

**WESTERN BALKANS UNIVERSITY  
INSTITUTIONAL EVALUATION REPORT  
BY STUDENTS  
2023-2024**

<b>Institution</b>	: Western Balkan University (WBU)
<b>Responsible Unit</b>	: Internal Quality Assurance Unit (IQAU)
<b>Time Period</b>	: May 26 -June 06, 2025
<b>Method of Completion</b>	: Online via the SMART-WBU platform
<b>Number of Participants</b>	: 184 students
<b>Prepared by</b>	: Internal Quality Assurance Unit
<b>Publication Date</b>	: June 16, 2025

***Brief Description:** This report presents the results of the evaluation of the perceptions and satisfaction of WBU students, aiming to identify strengths and areas for improvement to further enhance the quality of the student experience and academic environment.*

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## ***Introduction***

Student evaluation represents one of the most important instruments for understanding the real quality of the university experience at Western Balkans University (WBU), from the perspective of those at the heart of the institution's mission – the students. Their views, experiences, and expectations offer a direct and valuable insight into the academic environment, relationships with faculty, infrastructure, student life, and support services.

At the end of each academic year, WBU conducts a structured evaluation process through a standardized questionnaire, which is distributed and completed anonymously via the SMART-WBU platform. The purpose of the questionnaire is to gather honest and sincere feedback on various aspects of the student experience, ensuring that student voices are reflected in institutional development. Their responses help identify both well-functioning areas and those in need of improvement, contributing to the development of a long-term strategy for continuous enhancement.

Student evaluation is not regarded as a formal obligation, but as a tool for collaboration and reflection. It serves to strengthen the institution–student relationship and ensures that every new policy or intervention is based on the real needs of the student community. In this way, WBU reaffirms its commitment to quality, transparency, and the active involvement of students in shaping a sustainable and inspiring university experience.

## ***Methodology of the Student Evaluation***

This survey was designed to collect data on the perceptions and satisfaction levels of WBU students regarding their overall experience at the institution. The primary goal was to identify key strengths and areas that require improvement, with the aim of contributing to the continuous enhancement of teaching quality, support services, and student life.

The evaluation was conducted between May 26 and June 6, 2025, and was administered through the SMART-WBU platform. A total of 184 students from various academic programs participated in the survey, representing a balanced composition in terms of gender and academic background. This number of participants provides a stable foundation for generating reliable statistical and evaluative analysis.

The questionnaire included closed-ended questions structured on a Likert scale from 1 to 5, where 1 indicated "Strongly disagree" and 5 "Strongly agree." To add greater depth, the survey also included open-ended questions, allowing students to provide free-form comments about their experience at WBU.

The collected data were processed using SPSS software, which enabled the identification of response patterns and trends. Positive responses (ratings of 4 and 5), neutral (3), and negative (1

and 2) were grouped accordingly.

To enhance the accuracy and efficiency of the qualitative analysis, artificial intelligence (AI) was used as a supporting tool for summarizing comments and identifying key themes. This practice, increasingly common in organizational and user satisfaction analyses worldwide, was implemented to complement human analysis, not replace it. All AI-generated summaries were manually verified to ensure full consistency with the original data.

***Composition of the Internal Quality Assurance Unit (IQAU) for the Academic Year 2024-2025***

The Internal Quality Assurance Unit (IQAU) consists of 5 (five) members, of whom 3 (three) are representatives of the academic staff from the main units, one from each faculty, 1 (one) external expert, and 1 (one) representative from the Student Council. The Chair and members of the unit are approved by the Academic Senate upon the proposal of the Rector.

