

WESTERN BALKANS UNIVERSITY

INSTITUTIONAL EVALUATION REPORT

BY THE ACADEMIC STAFF

ACADEMIC YEAR 2024-2025

Institution	: Western Balkans University (WBU)
Responsible Unit	: Internal Quality Assurance Unit (IQAU)
Time Period	: May 26- June 06, 2025
Method of Completion	: Online via the SMART-WBU platform
Number of Participants	: 75 academic staff members
Prepared by	: Internal Quality Assurance Unit
Publication Date	: June 13, 2025

Brief Description: *This report presents the results of the evaluation of the perceptions and satisfaction of WBU's **academic staff**, aimed at identifying strengths and areas for improvement to support the development and quality of the work environment.*

Contents

Introduction.....	4
Composition of the Internal Quality Assurance Unit (IQUA) for the Academic Year 2024-2025....	4
Methodology.....	5
I. PHYSICAL AND TECHNOLOGICAL RESOURCES OF THE INSTITUTION.....	7
Work and teaching space.....	7
The technological system provided by the institution	7
Number of students in class and conditions for effective teaching.....	8
Cleanliness of common areas	8
Satisfaction with the institution's security system	9
Satisfaction with medical services at the institution	9
Evaluation of the Area I: Physical and Technological Facilities of the Institution	10
II. RIGHTS, DUTIES, FREEDOM, AND AUTONOMY OF ACADEMIC STAFF	11
Awareness of professional rights and responsibilities	11
Job description awareness	11
Possibility to forward complaints to higher authorities.....	12
Freedom to express personal opinions and beliefs	12
Support for new ideas and contributions from academic staff	13
Participation in the decision-making process	13
Alignment of work with field of education.....	14
Respect for initial engagement terms by the institution	14
The impact of administrative tasks on academic engagement.....	15
Evaluation of the Area I: Rights, obligations, freedom and autonomy of academic staff.....	15
III. ACADEMIC AND ADMINISTRATIVE UNITS.....	16
Administrative support within the institution.....	16
Evaluation of the work of the secretariats of the relevant units	16
Evaluation of the adequacy of the administrative staff in the institution.....	17
Evaluation of the job security and stability offered by the institution	17
Evaluation of the general atmosphere in the institution.....	18
Evaluation of cooperation among colleagues.....	18
Evaluation of the use of academic staff's professional experience	19
Support for participation in conferences and scientific publications.....	19
Opportunities for scientific research within the institution	20

Exchange programs for academic staff and students	20
Students' opportunities to contact academic staff.....	21
Student attendance in lectures	21
Level and commitment of students in learning.....	21
Evaluation of the Area III: Academic and administrative units	22
IV. MISSION, VISION, AND STRATEGIC MANAGEMENT OF THE INSTITUTION	23
Academic staff's awareness of the institution's vision and mission.....	23
Alignment of study programs with national interests	23
Worthy leadership of the institution	24
Importance given to the national and international presentation of the institution	24
Perception of the possibility for academic career development at WBU	25
Long-term retention at the institution.....	25
Overall assessment of WBU as a preferred choice	26
Satisfaction with the financial conditions offered by the institution.....	26
Evaluation of the Area IV: The institution's mission, vision, and strategic direction	27

Introduction

The evaluation of the institution by the academic staff is a key element in the improvement and maintenance of educational quality at Western Balkan University (WBU). As an institution aiming for continuous improvement and the enhancement of academic standards, WBU has developed a structured system for gathering and analysing the opinions of academic staff. This questionnaire, organized and managed by the Internal Quality Assurance Unit (IQAU), is an integral part of this process.

At the end of each academic year, this questionnaire serves to collect valuable information regarding the experiences and perceptions of the academic staff related to the institution's mission and vision. The purpose is to identify strengths and uncover areas needing improvement, ensuring that the voice of the staff is heard in the decision-making process. Active participation and honest evaluations from the academic staff contribute to building a collaborative environment where individuals feel valued and included.

The questionnaire, distributed through the SMART-WBU platform, ensures a straightforward and efficient process for data collection while maintaining the anonymity of the respondents. Analyzing this data provides a clear overview of staff perceptions, which can be used to formulate policies and strategies that enhance academic management and improve the quality of education.

The evaluation of WBU by the academic staff is not merely a measure to understand current levels of satisfaction but also a strategic step to encourage continuous development and ensure the high quality of educational services provided by WBU.

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 Brahillari	Member	Student Representative

Table 1 Composition of the IQAU for the Academic Year 2023-2024

Methodology

Purpose and Objective of the Questionnaire

This questionnaire was developed to gather data on the perceptions and satisfaction of the academic staff at Western Balkan University (WBU) regarding key aspects of their work. The aim was to identify strengths and areas needing improvement, creating a deeper understanding of the staff's experience within the institution and further enhancing the working environment and organizational processes.

Time Period for Questionnaire Development

The questionnaire was completed over a two-week period, from May 26 to June 6, 2025. It was conducted online, utilizing the SMART-WBU platform, which is known for its data protection and ease of use by the institution's staff.

Participants in the Questionnaire

The questionnaire was completed by 75 academic staff members, providing a broad representation of their experiences and perceptions. The target group for this evaluation included all members of the academic staff at the institution, aiming for comprehensive representation. The selection process was inclusive, seeking to involve individuals with diverse academic roles to provide a complete and balanced analysis of staff perceptions.

Academic title (Scientific degree)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Docent	1	1.3	1.3	1.3
	Dr. / PhD	33	44.0	44.0	45.3
	Master of Science	32	42.7	42.7	88.0
	Professor	6	8.0	8.0	96.0
	Associate Professor	3	4.0	4.0	100.0
	Total	75	100.0	100.0	

Structure of the Questionnaire

The questionnaire included a mix of closed and open-ended questions. Closed questions were used to gather quantitative data with ratings on a Likert scale from 1 to 5, where 1 indicated “Strongly Disagree” and 5 indicated “Strongly Agree.” This structure allows for the collection of standardized data that is easily analyzable to understand the level of satisfaction and perceptions of participants.

