

WESTERN BALKANS UNIVERSITY
EVALUATION OF THE INITIAL STUDENT EXPERIENCE
Analytical Report on the Results of the Student Experience Evaluation Form,
Academic Year 2025–2026

Institution	: Western Balkan University (WBU)
Responsible Unit	: Internal Quality Assurance Unit (IQAU)
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Prepared by	: Internal Quality Assurance Unit
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Brief Description: *This report presents the findings of the evaluation of students' initial experience at Western Balkans University, focusing on orientation processes, alignment between initial expectations and actual study experience, students' sense of integration into the university community, and the institutional environment created by academic and administrative staff. The analysis aims to assess the quality of the initial study phase and to support the continuous improvement of student support practices and the overall academic experience.*

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Introduction

Institutional evaluation reports constitute a fundamental instrument in ensuring and continuously improving quality within higher education. In this context, the assessment of students' initial academic experience holds particular importance, as the early stages of university integration significantly influence academic adjustment, institutional engagement, and student retention throughout the study cycle. This report aims to provide a structured and analytical overview of first-year students' perceptions and experiences at Western Balkans University (WBU), identifying both well-functioning institutional practices and areas requiring further development.

The significance of this report extends beyond measuring levels of student satisfaction. It serves as an institutional reflection tool, enabling a deeper understanding of the interaction between academic and administrative processes, the effectiveness of institutional communication, and the support mechanisms available to students during their transition into university life. The findings presented in this report are intended to support informed decision-making, strategic planning, and the continuous enhancement of policies aimed at improving the overall student experience and strengthening academic standards.

In line with contemporary quality assurance principles in higher education, this report contributes to fostering an institutional culture grounded in transparency, evidence-based analysis, and continuous improvement, recognizing student feedback as a key component of long-term institutional development.

Methodology

This report is based on a quantitative approach, relying on the analysis of data collected through a structured questionnaire designed to assess the initial experience of first-year students at Western Balkans University (WBU). The questionnaire was administered online through the institutional SMART WBU platform between 17 and 24 November 2025. This time frame was intentionally selected to ensure that students had accumulated sufficient initial experience within the university environment while not yet entering the examination period, thereby minimizing the potential influence of academic stress or assessment outcomes on their responses.

The instrument included a series of statements organized across key areas of institutional

interaction, including the admission and information process, administrative services, academic support, student orientation, digital services, and the overall university experience. Responses were measured using a five-point Likert scale, reflecting students' levels of agreement with each statement.

The collected data were processed and analysed using SPSS statistical software. Descriptive statistical analysis was employed to identify general trends, response distributions, and dominant student perceptions. The findings were interpreted with the aim of identifying institutional strengths as well as areas requiring further improvement, in alignment with internal quality assurance principles and the broader objective of continuous institutional development.

Composition of the Internal Quality Assurance Unit (IQAU) for the Academic Year 2025–2026

The Internal Quality Assurance Unit (IQAU Unit) operates as an institutional structure responsible for monitoring, analysing, and continuously improving the quality of academic and administrative processes within the university. In accordance with institutional quality assurance policies and established standards, the IQAU Unit coordinates data collection and analysis processes, supports the preparation of evaluation reports, and contributes to the formulation of recommendations aimed at enhancing institutional performance. The composition of the unit for the academic year 2025–2026 has been designed to ensure appropriate academic and institutional representation, enabling a professional and balanced approach to evaluation procedures and quality development processes.

Table 1 Composition of IQAU for the Academic Year 2025–2026

Nr	Emri dhe mbiemri	Pozicioni
1	Dr. Ermelinda Durmishi	Head of IQAU
2	Dr. Erinda Piluri	Member
3	Msc. Ardita Emiri,	Member
4	Prof.asoc.dr. Ramadan Çipuri	External Expert
5	Ketrina Ceka	Student's representative

Distribution of Students by Faculty

The data indicate that participation in the survey includes representation from all three faculties of the university, providing a balanced overview of first-year students' experiences at the institutional level. The largest proportion of respondents comes from the Faculty of Technical Medical Sciences (44.6%), followed by the Faculty of Economics, Technology and Innovation (31.7%) and the Faculty of Dental Medicine (23.8%). This distribution reflects broad participation across different fields of study and allows the findings to be interpreted from a comprehensive institutional perspective, taking into account the academic diversity of the study programmes offered by the university.

Table 2 Distribution of Students by Faculty

		Faculty			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Faculty of Economics, Technology and Innovation	32	31.7	31.7	31.7
	Faculty of Dental Medicine	24	23.8	23.8	55.4
	Faculty of Technical Medical Sciences	45	44.6	44.6	100.0
	Total	101	100.0	100.0	

Distribution of Students by Study Programme

The data indicate a broad distribution of respondents across the study programmes offered by the university, reflecting the academic diversity of first-year students. The highest level of participation is observed in the Integrated Second Cycle Programme in Medicine (25.7%), followed by the Integrated Second Cycle Programme in Dentistry (15.8%), as well as the Bachelor programmes in Computer Science and Artificial Intelligence (11.9%) and Nursing (10.9%). Other programmes are represented with lower percentages but contribute to a balanced representation of both technological and medical fields of study. This distribution enables the interpretation of findings at an institutional level, taking into account the specific characteristics and academic profiles of different study programmes.