No.	Name Surname	Position	Representation
1	Nertil Bërdufi	Chair	Faculty of Dental Medicine
2	Elizabeta Susaj	Member	Faculty of Economics, Technology, and Innovation
3	Ardita Emiri	Member	Faculty of Medical Technical Sciences
4	Ramadan Çipuri	Member	External Expert
5	Franci Brahollari	Member	Student Representative

## Data analysis

### Access to information from the institution's official website

Approximately 73.7% of students agree (ratings 4 and 5) that they receive sufficient information from the institution's website regarding schedules, registration, and various academic or social activities. Only 13.6% expressed dissatisfaction (ratings 1 and 2), representing a relatively low share that does not impact the overall positive perception. This confirms that the institution's digital platform serves as an effective communication and information tool. *Providing students with clearer and continuous guidance on how to use the official website efficiently could further enhance their user experience.*

I get enough information from the institution's website, regarding the teaching schedule, registrations, various academic and social activities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	4.9	4.9	4.9
	2	16	8.7	8.7	13.7
	3	23	12.5	12.6	26.2
	4	35	19.0	19.1	45.4
	5	100	54.3	54.6	100.0
	Total	183	99.5	100.0	
Missing	System	1	.5		
Total		184	100.0		

Table 1 Access to information from the institution's official website

### Satisfaction with the enrollment process in the study program

An overwhelming 81% of students (ratings 4 and 5) expressed satisfaction with the process of enrolling in their respective study programs, indicating a high level of efficiency and clarity provided by the institution. Negative evaluations account for only 7.1% of responses, suggesting a broadly positive and consistent experience. The presence of a modest neutral segment (12%) is within normal expectations and does not affect the overall perception. *Nevertheless, a periodic review of enrolment procedures could help ensure that every student feels well-guided and supported throughout this process.*

I am satisfied with the process of my enrolment in the study program I am studying					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	3.8	3.8	3.8
	2	6	3.3	3.3	7.1
	3	22	12.0	12.0	19.0
	4	39	21.2	21.2	40.2
	5	110	59.8	59.8	100.0
	Total	184	100.0	100.0	

Table 2 Satisfaction with the enrollment process in the study program

### **Clarity and ease of the semester course registration process**

The course registration process is rated positively, with 84.2% of students giving ratings of 4 or 5, reflecting the clarity and simplicity of the institutional procedure. Only 7% of students expressed dissatisfaction, representing a minimal proportion compared to the total. This indicates that the system is well-organized and responsive to students' academic planning needs. *Maintaining a strong digital interface and timely communication regarding deadlines and steps may help sustain this high level of satisfaction.*

<b>The course registration process for each semester is clear and easy to complete</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	5.4	5.4	5.4
	2	3	1.6	1.6	7.1
	3	16	8.7	8.7	15.8
	4	35	19.0	19.0	34.8
	5	120	65.2	65.2	100.0
	Total	184	100.0	100.0	

Table 3 Clarity and ease of the semester course registration process

### **Timely delivery of official documents requested by students**

A considerable 72.3% of students (ratings 4 and 5) are satisfied with the timely receipt of necessary documents, such as certificates, transcripts, or other official paperwork. This reflects an effective functioning of administrative units and adherence to institutional deadlines. On the other hand, 10.3% expressed dissatisfaction, and another 17.4% remained neutral—indicating that improvements are still possible, particularly in response time and procedural clarity. *Enhancing proactive communication and ensuring prompt follow-up on requests may further strengthen students' satisfaction with this service.*

<b>Necessary documents, such as student certificates, transcripts, or any other document requested by the student are received on time</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	4.9	4.9	4.9
	2	10	5.4	5.4	10.3
	3	32	17.4	17.4	27.7
	4	29	15.8	15.8	43.5
	5	104	56.5	56.5	100.0
	Total	184	100.0	100.0	

Table 4 Timely delivery of official documents requested by students

### **Evaluation of the institution's technological infrastructure**

With 92.9% of students rating the institution's technological infrastructure with scores of 4 and 5, this area ranks among the highest in the student experience at WBU. These figures indicate a

consistent standard in providing technological conditions, including internet access, interactive tools, and computer equipment. The proportion of students who provided the lowest rating is minimal (2.2%), reflecting an overall high level of satisfaction and alignment with students' academic needs.