The questionnaire was organized into four main areas, which included: **Physical and Technological Facilities of the Institution**, where aspects such as infrastructure and technological support were evaluated; **Rights, Duties, Freedom, and Autonomy of Academic Staff**, highlighting respect for these aspects; **Academic and Administrative Units**, which examined effective support and collaboration; and **Mission, Vision, and Direction of the Institution**, reflecting the staff's commitment to supporting the institution's goals.

To complement this, the questionnaire also included open-ended questions, allowing staff to provide qualitative feedback on their experiences within the institution. These open-ended

questions were crucial for gathering detailed evaluations, suggestions, and personal perceptions that could not be captured through closed questions.

Ethics and Confidentiality

To ensure the confidentiality of participants, it was guaranteed that all collected data would be handled anonymously and used solely for research and improvement purposes. Participants were informed of this aspect prior to completing the questionnaire, which helped to build trust in the process and encouraged honest responses.

Data Processing and Analysis

The data collected from closed questions were processed using SPSS to identify patterns and overall trends in participants' responses. Percentages of responses on the Likert scale were categorized by combining ratings of 4 and 5 as expressions of agreement, while a rating of 3 was considered neutral. For open-ended questions, the data were analyzed to extract key themes and ideas representing the perceptions and suggestions of staff.

Limitations of the Methodology

Although the online questionnaire provided ease and speed in data collection, a possible limitation was the lack of direct interaction that could provide clarification on unclear questions. Additionally, while participation was inclusive, any responses limited by external factors could influence the reported perceptions.

This methodology was designed to ensure a comprehensive and reliable overview of the perceptions of the academic staff at WBU. The results of the questionnaire will aid in improving the institution's strategies and policies to better support staff and foster a productive and motivated working environment.

I. PHYSICAL AND TECHNOLOGICAL RESOURCES OF THE INSTITUTION

Work and teaching space

Based on the collected data, 81.4% of academic staff (combining ratings 4 and 5) consider the space provided for work and teaching to be adequate and motivating, which qualifies this as a very positive evaluation. Only 4% expressed dissatisfaction (ratings 1 and 2), while 14.7% remained neutral. These findings indicate that the institution offers a generally supportive physical environment for academic activities, contributing to staff well-being and productivity. *Nonetheless, the moderate percentage of neutral responses suggests that there may still be room for improvement in certain units or facilities.*

The space I have in the workplace and teaching is sufficient and motivating					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.3	1.3	1.3
	2	2	2.7	2.7	4.0
	3	11	14.7	14.7	18.7
	4	17	22.7	22.7	41.3
	5	44	58.7	58.7	100.0
	Total	75	100.0	100.0	

Table 1 Work and teaching space

The technological system provided by the institution

The data indicate that 90.7% of academic staff (ratings 4 and 5 combined) believe that the technological system provided by the institution meets their professional needs, which qualifies this as a very positive evaluation. Only 4% expressed dissatisfaction (ratings 1 and 2), while 5.3% remained neutral. This result reflects the effectiveness of the institution's technological infrastructure and its role in supporting teaching and research. The high satisfaction rate underscores the university's progress in integrating contemporary digital tools to enhance academic quality.

The institution provides a technological system that meets my needs					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.3	1.3	1.3
	2	2	2.7	2.7	4.0
	3	4	5.3	5.3	9.3
	4	18	24.0	24.0	33.3
	5	50	66.7	66.7	100.0
	Total	75	100.0	100.0	

Table 2 The technological system provided by the institution

Number of students in class and conditions for effective teaching

This indicator reflects a clearly favorable perception among academic staff: 84% consider the number of students in classrooms to be appropriate for a normal teaching process (4 and 5). Only 4% express disagreement, while 12% remain neutral. These results imply that class sizes are effectively managed, ensuring a supportive environment for quality teaching. Such distribution enables interaction, active engagement, and closer academic follow-up between instructors and students.

The number of students in the classes allows for normal learning conditions					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	4.0	4.0	4.0
	3	9	12.0	12.0	16.0
	4	10	13.3	13.3	29.3
	5	53	70.7	70.7	100.0
	Total	75	100.0	100.0	

Table 3 Number of students in class and conditions for effective teaching

Cleanliness of common areas

The results demonstrate a high level of satisfaction among academic staff: 91.9% rate the cleanliness of shared environments such as toilets, corridors, classrooms, and offices as compliant with standards (4 and 5). Only 2.7% expressed dissatisfaction, while 5.4% remained neutral. These findings highlight the institution's consistent efforts to maintain a hygienic and orderly environment, which directly supports staff comfort, focus, and overall productivity in their academic duties.

The cleanliness of common areas (toilets, corridors, classrooms, offices) is within the standards					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2.7	2.7	2.7
	3	4	5.3	5.4	8.1
	4	11	14.7	14.9	23.0
	5	57	76.0	77.0	100.0
	Total	74	98.7	100.0	
Missing	System	1	1.3		
Total		75	100.0		

Table 4 Cleanliness of common areas

Satisfaction with the institution's security system

The evaluation of the institution's security system stands out with one of the highest levels of satisfaction: 97.3% of academic staff responded positively (4 and 5), qualifying this as a very positive evaluation. Only 2.8% expressed dissatisfaction, and there were no neutral responses. This result reflects a strong sense of safety and trust in the institution's infrastructure and protective measures. A secure environment not only enhances staff well-being and peace of mind but also supports focus and academic engagement.

I am satisfied with the security system provided by the institution					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.3	1.4	1.4
	2	1	1.3	1.4	2.7
	4	10	13.3	13.7	16.4
	5	61	81.3	83.6	100.0
	Total	73	97.3	100.0	
Missing	System	2	2.7		
Total		75	100.0		

Table 6 Satisfaction with the institution's security system

Satisfaction with medical services at the institution

The academic staff's evaluation of medical services is largely favorable: 83.4% rated them positively (4 and 5), qualifying this as a very positive evaluation. Only 5.6% expressed dissatisfaction (1 and 2), while 11.1% remained neutral. These results reflect the institution's commitment to supporting staff well-being through the presence of an in-house physician and cooperation agreements with external healthcare providers. While overall perceptions are strong, the feedback received may serve as a useful reference for enhancing service quality and access even further.