Table 3 Distribution of Students by Study Programme

Programi i studimit				
	Frequency	Percent	Valid Percent	Cumulative

					Percent
Valid	Bachelor në Fizioterapi	2	2.0	2.0	2.0
	Bachelor në Infermieri	11	10.9	10.9	12.9
	Bachelor në Inxhinieri Biomjekësore	5	5.0	5.0	17.8
	Bachelor në Inxhinieri Softuerike	9	8.9	8.9	26.7
	Bachelor në Shkenca Kompjuterike dhe IA	12	11.9	11.9	38.6
	Bachelor në Siguri Kibernetike	6	5.9	5.9	44.6
	Bachelor në Teknik Dentar	1	1.0	1.0	45.5
	Bachelor në Teknik Imazherie	7	6.9	6.9	52.5
	Program i Integruar i Nivelit të Dytë në Farmaci	6	5.9	5.9	58.4
	Program i Integruar i Nivelit të Dytë në Mjekësi	26	25.7	25.7	84.2
	Program i Integruar i Nivelit të Dytë në Stomatologji	16	15.8	15.8	100.0
	Total	101	100.0	100.0	

Distribution of Students by Gender

The data indicate that the majority of respondents in this evaluation are female students, representing 65.3% of the total participants, while male students account for 34.7%. This distribution reflects the gender composition of the sample included in the evaluation and should be considered when interpreting the results, particularly in relation to students' perceptions and experiences during the initial phase of their studies.

Table 4 Distribution of Students by Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	66	65.3	65.3	65.3
	Male	35	34.7	34.7	100.0
	Total	101	100.0	100.0	

EVALUATION OF THE MARKETING OFFICE AND INSTITUTIONAL INFORMATION PROCESSES

This section of the report presents the analysis of data related to the evaluation of services and institutional information processes provided by the Marketing Office of Western Balkans University (WBU). The analysis focuses on students' perceptions regarding the clarity and accessibility of information published on the university's official website, the usefulness of promotional materials in understanding study programmes, the accuracy and informative value of communication through social media, the organization of the pre-enrolment information process, as well as the professionalism and clarity of communication with the marketing staff. These indicators allow for an assessment of how institutional information has been communicated and perceived by students during the pre-enrolment phase, providing an analytical basis for identifying both effective practices and areas that may require further improvement. A summarized evaluation of the performance of this office will be presented at the conclusion of the analysis of the respective indicators.

Initial Source of Information about Western Balkans University

The data indicate that interpersonal sources represent the primary channels through which students first obtained information about Western Balkans University (WBU). The largest proportion of respondents reported friends as their initial source of information (31.7%), followed by family members (17.8%), highlighting the importance of personal recommendations and informal communication in shaping initial awareness of the institution. Secondary education institutions (15.8%) and current WBU students (12.9%) also play a significant role, reflecting the influence of educational networks and direct student experiences in early decision-making processes. Social media represents another notable source of information (11.9%), while promotional events, online searches, and other sources appear with lower percentages. Overall, the findings suggest that first contact with the university is predominantly mediated through interpersonal communication and direct experiences, whereas traditional and institutional communication channels play a complementary role.

Table 5 Initial Source of Information about Western Balkans University

From which source did you receive your first information about WBU? (Mark one or more options)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agjenci	1	1.0	1.0	1.0
	Evente promovuese (panaire)	5	5.0	5.0	5.9
	Familjarë	18	17.8	17.8	23.8
	Google	2	2.0	2.0	25.7
	Media sociale	12	11.9	11.9	37.6
	Miq	32	31.7	31.7	69.3
	Shkolla e mesme	16	15.8	15.8	85.1
	Studentë të WBU	13	12.9	12.9	98.0
	Televizion	1	1.0	1.0	99.0
	Travel Agencies	1	1.0	1.0	100.0
	Total	101	100.0	100.0	

Source with the Greatest Influence on Choosing Western Balkans University

The responses indicate that students' decisions to choose Western Balkans University (WBU) were primarily influenced by interpersonal factors. Family members emerge as the most influential source (30.7%), followed by friends (23.8%), highlighting the central role of trust and personal recommendation in the decision-making process. Social media (12.9%) and promotional events such as education fairs (9.9%) appear as important complementary factors, suggesting that institutional communication and public visibility contribute to the decision phase but do not replace the influence of personal networks. The impact of current WBU students (7.9%) and secondary schools (4.0%) further reflects the relevance of direct experience and educational guidance in shaping student choices. Overall, the distribution of responses indicates that the decision to enrol is largely grounded in trust-based interpersonal influence, while formal communication and promotional channels support and reinforce the final decision.

Table 6 Source with the Greatest Influence on Choosing Western Balkans University

Which of these sources influenced your choice of WBU the most?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agjenci	1	1.0	1.0	1.0
	Evente promovuese (panaire)	10	9.9	9.9	10.9
	Familjarë	31	30.7	30.7	41.6
	Google	2	2.0	2.0	43.6
	Interesim personal	3	3.0	3.0	46.5
	Media sociale	13	12.9	12.9	59.4

	Miq	24	23.8	23.8	83.2
	Praktika që në vitin a parë	2	2.0	2.0	85.1
	Shkolla e mesme	4	4.0	4.0	89.1
	Studentë të WBU	8	7.9	7.9	97.0
	Zyra e pranimeve	3	3.0	3.0	100.0
	Total	101	100.0	100.0	

Clarity and Comprehensibility of Information on the University's Official Website

Students' evaluations indicate a predominantly positive perception regarding the clarity and comprehensibility of information published on the official website of Western Balkans University (WBU). Most respondents provided positive ratings (4 and 5), accounting for 78.2% of responses, suggesting that institutional information is generally perceived as clear and easy to understand during the pre-enrolment information stage. A smaller proportion of students expressed a neutral position (13.9%), while negative evaluations (1 and 2) represent a limited share of 7.9%. These findings indicate that the official website functions effectively as an information source for prospective students, supporting their initial orientation and contributing to a clearer understanding of study programmes and university procedures.