The technological infrastructure of WBU (internet, interactive whiteboard, number of computer units, etc.) is at satisfactory levels and fulfills my needs as a student					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	2.2	2.2	2.2
	2	0	0	0	2.2
	3	9	4.9	4.9	7.1
	4	53	28.8	28.8	35.9
	5	118	64.1	64.1	100
	Total	184	100.0	100.0	

Table 5 Evaluation of the institution's technological infrastructure

### Evaluation of the library service

The library service has been positively rated by 84.8% of students (scores 4 and 5), indicating a high level of satisfaction with the academic support it provides. This percentage confirms the library's role as an essential resource for study and student research. Only 6% of students expressed dissatisfaction, while 9.2% remained neutral, suggesting overall consistency in the quality and accessibility of services offered. Sustaining this standard requires continued efforts to ensure up-to-date and accessible resources for all students.

The library service meets my needs					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	3.3	3.3	3.3
	2	5	2.7	2.7	6.0
	3	17	9.2	9.2	15.2
	4	30	16.3	16.3	31.5
	5	126	68.5	68.5	100.0
	Total	184	100.0	100.0	

Table 6 Evaluation of the library service

### Evaluation of classrooms and laboratory environments

Positive ratings (scores 4 and 5) for classrooms and laboratory settings reach 78.3%, indicating that most students perceive these spaces as sufficiently spacious and motivating for learning. Another 14.1% of students gave a neutral score (3), reflecting a balanced experience, while only 7.6% expressed dissatisfaction (scores 1 and 2). This distribution suggests broad approval of the learning environment, while *a more detailed assessment might be considered to identify specific*

*needs for improvement in certain programs or facilities.*

<b>The classrooms and laboratory environments where we teach are spacious and motivating</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	3.3	3.3	3.3
	2	8	4.3	4.3	7.6
	3	26	14.1	14.1	21.7
	4	37	20.1	20.1	41.8
	5	107	58.2	58.2	100.0
	Total	184	100.0	100.0	

Table 7 Evaluation of classrooms and laboratory environments

### **Identification with the chosen study program**

A substantial 87% of students (ratings 4 and 5) report that they identify with the study program they have chosen, indicating strong alignment between personal expectations and the academic content provided by the institution. The neutral rating (7.6%) reflects a balanced stance among a small group of students, while only 5.4% express dissatisfaction. These figures affirm the students' positive orientation toward their academic choices and suggest that the content and structure of the programs are largely aligned with their interests and professional goals.

<b>I find myself in the study program I have chosen to study</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	4.3	4.3	4.3
	2	2	1.1	1.1	5.4
	3	14	7.6	7.6	13.0
	4	32	17.4	17.4	30.4
	5	128	69.6	69.6	100.0
	Total	184	100.0	100.0	

Table 8 Identification with the chosen study program

### **Evaluation of the ratio between lecturers and students**

Approximately 78.2% of students (ratings 4 and 5) believe that the number of lecturers is proportionate to the number of students, indicating a well-balanced academic workload and appropriate access to teaching staff. A neutral position was expressed by 12.5% of students, while 9.2% indicated dissatisfaction. These findings highlight a generally positive perception of class sizes and faculty engagement. *In programs where higher workload is observed, adjustments in staff allocation may be considered to better align with student needs.*



The number of lecturers is in direct proportion to the number of students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	12	6.5	6.5	6.5
	2	5	2.7	2.7	9.2
	3	23	12.5	12.5	21.7
	4	40	21.7	21.7	43.5
	5	104	56.5	56.5	100.0
	Total	184	100.0	100.0	

Table 9 Evaluation of the ratio between lecturers and students

### ***Satisfaction with the academic counseling process***

The majority of students, 68.5% (ratings 4 and 5), report satisfaction with the academic counseling process, reflecting substantial support from staff in terms of study guidance and academic planning. A considerable portion, 16.8%, provided a neutral rating, while 14.6% expressed dissatisfaction. This distribution indicates that the process is effective for most, yet *could be strengthened through more proactive communication and individualized follow-up, particularly during critical phases of the academic journey.*

I am satisfied with the academic counseling process					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	17	9.2	9.2	9.2
	2	10	5.4	5.4	14.7
	3	31	16.8	16.8	31.5
	4	41	22.3	22.3	53.8
	5	85	46.2	46.2	100.0
	Total	184	100.0	100.0	

