

**IQAU REPORT**  
**ACADEMIC YEAR 2021-2022**  
**"BEDER" UNIVERSITY COLLEGE**

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## 1. DATA ON STUDY PROGRAMS

### 1.1 Study programs offered and study programs in the licensing process

In accordance with the decision of the Council of Ministers no. 286, dated 6.04.2011 "For the licensing of the Private High School "Full Moon" ( Bedër ) and by the orders of the Minister of Education and Science no. 534 dt : 27.10.2011, no. 18 dt.: 19.01.2012, no. 10 dt.: 16.1.2012, no. 218 dt.: 28.05.2012, no. 330 dt.: 07.08.2012, no. 404 dt.: 12.07.2018 and no. 426 dt.: 18.07.2018, the following full-time study programs were opened:

*The first cycle of studies*

" Bachelor " in:

- Law
- Computer science
- Information and Communication Technology
- Economic Informatics
- Communication Science
- Public Relations and Marketing Communication
- English Language and Literature
- Islamic Science
- Web Programming (Professional)
- Multimedia and Graphic Design (professional)
- Finance Accounting (new program)
- Business Administration (new program)

*The second cycle of studies:*

**" Professional Master " in:**

Language and English Language and Literature

- Teacher for Higher Secondary Education;
- Teacher for Lower Secondary Education

Marketing communication

**" Master of Science" in:**

LAW

- Profile: Criminal law
- Profile: International Law;

Communication Science:

- Profile: Public Relations
- Profile: Journalist;

Islamic Science

- Religious studies
- Dialogue
- Religious Education
- Religious Leadership

Computer science

## 1.2 The suitability of the study programs with the mission of the institution and the connection with the labor market

Bedër " University College are in full compliance with both the current demands of the labor market and the expected developments of the Albanian economy as a developing economy, which aims to integrate into the European market.

curricula of the " Bedër " University College aim to prepare:

Lawyer\specialist in public administration institutions (central/local); lawyer\specialist in international institutions; lawyer\specialist\legal consultant in the private sector; assistant lawyer\assistant notary as well as qualification for participation in the bar exam; research\teaching assistant at HEI.

Qualified specialists for the administration of the Muslim Community of Albania (KMSH) in the center and base, as well as teachers for 9-year and secondary education institutions under the KMSH.

Specialists and professionals of communication sciences, qualified in the field of journalism, communication and public relations or in similar fields, capable of the labor market in the conditions of a global society that is fast in capturing and implementing technologies modern, which have included the field of communication and media.

Post-graduation employment opportunities include leadership pedagogic skills to apply to various institutions. Students will be able to be employed as educators and teachers. Also, they will acquire different skills in the pedagogical and psychological direction, which they can apply in different private or public institutions.

After graduation, students can continue their doctoral studies, or postgraduate studies in Albania or abroad. They can also become university lecturers, coordinators of conferences, projects, etc. This program enables students to be equipped with various skills and knowledge. It also teaches them how to facilitate personal and interpersonal relationships in general. Students will also have the opportunity to be employed in various educational institutions, which may include management, planning or curriculum development .

After completing the relevant specializations, the student can work as a translator or editor in media and publishing houses, and can also work as a scientific researcher in the field of documentation in Ottoman .

After completing the relevant specializations, the student can work as a language and literature teacher in primary education, also in high school and as a teacher in various course centers. The student can communicate fluently at academic levels both in writing and orally with native and non-native speakers of the Turkish language; to translate different texts, to develop ease of communication between Turkish -speaking and non-Turkish- speaking parties .

## 2. STUDENT DATA

### 2.1 The total number of registered and graduated students

<b>Registered "BACHELOR"</b>	
<b>2021-2022</b>	
<b>Faculty of Technology and Business</b>	<b>82</b>
Bachelor of Computer Science	33
Bachelor in Information and Communication Technology	19
Bachelor in computing eCONOMIC	16
Program professional PROGRAMMER on the Web	14
<b>Faculty of Humanities and Law</b>	<b>100</b>
Integrated Study Program of the Second Cycle " Master of Science in Law"	14
Bachelor in Islamic Sciences	23
Bachelor of Science in Communication	14
Bachelor in relationship public AND communication marketing	20
Bachelor in English Language and Literature	15
"Professional Program in Multimedia and Graphic Design"	14
<b>TOTAL</b>	<b>182</b>
<b>Registered "MASTER"</b>	
<b>2021-2022</b>	
<b>Faculty of Technology and Business</b>	<b>12</b>
Master of science IN science Computer	12
<b>Faculty of Humanities and Law</b>	<b>104</b>
Master of Science in Law / Criminal Law Profile	20
Master of Science in Law / International Law Profile	7
Master of Science in Communication Sciences / Journalist Profile	2
Master of Science in Communication Sciences / Public Relations Profile	25



Master of science IN survey Religious / Profile education religious	8
Professional Master IN communication marketing	13
Master of Science in Islamic Sciences	7
Master of Science in English Language and Literature	9
Professional Master in Teaching, English Language Education of Moderate to of Higher AND education of Moderate to of lowest	13
<b>TOTAL</b>	<b>116</b>

<b>"BACHELOR" graduates</b>	
<b>2021-2022</b>	
<b>Faculty of Technology and Business</b>	<b>23</b>
Bachelor of Computer Science	13
Bachelor in Information and Communication Technology	10
<b>Faculty of Humanities and Law</b>	<b>83</b>
Bachelor in Law	29
Bachelor in Islamic Sciences	7
Bachelor of Science in Communication	13
Bachelor in relationship public AND communication marketing	11
Bachelor in English Language and Literature	16
"Professional Program in Multimedia and Graphic Design"	7
<b>TOTAL</b>	<b>106</b>
<b>"MASTER" graduates</b>	
<b>2021-2022</b>	
<b>Faculty of Humanities and Law</b>	<b>93</b>
Master of Science in Law / Criminal Law Profile	12
Master of Science in Law / International Law Profile	7

Master of Science in Communication Sciences / Journalist Profile	1
Master of Science in Communication Sciences / Public Relations Profile	17
Master of Science in Modern Islamic Sciences	4
Professional Master IN communication marketing	13
Master of Science in Basic Islamic Sciences	5
Master of Science in English Language and Literature	3
Professional Master in Teaching, English Language Education of Moderate to of Higher AND education of Moderate to of lowest	31
<b>TOTAL</b>	<b>93</b>

## 2.2 The number of students attending programs that are a national priority e

Bachelor " program in English Language and Literature and 22 students in the " Master " programs were enrolled in the national priority programs , of which 9 of them are in the " Master of Science" program in English Language and Literature and 13 students in the Professional Master 's program in Teaching, English Language Education of Moderate to of Higher AND education of Moderate to of Sit down .

### 2.3 Number of excellent students.

(Students with an average of 4 who are called excellent students)

<b>Excellent " BACHELOR "</b>	
<b>2021-2022</b>	
<b>Faculty of Technology and Business</b>	<b>0</b>
Bachelor of Computer Science	-
Bachelor in Information and Communication Technology	-
Bachelor in "Finance-Accounting"	-
Bachelor in computing eCONOMIC	-
Program professional PROGRAMMER on the Web	-
<b>Faculty of Humanities and Law</b>	<b>4</b>
Bachelor in Law	1
Integrated Study Program of the Second Cycle " Master of Science in Law"	-
Bachelor in Islamic Sciences	1
Bachelor of Science in Communication	-
Bachelor in relationship public AND communication marketing	-
Bachelor in English Language and Literature	2
"Professional Program in Multimedia and Graphic Design"	-
<b>TOTAL</b>	<b>4</b>
<b>Excellent " MASTER "</b>	
<b>2021-2022</b>	
<b>Faculty of Technology and Business</b>	<b>0</b>
Master of science IN science Computer	-
<b>Faculty of Humanities and Law</b>	<b>9</b>
Master of Science in Law / Criminal Law Profile	-
Master of Science in Law / International Law Profile	1
Master of Science in Communication Sciences / Journalist Profile	-
Master of Science in Communication Sciences / Public Relations Profile	1