Table 7 Clarity and Comprehensibility of Information on the University's Official Website

The information on WBU's official website was clear and understandable					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.0	1.0	1.0
	2	7	6.9	6.9	7.9
	3	14	13.9	13.9	21.8
	4	26	25.7	25.7	47.5
	5	53	52.5	52.5	100.0
	Total	101	100.0	100.0	

Usefulness of Promotional Materials in Understanding Study Programmes

Students' evaluations indicate an overall positive perception of the role of promotional materials in facilitating the understanding of study programmes offered at Western Balkans University (WBU). Positive ratings (4 and 5) account for 79.2% of responses, suggesting that brochures, videos, and presentations have largely been perceived as useful tools for informing and guiding students during

the pre-enrolment stage. A smaller proportion of respondents expressed a neutral position (12.9%), while negative evaluations (1 and 2) represent 8.0% of responses. Overall, the findings suggest that promotional materials have contributed to a clearer understanding of programme content and structure, supporting students' information-gathering and decision-making processes.

Table 8 Usefulness of Promotional Materials in Understanding Study Programmes

WBU's social media communications were informative and accurate					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	4.0	4.0	4.0
	2	4	4.0	4.0	7.9
	3	13	12.9	12.9	20.8
	4	29	28.7	28.7	49.5
	5	51	50.5	50.5	100.0
Total		101	100.0	100.0	

Informational Quality and Accuracy of Communication on Social Media

Students' responses indicate a generally positive evaluation of Western Balkans University's (WBU) communication through social media, although with a more balanced distribution compared to previous indicators. Positive ratings (4 and 5) account for 69.3% of responses, suggesting that for the majority of students, social media communication is perceived as informative and accurate. A relatively higher proportion of respondents expressed a neutral position (23.8%), indicating that this communication channel may function more as a complementary source of information rather than a primary orientation tool. Negative evaluations (1 and 2) represent 6.9% of responses, reflecting a limited level of dissatisfaction. Overall, the findings suggest that social media represents an important institutional communication channel, with potential for further strengthening in supporting information dissemination and engagement with prospective students.

Table 9 Informational Quality and Accuracy of Communication on Social Media

WBU's social media communications were informative and accurate					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	3.0	3.0	3.0
	2	4	4.0	4.0	6.9

	3	24	23.8	23.8	30.7
	4	22	21.8	21.8	52.5
	5	48	47.5	47.5	100.0
	Total	101	100.0	100.0	

Organisation of the Pre-Enrolment Information Process

The distribution of responses indicates that the organisation of the pre-enrolment information process has been evaluated positively by the majority of students. Positive ratings (4 and 5) account for 70.3% of responses, reflecting that the process was generally perceived as structured and easy to follow. A proportion of students expressed a neutral position (16.8%), while negative evaluations (1 and 2) represent 12.9%, suggesting that for a smaller group of respondents there was room for greater clarity or guidance during certain stages of the information process. The results indicate that the organisation of this process supported students' initial orientation and facilitated their transition toward the application and enrolment phase.

Table 10 Organisation of the Pre-Enrolment Information Process

The pre-registration information process was well organized					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	3.0	3.0	3.0
	2	10	9.9	9.9	12.9
	3	17	16.8	16.8	29.7
	4	19	18.8	18.8	48.5
	5	52	51.5	51.5	100.0
Total		101	100.0	100.0	

Clarity and Professionalism of Communication with the Marketing Office Staff

Students' responses indicate a strongly positive perception regarding the quality of communication with the Marketing Office staff at Western Balkans University (WBU). Positive ratings (4 and 5) account for 78.2% of responses, reflecting that most students perceived the responses received as clear and professional during the information and pre-enrolment communication phase. A smaller proportion of respondents expressed a neutral position (15.8%), while negative evaluations (1 and 2) represent 6.0%, indicating a low level of dissatisfaction. These findings suggest that direct communication with staff contributed positively to building institutional trust and supporting students' orientation prior to enrolment.

Table 11 Clarity and Professionalism of Communication with the Marketing Office Staff

The responses I received from the marketing staff were clear and professional					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	3.0	3.0	3.0
	2	3	3.0	3.0	5.9
	3	16	15.8	15.8	21.8
	4	22	21.8	21.8	43.6
	5	57	56.4	56.4	100.0
	Total	101	100.0	100.0	

Overall Evaluation of the Marketing Office and Institutional Information Processes

The analysis of first-year students' responses indicates that the services and information processes provided by the Marketing Office of Western Balkans University (WBU) are evaluated positively overall. Indicators related to the clarity of information on the official website, the usefulness of promotional materials, the quality of communication through social media, the organization of the pre-enrolment information process, and the professionalism of communication with staff show a clear predominance of positive ratings (4 and 5). This suggests that institutional information processes have effectively supported students' initial orientation and contributed to informed decision-making during the university selection phase.