Table 10 Satisfaction with the academic counseling process

### ***Evaluation of extracurricular activities contributing to professional preparation***

Approximately 78.9% of students (ratings 4 and 5) agree that the institution provides extracurricular activities that support their professional development, emphasizing the role of seminars, conferences, symposiums, and training as integral elements of academic enrichment. Another 10.3% provided a neutral response, while 10.9% expressed dissatisfaction. These results reflect the institution's commitment to creating a development-oriented environment, *while expanding access or improving communication about such activities could help better engage those students who currently feel less involved.*

<b>The institution offers enough extracurricular activities (seminars, conferences, symposiums, training, etc.) that help me in my professional preparation</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	13	7.1	7.1	7.1
	2	7	3.8	3.8	10.9
	3	19	10.3	10.3	21.2
	4	38	20.7	20.7	41.8
	5	107	58.2	58.2	100.0
	Total	184	100.0	100.0	

Table 11 Evaluation of extracurricular activities contributing to professional preparation

### **Evaluation of foreign languages as a professional advantage**

A substantial 80.9% of students (ratings 4 and 5) recognize foreign language instruction at the institution as an important advantage for their professional preparation in the labor market. This reflects a successful integration of international and practical components within the academic curriculum. While 12% of students expressed a neutral opinion, only 7.1% reported dissatisfaction. These findings underscore the strong role of foreign languages in shaping students' professional profiles, particularly in an increasingly globalized job market.

<b>Foreign languages at this institution are an important advantage for my professional preparation for the labor market</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	3.8	3.8	3.8
	2	6	3.3	3.3	7.1
	3	22	12.0	12.0	19.0
	4	33	17.9	17.9	37.0
	5	116	63.0	63.0	100.0
	Total	184	100.0	100.0	

Table 12 Evaluation of extracurricular activities contributing to professional preparation

### **Evaluation of services and social environments that enrich student life**

Approximately 68.5% of students (ratings 4 and 5) positively evaluate the social services and environments provided by the institution, considering them as contributors to their overall student experience. A significant portion (19%) expressed a neutral stance, while 12.5% reported dissatisfaction. This reflects a generally positive perception, though with notable variations among individual experiences. *Expanding the diversity of social activities and spaces could help address*

*a wider range of student interests and foster more balanced engagement in campus life.*

<b>The institution provides services and social environments that enrich my student life</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	6.0	6.0	6.0
	2	12	6.5	6.5	12.5
	3	35	19.0	19.0	31.5
	4	42	22.8	22.8	54.3
	5	84	45.7	45.7	100.0
	Total	184	100.0	100.0	

Table 13 Evaluation of extracurricular activities contributing to professional preparation

### **Evaluation of social and cultural activities during the academic year**

Approximately 79.9% of students (ratings 4 and 5) consider the social and cultural activity offerings as rich and sufficient, highlighting the institution's efforts to create an engaging and inclusive extracurricular environment. A neutral view was expressed by 10.9% of students, while 9.2% indicated dissatisfaction. This outcome reflects a stable level of satisfaction, especially regarding opportunities for participation and personal development. *Continuing to diversify activities and ensuring regular communication about them can further enhance student community engagement.*

<b>The social and cultural activities that take place during the academic year are rich and sufficient</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	4.9	4.9	4.9
	2	8	4.3	4.3	9.2
	3	20	10.9	10.9	20.1
	4	48	26.1	26.1	46.2
	5	99	53.8	53.8	100.0
	Total	184	100.0	100.0	

Table 14 Evaluation of social and cultural activities during the academic year

### **Satisfaction with the medical services provided by the institution**

A total of 71.7% of students (ratings 4 and 5) report satisfaction with the medical services offered by the institution, reflecting effective and accessible healthcare support. Neutral feedback accounts for 15.2%, while 13% of students expressed dissatisfaction. This outcome indicates a stable level of satisfaction, yet also points to the importance of awareness. *Improving students' experience may*

*be achieved by increasing communication regarding the nature of medical services available on campus, as well as the daily presence and working hours of the medical staff.*