Master of Science in Modern Islamic Sciences	-
Master of science IN survey Religious / Profile dIALOGUE interreligious	-
Master of science IN survey Religious / Profile education religious	-
Master of science IN survey Religious / Profile leadership religious	-
Professional Master IN communication marketing	-
Master of Science in Basic Islamic Sciences	1
Master of Science in English Language and Literature	2
Professional Master in Teaching, English Language Education of Moderate to of Higher AND education of Moderate to of lowest	3
Professional Master in Teaching, English Language Education of Moderate to of Higher	1
<b>TOTAL</b>	<b>9</b>

2.4 Number of deregistered or transferred students.

<b>BACHELOR " registrations and transfers</b>	
<b>2021-2022</b>	
<b>Faculty of Technology and Business</b>	<b>8</b>
Bachelor of Computer Science	3
Bachelor in Information and Communication Technology	2
Bachelor in computing eECONOMIC	1
Program professional PROGRAMMER on the Web	2
<b>Faculty of Humanities and Law</b>	<b>32</b>
Bachelor in Law	1
Integrated Study Program of the Second Cycle " Master of Science in Law"	2
Bachelor in Islamic Sciences	12
Bachelor of Science in Communication	2
Bachelor in relationship public AND communication marketing	5
Bachelor in English Language and Literature	5
"Professional Program in Multimedia and Graphic Design"	5
<b>TOTAL</b>	<b>40</b>
<b>MASTER " registrations and transfers</b>	
<b>2021-2022</b>	
<b>Faculty of Humanities and Law</b>	<b>35</b>
Master of Science in Law / Criminal Law Profile	3
Master of Science in Law / International Law Profile	3

Master of Science in Communication Sciences / Journalist Profile	1
Master of Science in Communication Sciences / Public Relations Profile	4
Master of Science in Modern Islamic Sciences	2
Master of Science in Islamic Sciences	2
Professional Master IN communication marketing	1
Master of Science in Basic Islamic Sciences	3
Master in Teaching, English Language for Secondary Education	9
Professional Master in Teaching, English Language Education of Moderate to of Higher AND education of Moderate to of lowest	4
Master of Science in Religious Studies / Religious Education Profile	3
<b>TOTAL</b>	<b>35</b>

### 3. REALIZATION OF THE MISSION, GOALS, OBJECTIVES OF TEACHING AND SCIENTIFIC RESEARCH

Bedër " University College , which started its activity in the academic year 2011-2012, is to prepare qualified individuals, through an educational philosophy that has universal values and the support of scientific research, with the aim of implementing ideas and projects in the service of society.

The aforementioned mission is conceived in full harmony with the general mission of higher education in the Republic of Albania (expressed in Article 1 of Law No. 80/2015 "On higher education and scientific research in higher education institutions in the Republic of Albania") with international standards, the Bologna Charter , as well as with the peculiarities and innovations that this institution aims to bring to our country and beyond.

Within the framework of fulfilling the mission and role that higher education institutions, in their entirety, have for the benefit of the society where they develop their activity, " Bedër " University College, during the academic year 2020-2021, carried out various activities in the field of teaching , of scientific research, international conferences in several fields, organization of various social, cultural and sports activities, with the active participation of students in initiatives undertaken by them, in cooperation with various institutions for the benefit of society. In this academic year, due to the situation created by the Covid-19 pandemic, most of the activities have taken place virtually .

Bedër " University College developed its quality teaching activity in the first and second cycle of studies in two faculties: the Faculty of Humanities and the Faculty of Philology and Education, respectively in the following departments: law, Islamic science, communication science , English language and literature, computer science and education science.

Scientific researchers and researchers from the country, the region and the whole world have participated in the international scientific conferences, organized by " Bedër " University College. They presented their works and research about contemporary topics that are problematic for the region and Albania, constituting a good basis of recommendations for interest groups.

## **ANNUAL REALIZATION OF THE INSTITUTION'S OBJECTIVES**

### *Realization of teaching objectives*

Through the use of different teaching and assessment methodologies, through the integration of technology in teaching, through the possession and provision of contemporary environments equipped with contemporary infrastructure, the programs offered by " Bedër " University College aim and are evaluated have reached the level of a quality education that promotes analytical thinking and critical judgment in preparing students for the identification, analysis, construction and evaluation of arguments.

Quality teaching and ethical and professional assessment at KUB has provided all students with excellent opportunities to fulfill their full academic potential, enabling them to be formed in an educational environment that encourages and supports them, but also where progress academic and results are monitored and evaluated in alternative ways.

Through the implementation of quality, contemporary teaching in accordance with the European curricula of higher education, it has become possible to ensure a quality that equips students with theoretical knowledge and practical skills, giving them assurance for a better adaptation to the environment of future of work. This has been achieved by holding joint lectures for interested students from all departments and disciplines, building an effective collaboration between the main units, with the support of the dean's office of students, the career planning office, academic advisors and other support offices. of students etc.

Through the expansion of opportunities for diverse activities, as well as opportunities for international practices, student competitions and teaching practices, through the promotion of cooperation with universities abroad and the increase of student exchange quotas, the increase of international opportunities and experiences has been achieved.

Through the organization of various online teaching platforms , the process of the academic year 2020-2021 was successfully completed.



## Realization of scientific research and innovation objectives

KUB has aimed and always aims to provide a successful and interactive research community that generates ideas, creates new fields of knowledge and influences the change of social, cultural and environmental development of Albania and global communities. The research includes academic staff, as well as students of study programs in the first cycle " Bachelor " and the second cycle " Master " .

The promotion and support of the active participation of academic staff and students in national and international research-scientific projects and activities has been achieved. This activity has been made possible through the organization of workshops , scientific conferences, seminars, symposiums and training organized in cooperation with national and international institutions.

External and internal evaluation mechanisms have been set up and are in operation for evaluating the performance of interdisciplinary activities (postgraduate programs, research activities, etc.);

The current level of engagement and productivity of academic staff, graduates and current students has increased.

Measures have been taken and activities have been developed based on the department, faculty and institution to support innovation and ideas that influence the development of society and increase the international influence of the institution.

This is evidenced in the involvement of academic staff and students in expressing ideas and supporting innovation as well as in encouraging and motivating them to acquire and use their entrepreneurial and management skills .

innovative exchange of experiences of academic staff and students with departments and industrial sectors, various manufacturing institutions or with public service providers has been supported, but in the meantime connections with business and the financial community have been encouraged to support innovation and the institution's activities.

Within the possibilities offered by the Law of Higher Education, our educational institution has produced a series of policies that have helped in the quantitative and especially the qualitative

progress. In the Statute of KU " Bedër ", Article 4, Mission and purpose of the " Bedër " University College , is expressly defined:

"Recognition of the Bologna Declaration (1999) and the implementation of the Bologna Process (2003) paved the way for our efforts to become part of the European Higher Education Area as well as scientific research. Institutional contacts combined with personal ones of academic staff members with institutions and personnel of EU and US HEIs brought about a more detailed acquaintance, which has helped to better highlight the benefits of applying the principles that originate from the Bologna Declaration ."

Simultaneously with the International Scientific Conferences at the department and faculty level, where students of the second cycle of studies were able to participate along with the lecturers, the International Scientific Conferences developed by the students have gone hand in hand, always with the help of the basic units, but also The Directorate of Student Relations, with its own offices, together with the Student Council

As a result of the projects won and realized with quality, some lecturers and many students have realized study projects or continued their studies and carried out scientific activities in prominent institutions inside and outside the country.

The products of the scientific research are published in the Proceeding with PDF, are physically documented in the summary, while it is expected to come out no. 12 of the magazine "BJH" of the Faculty of Humanities, which, in addition to the ISSN that is published physically, has also acquired the ISSN online , giving the opportunity to read digitally anywhere and anytime. Meanwhile, the preparation for the development of the 7th ICHL, which will be held later, continues.

The development of KU " Bedër " is based on:

- a. The development of human resources being oriented towards scientific research and technological innovation, with the aim of quality achievements in the profession.
- b. Mobility of teams: academic staff, HEI administrative staff together with students.

In order to achieve the goals and objectives, external and internal evaluation mechanisms have been set up and are functioning to ensure the standards of interdisciplinary activities (postgraduate programs, scientific-research activities, etc.)