I am satisfied with the medical services at this institution					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2.7	2.8	2.8
	2	2	2.7	2.8	5.6
	3	8	10.7	11.1	16.7
	4	20	26.7	27.8	44.4
	5	40	53.3	55.6	100.0
	Total	72	96.0	100.0	
Missing	System	3	4.0		
Total		75	100.0		

Table 7 Satisfaction with medical services at the institution

Evaluation of the Area I: Physical and Technological Facilities of the Institution

The **workspace and teaching areas** are considered sufficient and motivating by **81.4%** of the academic staff, indicating that the institution provides a suitable physical environment for academic activities.

The **technological system** offered by the institution received an excellent rating, with **90.7%** of respondents stating that it meets their professional needs. This reflects a strong institutional commitment to maintaining up-to-date technological infrastructure.

The **number of students per class** is perceived as appropriate by **84%** of the staff, suggesting effective group management that supports quality teaching and facilitates meaningful interaction.

The **cleanliness of shared areas** (such as corridors, classrooms, restrooms, and offices) is rated positively by **91.9%** of participants, demonstrating consistent efforts to uphold hygiene standards.

The **security system** receives one of the highest levels of satisfaction, with **97.3%** of respondents expressing positive evaluations, indicating a strong sense of safety and institutional reliability.

Medical services are rated positively by **81.4%** of staff members, confirming that the presence of an in-house physician and partnerships with health institutions contribute to staff well-being.

On the other side, the relatively high percentage of neutral responses regarding workspace and teaching areas (14.7%) suggests that certain departments or units may require optimization in terms of comfort or functionality.

The lunch service, while satisfactory for the majority (69.4%), received a lower rating compared to other indicators. With 22.2% neutral responses and 8.4% expressing dissatisfaction, improvements could be made in terms of comfort, accessibility, or variety of meals.

Regarding medical services, although generally well evaluated, feedback suggests room for further enhancement, particularly in terms of service promotion, communication, and accessibility, to better serve the entire academic staff.

II. RIGHTS, DUTIES, FREEDOM, AND AUTONOMY OF ACADEMIC STAFF

Awareness of professional rights and responsibilities

A significant majority of the academic staff declare that they are well aware of their rights and responsibilities within the institution. Specifically, (*ratings 4 and 5*) account for 90.6%, which indicates a strong institutional commitment to transparency and role clarity. On the other hand, only 4.1% expressed dissatisfaction, while a small percentage remains neutral. This outcome reflects a well-established standard of formal communication and orientation for both new and existing academic personnel.

I am aware of my rights and responsibilities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.3	1.4	1.4
	2	2	2.7	2.7	4.1
	3	4	5.3	5.4	9.5
	4	7	9.3	9.5	18.9
	5	60	80.0	81.1	100.0
	Total	74	98.7	100.0	
Missing	System	1	1.3		
Total		75	100.0		

Table 8 Awareness of professional rights and responsibilities

Job description awareness

The data indicates that 85.1% of the academic staff feel clearly informed about their job description (4 and 5), which reflects a positive evaluation of the institution in terms of functional organization and transparency. Only 6.8% expressed dissatisfaction, while another 6.8% remained neutral. These findings suggest that job roles are generally accessible and well-communicated across the academic body, though there may still be room for improvement in cases where uncertainty regarding responsibilities persists.

I am informed about the job description I have to do					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2.7	2.7	2.7
	2	3	4.0	4.1	6.8
	3	5	6.7	6.8	13.5
	4	13	17.3	17.6	31.1
	5	51	68.0	68.9	100.0
	Total	74	98.7	100.0	
Missing	System	1	1.3		
Total		75	100.0		

Table 9 Job description awareness

Possibility to forward complaints to higher authorities

A total of 89% of academic staff (4 and 5) indicate that they can easily forward complaints to higher authorities, reflecting a positive assessment of the institution's internal communication and complaint-handling systems. Only 2.8% of responses were negative, with 8.2% expressing a neutral stance. These figures highlight a supportive environment that fosters open dialogue and ensures that concerns are heard and addressed within the institutional framework.

Complaints can easily be forwarded to higher authorities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.3	1.4	1.4
	2	1	1.3	1.4	2.7
	3	6	8.0	8.2	11.0
	4	16	21.3	21.9	32.9
	5	49	65.3	67.1	100.0
	Total	73	97.3	100.0	
Missing	System	2	2.7		
Total		75	100.0		

Table 10 Possibility to forward complaints to higher authorities

Freedom to express personal opinions and beliefs

The data indicate that *approximately 92%* of academic staff (4 and 5) feel free to express their opinions and beliefs within the institution, marking this as a **very positive** aspect of the professional environment. Only 2.8% provided negative evaluations, while 5.5% remained neutral. This suggests a respectful climate that values open expression and reinforces academic freedom as a fundamental principle of the institutional culture.

The academic staff can express freely his opinions and beliefs					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.3	1.4	1.4
	2	1	1.3	1.4	2.7
	3	4	5.3	5.5	8.2
	4	14	18.7	19.2	27.4
	5	53	70.7	72.6	100.0
	Total	73	97.3	100.0	
Missing	System	2	2.7		
Total		75	100.0		

Table 11 Freedom to express personal opinions and beliefs

Support for new ideas and contributions from academic staff

An overwhelming majority of academic staff (*approximately 94.6%*, rated 4 and 5) positively assess the institution's support for new ideas and contributions, highlighting this as a very strong indicator of an open and innovation-friendly environment. Only a small fraction (*5.5%*) expressed dissatisfaction, suggesting that, overall, the institution encourages creativity, academic initiatives, and the introduction of new perspectives.