<b>I am satisfied with the medical services provided</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	12	6.5	6.5	6.5
	2	12	6.5	6.5	13.0
	3	28	15.2	15.2	28.3
	4	28	15.2	15.2	43.5
	5	104	56.5	56.5	100.0
	Total	184	100.0	100.0	

Table 15 Satisfaction with the medical services provided by the institution

### **Evaluation of the cleanliness of shared environments**

A total of 84.7% of students (ratings 4 and 5) express satisfaction with the cleanliness of shared environments such as toilets, corridors, and classrooms, reflecting a strong maintenance standard and care for the institution's physical infrastructure. Neutral responses account for 9.2%, while only 6% indicate dissatisfaction. These results highlight a consistent commitment to hygiene and order in common areas, an essential aspect of student life quality.

<b>The institution offers clean shared environments (toilets, corridors, and classrooms)</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	2.7	2.7	2.7
	2	6	3.3	3.3	6.0
	3	17	9.2	9.2	15.2
	4	31	16.8	16.8	32.1
	5	125	67.9	67.9	100.0
	Total	184	100.0	100.0	

Table 16 Evaluation of the cleanliness of shared environments

### **Student representation in the collegial bodies of the institution**

Approximately 78.2% of students (ratings 4 and 5) positively evaluate their representation in the institution's collegial bodies, reflecting a sense of inclusion in decision-making processes. A neutral stance was expressed by 15.2% of students, while only 6.5% reported dissatisfaction. These figures suggest that representative mechanisms are functioning effectively and are generally recognized. *To further enhance this aspect, greater transparency and communication regarding the role and responsibilities of student representatives in these bodies could be encouraged.*

Students are represented in the collegial bodies of the institution					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	2.2	2.2	2.2
	2	8	4.3	4.3	6.5
	3	28	15.2	15.2	21.7
	4	44	23.9	23.9	45.7
	5	100	54.3	54.3	100.0
	Total	184	100.0	100.0	

Table 17 Student representation in the collegial bodies of the institution

### **Evaluation of the institution's responsiveness to student representatives' requests and suggestions**

Approximately 73.3% of students (ratings 4 and 5) express positive views regarding the institution's openness to the requests and suggestions of student representatives, appreciating the space provided for dialogue and active engagement in institutional life. A neutral opinion was held by 11.4% of students, while 15.3% expressed dissatisfaction—indicating that not all students feel adequately informed or involved in such processes. *Enhancing awareness of the role of student representation and improving mechanisms for addressing requests could further strengthen this aspect of institutional governance.*

The institution promotes the demands of student representatives and is open to their suggestions					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	13	7.1	7.1	7.1
	2	15	8.2	8.2	15.2
	3	21	11.4	11.4	26.6
	4	47	25.5	25.5	52.2
	5	88	47.8	47.8	100.0
	Total	184	100.0	100.0	

Table 18 Evaluation of the institution's responsiveness to student representatives' requests and suggestions

### **Evaluation of the affordability of financial fees**

About 57.6% of students (ratings 4 and 5) consider their study program fees to be affordable, indicating that for the majority, educational costs align with their financial capacity. A neutral stance was expressed by 17.9%, while a relatively high 24.4% indicated dissatisfaction. These findings suggest that while the overall perception is positive, *attention should be given to the financial concerns raised by a segment of students, particularly with regard to socioeconomic*

*diversity and potential financial support mechanisms for those in need.*

The financial fees of the program where I study are affordable for me					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	26	14.1	14.1	14.1
	2	19	10.3	10.3	24.5
	3	33	17.9	17.9	42.4
	4	36	19.6	19.6	62.0
	5	70	38.0	38.0	100.0
	Total	184	100.0	100.0	

*Table 19 Evaluation of the institution's responsiveness to student representatives' requests and suggestions*

### **Satisfaction with the choice to study at WBU**

A significant majority of 81.5% of students (ratings 4 and 5) express satisfaction with their decision to study at WBU, indicating a strong sense of trust and fulfillment in their academic experience. Another 12% gave a neutral response, while only 6.5% reported dissatisfaction. These findings suggest that the institution is widely recognized for the quality of education it provides and the supportive environment it offers throughout students' academic journey.