Permanent Commission for Guaranteeing Institutional Quality Standards and Study Programs (KPGSCIPS)

KPGSCIPS is subordinated to the Permanent Quality Assurance Commission (KPSC). In KPGSCIPS, the final approval of the action plan for the evaluation of scientific research and the action plan for the integration of personnel and foreign students was made.

Also, in this commission, the action plan for the institutional evaluation of scientific research was approved, which defined the objectives, activities, responsible body and the deadline for the realization for the respective academic year.

Consequently, the current level of commitment and scientific productivity of academic staff, graduate students and those continuing their studies has increased. It should be emphasized that measures have been taken and activities have been developed based on the department, faculty and as an institution to support innovation, ideas that influence the development of society and increase the regional and international influence of our institution.

KU " Bedër " has financially supported not only the teaching process, but also scientific production, innovation of academic staff and students. Financial support from the Albanian state, which, although modest, we hope will continue to grow, even for non- state HEIs , further develops their competition with state HEIs by bringing quality - efficient scientific research - its internationalization.

### 3.1 INFORMATION ON THE SCIENTIFIC RESEARCH IN THE INSTITUTION OR ON THE PROJECTS IN WHICH IT PARTICIPATES AS AN ACTIVE PARTY

#### 3.1.1 Scientific research policies

Bedër " University College (KUB) is a higher education institution oriented towards scientific research and as such pays special attention to research work. The role of research work is to

support teaching, enrich the experience of both students and academic staff and contribute to the provision of studies, recommendations and alternatives for solving contemporary problems.

Based on its mission, " Bedër " University College, which appreciates and supports scientific research with the aim of implementing ideas and projects that affect the improvement of human life and society as a whole, encourages all members of the academic staff but also students to be active in the research field, supports participation in scientific activities and engagement in research projects, as well as rewards annual academic effectiveness based on transparent indicators provided for in the relevant regulation. At the end of each academic year, all scientific publications published by the academic staff are evaluated by a special jury, based on the criteria defined in the "Regulations for promoting scientific publications" of KUB, being scored according to the relevant criteria. Also, every member of the academic staff receives financial support once a year for participation in conferences and research-scientific activities, organized inside and outside the country.

Among the important policies of the " Bedër " University College is the encouragement of the institution's academic staff to publish their research works in international scientific journals, at the end of which a financial aid is offered. Based on these supporting policies, the number of published scientific articles has reached over 500.

Another important dimension of the research-scientific policy of " Bedër " University College is the organization or co -organization of conferences and research-scientific activities of an international level. In the framework of national, regional and wider cooperation, several seminars have been organized, with the participation of important actors in the respective fields.

After each scientific organization, summaries of the conference proceedings have been prepared, which have been provided with ISBNs by the National Library and sent to the participants, but can be found online on the KUB website.

Beder " continues to be published periodically. Journal of Educational Sciences " (BJES), also with ISSN documented physically and online .

In order to support the academic staff, increase the quality of scientific research and innovation, in accordance with the drafting of the new strategic plan 2018-2023, the scientific research

strategy has been reviewed and harmonized. Also, the regulations and procedures of the office of scientific research and innovation have been revised in order to ensure a more complete and effective support of the research activity as well as compliance with the new higher education law. In this context, in accordance with the higher education law of 2015 and the approval of the new charter of KUB, the institution has established the Permanent Commission for Scientific Research, Projects, Applications and Innovation, which has the task of supervising progress and reports finalization of all grants and research projects.

Seeing the interest and continuous involvement of students in the preparation of diploma topics, theses, in competitions, projects organized as part of teaching programs, as well as active participation in student conferences organized by KUB but also outside it, it has been established "Center for young researchers". The center aims to offer students a unique opportunity to be part of the research activity of the institution, as well as to develop their skills in the field of scientific research. Newly established, the Center for Researchers of Rinj serves as an opportunity for all participants to propose research-scientific initiatives.

In this context, after training students on research methods and project design, the center has organized the first competition for proposals in research-scientific projects, while the winning projects will be financed by KUB or will be presented to donor institutions.

Another aspect of the research work carried out in the institution is the application and then participation, in response to calls for projects from local or international organizations and institutions, in the field of scientific research.

In this direction, with the aim of supporting research work and actively seeking external funding through active participation in research projects, six research groups continue to work in the institution, namely: the research group for international and European law, the research group for human rights and conflict resolution, media studies research group, educational sciences research group, religious studies research group, ESL research group, which have been reorganized according to research interests, but also movements of personnel.

Bedër University College, and specifically the department of communication sciences, has successfully completed the project "Challenges of local and regional broadcasters in the face of online access to their services". The project was initiated and carried out in cooperation and with

funding from the Media Authority Audiovisual , being carried out through interviews, organizing seminars, scientific conferences and publishing the findings, results and recommendations of this research in a summary scientific document.

Bedër University College is a partner in the " Strengthening Civil Society to Build " project Youth Resilience to Violent Extremism " ( Funded EuropeAid / 152207 / DD / ACT / AL) directed by Terre Dec Homme . The project aims to contribute to ensuring the active participation of civil society in the fight against violent extremism through awareness raising and youth participation. " Bedër " University College is included in the part of the study where the collected materials are evaluated through an analysis of the situation in the three municipalities involved, bringing a fundamental conclusion for the grant funders . At the same time, the studies undertaken during the realization of the program will have their practical impact in countering the strategies and practices of violent extremism. The results of the research will be distributed to key institutions involved in the implementation of the National Strategy for Countering Violent Extremism.

Bedër University College foresees three important elements for the functioning of the institutional activity: teaching, scientific research and contribution to society. In this perspective, special importance is given to the admission of quality students, the quality of teaching, the quality of scientific research and the support of innovation.

Scientific research has been the foundation of the academic process at the " Beder " University College, where during the academic years the entire staff has been engaged in research work. KUB follows a policy of cooperation with national and international scientific organizations. In the organization of national and international conferences, " Bedër " University College has supported the participation of young researchers, especially doctoral students. In the framework of the relations it has built with MASR, " Bedër " University College implements the regional and national scientific policies by concretizing them with realized activities and others that are planned to be held in the future. This institution of higher education follows an integration policy for foreign researchers and for this reason has employed foreign lecturers from several different countries of the world, such as: Turkey, Italy, USA, England, Germany, Spain, Costa Rica and Kosovo . " Bedër " University College , by means of the guidelines for the promotion of publications and scientific research, supports participation in scientific activities, engagement in

research projects, but also rewards annual academic achievements for transparent indicators provided for in the relevant regulation. The agreements with partner universities of the " Mevlana " project, " Erasmus +" have supported the exchange of academic staff and students.

Also, the institution works closely with national agencies of scientific research and innovation. In this direction, " Bedër " University College has signed the card for European researchers, in accordance with the orientation of AKTI. The academic staff has been trained by AKTI in terms of the implementation of projects and the "Horizon 2020" program. " Bedër " University College continuously applies to research projects in response to calls for applications in research-scientific projects in the field of information and communication technology. Seeing the interest and continuous involvement of students in the various competitions during the realization of the topics of the diplomas in the first cycle of " Bachelor " studies or the theses of the second cycle " Master ", during the projects organized as part of the teaching programs, as and active participation in student conferences organized by " Bedër " University College, but also outside of it, with the decision of the Academic Senate, it has supported the "Center for young researchers". The center aims to offer students a unique opportunity to be part of the institution's research activity, as well as to develop their skills in the field of scientific research. KUB invites external academic staff to participate in teaching in the form of open lectures, as well as part-time engagements.

In order to follow and evaluate the progress of scientific research, at " Bedër " University College there is a scientific research office, which designs and administers the policies that regulate the development of research at " Bedër " University College, supervises the implementation of its research programs, aiming to improve the institution's research productivity and expand the impact of academic research results towards academic circles and the community. The scientific research office serves as a coordinating body between the donor institutions and the institution, supports the institution and academic staff regarding information on open calls for projects and funding, as well as technical aspects of the application procedures

Among the important policies of the " Bedër " University College is the encouragement of the institution's academic staff to publish their research works in international scientific journals, at the end of which a financial aid is offered. By supporting this activation of the academic team, this has brought its fruits, causing the staff to currently publish over 400 scientific articles, etc.