At the same time, the presence of a moderate proportion of neutral responses, particularly regarding communication through social media channels, indicates potential for further enhancement in terms of clarity, consistency, and engagement within digital communication practices. Overall, the Marketing Office appears to function effectively as a key institutional unit in presenting the university and supporting prospective students during the information phase, while also offering opportunities for continued development of communication and promotional strategies aimed at strengthening the initial student experience.

EVALUATION OF THE ADMISSIONS OFFICE AND APPLICATION AND ENROLMENT PROCESSES

This section of the report presents the analysis of data related to the evaluation of services and processes provided by the Admissions Office of Western Balkans University (WBU) within the application and enrolment phase of new students. The analysis focuses on students' perceptions regarding the clarity and ease of following admission procedures, the quality of communication and cooperation with the admissions staff, the timeliness of responses to application-related inquiries, as well as the clarity and adequacy of information concerning documentation requirements, application deadlines, and financial procedures related to enrolment. These indicators allow for an assessment of how the admission process has been experienced by students during their initial interaction with the institution, providing an analytical basis for identifying effective practices as well as areas that may benefit from further improvement. A summarized evaluation of the performance of this office will be presented following the analysis of the respective indicators.

Clarity and Ease of Following the Admission Process

Students' evaluations indicate a highly positive perception regarding the clarity and ease of following the admission process at Western Balkans University (WBU). Positive ratings (4 and 5) account for 83.2% of responses, reflecting that the vast majority of students experienced the admission process as clear and well organised. A smaller proportion of respondents expressed a neutral position (10.9%), while negative evaluations remain limited (5.9%), suggesting that perceived difficulties in this process were relatively isolated. The findings indicate that the structure and communication of admission procedures supported a smooth transition from the application stage to enrolment, facilitating students' orientation within the initial administrative steps.

Table 12 Clarity and Ease of Following the Admission Process

The university admission process was clear and easy to follow					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6	5.9	5.9	5.9
	3	11	10.9	10.9	16.8

	4	24	23.8	23.8	40.6
	5	60	59.4	59.4	100.0
	Total	101	100.0	100.0	

Courtesy and Cooperation of the Admissions Office Staff During the Process

The responses reflect a very high level of student satisfaction regarding the communication and cooperation demonstrated by the Admissions Office staff during the application and enrolment process. Positive ratings (4 and 5) account for 88.1% of responses, indicating that the vast majority of students experienced their interaction with staff as courteous, supportive, and professional. A small proportion of respondents expressed a neutral position (8.9%), while negative evaluations (1 and 2) remain minimal at 3.0%. These findings suggest that interpersonal communication and staff responsiveness played an important role in shaping students' initial experience and their overall perception of the admission process.

Table 13 Courtesy and Cooperation of the Admissions Office Staff During the Process

The admissions office staff were polite and cooperative throughout the process					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.0	1.0	1.0
	2	2	2.0	2.0	3.0
	3	9	8.9	8.9	11.9
	4	17	16.8	16.8	28.7
	5	72	71.3	71.3	100.0
	Total	101	100.0	100.0	

Timeliness of Responses to Application-Related Questions

Students' responses indicate a high level of satisfaction regarding the responsiveness of the Admissions Office to questions raised during the application process. Positive ratings (4 and 5) account for 79.2% of responses, suggesting that most students received timely answers and felt supported throughout the application phase. A proportion of respondents expressed a neutral position (13.9%), while negative evaluations (1 and 2) represent 7.0%, indicating that in some cases expectations regarding response time may not have been fully met. Overall, the findings suggest that timely communication contributed positively to students' perception of the admission process and facilitated institutional interaction during the application stage.

Table 14 Timeliness of Responses to Application-Related Questions

I received quick responses to every question I had regarding the application					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	5.0	5.0	5.0
	2	2	2.0	2.0	6.9
	3	14	13.9	13.9	20.8
	4	16	15.8	15.8	36.6
	5	64	63.4	63.4	100.0
	Total	101	100.0	100.0	

Clarity of Information Regarding Application Documentation and Deadlines

Students' responses suggest a strongly positive evaluation of the information provided regarding application documentation and deadlines. Positive ratings (4 and 5) account for 83.2% of responses, indicating that most students perceived the information as clear and adequate for following the required application steps without uncertainty. A smaller proportion of respondents expressed a neutral position (8.9%), while negative evaluations (1 and 2) represent 7.9%, suggesting that difficulties in understanding the information were limited. Overall, the findings indicate that the communication of administrative requirements and timelines helped facilitate the application process and supported clearer student orientation during this stage.

Table 15 Clarity of Information Regarding Application Documentation and Deadlines

The university admission process was clear and easy to follow					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	4.0	4.0	4.0
	2	4	4.0	4.0	7.9
	3	9	8.9	8.9	16.8
	4	21	20.8	20.8	37.6
	5	63	62.4	62.4	100.0
	Total	101	100.0	100.0	

Clarity of Communication Regarding Financial Procedures

Students' evaluations indicate a very high level of satisfaction with the way financial procedures,

including tuition payments, instalments, and deadlines, were communicated. Positive ratings (4 and 5) account for 85.1% of responses, suggesting that for most students financial information was communicated clearly and understandably during the enrolment process. A small proportion of respondents expressed a neutral position (5.0%), while negative evaluations (1 and 2) represent 9.9%, indicating that cases of uncertainty in this area were limited. Overall, the findings suggest that the communication of financial procedures contributed to clarifying administrative obligations and supported a smoother enrolment process for students.

