and 1.99 represents *Satisfactory* rating.

Next, an overview of the scores given to the teaching staff/associate teaching staff/trainers/ experts at the ANIMV level for the 2020-2021 academic year is presented. The calculation stemmed from the averages of the scores given to each of them for all the taught subjects.

2020-2021 academic year, 1st semester				
	Rating			
Tenured and assimilated teaching staff	**Excellent (4-3.5)**	**Very good (3.49-3)**	**Good (2.99-2)**	**Satisfactory (1.99-1)**
PhD Professor	72.7%	27.3	-	-
PhD Associate Professor	90.9%	9.1%	-	-
PhD Lecturer	55.6%	44.4	-	-
Assistant Professor	83.3%	-	16.7%	-
Instructors	54.2%	45.8	-	-
Associated and assimilated teaching staff				
PhD Professor	70.0%	30.0	-	-
PhD Associate Professor	100%	-	-	-
PhD Lecturer	62.5%	12.5	25%	-
Assistant Professor	50.0%	50.0	-	-
Trainers	65.9%	29.6	4.5%	-

---

[4] Article 6, paragraph (f) of the Methodology for evaluating the individual performances of the teaching staff within ANIMV: "the final results of the individual evaluation are confidential. The head of the department, the dean, the rector and the evaluated person have access to these data. The members of the evaluation commission have access to statistical data regarding the peer review. The president of CEAC has access to statistical data for each faculty. The person from the Quality Assurance Office, designated to centralize and process the evaluation questionnaires submitted by the students, must keep the processed data confidential. Statistical data are analyzed in the councils of departments and faculties."

2020-2021 academic year, 2nd semester				
	Rating			
Tenured teaching staff	**Excellent (4-3.5)**	**Very good (3.49-3)**	**Good (2.99-2)**	**Satisfactory (1.99-1)**
PhD Professor	66.7%	33.3%	-	-
PhD Associate Professor	94.1%	5.9%	-	-
PhD Lecturer	58.3%	41.7%	-	-
Assistant Professor	100%	-	-	-
Intelligence Instructors	100%	-	-	-
Visiting teaching staff and reputed experts				
PhD Professor	87.5%	-	12.5%	-
PhD Associate Professor	100%	-	-	-
PhD Lecturer	100%	-	-	-
Assistant Professor	-	-	100%[5]	-
Experts	53.6%	25%	21.4%	-

[5] Numerically, specific in this case, it is 1 professor having the degree of assistant professor

Conclusions of the report and proposals

From the analysis of the answers to the feedback questionnaire applied to the students of the bachelor's degree programs, master's degree programs for officer training and master's degree programs for the promotion of security culture in civil society, at the end of the 2020-2021 academic year, **the level of satisfaction of the students on the quality of the educational process** within "Mihai Viteazul" National Intelligence Academy **was of 87%** (bachelor's degree 89.25%, master's degree for officer training 83%, master's degree for the promotion of security culture in civil society 88%). The average percentage of student participation in the feedback process was of 62%. Regarding the *quality of study programs*, the level of satisfaction among students in the 2020-2021 academic year was of 78.5%.

As regards the **quality of the services** provided by the "Mihai Viteazul" National Intelligence Academy in the 2020-2021 academic year, the level of student satisfaction was **71%**.

From the given answers, it can be seen the fact that, regarding the study programs, the students **appreciated to the greatest extent** the achievement of the objectives set in the subject outlines, the relevance of the subjects covered, the encouragement to participate in debates, the clarity of the received information about the abilities and the objectives set in the subject outlines and the objectivity of the evaluation process at the end of the semester.

Equally, from the collected feedback for the 2020-2021 academic year, we can draw the following **proposals in order to improve the educational process**: a more detailed presentation of the competences to be achieves and of the objectives existent in the subject outlines, as well as of the appropriate bibliographic resources during the learning process, developed by the teaching staff, more and higher quality information on the way in which the evaluation method conforms to the criteria announced at the beginning of the course, the adaptation of teaching/seminar techniques/instruments to a part of the content of the courses for an optimal correlation of the transferred knowledge with their practical usefulness and the requirement of them being relevant for contemporary aspects.

At the same time, since the number of respondents from the master's degree programs for the promotion of the security culture was significantly lower compared to the other programs, we should intensify the dialogue with the students in the sense of cultivating a proactive attitude for the transmission of the feedback.

Report drawn up by the Quality Assurance Office in ANIMV