Depending on the needs of the academic programs, " Bedër " University College offers environments that help the student for practical and professional training. Such are the media and communication center, the foreign language laboratory, the computer laboratory , the simulated courtroom, etc.

Bedër " University College participates in the following project:

" Scholas Occurrentes ”, which is an initiative aimed at young people in the world, invites to integrate in it students of public and private universities, of all religious beliefs, to educate young people in the commitment for the common good. " Scholas " is an international organization promoted by Pope Francis that cooperates with " Beder " University College and educational communities, public and private, religious and secular , to establish and keep alive the educational pact. As a civil society organization, it requires the commitment of all actors to implement the culture of peace through youth activities.

## 4. QUALITY ASSURANCE

### 4.1 BOLOGNA HUB PEER SUPPORT PROJECT

#### **Description of the project**

*Bologna Project Hub Peer Support* was coordinated by the German Ministry of Education and Research and the German Academic Exchange Agency (DAAD) in cooperation with Erasmus +.

Starting from the idea to create "a structured peer support approach based on solidarity, cooperation and mutual learning", the project aims to create a group of international higher education experts to support institutions across the EHEA to implement the reforms of the Bologna Charter through peer/ peer learning methods. This project had as its purpose only the provision of counseling in certain topics and did not offer any kind of grant to the participating HEIs.

Based on the individual needs of higher education institutions that are accepted to become part of the project, experts will provide advice during **online or on-site visits/meetings at three main points:**



1. Bologna Charter in three cycles Bachelor , Master , Doctorate
2. Bologna Charter
3. quality assurance in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015)

**Other issues with details:**

1. ECTS for student-centered teaching and learning
2. formulation of learning outcomes
3. curriculum development / modulation
4. innovative approaches to teaching and learning (eg digitization )
5. mobility and internationalization
6. creating a quality culture in the institution

**Phases of the project**

The counseling mission consists of an initial visit and a follow-up visit to the institution (6-12 months after the first visit). Due to the pandemic, the entire project took place online

**Before the first consultation visit , an** online survey was requested regarding the needs, challenges, and degree of implementation of the project in the institution. For this purpose, a direct contact was established between the institution and the Bologna expert . (this is done during application)

**During the first consultation visit/meeting ,** Bologna experts gave practical advice in support of the implementation of various practices within the subject for which it has been applied. (18-19 May 2021)

**After the first visit ,** the experts and the institution are asked to complete a survey regarding the added value and possible shortcomings of the visit. The results will help in the preparation and, if necessary, in the organization of the follow-up visit. (sometime November-December, remains to be discussed after the first meeting)

**Between the first and second visit the** institution will try to implement the suggestions, ideas and recommendations developed together with the expert during the first advisory visit.

**After the implementation period ,** the experts visit the institution in order to discuss and reflect together the specific challenges presented within the scope of the implementation period. If necessary, other ways of dealing with problems/challenges are thought of.

**At the end of the project** , all HEIs involved are invited to participate in a final conference together with experts, the project consortium and other parties. The results will be discussed and published in a final paper.

### **Application phase, participants and organized meetings**

Bedër " University College applied to become part of the project during the period of December 2020 and after acceptance and continuous communication with the organizers, the experts who fit the profile of the institution and the topic presented in the application phase were determined<sup>1</sup>  
<sup>2</sup>.

The experts:

1. **Prof. Philippe Bouillard** has extensive experience in several leadership positions such as Head of Department, Vice Dean and Vice Rector for Academic Affairs. He has been extensively involved in quality assurance and program design. He has broad and deep expertise in a multitude of topics.
2. **Prof. Sabine Schindler** is Rector of UMIT TIROL University and was Vice- Rector for Scientific Research at Innsbruck University (Austria).

The representatives of Bedër were selected depending on their engagement in the institution with the applied fields <sup>3</sup>. In the meetings organized according to the sessions, the representatives for each session and the representative of KU " Bedër " for the project participated as follows:

1. **Representative of KU " Bedër ":** Dr. Enriketa Söğütlü
2. **Internationalization session :** Dr. Ana Uka, MSc . Albana Çekrezi
3. **Session for ECTS :** Prof.as Tidita Abdurrahmani , Dr. Erlis Çela, MSc . Ermira Shkreta
4. **Quality Assurance Session:** Dr. Nertil Bërdufi , Dr. Arti Omer , MSc ) Jola Mark

After establishing contact between "Beder " University College and the experts, the following meetings were held:

- A. **Preparatory meeting** , **31.03.2021** between experts and representatives of KU " Bedër ", where a short presentation of KU " Bedër " was made, as follows:
  - a. Presentation of KU " Bedër " by the project coordinator

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<sup>1</sup> Application form

<sup>2</sup> Project acceptance document

<sup>3</sup> Decision on approval of the working group

- b. Expectations of KU " Bedër " from the project, questions and people engaged in the project<sup>4</sup>
  - c. Determination of the date of consultation with the working group and experts<sup>5</sup>
  - d. Making relevant decisions <sup>6</sup>as follows:
    - i. Date of next meetings: 18-19 May 2021, meetings of 90 minutes for each session
    - ii. Preparation of materials and questions for each session stated above
    - iii. Bedër representatives for each session (two/three per group together with the HEI representative)
    - iv. Online dating platform (ZOOM)
- B. Meetings at the institution April 2021** Following this preparatory meeting, the participants of KU " Bedër " were determined for each session and meetings were held with each group to determine the needs and specific questions to be discussed with the experts. The prepared questions together with the materials were sent to the experts in preparation for subsequent meetings.
- C. Meetings with experts May 18-19, 2021** These meetings were held online on the ZOOM platform. in 5 sessions of 90 minutes :
- a. 1 presentation session 18.05.2021
  - b. 1 session for internationalization 18.05.2021
  - c. 1 session for ECTS 19.05.2021
  - d. 2 sessions for quality assurance 19.05.2021

During these interactive sessions, the problems encountered in the implementation of the guidelines of the Bologna card and the possible alternatives for the improvement of existing practices or the inclusion of new practices and procedures were discussed. In addition, the objectives that KU " Bedër " must achieve during the next phase of the project, as well as the period of the experts' visit to the institution, in May 2022, were defined.

### **Theme and focus of issues**

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<sup>4</sup> question AND issue of others ABOUT the second meeting

<sup>5</sup> Agenda of the first meeting 31.03.2021

<sup>6</sup> Relation of the first meeting 31.03.2021

The three areas for which " Bedër " University College applied and consulted with Bologna experts based on the specific questions for each of them are:

**a. Internationalization:**

1. How to promote and increase the mobility of staff and students?
2. What ways can be applied to increase strategic cooperation, partnership and capacity building in terms of grants , publications with foreign co-authors and projects?
3. How can visibility and the network be increased ?
4. How can opportunities for international cooperation be increased through online teaching ?

**b. Instructions for ETCS**

1. How should ECTS be calculated and distributed to ensure a better calculation of the student's work and dedication?
2. What criteria should be taken into account in the formulation of learning outcomes in a given subject in order to be consistent with its objectives?
3. How should the curriculum of a program be organized in order to match the profile and goals of the program?
4. What is the maximum number of courses that can be taken in one semester in the best European tradition?
5. Can the number of ECTS of a subject change depending on its type (compulsory or optional)?
6. How should ECTS be calculated for supplementary courses that can be taken in master 's programs ? How should the ratio of ECTS be maintained between the professional practice and the thesis?
7. Innovative methods in teaching and learning be achieved?
8. How can students be motivated to use them <sup>7</sup>?

**c. Quality assurance**

- i. How should the quality assurance unit be organized to function most effectively?

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<sup>7</sup> DISCUSSION ABOUT ECTS and related objectives

- ii. How should quality assurance be implemented following European standards (ESG)?
- iii. How can the culture of quality and the involvement of all stakeholders be created?
- iv. How can it be assessed how far the student has achieved the learning outcomes for the course? What instruments can be used? Which actors can/should be involved?
- v. How should the performance of the staff and their level of satisfaction with the institution be evaluated?
- vi. What instruments can be used? Who should manage this assessment <sup>8</sup>?