Table 16 Clarity of Communication Regarding Financial Procedures

The procedures for tuition payments, installments, and deadlines were communicated in a clear and comprehensive manner					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	4.0	4.0	4.0
	2	6	5.9	5.9	9.9
	3	5	5.0	5.0	14.9
	4	18	17.8	17.8	32.7
	5	68	67.3	67.3	100.0
	Total	101	100.0	100.0	

Clarity and Accessibility of Financial Information through Official Channels

Students' responses indicate that financial information communicated through official institutional channels has been positively evaluated by the majority of respondents. Positive ratings (4 and 5) account for 82.2% of responses, suggesting that financial information was generally perceived as understandable and easily accessible through email, official announcements, and other formal communication channels. A proportion of students expressed a neutral position (10.9%), while negative evaluations (1 and 2) represent 7.0%, indicating that cases of uncertainty in this area were limited. Overall, the findings suggest that the communication of financial information supported student awareness and contributed to a clearer understanding of financial obligations during the enrolment process.

Table 17 Clarity and Accessibility of Financial Information through Official Channels

The financial information was understandable and accessible through official channels (email, announcements, etc.)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	3.0	3.0	3.0
	2	4	4.0	4.0	6.9
	3	11	10.9	10.9	17.8
	4	22	21.8	21.8	39.6
	5	61	60.4	60.4	100.0
Total		101	100.0	100.0	

Overall Evaluation of the Admissions Office and Application and Enrolment Processes

The analysis of first-year students’ responses indicates that the services and processes provided by the Admissions Office of Western Balkans University (WBU) are evaluated very positively across all assessed indicators. Positive ratings (4 and 5) consistently predominate in all dimensions, reflecting favorable student perceptions regarding the clarity of admission procedures, the courtesy and cooperation of staff, the timeliness of responses during the application process, and the communication of administrative and financial information. These results suggest that the admission process has been experienced as structured, understandable, and supportive, contributing to a positive initial experience in students’ interaction with the institution.

In particular, the high level of evaluation related to interpersonal communication and the clarity of financial information indicates an effective functioning of information and guidance processes during the enrolment phase. The presence of a limited proportion of neutral responses in certain indicators, mainly related to response time and access to information through different channels, may be interpreted as an opportunity for gradual improvement in further standardising institutional communication and ensuring consistency of information across official channels. *In this context, consideration may be given to strengthening proactive communication practices and further harmonizing the presentation of administrative and financial information, with the aim of maintaining and reinforcing the high level of student satisfaction observed.*

Overall, the Admissions Office appears as a functional and effective institutional unit in managing the initial phase of students’ engagement with the university, contributing to a positive institutional perception and facilitating students’ integration into university life.

EVALUATION OF THE ACADEMIC SECRETARIAT AND STUDENT ADMINISTRATIVE SERVICES

Following the analysis of students' initial experiences with the university's administrative structures, this section of the report focuses on the evaluation of the Academic Secretariat and the services directly related to student administrative support. The analysis examines students' perceptions of the accessibility and helpfulness of the secretariat staff, the clarity and timeliness of communication, as well as the organization of information and documentation during administrative procedures. It also considers the efficiency of administrative services in handling common student requests, including certificates, official documents, and other administrative processes. Through these indicators, the report aims to assess the contribution of the Academic Secretariat to the day-to-day administrative functioning of the institution and to facilitating students' interaction with institutional structures. A summarized evaluation of this unit will be presented at the conclusion of the analysis of the respective indicators.

Accessibility and Support Provided by the Academic Secretariat

Students' evaluations indicate a generally positive perception regarding the accessibility and helpfulness of the Academic Secretariat. Positive ratings (4 and 5) account for 80.2% of responses, suggesting that most students perceived the secretariat as available and supportive in addressing their administrative needs. A smaller proportion of respondents expressed a neutral position (11.0%), while negative evaluations (1 and 2) represent 8.0%, indicating that difficulties related to access or support were limited. Overall, the findings suggest that the Academic Secretariat has played a positive role in supporting students' administrative needs during the initial stage of their studies.

Table 18 Accessibility and Support Provided by the Academic Secretariat

The Registrar's Office has been accessible and supportive for students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	3.0	3.0	3.0
	2	5	5.0	5.0	8.0
	3	11	10.9	11.0	19.0
	4	24	23.8	24.0	43.0
	5	57	56.4	57.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

Clarity and Timeliness of Communication with the Registrar’s Office

The distribution of responses indicates that communication with the Academic Secretariat has been perceived positively by the majority of students, both in terms of clarity of information and response time. Positive ratings (4 and 5) account for 83.2% of responses, reflecting a high level of satisfaction with administrative communication practices. A smaller proportion of respondents expressed a neutral position (7.9%), while negative evaluations (1 and 2) represent 8.9%, suggesting that cases of delays or lack of clarity were occasional. Overall, the findings indicate that communication practices within the secretariat contributed to the effective handling of administrative processes and facilitated students’ interaction with institutional structures.