The institution supports new ideas and trends from the academic staff					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.3	1.4	1.4
	2	1	1.3	1.4	2.7
	3	2	2.7	2.7	5.5
	4	21	28.0	28.8	34.2
	5	48	64.0	65.8	100.0
	Total	73	97.3	100.0	
Missing	System	2	2.7		
Total		75	100.0		

Table 22 Support for new ideas and contributions from academic staff

Participation in the decision-making process

Approximately *83.6%* of academic staff (ratings 4 and 5) believe that the institution values their involvement in decision-making, which is a positive indicator of institutional transparency and inclusive governance. A small percentage (*around 5.5%*) expressed dissatisfaction, while *11%* remained neutral. This suggests that while participation is generally appreciated, there is still room to enhance how decision-making processes are communicated and implemented across institutional levels.

The institution attaches importance to participation in the decision-making process					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	4.0	4.1	4.1
	2	1	1.3	1.4	5.5
	3	8	10.7	11.0	16.4
	4	20	26.7	27.4	43.8
	5	41	54.7	56.2	100.0
	Total	73	97.3	100.0	
Missing	System	2	2.7		
Total		75	100.0		

Table 33 Participation in the decision-making process

Alignment of work with field of education

An overwhelming majority of academic staff (*around 96%*, ratings 4 and 5) report that their current work aligns with their field of education. This is a strong indicator of effective human resource utilization and contributes to sustainable academic career development within the institution. Negative ratings are minimal (*only 4.1%*), suggesting a high level of consistency between the staff's qualifications and their academic duties. Such alignment fosters a conducive environment for quality teaching and ongoing professional growth.

The work I do fits my field of education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	1.3	1.4	1.4
	3	2	2.7	2.7	4.1
	4	12	16.0	16.2	20.3
	5	59	78.7	79.7	100.0
	Total	74	98.7	100.0	
Missing	System	1	1.3		
Total		75	100.0		

Table 4 Alignment of work with field of education

Respect for initial engagement terms by the institution

A large majority of academic staff (*around 91%*, ratings 4 and 5) confirm that the institution respects the terms initially agreed upon regarding their engagement. This outcome reflects a high level of professionalism and institutional integrity in managing staff commitments. Although a small portion of neutral or lower ratings is present (*approximately 9.5%*), they do not significantly affect the overall positive perception. *Honoring initial agreements* is crucial for building trust, ensuring stability, and fostering long-term academic engagement within the institution.

The institution respects the conditions agreed at the beginning regarding my commitment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.3	1.4	1.4
	3	6	8.0	8.1	9.5
	4	17	22.7	23.0	32.4
	5	50	66.7	67.6	100.0
	Total	74	98.7	100.0	
Missing	System	1	1.3		
Total		75	100.0		

Table 5 Respect for initial engagement terms by the institution

The impact of administrative tasks on academic engagement

The results reveal a balanced distribution of opinions regarding the impact of administrative tasks on academic engagement. *Approximately 45% of academic staff (ratings 4 and 5) feel that administrative duties hinder their academic responsibilities. Conversely, a considerable portion (about 25.7%) considers the impact minimal (ratings 1 and 2), while the rest remain neutral. This diversity in responses indicates that the effect of administrative tasks is not uniform across staff, likely reflecting varying workloads based on role or department.*
Suggestion: *It may be necessary to review the allocation of administrative responsibilities to ensure they do not compromise the academic and research commitments of the faculty.*

Engagement in administrative tasks hinders my academic commitment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	10.7	10.8	10.8
	2	11	14.7	14.9	25.7
	3	22	29.3	29.7	55.4
	4	17	22.7	23.0	78.4
	5	16	21.3	21.6	100.0
	Total	74	98.7	100.0	
Missing	System	1	1.3		
Total		75	100.0		

Table 6 The impact of administrative tasks on academic engagement

Evaluation of the Area I: Rights, obligations, freedom and autonomy of academic staff

The results of this field reflect a highly positive and consolidated evaluation by academic staff regarding clarity of professional roles, transparency in job descriptions, academic freedom, and institutional support. Nearly all core indicators exceed 85% positive ratings (4 and 5), with some surpassing 90% (such as awareness of rights and responsibilities or freedom of expression). These findings are evidence of a healthy institutional climate that fosters participation, respect, and support for professional development.

There is particularly strong awareness of rights and responsibilities, clarity about job descriptions, and a very high alignment between staff qualifications and assigned duties, reinforcing the notion of optimal use of academic potential. Moreover, the institution is recognized for respecting the initial contractual conditions, which is crucial for building long-term trust and engagement.

Nevertheless, the impact of administrative duties emerges as an area requiring special attention: only 45% of staff positively evaluate this aspect, while a relatively high percentage (around 30%) remain neutral and 25.7% see it as a hindrance to their academic commitment. This suggests a need to reassess the balance between academic and administrative responsibilities, so as not to compromise the quality of teaching and research.

III. ACADEMIC AND ADMINISTRATIVE UNITS

Administrative support within the institution

The data indicate a positive evaluation, as *approximately 89%* of the academic staff expressed satisfaction (ratings 4 and 5) with the administrative support provided by the institution. Only a minimal percentage (around 4%) gave negative evaluations (1 and 2), while the remainder remained neutral. This outcome reflects a generally favorable perception of the institution's support structures and administrative efficiency.

Within the institution, I am being offered the necessary administrative support					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.3	1.4	1.4
	2	2	2.7	2.7	4.1
	3	5	6.7	6.8	11.0
	4	14	18.7	19.2	30.1
	5	51	68.0	69.9	100.0
	Total	73	97.3	100.0	
Missing	System	2	2.7		
Total		75	100.0		

Table 7 Administrative support within the institution

Evaluation of the work of the secretariats of the relevant units

The overall evaluation is *very positive*, as approximately 89% of respondents (13 rated it 4 and 53 rated it 5) expressed high satisfaction with the work of the secretariats of the respective units. This percentage reflects a strong perception of efficient administrative functioning, and the support provided in the daily academic processes. The number of those who gave low ratings is negligible.