### **Objectives for each area**

During the meetings, achievements, challenges and problems encountered in each field were discussed. Then, the relevant objectives were defined which the " Beder " University College should try to achieve during the third phase of the project.

#### **1. Internationalization:**

- a. growth : participation of KU " Bedër " in international meetings or days (EAIE or ACA )
- b. Preparation of a scheme to support internationalization

#### **2. Instructions for ECTS**

- a. Student load: Will be reviewed and evaluated by the evaluation committee
- b. Development and implementation of periodic evaluation of programs: starting with the design or improvement of policies and the formalization of informal processes
- c. Program profile and learning outcomes: a) review by internal committee, b) organization of training for the preparation of learning outcomes and program profile
- d. Online teaching platform : testing the Moodle platform or others.
- e. Motivation: strategic plan for using innovative teaching and learning methods. Inclusion of evaluation instruments (awards) for staff and students in the policies of the institution.

#### **3. Quality Assurance**

- a. Policy review: identification of gaps and measures for further action

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<sup>8</sup> Discussion of quality assurance and objectives

- b. Organization of an activity for SC in order to expand the culture of quality (can coincide with the visit of experts to the institution)
- c. performance : review of existing policies and instruments to ensure inclusion of all criteria (teaching, research, community service, administrative responsibilities, etc. )<sup>9</sup>

The project is also promoted on the institution's website <sup>10</sup>.

## **5. Summary of activities that can be organized in the institution:**

### ***1. Drafting of quality assurance policies:***

- a. Review of policies and instruments for evaluating staff performance
  - i. Policy review
  - ii. Incorporating new policies or guidelines
  - iii. Review of current measuring or evaluation instruments
  - iv. Inclusion of new assessment instruments, mainly direct, for teaching assessment (for example, lecture observations and classroom assessment)
- b. Finalization of policies for periodic evaluation of programs ( periodicals , elements, etc.)
  - i. Preparation and inclusion of the policy of periodic internal evaluation of programs in existing regulations and guidelines
  - ii. Preparation of the evaluation model
  - iii. Preparation of the reporting model

***2. Pilot implementation Evaluation of one or two programs:*** Bachelor in 1) Communication Science and 2) Computer Science (Establishment of evaluation commissions from the main/base units that offer the program in cooperation with NJSBC for the academic year 2022-2023)

***3. Trainings related to the creation of the quality culture and the professional development of the academic staff (names of the trainings can be updated/adapted)***

- a. Training for periodic internal evaluation of programs (see point 2 above); participants: program evaluation commissions; participants: evaluation

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<sup>9</sup> Relation of the second meeting

<sup>10</sup> <https://www.beder.edu.al/en/news/top/beder-participates-in-the-bologna-hub-peer-support-project/1655>

commissions for the respective programs, organizer: NJSBC, September/October 2022

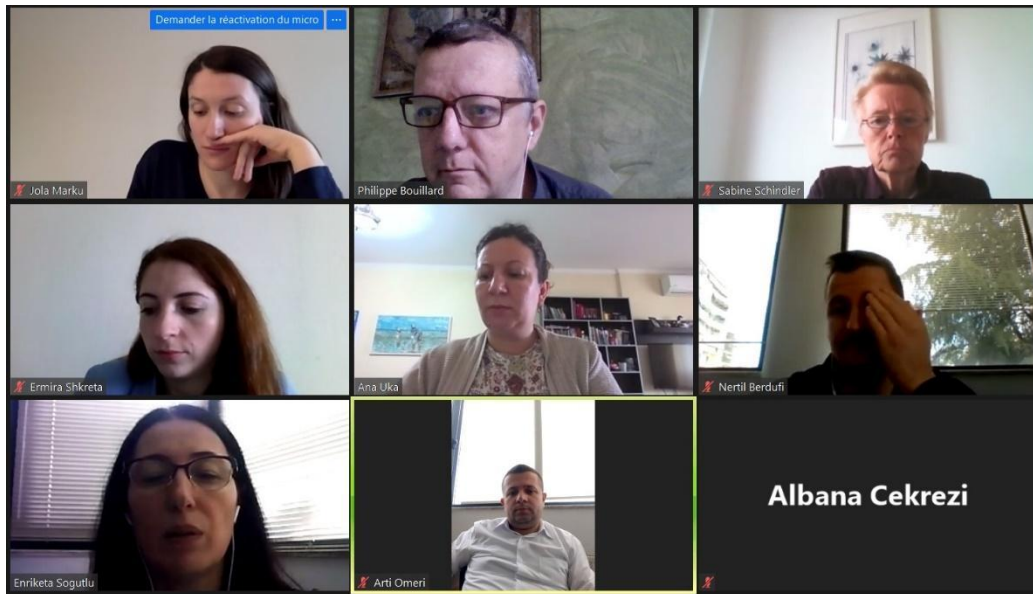
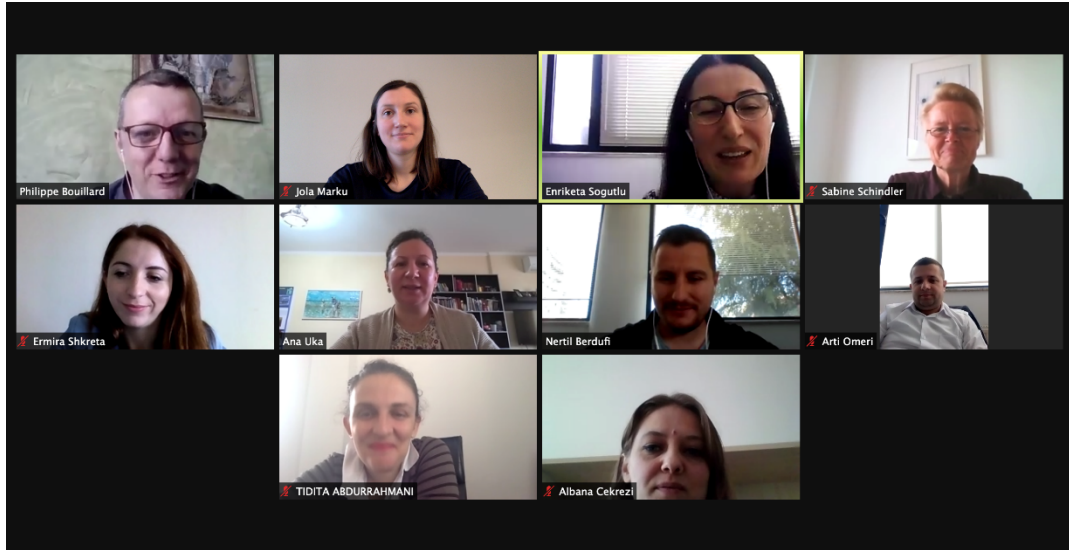
- b. Training for the preparation of the syllabus and formulation of learning outcomes; participants: all academic staff; September/October 2022
- c. Training for the use of online platforms Moodle (or other); participants: academic staff; organizer: NJSBC and Human Resources, September/October 2022
- d. Contemporary teaching methods; participants: academic staff, organizer: Human Resources, September/October 2021
- e. Training on ethics in higher education for academic and administrative staff

**4. *Taking into consideration the inclusion in the curricula of a subject related to ethics*** as an important part in improving the services offered by the university, and consequently, the quality.

#### **Concluding conference**

On May 25, 2022, the closing conference of the project took place. It was attended by the Minister of Education of Albania, Ms. Evis Kushi , representatives of DAAD, experts participating in the project and representatives of HEIs participating in the project. After a presentation of the purpose of the project, the continuity of the project, the achievement of expectations , as well as ideas for future projects were discussed.

At the end, digital participation certificates will be distributed to all participating HEIs during the period September-December 2022.