I am satisfied with the choice I made to study at WBU					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	1.6	1.6	1.6
	2	9	4.9	4.9	6.5
	3	22	12.0	12.0	18.5
	4	55	29.9	29.9	48.4
	5	95	51.6	51.6	100.0
	Total	184	100.0	100.0	

*Table 20 Evaluation of the institution's responsiveness to student representatives' requests and suggestions*

### **Evaluation of expectations versus actual conditions at WBU**

Approximately 77.7% of students (ratings 4 and 5) report having found better conditions at WBU than they had expected before starting their studies, indicating that the actual experience surpasses the initial expectations for the majority. A neutral rating was given by 14.1%, while only 8.2% expressed dissatisfaction. These results confirm a positive institutional image that becomes more evident as students engage directly with the academic and campus environment.

At WBU I have found better conditions than I expected before starting my studies					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	15	8.2	8.2	8.2
	3	26	14.1	14.1	22.3
	4	54	29.3	29.3	51.6
	5	89	48.4	48.4	100.0
	Total	184	100.0	100.0	

Table 21 Evaluation of expectations versus actual conditions at WBU

### Level of pride in the degree to be received from WBU

85.9% of students (ratings 4 and 5) express pride in the degree they will receive from WBU, reflecting a positive perception of the institution and its academic quality and reputation. Only 6% of students expressed dissatisfaction, while 8.2% gave a neutral rating. This suggests that the WBU degree is regarded as a meaningful component in students' professional development and academic identity.

I am proud of the degree I will receive from WBU					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	2.2	2.2	2.2
	2	7	3.8	3.8	6.0
	3	15	8.2	8.2	14.1
	4	53	28.8	28.8	42.9
	5	105	57.1	57.1	100.0
	Total	184	100.0	100.0	

Table 22 Level of pride in the degree to be received from WBU

### Level of pride in telling others that one studies at WBU

A large proportion of students—87% (ratings 4 and 5)—report feeling proud when telling others they study at WBU, suggesting a stable and favorable perception of the institution's reputation. Only 5.5% expressed dissatisfaction, while 7.6% remained neutral. This reflects both a positive external image and an internalized sense of affiliation that students develop throughout their academic journey.

I feel proud when I tell others that I study at WBU					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	2.2	2.2	2.2
	2	6	3.3	3.3	5.4
	3	14	7.6	7.6	13.0
	4	68	37.0	37.0	50.0
	5	92	50.0	50.0	100.0
	Total	184	100.0	100.0	

Table 23 Level of pride in telling others that one studies at WBU

### **Perception of WBU as a university for completing all study cycles**

68.5% of students (ratings 4 and 5) consider WBU a university where they can pursue all levels of study—Bachelor, Master, and Doctorate. This indicates a generally strong level of confidence in the institution's academic continuity. A neutral stance was reported by 21.2%, while 10.4% expressed reservations. *This distribution may be influenced by the fact that not all study programs currently offer access to the third cycle (Doctorate), which may shape some students' perception regarding their long-term academic trajectory within the same institution.*

<b>I consider WBU as the University where I can complete all cycles of studies (Bachelor, Master of Science, Doctorate)</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	3.3	3.3	3.3
	2	13	7.1	7.1	10.3
	3	39	21.2	21.2	31.5
	4	39	21.2	21.2	52.7
	5	87	47.3	47.3	100.0
	Total	184	100.0	100.0	

Table 24 Perception of WBU as a university for completing all study cycles

### **Recommendation of WBU as one of the best choices for study**

83.1% of students (ratings 4 and 5) would recommend WBU as one of the best choices for higher education, reflecting a positive and consistent experience with regard to academic quality, support services, and the overall institutional environment. A neutral opinion was expressed by 13% of students, while only 3.8% reported dissatisfaction. This result strengthens the institution's positive image in internal perception and serves as a key indicator of its reputation and attractiveness among the student community.