I am satisfied with the work of the secretariat of the relevant units					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.3	1.4	1.4
	2	2	2.7	2.7	4.1
	3	5	6.7	6.8	10.8
	4	13	17.3	17.6	28.4
	5	53	70.7	71.6	100.0
	Total	74	98.7	100.0	
Missing	System	1	1.3		
Total		75	100.0		

Table 8 Evaluation of the work of the secretariats of the relevant units

Evaluation of the adequacy of the administrative staff in the institution

The overwhelming majority of academic staff evaluate positively the number of administrative personnel in the institution. Approximately 80% of respondents (combining scores 4 and 5) believe the number is sufficient, indicating *a stable and satisfactory perception* of the current administrative support capacity. On the other hand, only a small percentage (6.8%) gave low scores of 1 or 2, suggesting that critical views are limited and do not represent a widespread concern.

The number of administrative personnel in the institution is sufficient					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	4.0	4.1	4.1
	2	2	2.7	2.7	6.8
	3	10	13.3	13.5	20.3
	4	19	25.3	25.7	45.9
	5	40	53.3	54.1	100.0
	Total	74	98.7	100.0	
Missing	System	1	1.3		
Total		75	100.0		

Table 9 Evaluation of the adequacy of the administrative staff in the institution

Evaluation of the job security and stability offered by the institution

The results indicate a very positive assessment regarding the job security and stability provided by the institution. Approximately 93% of academic staff rated this aspect with scores of 4 and 5, demonstrating *a high level of trust and a strong sense of stability* in their workplace. Low scores were negligible, reinforcing the view that the institution succeeds in creating a secure and stable environment for its personnel.

The institution offers security and stability at work					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.3	1.4	1.4
	3	4	5.3	5.5	6.8
	4	13	17.3	17.8	24.7
	5	55	73.3	75.3	100.0
	Total	73	97.3	100.0	
Missing	System	2	2.7		
Total		75	100.0		

Table 10 Evaluation of the job security and stability offered by the institution

Evaluation of the general atmosphere in the institution

The general atmosphere in the institution is rated very positively by the vast majority of academic staff. Approximately 88% of respondents gave scores of 4 and 5, reflecting *a high level of satisfaction with the institutional climate*, including communication, relationships with leadership, and collaboration among colleagues. This indicates that the institution provides a supportive and respectful working environment where staff feel encouraged and appreciated in their roles. Low scores were minimal and do not significantly impact the overall perception, confirming a healthy and motivating work environment conducive to professional development and academic engagement.

I am satisfied with the general atmosphere in the institution					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.3	1.4	1.4
	2	1	1.3	1.4	2.7
	3	7	9.3	9.6	12.3
	4	18	24.0	24.7	37.0
	5	46	61.3	63.0	100.0
	Total	73	97.3	100.0	
Missing	System	2	2.7		
Total		75	100.0		

Table 11 Evaluation of the general atmosphere in the institution

Evaluation of cooperation among colleagues

Cooperation among colleagues is rated very positively by academic staff. About 89% of respondents assigned scores of 4 and 5, indicating *a high level of satisfaction with collegial relationships* and a strong willingness for professional collaboration. This reflects a supportive institutional culture and a working environment characterized by mutual assistance, knowledge sharing, and teamwork. The proportion of respondents expressing moderate or low satisfaction is minimal, suggesting that collaboration is one of the strongest internal aspects of the institution's functioning.

I am satisfied with the cooperation of my colleagues					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2.7	2.7	2.7
	3	6	8.0	8.1	10.8
	4	26	34.7	35.1	45.9
	5	40	53.3	54.1	100.0
	Total	74	98.7	100.0	
Missing	System	1	1.3		
Total		75	100.0		

Table 12 Evaluation of cooperation among colleagues

Evaluation of the use of academic staff's professional experience

The evaluation of how the institution values and utilizes the professional experience of the academic staff is *satisfactory*. About 82.5% of respondents gave ratings of 4 and 5, indicating a *generally positive perception* of the institution's efforts to integrate their expertise into academic and institutional processes. Ratings of 3 were expressed by 14.9%, reflecting a neutral or moderately positive stance from a small portion of the staff. Meanwhile, 2.7% gave a rating of 1, indicating a high level of dissatisfaction, while no responses were recorded for rating 2. Overall, the data demonstrate a clear positive tendency in the institution's approach to valuing and applying academic staff experience.

The institution values and properly uses the professional experience of the academic staff					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2.7	2.7	2.7
	3	11	14.7	14.9	17.6
	4	19	25.3	25.7	43.2
	5	42	56.0	56.8	100.0
	Total	74	98.7	100.0	
Missing	System	1	1.3		
Total		75	100.0		

Table 13 Evaluation of the use of academic staff's professional experience

Support for participation in conferences and scientific publications

The academic staff's evaluation of the institution's support for participation in national and international seminars, conferences, and for publishing in scientific journals with an impact factor is *satisfactory*. Approximately 83.8% of respondents gave ratings of 4 and 5, reflecting a *generally positive experience*. A smaller portion, 12.2%, selected rating 3, indicating uncertainty or mixed experiences. Meanwhile, 4.1% rated this aspect with 1, suggesting a very low level of perceived support. These results show that, for the vast majority of the staff, the institution provides favorable conditions for academic and scientific development.

The institution encourages and supports the participation of personnel in seminars, and national and international conferences, as well as for publications in scientific journals with an impact factor					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	4.0	4.1	4.1
	3	9	12.0	12.2	16.2
	4	22	29.3	29.7	45.9
	5	40	53.3	54.1	100.0
	Total	74	98.7	100.0	
Missing	System	1	1.3		
Total		75	100.0		

Table 14 Support for participation in conferences and scientific publications

Opportunities for scientific research within the institution

Responses from academic staff indicate that opportunities for conducting scientific research within the institution are *satisfactory*. About 71.6% gave positive evaluations (ratings 4 and 5), suggesting that most feel supported in their research activities. 18.9% were neutral (rating 3), while 9.5% rated 1 and 2, indicating *dissatisfaction* or *limited support* in this area.