## 4.2 \_ TRAINING

### 4.2.1 Workshop Online " Ethics in Higher Education : Plagiarism

The Internal Quality Assurance Unit organized the workshop online “ Ethics in Higher Education : Plagiarism ” on 14.-2.2022 for academic staff and students of master 's programs . The workshop was presented by Dr. Vera Ndrecaj , professor at the University of Cardiff , in the United Kingdom. The workshop addressed the importance of originality in scientific works and



the contribution it brings to the development of society. After the workshop , all participants had the opportunity to take a virtual trip to the University of Cardiff , during which they got to know the university library and the opportunities it offers to students.

Dr. Vera Ndrecaj is a Senior Lecturer and Project Manager (MBA program) at Cardiff School of Management . She is also an Academic Advisor in CCR's Circular Economy Communities of Practice operation/project.

She is an experienced university lecturer, researcher and consultant with a proven track record of working in the higher education industry. Before joining CSM, Dr. Ndrecaj has been a Lecturer in Supply Chain Management at the University of South Wales , where she has successfully run undergraduate and postgraduate programmes. Dr. Ndrecaj earned his Ph.D. at the University of South Wales , UK.

master 's programs and 20 lecturers of " Bedër " university college participated in the training . The participants were provided with certificates.

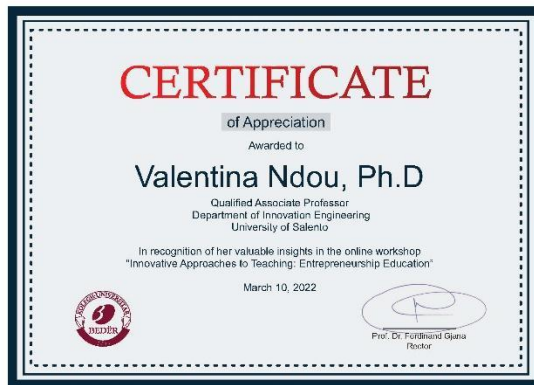


#### 4.2.2 Online Workshop: "Innovative Approaches to Teaching: Entrepreneurship Education"

The Internal Quality Assurance Unit in cooperation with the Department of Economy and Business organized the workshop online " Innovative Approaches to Teaching: Entrepreneurship Education " on *10.03.2022* . The workshop was presented by Ass.Prof . Dr. Valentina Ndou , professor at the University of Salento , in Italy.

Valentine Ndou is Professor of Management Science and Engineering at the Department of Engineering for Innovation - University of Salento ( Lecce , Italy). She has more than 20 years of experience with European, international and national research projects. He also has extensive experience in teaching and education in subjects related to e-business, digital transformation, entrepreneurship education, project management, innovative management of tourism systems ,

and developing countries. She has been project manager and responsible in various international projects such as Interreg Italia - Albanna -Montenegro (2018-2021). She serves as an expert for the evaluation of projects for various scientific and research funds (eg the science council of Lithuania, the science fund of Serbia). She has been appointed an advisory expert of the International Academic Council of the Institute of the World Tourism Forum and is a member of the scientific committee of the Contamination Laboratory of the University of Salento , the extracurricular laboratory that aims to spread the culture of entrepreneurship among young students. 15 members of the academic staff participated in the training.



## 4.3 ACCREDITATIONS

### **1. Internal and external assessment**

During the academic year 2022-2023, NJSBC engaged in the accreditation process of three programs: two in the first cycle, Bachelor in Computer Science, and two-year professional program in Multimedia and Graphic Design, and one in the second cycle, Master of Sciences of Law.

After the announcement of the departments offering the programs, working groups were set up and NJSBC organized informative and coordinating meetings for the internal evaluation process. Throughout the process, NJSBC has assisted in every case with clarifications to facilitate the work of the working groups until the finalization of the process by sending the self-assessment files to ASCAL within the month of February 2022.

With the start of the external evaluation in April 2022, the reception of the external evaluation groups at the institution was organized, the preparation of the departments, GVBs and students of the relevant programs for the meetings with the GVJ. NJSBC coordinated the work for sending the external evaluation reports as well as their forwarding to the departments. She arranged for comments on draft reports and final external evaluation reports to be sent within the deadlines set out in the ASCAL program accreditation manual as follows:

- 1. Two-year professional program in Multimedia and Graphic Design, 11/10/2022*
- 2. Master of Science Program in Law, 11/10/2022*
- 3. The Bachelor Program in Computer Science is still waiting for the draft report*

Meanwhile, after the arrival of the decision of the accreditation board for the external evaluation of the institution and the three accredited programs during the academic year 2020-2021, NJSBC took care of the internal organization for the preparation of the action plan for fulfilling the recommendations left by BA for institution and each program. With the establishment of working groups for each program and the institutional one, NJSBC offered consultancy in cases where it was deemed necessary. Action plans were sent to ASCAL according to the following dates:

1. Action plan for fulfilling the recommendations for the institution 13.06.2022
2. Action plan for fulfilling the recommendations bachelor program in public relations and marketing communication 21/10/2022
3. Action plan for fulfilling the recommendations of the professional master 's program in marketing communication 10/21/2022
4. Action plan for fulfilling the recommendations of the Bachelor program in Information Technology and ICT. 21/10/2022.

## **2. Application for program accreditation**

During the month of May, the application was made for the accreditation of five programs, three of which were new and two were reorganized as follows:

1. Professional diploma in Web Programming
2. Master of Science in Computer Science
3. Master of Science in Islamic Sciences
4. Master of Science in Religious Studies
5. Professional master's degree in English language teaching.

## 4.4 SURVEY

During the academic year 2021-2022, NJSBC has developed or provided guidelines for the organization of five surveys, three for students, one for academic staff and one for administrative staff, as well as the self-evaluation form for academic staff, as follows:

1. Student survey for the evaluation of the lecturer and the course for the first semester February 2022
2. Student evaluation survey for the lecturer and the subject for the second semester July 2022
3. Student evaluation survey for the institution and the services it offers July 2022
4. Evaluation survey of the academic staff for the institution
5. Assessment survey of the administrative staff for the institution
6. Self-evaluation form of the academic staff

### **1. Student surveys for teacher and course evaluation**

take place at the end of each semester during the period of final exams. Each student evaluates the lecturer and the relevant subject for that semester. Further evaluation and discussion of the results are done at the departmental and hierarchical level.

### **2. Self-evaluation form for academic staff**

takes place in the last month of the academic year and each staff member completes different fields related to academic, research, etc. activity throughout the year. It is then discussed between the head of the department and each staff member and forwarded to the faculty dean's office to the senate.

For the two aforementioned surveys, NJSBC only plays a confirmatory role in relation to the application of these surveys.

### **3. Student assessment survey for the institution and the services it offers**

During the academic year 2019-2020 and 2020-2021 this survey was not conducted for students as the lectures were organized online . For the academic year 2021-2022, the number of participants in the survey is 107 students with participation from the following departments:

Communication Science	45%
Computer Science	21%
Education and English language	12%
Justice	9%
Islamic Science	7.5%
Economics and business	5.5%

Regarding the cycles, 52% of the participants are students of master programs and 48% of first cycle programs. At the departmental level, 45% of the participants are from the department of communication sciences, 21% from the computer science, 12% from the department of education and English language, 9% from the department of law, and 7.5% from the department of economics and business and 6.5% department of Islamic sciences.

The assessment below is based on 3 (three) sections with statements organized according to the Likert scale , and one (1) section with suggestions.

### **Infrastructure and Services**

*Question 1* Regarding the institution's website, 82.3 % of students have expressed that they agree or completely agree that the website provides sufficient information regarding the teaching schedule, various activities, registrations, etc. 12.1% of them partially agree and the rest (6%) disagree with this statement.

*Question 2* Regarding technological services such as the Internet, interactive whiteboards , computers , etc., 77.5% of students are satisfied with these services, 12.1% of them share a neutral opinion and 10.4% of students are not satisfied with these services.

*Question 3* Over 90% of students think that the course registration process at BIS is easy, 5% share a neutral opinion and 5% disagree with this statement.

*Question 4* 51.4% of students completely agree that in the BIS System they find information about the study program, 34.6% agree, 9.3% partially agree and the rest (5%) do not agree.

*Question 5* Regarding obtaining the necessary documents (student certificate, transcript , etc. ) in a short time, 73.9% of students expressed that they strongly agree or agree, 18.7% of them partially agree and approximately 7% of them do not agree .