<b>I suggest WBU as one of the best choices</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.5	.5	.5
	2	6	3.3	3.3	3.8
	3	24	13.0	13.0	16.8
	4	58	31.5	31.5	48.4
	5	95	51.6	51.6	100.0
	Total	184	100.0	100.0	

Table 25 Recommendation of WBU as one of the best choices for study



## ***Summary of Student Evaluation for WBU***

The data collected from WBU students for the academic year 2024–2025 provide a clear and balanced picture of their perceptions regarding the quality of teaching, academic environment, institutional support, and overall student experience. The general analysis reveals a strong positive trend in the vast majority of indicators, with a high percentage of ratings at 4 and 5 (generally over 70% in many cases), reflecting a satisfactory level of engagement and fulfillment of student expectations.

### **1. Quality of teaching and relationship with lecturers**

One of the strongest pillars of this evaluation is the very positive perception of the number and quality of academic staff. Students highly value the respectful relationship between lecturers and students, with approximately 78% providing positive ratings, as well as their satisfaction with academic advising (68.5% rated 4 and 5). These results indicate a good level of interaction and individual support, contributing to the creation of a favorable learning environment.

### **2. Physical environment and academic logistics**

The evaluations for classrooms, laboratories, and shared facilities (toilets, corridors, etc.) are among the highest, with more than 78% of students considering them spacious and motivating. The library services received particularly high ratings (around 85% of students are fully satisfied), which serves as a significant indicator of the support provided for research and self-study.

### **3. Student life and social support**

The institution appears to have built a dynamic and balanced student life, with over 74% positively rating extracurricular activities (seminars, conferences, training). Similarly, the majority of students are satisfied with medical services (71.7%), though there is a suggestion for more structured information regarding the doctor's presence or office hours within the institution. Social spaces that enrich student life are also positively evaluated (68.5%), reflecting institutional care for the psychosocial development of students.

### **4. Personal experience and sense of institutional belonging**

One of the most important indicators relates to the students' identification with their academic program and the university. Around 87% of students state that they feel they belong in the program they have chosen, while approximately 81.5% are satisfied with their decision to study at WBU. The data also show a high level of pride and institutional belonging, with over 85% expressing happiness about receiving their degree from WBU and 90% feeling proud when mentioning the university to others. These results reinforce the institution's role in building a strong student identity and promoting a positive image both within and beyond campus.

### **5. Student representation and participation**

Students feel adequately represented in collegial bodies (78.2% rated 4 and 5) and believe their concerns are addressed appropriately by institutional leadership. This demonstrates a culture of

democratic participation and inclusivity in decision-making processes.

## **6. Financial aspects and long-term academic planning**

While the majority of students consider the tuition fees affordable (around 58%), this area remains more balanced and requires particular attention in communication and transparency to maintain the current positive perception. On the other hand, approximately 69% of students consider WBU as a university where they would like to complete all academic cycles. However, this figure may be influenced by the fact that not all programs currently offer a third-cycle (PhD) track. Therefore, this aspect should be interpreted with care and justified in relation to the profile of each academic program.

## **Suggestions**

**Increase structured communication regarding support services**, particularly medical services, by clearly posting office hours and providing regular updates in both physical and digital institutional spaces. This would enhance access and ensure that students can fully benefit from the services provided.

**Continue expanding extracurricular activities**, such as seminars, trainings, or discussion panels, with a clearer orientation towards each field of study and current developments in the labor market. This approach would better prepare students for professional challenges in a more practical and applied manner.

**Take into account students' perceptions of fee affordability** through periodic consultations or internal surveys, with the aim of increasing transparency and mutual understanding regarding the cost of education. Such a process helps maintain a sustainable balance between tuition policies and students' expectations about the quality of services offered.

**Increase visibility and communication regarding opportunities for continuing studies in higher cycles** (Master, PhD), through periodic orientations or clear guidance tailored to each program. This would strengthen students' long-term academic commitment and sense of institutional affiliation.

In conclusion, the results demonstrate a high level of student satisfaction and commitment to WBU, with clear indications for further growth in representational, support-related, and strategic areas. The institution has built a stable and positive image, which should be preserved and further developed through sustainable academic and social policies.