Table 19 Clarity and Timeliness of Communication with the Registrar’s Office

The Registrar’s Office has been accessible and supportive for students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	5.9	5.9	5.9
	2	3	3.0	3.0	8.9
	3	8	7.9	7.9	16.8
	4	22	21.8	21.8	38.6
	5	62	61.4	61.4	100.0
Total		101	100.0	100.0	

Clarity and Organisation of Information and Documentation During Enrolment

The results indicate that the organisation of information and documentation during the enrolment process has been evaluated very positively by students. Positive ratings (4 and 5) account for 83.2% of responses, suggesting that for most respondents the information was presented clearly and supported an easier understanding of the administrative steps required for enrolment. A smaller proportion of students expressed a neutral position (8.9%), while negative evaluations (1 and 2) represent 7.9%, indicating that cases of uncertainty were limited. Overall, the findings suggest that the organisation of documentation and administrative information contributed to a structured and functional enrolment process for students.

Table 20 Clarity and Organisation of Information and Documentation During Enrolment

Communication with the Registrar’s Office has been clear and timely
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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.0	1.0	1.0
	2	7	6.9	6.9	7.9
	3	9	8.9	8.9	16.8
	4	24	23.8	23.8	40.6
	5	60	59.4	59.4	100.0
	Total	101	100.0	100.0	

Efficiency of Administrative Services for Student Requests

The distribution of responses indicates that administrative services related to student requests have been positively evaluated by the majority of respondents. Positive ratings (4 and 5) account for 82.2% of responses, suggesting that procedures related to certificates, documentation, and administrative processes were generally perceived as functional and efficient. A smaller proportion of students expressed a neutral position (7.9%), while negative evaluations (1 and 2) represent 9.9%, indicating that in isolated cases delays or difficulties may have occurred in handling requests. Overall, the findings suggest that administrative services contributed to supporting students’ everyday administrative needs and to the effective functioning of institutional administrative interaction.

Table 21 Efficiency of Administrative Services for Student Requests

Administrative services for student requests have been efficient (certificates, documents, administrative procedures)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	8.9	8.9	8.9
	2	1	1.0	1.0	9.9
	3	8	7.9	7.9	17.8
	4	22	21.8	21.8	39.6
	5	61	60.4	60.4	100.0
	Total	101	100.0	100.0	

Overall Summary of the Evaluation of the Academic Secretariat and Student Administrative Services

Overall, the findings indicate a consistently positive evaluation of the Academic Secretariat and the

administrative services supporting students. Across all analysed indicators, positive ratings (4 and 5) remain at high levels, reflecting students' perception of an administrative structure that is generally accessible, cooperative, and functional. The accessibility of the secretariat, clarity of communication, organisation of information during enrolment, and efficiency in handling administrative requests appear to have contributed to facilitating students' interaction with the institution and to ensuring the smooth functioning of administrative processes.

At the same time, the presence of a limited proportion of neutral and negative evaluations suggests room for further improvement, particularly in terms of maintaining consistency in response times and ensuring uniform communication practices during periods of increased demand. *Strengthening information channels and further clarifying certain administrative procedures may help reduce occasional uncertainties and further enhance student satisfaction.* Overall, the Academic Secretariat emerges as a structure that effectively supports the institution's administrative functioning and students' integration into university life.

EVALUATION OF OFFICES UNDER THE STUDENT DEAN'S OFFICE

This section of the report examines students' perceptions of the functioning of the units operating under the student dean's office, with particular attention to their role in supporting students' integration into university life and in providing information about institutional services and opportunities. The analysis focuses on students' experiences during Orientation Week, the level of information provided regarding student activities and engagement opportunities, as well as awareness of support services, including the career office, psycho-social services, and logistical services such as transportation. Through these indicators, the report aims to assess the contribution of these structures to facilitating students' adaptation to the university environment and encouraging active participation in academic and social life.

Impact of activities organised by the student dean on adaptation to university life

Students' responses indicate a generally positive evaluation of the role played by activities organised by the student dean in supporting adaptation to university life. Positive ratings (4 and 5) account for 67.3% of responses, suggesting that for a considerable proportion of students these activities facilitated their initial orientation and familiarity with the academic environment. A relatively notable share of respondents expressed a neutral position (16.0%), while negative evaluations (1 and 2) also represent 16.0%, indicating that for some students the impact of these activities was more limited or uneven. Overall, the findings suggest that these activities contributed to easing students' transition into university life, while *further diversification of activity formats or better alignment with students' different needs could enhance participation and overall effectiveness.*

Table 22 Impact of activities organised by the student dean on adaptation to university life

The activities organized by the dean of students helped me adapt to university life					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	5.0	5.0	5.0
	2	11	10.9	11.0	16.0
	3	16	15.8	16.0	32.0
	4	22	21.8	22.0	54.0
	5	46	45.5	46.0	100.0
	Total	100	99.0	100.0	

Missing	System	1	1.0		
Total		101	100.0		

Information received about student clubs and opportunities for involvement

The results indicate that most students evaluated positively the information received regarding student clubs and opportunities for involvement in university life. Positive ratings (4 and 5) account for 69.0% of responses, suggesting that for a considerable proportion of students the information was sufficient to form a clear understanding of engagement formats and student activities. A smaller share of respondents expressed a neutral position (12.0%), while negative evaluations (1 and 2) represent 19.0%, which may indicate that for some students the information was not sufficiently visible, structured, or timely. These findings point to an overall positive assessment of this aspect, while *strengthening ongoing communication throughout the semester (e.g., periodic announcements and a unified activity calendar) could further increase awareness and active student participation.*

Table 23 Information received about student clubs and opportunities for involvement

I received sufficient information about student clubs and opportunities for involvement					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	6.9	7.0	7.0
	2	12	11.9	12.0	19.0
	3	12	11.9	12.0	31.0
	4	22	21.8	22.0	53.0
	5	47	46.5	47.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