*Question 6* 83.2% of students are very satisfied with the communication they have with the administrative units (department, faculty, etc.), 14% of them have a middle opinion and the rest (3%) are not satisfied.

*Question 7* Regarding the library service 78.5% of students are satisfied with this service, 16.8% of them are partially satisfied and 4.7% of them are not satisfied.

*Question 8* 64.5% of students agree that they are satisfied with JSTOR online library , 30.8% of them are partially satisfied, the rest are not satisfied.

*Question 9* For 36.4% of students the library literature is completely sufficient, for 29% of them this literature is somewhat sufficient, 29% of them have a neutral opinion and the remaining small part think that this literature is not sufficient.

*Question 10* Regarding the statement that the learning environments are spacious and motivating, 76.6% of students agree and strongly agree, 15% of them partially agree and 8.4% of them disagree. None of the students strongly disagree with this statement.

*Question 11* Regarding the hygiene- sanitary conditions , 90.6% of the students are satisfied, 8.4% of them are partially satisfied and only 1% of them are not satisfied.

*Question 12* Regarding the level of satisfaction students have with the institution's social facilities, 79.4% of them state that they are very satisfied, 18.7% of them are partially satisfied and only 2% of them are not satisfied.

In conclusion,

Regarding the website and the technologies offered by the institution, we can say that the majority of students share a positive opinion, a small part of them have a medium attitude (15%-16%) and a very small part of them have negative thinking.

Over 85% of students think that BIS is very easy to use, the rest have a neutral opinion and a very small part have difficulties with the system.

Regarding the communication with the administrative offices, most students are satisfied, a significant part of them are partially satisfied. Even with regard to the library, a considerable



number are partially satisfied, the majority are satisfied. Almost all students are very satisfied with the facilities of the institution, a small number are partially satisfied.

In general, students are satisfied with all services to the extent of over 73%. While the most valued service related to the infrastructure is the hygienic -sanitary conditions and the ease of registering cases in BIS, the service with the lowest value is the provision of documentation in a short time (73%).

Regarding the infrastructure itself, the sufficiency of the literature in the library is the point where 40% of students state that they somehow or not always find it. Regarding the technology in the university environment, 23% express that they are not satisfied,

#### B. Academic support and counseling

*Question 13* 82% of participating students are satisfied with academic counseling, 13 have a neutral opinion and 5% do not think that academic counseling is at satisfactory levels.

*Question 14-15* Regarding the organization of the summer semester, only about 4% express that they are not satisfied with this opportunity, 31% are neutral and 65% are satisfied with this opportunity. Regarding the organization of re-exams or additional exams, 77% evaluate this possibility positively, 19% are neutral and 5% disagree with this possibility.

*Question 16* 86% of students think that the organization of academic activities in the institution is sufficient, 10% are neutral and 4% think that the number of academic activities is not sufficient.

Academic support and counseling received an overall positive rating of over 77%. There are no aspects rated negatively or very negatively.

#### C. Support from the dean of students' office

Regarding the support offered to students by the student dean's office and related offices, one question was asked for each office.

*Question 17-18* 67% of students are satisfied with the activities of student clubs, 25% have a neutral opinion and 7% are dissatisfied with the organization of this office. The same panorama is presented in relation to social-cultural activities, where 67% state that they are sufficient, 25% express a neutral opinion and 5% state that they are not sufficient.

*Question 19* Regarding the services of the psycho-social office, 68% are satisfied, 26% are neutral and 6% are dissatisfied. Even in relation to the career office, an approximate picture is observed, where 68% are satisfied, 26% are neutral and 6% are dissatisfied.

In relation to all the services provided by the student dean's office, the participating students are satisfied to the extent of 66%, i.e. 2/3 of the students are satisfied with these services and the rest are either neutral (around 25%) or dissatisfied (4-5%).

#### **4. Evaluation survey of the academic staff for the institution**

For the academic year 2021-2022, the number of participants in the survey is 37 members of the academic staff. The evaluation below is based on four (4) sections with statements organized according to the Likert scale, and one (1) section with suggestions.

##### *Services offered at the institution*

*Question 1* Regarding the conditions of the spaces offered by the institution, 72% of the participants state that they are satisfied with the environment, 21.5% are partially satisfied and 5% are dissatisfied or not at all satisfied with the environments offered by the institution.

*Question 2* For 94% of the academic staff members, the sanitary conditions are satisfactory or completely satisfactory, and only 6% of the participants partially agree that the conditions are satisfactory. No participant expresses total with the hygienic-sanitary conditions.

*Question 3* Regarding security in the institution, 86% of the staff agree or completely agree that the security conditions in the institution are satisfactory, 11% partially agree and 5% do not agree or do not agree at all.

*Question 11* 85% of the participants are satisfied with the food provided, 11 are partially satisfied and 5% are not so satisfied with this service.

*Question 4* Regarding the technological services offered in the institution, while 58% think they are at satisfactory levels, 19% and 5% respectively do not agree or do not agree at all with this opinion. Also, 19% of participants partially agree that technological services are at satisfactory levels,

*Question 5* Regarding the BIS information system, it is at fully satisfactory or satisfactory levels for 30% and 40% respectively, partially for 27%, and unsatisfactory for 3%.

*Questions 6-7* 81% of the staff think that they are informed about the developments in the institution and 18% think that the information is partial. Regarding the timing of the information, 70% think that the information is given on time, and 27% are of the opinion that the information is partially given at the right time, and 3% say that the information is not always given at the right time.

*Questions 8-10* Regarding the library service, 73% are satisfied, 19% are partially satisfied and 8% are not satisfied. Meanwhile, in relation to literature, only 35% of academic staff members think that they can find the necessary literature in the library, the rest think that they partially (38%), rarely (8%) or never (8%) find the literature that you need.

In conclusion, the majority of the staff is generally satisfied with the services provided, mainly with the hygienic and sanitary conditions and the food.

Regarding the library service and the condition of the necessary literature, it is noted that a little more than a third of the staff finds the necessary literature in the library and the vast majority fluctuates between finding it partially, rarely or not at all. This point should be considered for improvement by working on adding relevant items for each study program in the library.

Regarding the technology services, slightly more than 50% of the staff express satisfaction with this service, while the rest express partial dissatisfaction at different levels. Even the BIS information system is a point for which the staff expresses that it leaves much to be desired. This is also supported by the last point of the survey where some members express the imperative need to update the technology in the institution as well as the BIS information system by connecting it with other services in order to facilitate the various processes of information and publication.

There is no service with which there is total dissatisfaction. The service that can be considered for improvement is the provision of the necessary literature, based on the analysis of needs by departments, as well as the renewal of technology in the auditoriums .

#### *Cooperation in the department and in the institution*

Cooperation in the department was measured by means of four questions and that in the institution by means of three questions.

*Question 13* Regarding the cooperation with the coordinators of the department, 46% of the participants are satisfied and 40% completely satisfied. While 11% are partially satisfied with this cooperation, 3% express dissatisfaction with the cooperation with the coordination of the department.

*Question 14* The spirit of cooperation in the department results with 32% completely satisfied, 49% satisfied and 19% somewhat satisfied. Although no participant expresses total dissatisfaction, a 6% decrease in the level of the spirit of cooperation in departments is observed compared to last year.

*Question 15-16* Regarding decision-making in the department, 81% think that the department meets regularly for decision-making, while the rest express that they partly agree (16%) or disagree (3%) with the regular meeting of the department for decision-making. Regarding involvement in decision-making, while 54% and 27% think they are fully involved or involved in this process, 10% think they are partially involved, and 8% think they are not involved or not involved at all. involved in decision-making at the departmental level.

*Question 12* Also regarding cooperation in the institution, it turns out that the participants are completely satisfied (30%) or satisfied (51%), and only 19% partially agree that there is cooperation between the academic and administrative staff in the institution. Here there is a 13% drop in the level of collaboration among staff, according to survey participants.

In conclusion, it can be said that the spirit of cooperation is promoted in the institution. To increase staff involvement in decision-making, its importance can be taught more at management, faculty or department levels. Further analysis of the reasons leading to the opinion that cooperation between academic and administrative staff is not at such satisfactory levels may be considered.