Suggestion: Although the evaluation is satisfactory, this indicator shows a lower positive percentage compared to other aspects of academic life. Therefore, it may be useful to *further strengthen institutional support for scientific research* through dedicated funding, research time, and initiatives that promote publications in high-impact journals.

Within the institution, there is enough possibility for academic research					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	5.3	5.4	5.4
	2	3	4.0	4.1	9.5
	3	14	18.7	18.9	28.4
	4	30	40.0	40.5	68.9
	5	23	30.7	31.1	100.0
	Total	74	98.7	100.0	
Missing	System	1	1.3		
Total		75	100.0		

Table 15 Opportunities for scientific research within the institution

Exchange programs for academic staff and students

The evaluation of international exchange programs is *positive*, with 80.9% of participants expressing high satisfaction (ratings 4 and 5). A small percentage, 4.1%, gave low ratings (1 and 2), while 15.1% remained neutral (rating 3).

These results indicate that staff feel the institution gives *sufficient importance* to participation in academic exchange programs, which is an encouraging element for professional development and international engagement.

Exchange programs for academic staff and students are given sufficient importance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2.7	2.7	2.7
	2	1	1.3	1.4	4.1
	3	11	14.7	15.1	19.2
	4	18	24.0	24.7	43.8
	5	41	54.7	56.2	100.0
	Total	73	97.3	100.0	
Missing	System	2	2.7		
Total		75	100.0		

Table 16 Exchange programs for academic staff and students

Students' opportunities to contact academic staff

The evaluation of students' opportunities to contact academic staff is *very positive*, with 91.9% of participants giving the highest rating (5), and 6.8% rating it 4. Only 1.4% gave a neutral response (rating 3), and there were no negative evaluations. These findings reflect a *strong and accessible presence of academic staff*, contributing to a supportive and collaborative learning environment for students.

Students have sufficient opportunities to contact the academic staff					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	1.3	1.4	1.4
	4	5	6.7	6.8	8.1
	5	68	90.7	91.9	100.0
	Total	74	98.7	100.0	
Missing	System	1	1.3		
Total		75	100.0		

Table 17 Students' opportunities to contact academic staff

Student attendance in lectures

The attendance of students in lectures has been rated as satisfactory by the majority of academic staff, with *around 90%* of respondents giving a score of 4 or 5, indicating a high level of appreciation for active participation in the learning process. Only 6.8% expressed a neutral stance, leaving room for improvement in a few isolated cases. Meanwhile, 2.7% rated this aspect negatively, suggesting that cases of lack of engagement are minimal. These findings confirm regular, consistent attendance and good student involvement in the teaching process.

Student attendance in lectures is satisfactory					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2.7	2.7	2.7
	3	5	6.7	6.8	9.6
	4	20	26.7	27.4	37.0
	5	46	61.3	63.0	100.0
	Total	73	97.3	100.0	
Missing	System	2	2.7		
Total		75	100.0		

Table 18 Student attendance in lectures

Level and commitment of students in learning

The evaluation of students' level and commitment to the learning process is *generally satisfactory*, as *approximately 68%* of the academic staff rated this aspect with scores of 4 or 5, reflecting a positive perception of students' preparation and engagement during classes. However, 24.3% of the responses are neutral, which may indicate variability in the quality of different student groups

or a need for increased motivation in certain cases. It is worth noting that 8.1% of the responses are negative (1 and 2), *suggesting that there is still room for improvement in some aspects of student involvement and academic preparation.*

I am satisfied with the students' level and their commitment to the learning process.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2.7	2.7	2.7
	2	4	5.3	5.4	8.1
	3	18	24.0	24.3	32.4
	4	28	37.3	37.8	70.3
	5	22	29.3	29.7	100.0
	Total	74	98.7	100.0	
Missing	System	1	1.3		
Total		75	100.0		

Tabela 19 Level and commitment of students in learning

Evaluation of the Area III: Academic and administrative units

The overall evaluations regarding the functioning of academic and administrative units are very positive. Collaboration among colleagues is particularly well-rated, indicating a supportive and collegial working environment within academic activities. Likewise, there is a high level of satisfaction with the work of the secretariats of the respective units, highlighting their efficiency and availability in supporting daily operations.

The vast majority of academic staff feel that their duties align with their field of education and that the conditions agreed upon at the start of their engagement have been respected. This suggests a sense of stability and institutional fairness in the working relationship. Additionally, most staff members report feeling secure and stable in their employment.

On the other hand, a more modest percentage of responses indicate some concerns regarding the sufficiency of administrative staff and the perception that administrative duties may, in some cases, hinder full academic engagement. While the support for scientific research and participation in conferences is generally evaluated positively, these areas still present opportunities for further strengthening.

In conclusion, the functioning of academic and administrative units reflects a consistent and positively perceived performance by the academic staff. A collaborative atmosphere, respect for professional agreements, and effective administrative support stand out as key strengths. *Nonetheless, additional support for research, academic mobility, and a careful review of administrative workload may further enhance the overall academic experience.*

IV. MISSION, VISION, AND STRATEGIC MANAGEMENT OF THE INSTITUTION

Academic staff's awareness of the institution's vision and mission

The responses indicate a very positive evaluation, with approximately 96% of the academic staff expressing a favorable opinion (ratings 4 and 5), and 82.2% selecting the highest rating (5). The proportion of neutral or negative responses is very low, with only 3 individuals expressing limited awareness (ratings 1 or 2). These results clearly show that the institution's vision and mission are well communicated and clearly articulated, and that academic staff are aware of the institution's strategic orientation.