Awareness of the Career Office Functions and Services Offered

The distribution of responses indicates a more moderate level of student awareness regarding the functions of the Career Office and the services it provides. Positive ratings (4 and 5) account for 49.0% of responses, suggesting that approximately half of the students are clearly familiar with the role and opportunities offered by this office. A relatively high proportion of neutral responses (30.0%) indicates that some students may not yet have had direct interaction with or sufficient information about these services, while negative evaluations (1 and 2) represent 21.0%, reflecting

a more limited level of awareness compared to other indicators in this section. These findings suggest that while the Career Office is recognised by part of the student body, *greater visibility of its services at earlier stages of study and a stronger integration of career-related activities within academic and student communication may further enhance student awareness and engagement.*

Table 24 Awareness of the Career Office Functions and Services Offered

I was informed about the functions of the career office and the services it offers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	16	15.8	16.0	16.0
	2	5	5.0	5.0	21.0
	3	30	29.7	30.0	51.0
	4	14	13.9	14.0	65.0
	5	35	34.7	35.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

Usefulness of the Orientation Week in Familiarising Students with the University

Students' responses indicate a positive perception regarding the role of the orientation week in helping them become familiar with the university and its structures. Positive ratings (4 and 5) account for 70.3% of responses, suggesting that for the majority of students the activities organised during this period contributed to a clearer understanding of institutional functioning and university life. A proportion of respondents expressed a neutral position (13.9%), while negative evaluations (1 and 2) represent 15.8%, indicating that for some students the orientation experience may not have been fully sufficient or aligned with their initial informational needs. The findings show that the orientation week played an important role in supporting students' initial integration, while *further strengthening practical and informational components could help connect orientation activities more directly with the services and structures students engage with throughout the academic year.*

Table 25 Usefulness of the Orientation Week in Familiarising Students with the University

Orientation Week was helpful for becoming familiar with the university

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	6.9	6.9	6.9
	2	9	8.9	8.9	15.8
	3	14	13.9	13.9	29.7
	4	18	17.8	17.8	47.5
	5	53	52.5	52.5	100.0
	Total	101	100.0	100.0	

Awareness of Psycho-Social and Health Services Provided by the University

The distribution of responses indicates a more balanced evaluation regarding students’ awareness of psycho-social and health services offered by the university. Positive ratings (4 and 5) account for 54.5% of responses, suggesting that a considerable proportion of students have been informed about and are familiar with these services. However, the relatively higher share of negative evaluations (1 and 2), at 33.6%, together with neutral responses (11.9%), indicates that information about these services may not have reached all students equally. The findings suggest that an existing informational basis is in place, while *increasing the visibility and periodic communication of these services could help students become aware of them earlier and perceive them as an integral part of institutional student support.*

Table 26 Awareness of Psycho-Social and Health Services Provided by the University

I was informed about the psycho-social and health services offered by the university					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	16	15.8	15.8	15.8
	2	18	17.8	17.8	33.7
	3	12	11.9	11.9	45.5
	4	14	13.9	13.9	59.4
	5	41	40.6	40.6	100.0
	Total	101	100.0	100.0	

Organisation and Functionality of Student Transport Services

Students’ responses indicate a generally positive perception regarding the organisation and functionality of the student transport service provided by the university. Positive ratings (4 and 5) account for 62.4% of responses, suggesting that for a considerable proportion of students the

service was perceived as clear and functional in supporting their daily needs. A proportion of respondents expressed a neutral position (15.0%), while negative evaluations (1 and 2) represent 22.0%, indicating that for some students the experience with this service has been less consistent. The findings suggest that the service fulfils its basic function, while *periodic evaluation of schedules and their alignment with students' actual needs could further improve overall satisfaction and usability.*

Table 27 Organisation and Functionality of Student Transport Services

The student transportation service has been organized, clear, and functional					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	12	11.9	12.0	12.0
	2	10	9.9	10.0	22.0
	3	15	14.9	15.0	37.0
	4	21	20.8	21.0	58.0
	5	42	41.6	42.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

Summary of the Evaluation of Offices under the Student Dean's Office

The analysis of student responses indicates that the units operating under the student dean's office are generally evaluated positively in their role of supporting students' integration into university life and facilitating participation in academic and social activities. Orientation Week activities and initiatives organised by the student dean appear to have contributed to easing students' initial transition into the university environment, helping a considerable proportion of students become familiar with institutional structures and academic life. Information related to student clubs and engagement opportunities is also positively assessed, suggesting the presence of a functional framework for student activities and involvement.

At the same time, the findings show a more balanced distribution of evaluations regarding awareness of the Career Office, psycho-social and health services, and, to a lesser extent, the organisation of transport services. This indicates that while these services exist and are positively perceived by part of the student body, awareness and interaction with them are not yet equally distributed among all students. Overall, the results suggest that the structures under the student

dean's office play an important role in supporting the student experience, while further strengthening the visibility and communication of certain support services may enhance their overall impact.