#### *Policies and management of the institution*

*Question 17-18* Regarding the management and direction of the institution, 65% think that it is done in a decent way, 24% partially agree with this, while 11% think that the institution is not managed and managed well. While 65% think that the leaders of the institution have a clear vision for the strategic development of the institution, the rest partially agree (22%), disagree (5%) and do not agree at all (8%).

*Question 19* Regarding forwarding complaints to governing bodies, 85% think they can do it freely, 16% somewhat agree, and 8% disagree that forwarding complaints is easily feasible.

*Question 20* 62% of the participants think that they are involved in decision-making in the institution, 24% partially agree and 14% think that they are not involved in decision-making.

*Question 21* Regarding the support of innovative ideas , 62% of the staff say that they are satisfied, 30% are somewhat satisfied, and 8% think that innovative ideas are not supported enough.

*Question 22-23* While 95% of the staff think that students are an advantage for the institution, only 5% say that according to them students are not an advantage for the institution. and relations between staff and students are satisfactory. Also regarding the relations between staff and students, 97% of the participants state that they are at good levels, and only 3% partially agree with this.

*Question 24* The vast majority of the staff (86%) think that the spirit of cooperation and good communication between colleagues is encouraged in the institution, 8% partially agree and 5% think that the spirit of cooperation and communication is not encouraged in the institution.

*Question 25* Slightly more than half of the participating staff (59%) think that the institution offers sufficient opportunities for professional development, 22% partially agree and 19% do not think that the institution offers sufficient opportunities for professional development.

*Question 26* , while 73% of the participants say that their responsibilities and duties related to their position have been made clear, 19% partially agree, and the rest (8%) say that their duties and responsibilities have not been made clear.

#### *Internationalization*

*Questions 27-29* Regarding internationalization, 73% think that the institution attaches importance to international presentation, 16% partially agree and 11% think that it is not given the necessary importance. Regarding the promotion of scientific research, less than half of the participants (40%) think that the institution does enough to promote scientific research, almost as many (43%) partially agree that enough is done in this direction and the rest (17 %) think that not enough is done in this regard. As an important part of internationalization, staff mobility is a point for which 59% think it is promoted enough, 30% partially agree that it is done enough and the rest 11% do not agree that the institution gives the right importance to it or promotes it enough exchange programs.

In conclusion, with the exception of a small part, the participants think that in general the management and direction of the institution is at satisfactory levels. Almost a third of the participants think that more participation in decision-making and promotion or encouragement of innovative ideas is needed .

Regarding internationalization, although most participants agree that the institution attaches importance to internationalization, it is noted that in concrete steps the staff has more expectations for involvement in exchange programs, and for the promotion and promotion of scientific research.

Work load and evaluation

*Question 30* The question about workload reveals that 65% think their workload is acceptable, 19% think it is partly manageable and 16% think their workload is not acceptable.

*Question 31* Regarding the evaluation for the work they do, 64% feel appreciated, 27% somewhat appreciated and 8% do not feel appreciated for the work they do.

*Question 32* In total, 84% of the participants are satisfied with working at KU Bedër , and only 16% are somewhat satisfied with this, while no participant expresses dissatisfaction or total dissatisfaction with working at the university college " Bedër ".

In conclusion, it can be said that 2/3 of the staff think they have an affordable workload and about 1/3 of the academic staff participating in the survey think they are overloaded at work. In terms of evaluation at work and the satisfaction of being part of the institution, 2/3 feel valued and 84% are satisfied to work in Bedër .

## **5. Evaluation survey of the administrative staff for the institution**

Only 11 members of the administrative staff responded to the survey. The evaluation below is based on four (4) sections with statements organized according to the Likert scale , and one (1) section with suggestions.

### **A. Services offered at the institution**

70% of the administrative staff are satisfied with the environment and spaces offered at work, 18% are partially satisfied and 9% are not at all satisfied.

For 73% of the members of the administrative staff, the hygienic -sanitary conditions are satisfactory or completely satisfactory, and for 27% of the members they are partially satisfactory. None of the members expressed total dissatisfaction with the hygiene and sanitary conditions .

The services provided in relation to the security system are at satisfactory levels respectively for 45% and 36% and partially for 18% of the participants.

Technological services and the BIS information system are satisfactory for 27% and 18% respectively, partly for 45% and 36%, while 18% are not at all satisfied.

55% of the staff think that they are informed about the developments in the institution and 27% think that the information is partial. Regarding the timing of the information, 18% think that the information is given on time, 45% are of the opinion that the information is partially given at the right time, 18% think that the information is not given at the right time.

80% (8) participants are satisfied with the food provided and the rest (18% or 3) are partially satisfied with this service.

In conclusion, the majority of the staff is generally satisfied with the services provided, mainly with the hygienic and sanitary conditions and the food. There is no service with which there is total dissatisfaction. The service that can be considered for improvement is the improvement of technological services.

#### **B. Cooperation in the department and in the institution**

Regarding the cooperation between the units and offices and the faculty, 72% and 36% of the administrative staff members are partially satisfied, 45% and 18% of the members are satisfied, while 18% and 10% of the staff members are not satisfied.

55% of the administrative staff think that the spirit of cooperation exists in the department, and 45% think that the spirit of cooperation partially exists.

Even in relation to the cooperation between the academic and administrative staff, it turns out that the participants are completely satisfied (10%) or satisfied (54%), and 36% are partially satisfied. This is also supported by the answers to the statement that the institution promotes the spirit of cooperation where the participants state that they completely agree or agree.

Regarding the suggestions among the administrative staff, 45% think that their suggestions are taken into account by the rest of the staff, 35% think that their suggestions are partially taken into account, 20% think that their suggestions are not taken into account.

In conclusion, it can be said that the spirit of cooperation is promoted in the institution, but the expectations of some members of the administrative staff do not fully match the institutional policy. To increase the involvement of administrative staff, more importance can be given to taking their suggestions into account through occasional meetings or discussions.

#### **C. Policies and management of the institution**

Regarding the management and direction of the institution, the ease of handling complaints and the support of innovative ideas , about 50-54% are satisfied and only 27-18% of the participants are partially satisfied, while 10-18% are not satisfied and not at all satisfied are 9-10% of the participants.

63% of the administrative staff think that the complaints are taken into account by the superior bodies, 10% of the participants think partly and 27% think that their complaints are not taken into account.

Regarding the involvement in decision-making of the administrative staff, 45% think that they are involved, 18% think that they are partially involved, while 12% think that they are not involved.

54% of the participants are satisfied with the institutional policies and performance, 18% are partially satisfied, 10% are not satisfied and 10% of the staff members are not at all satisfied with the institutional policies.

Also regarding the support of innovative thinking and new trends, 45% of administrative staff are satisfied, 36% are partially satisfied and 18% are not satisfied.

45% of the participants think that the treatment of the staff is done equally, 27% think partially, 18% and 10% think that the treatment of the staff is not done equally.

Most of the participants agree that students are an advantage for the institution and the relations between the administrative staff and students are satisfactory, only 18% of them partially agree.

In terms of the opportunity for professional development, we note the ratio of 18% (2) satisfied, 27% (3) partially satisfied, 45% (5) not satisfied and 9% (1) not at all satisfied.

Regarding the promotion of staff for scientific research and professional practices, 45% and 36% of the participants are satisfied, while 18% are not at all satisfied.

Regarding internationalization and exchange programs, the majority of participants (80) are satisfied, while 20% do not think that the institution does enough for internationalization or involvement in exchange programs.



In conclusion, with the exception of a small part, the participants think that in general the management and direction of the institution is at satisfactory levels. Opportunities for further promotion of research, professional development and exchange programs can be seen.

#### D. Work load and evaluation

The question about workload has a variety of answers. While 36% think that their load is affordable, 54% think that it is partially affordable and 9% think that they have a not very affordable load. Regarding the appreciation for the work they do, 30% feel appreciated, 50% somewhat appreciated and 20% do not feel appreciated for the work they do.

In total, 70% of the participants are satisfied to work at KU Bedër and 30% are somewhat satisfied about it.