I am aware of the vision and mission of the institution					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2.7	2.7	2.7
	2	1	1.3	1.4	4.1
	4	10	13.3	13.7	17.8
	5	60	80.0	82.2	100.0
	Total	73	97.3	100.0	
Missing	System	2	2.7		
Total		75	100.0		

Table 30 Academic staff's awareness of the institution's vision and mission

Alignment of study programs with national interests

Positive evaluations (scores 4 and 5) constitute approximately 96% of responses, indicating a very favorable perception regarding the alignment of study programs with national needs and priorities. Around 2.7% of responses are neutral (score 3), while 1.4% are considered negative (score 2). This evaluation reflects a clear consistency between the academic offerings and national development goals, reinforcing the strategic approach and institutional legitimacy in designing study programs.

The institution offers study programs in accordance with national interests and needs					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	1.3	1.4	1.4
	3	2	2.7	2.7	4.1
	4	15	20.0	20.3	24.3
	5	56	74.7	75.7	100.0
	Total	74	98.7	100.0	
Missing	System	1	1.3		
Total		75	100.0		

Table 31 Alignment of study programs with national interests

Worthy leadership of the institution

The majority of the staff provided a very positive evaluation of the way the institution is led, with around 92% of responses including ratings of 4 and 5. Only 4.1% gave a neutral rating (score of 3), while an equally small percentage (4.1%) expressed a negative opinion (score of 1). These data highlight the perception of stable leadership, marked by integrity and professionalism, which has earned broad support from the academic staff.

The institution is managed in a dignified manner					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	4.0	4.1	4.1
	3	3	4.0	4.1	8.1
	4	8	10.7	10.8	18.9
	5	60	80.0	81.1	100.0
	Total	74	98.7	100.0	
Missing	System	1	1.3		
Total		75	100.0		

Tabela 20 Worthy leadership of the institution

Importance given to the national and international presentation of the institution

This item received a very positive evaluation from the majority of academic staff, with approximately 88% rating it with scores 5 and 4, showing a high appreciation for the institution's efforts in presenting itself both nationally and internationally. Meanwhile, 5.5% of respondents provided a neutral evaluation (score 3), and only 2.7% gave negative ratings (scores 1 or 2). These figures indicate an overall positive perception of the importance placed on the institution's image and positioning at both national and international levels.

It is given importance to the national and international presentation of the institution					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	1.3	1.4	1.4
	3	4	5.3	5.5	6.8
	4	4	5.3	5.5	12.3
	5	64	85.3	87.7	100.0
	Total	73	97.3	100.0	
Missing	System	2	2.7		
Total		75	100.0		

Table 33 Importance given to the national and international presentation of the institution

Perception of the possibility for academic career development at WBU

The evaluations for this item are very positive, with approximately 89% of academic staff considering WBU as a place where they can develop their academic careers (scores 4 and 5). This reflects a strong level of trust and long-term engagement with the institution. On the other hand, 6.8% provided a neutral response (score 3), and only 4.1% gave negative ratings (scores 1 and 2). These results suggest that WBU is widely perceived as a favourable environment for professional and academic growth.

I consider WBU as the place where I can develop my academic career					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2.7	2.7	2.7
	2	1	1.3	1.4	4.1
	3	5	6.7	6.8	10.8
	4	18	24.0	24.3	35.1
	5	48	64.0	64.9	100.0
	Total	74	98.7	100.0	
Missing	System	1	1.3		
Total		75	100.0		

Table 34 Perception of the possibility for academic career development at WBU

Long-term retention at the institution

A considerable majority of *approximately 62%* (combined scores of 4 and 5) of academic staff express a positive attitude toward the idea of long-term retention at the institution, viewing WBU as a suitable place to build their career up to retirement. On the other hand, *around 16%* of the staff gave ratings of 1 and 2, indicating reservations or uncertainty, while *approximately 22%* selected the neutral rating (3), without expressing a clear stance on this matter. These results can be interpreted realistically and constructively: in the early stages of an academic career, it is common for some staff members not to have a definitive decision regarding their long-term prospects, keeping options open for professional development in different contexts. This does not necessarily indicate dissatisfaction but rather reflects a careful and flexible approach to one's academic future, especially among staff still seeking professional consolidation.

I think of WBU as the place where I can stay until I retire					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	9.3	9.5	9.5
	2	5	6.7	6.8	16.2
	3	16	21.3	21.6	37.8
	4	13	17.3	17.6	55.4
	5	33	44.0	44.6	100.0
	Total	74	98.7	100.0	
Missing	System	1	1.3		
Total		75	100.0		

Tabela 21 Long-term retention at the institution

Overall assessment of WBU as a preferred choice

These data confirm the continuity of positive attitudes among academic staff toward the institution, in line with the results regarding long-term institutional stability. About 66% of respondents gave the highest rating (5), and an additional 24% rated it 4, bringing the total of positive evaluations (4 and 5) to approximately 90%. This is a very strong indicator of the favorable perception staff have of WBU as a high-quality and trustworthy institution for academic and professional development.

At the same time, about 8% of the responses were neutral (3), reflecting a more cautious stance, while negative evaluations (1) were nearly negligible (*only 1.4%*), indicating the absence of any significant dissatisfaction.

Compared to the findings on long-term institutional stability, this question reflects a more general and confident assessment of the institution. It suggests that, even though some staff may not yet have a clear commitment to staying until retirement, they still consider WBU as one of the best options in the university sector. This provides a solid foundation for developing long-term strategies to retain and engage academic staff in institutional growth.

I suggest WBU as one of the best choices"					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.3	1.4	1.4
	3	6	8.0	8.1	9.5
	4	18	24.0	24.3	33.8
	5	49	65.3	66.2	100.0
	Total	74	98.7	100.0	
Missing	System	1	1.3		
Total		75	100.0		

Table 36 Overall assessment of WBU as a preferred choice

Satisfaction with the financial conditions offered by the institution

This result reflects a careful distribution of attitudes, where a relative majority of the academic staff (54%) express considerable satisfaction, while another portion holds a neutral stance (28.4%) or shows some reservations (17.6%). This distribution may be linked to varying expectations based on experience level, academic rank, or comparisons with other opportunities in the market, and does not necessarily indicate pronounced dissatisfaction.

In this context, the overall perception of the financial conditions is above average, yet there remains room to listen more closely to the staff regarding the clarity, fairness, and long-term motivation offered by the current compensation structure. A regular institutional reflection on this aspect would contribute to maintaining a positive and motivating climate within the academic environment.

I am satisfied with the financial conditions offered by the institution					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	6.7	6.8	6.8
	2	8	10.7	10.8	17.6
	3	21	28.0	28.4	45.9
	4	21	28.0	28.4	74.3
	5	19	25.3	25.7	100.0
	Total	74	98.7	100.0	
Missing	System	1	1.3		
Total		75	100.0		

Table 227 Satisfaction with the financial conditions offered by the institution

Evaluation of the Area IV: The institution's mission, vision, and strategic direction

The results of this section reveal a highly positive perception from academic staff regarding the institution's strategic orientation. The vast majority of respondents are *well aware of the institution's vision and mission* (around 96% gave scores 4 or 5), and similarly, they strongly affirmed that *study programs align with national interests* (96% positive responses). These findings confirm the effectiveness of the institution in clearly articulating and communicating its strategic objectives.

Moreover, the *leadership of the institution is perceived as dignified and ethical*, with 92% of staff providing high scores. This suggests widespread confidence in the integrity and professionalism of the management. A particularly encouraging indicator is the *positive evaluation of the institution's national and international presence*, where 88% of responses reflect strong support for its external visibility efforts.

In terms of *career development opportunities*, approximately 89% of the staff expressed confidence in WBU as a place where they can grow professionally. Although the percentage of those who envision staying at the institution until retirement is slightly lower (around 62%), the *overall assessment of WBU as a preferred academic institution* remains very high (approximately 90%).

Suggestion: While the data highlight a strong sense of alignment and engagement with the institution's mission and values, it may be beneficial to conduct *periodic consultations with staff regarding long-term career planning and retention strategies*. This would ensure continued motivation and help further consolidate WBU's position as a desirable long-term academic environment.

WESTERN BALKANS UNIVERSITY

QUESTIONNAIRE FOR THE EVALUATION OF THE INSTITUTION BY ACADEMIC STAFF MEMBERS

This questionnaire is made in the end of each academic year with the members of academic staff of “Western Balkans University”. Its real purpose is to evaluate the level of satisfaction of academic staff to help in their professional improvement and thus to realise each one’s evaluation from them and to further develop institution’s management quality

Please read each question carefully and give the answer that you think is most correct for you. The information provided will remain confidential.

Thank you for your dedicated time!

Academic title/Scientific degree

- A. Professor
- B. Associate Professor
- C. Dr. / PhD
- D. Docent
- E. Master of Science

Working experience

- A. 1-5
- B. 6-10
- C. 11-15
- D. 16-20
- E. Over 20

Rate the following statements on a scale from 1 to 5, where 1 is the minimum rating and 5 is the maximum, respectively from “I do not agree at all” to “I strongly agree”.

Physical and technological capacities of the institution						
No.	Statement	Evaluation				
The Institution's Physical and Technological Environment						
1	The space I have in the workplace and teaching is sufficient and motivating	1	2	3	4	5
2	The institution provides a technological system that meets my needs	1	2	3	4	5
3	The number of students in the classes allows for normal learning conditions	1	2	3	4	5
4	The cleanliness of common areas (toilets, corridors, classrooms, offices) is within the standards	1	2	3	4	5
5	The institution provides lunch service inside the building in comfortable conditions	1	2	3	4	5
6	I am satisfied with the security system provided by the institution	1	2	3	4	5
7	I am satisfied with the medical services at this institution	1	2	3	4	5
The rights, obligations, freedom, and autonomy of the academic staff						

8	I am aware of my rights and responsibilities	1	2	3	4	5
9	I am informed about the job description I have to do	1	2	3	4	5
10	Complaints can easily be forwarded to higher authorities	1	2	3	4	5
11	The academic staff can express freely his opinions and beliefs	1	2	3	4	5
12	The institution supports new ideas and trends from the academic staff	1	2	3	4	5
13	The institution attaches importance to participation in the decision-making process	1	2	3	4	5
14	I enjoy combining research, teaching and community service	1	2	3	4	5
15	The work I do fits my field of education	1	2	3	4	5
16	The institution respects the conditions agreed at the beginning regarding my commitment	1	2	3	4	5
17	Engagement in administrative tasks hinders my academic commitment	1	2	3	4	5
<i>Academic and administrative units</i>						
18	Within the institution, I am being offered the necessary administrative support	1	2	3	4	5
19	I am satisfied with the work of the secretariat of the relevant units	1	2	3	4	5
20	The number of administrative personnel in the institution is sufficient	1	2	3	4	5
21	The institution offers security and stability at work	1	2	3	4	5
22	I am satisfied with the general atmosphere in the institution	1	2	3	4	5
23	I am satisfied with the cooperation of my colleagues	1	2	3	4	5
24	The institution values and properly uses the professional experience of the academic staff	1	2	3	4	5
25	The institution encourages and supports the participation of personnel in seminars, and national and international conferences, as well as for publications in scientific journals with an impact factor	1	2	3	4	5
26	Within the institution, there is enough possibility for academic research	1	2	3	4	5
27	Exchange programs for academic staff and students are given sufficient importance	1	2	3	4	5
28	Students have sufficient opportunities to contact the academic staff	1	2	3	4	5
29	Attendance of lectures by students is satisfactory	1	2	3	4	5
30	I am satisfied with the student's level and their devotion to the educational process	1	2	3	4	5
<i>The mission, vision, and strategic direction of the institution</i>						
31	I am aware of the vision and mission of the institution	1	2	3	4	5
32	The institution offers study programs in accordance with national interests and needs	1	2	3	4	5
33	The institution is managed in a dignified manner	1	2	3	4	5