Recommendations for further improvement

- *Consider expanding Orientation Week activities with more practical and interactive elements to facilitate direct engagement between students and institutional support services.*
- *Strengthen continuous communication throughout the semester regarding student clubs and engagement opportunities through regular updates or a unified student activity calendar.*
- *Increase the visibility of the Career Office at earlier stages of study by integrating its activities more clearly into academic communication and orientation initiatives.*
- *Enhance the visibility of psycho-social and health services through periodic communication across multiple channels, helping students perceive them as an integral part of institutional support.*
- *Periodically review the organisation of transport services and the alignment of schedules with students' actual needs in order to improve usability and overall satisfaction.*

EVALUATION OF DEPARTMENT COORDINATORS

This section of the report examines students’ perceptions of the role of department coordinators in supporting academic organisation and facilitating communication between students and academic structures within the university. The analysis focuses on the accuracy and clarity of information provided regarding key elements of the teaching process, including schedules, teaching formats, and examination arrangements, as well as on the accessibility and responsiveness of coordinators in addressing students’ questions and requests. Through these indicators, the report aims to assess the contribution of this role to the smooth functioning of academic processes and to effective institutional communication at the departmental level. A summarized evaluation of this function will be presented following the analysis of the respective indicators.

Accuracy and Clarity of Information on Schedules, Teaching Formats, and Examinations

The distribution of responses indicates a predominantly positive student evaluation regarding the information provided by department coordinators on the organisation of the teaching process. Positive ratings (4 and 5) account for 76.2% of responses, suggesting that for most students the information related to schedules, teaching formats, and examination arrangements was perceived as accurate and sufficient for following academic activities effectively. A smaller proportion of respondents expressed a neutral position (5.0%), while negative evaluations (1 and 2) represent 18.8%, indicating that in some cases information may not have been communicated consistently or in a timely manner. Overall, the findings suggest that informational coordination functions effectively for the majority of students, while *further strengthening unified communication practices and ensuring earlier dissemination of academic information could help reduce isolated cases of uncertainty and support a more consistent student experience across departments.*

Table 28 Accuracy and Clarity of Information on Schedules, Teaching Formats, and Examinations

I received accurate and complete information about the class schedules, teaching formats, and exams					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	13	12.9	12.9	12.9
	2	6	5.9	5.9	18.8
	3	5	5.0	5.0	23.8
	4	18	17.8	17.8	41.6

	5	59	58.4	58.4	100.0
	Total	101	100.0	100.0	

Accessibility and Timeliness of Department Coordinators' Responses

The findings indicate a generally positive student evaluation regarding the accessibility of department coordinators and the timeliness of their responses to student inquiries. Positive ratings (4 and 5) account for 71.3% of responses, suggesting that most students perceive communication with coordinators as functional and supportive in addressing academic matters. A proportion of respondents expressed a neutral position (8.9%), while negative evaluations (1 and 2) represent 19.8%, indicating that for some students communication experiences were not always consistent or responses were not perceived as sufficiently timely. Overall, the results highlight the important role of coordinators in mediating academic information and supporting students, while *further consolidation of communication channels and the establishment of more structured response practices could help ensure a more consistent level of accessibility for all students.*

Table 29 Accessibility and Timeliness of Department Coordinators' Responses

The department coordinator is accessible and responds to student questions in a timely manner					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14	13.9	13.9	13.9
	2	6	5.9	5.9	19.8
	3	9	8.9	8.9	28.7
	4	14	13.9	13.9	42.6
	5	58	57.4	57.4	100.0
	Total	101	100.0	100.0	

Summary of the Evaluation of Department Coordinators

The analysis indicates that the role of department coordinators is generally evaluated positively by students, particularly in terms of providing essential information related to the organisation of the teaching process and supporting academic communication. Most students positively assess the accuracy of information received regarding schedules, teaching formats, and examination arrangements, as well as the accessibility of coordinators in addressing academic questions and

concerns. These findings suggest that the coordination function contributes to the stability of academic organisation and facilitates students' orientation throughout their studies.

At the same time, the presence of a noticeable proportion of neutral and negative evaluations across both indicators indicates that student experiences are not entirely consistent in all cases. *In this regard, further strengthening unified communication practices across departments and establishing clearer formats for periodic information sharing could help ensure a more consistent level of information flow and accessibility throughout the academic structure.* Overall, the evaluation of this area remains positive, reflecting a function that effectively supports academic interaction and the organisation of the teaching process.

EVALUATION OF THE ACADEMIC ADVISOR

This section of the report examines students’ perceptions of the role of the academic advisor in supporting their academic orientation and facilitating decision-making related to the organisation of their study pathway. The analysis focuses on the advisor’s contribution to helping students understand the structure of the study programme, the guidance provided for course selection and registration, as well as the actual opportunities for communication and interaction between students and their academic advisors. Through these indicators, the report aims to assess the contribution of this role to individual student support, the clarification of academic processes, and the strengthening of students’ academic orientation throughout their studies. A summarized evaluation of this function will be presented following the analysis of the respective indicators.

Contribution of the Academic Advisor to Understanding the Study Programme Structure

The distribution of responses indicates a positive student evaluation regarding the role of the academic advisor in helping them understand the structure of the study programme. Positive ratings (4 and 5) account for 72.3% of responses, suggesting that for most students academic advising contributed to clarifying programme organisation and improving their academic orientation. A proportion of respondents expressed a neutral position (9.9%), while negative evaluations (1 and 2) represent 17.8%, indicating that for some students this support was not experienced consistently or was not equally utilised. The findings highlight the importance of academic advising, particularly during the early stages of study, while *further strengthening the introduction of the academic advisor’s role at the beginning of the academic year and encouraging more regular contact with students could help ensure more consistent use of this support service.*

Table 30 Contribution of the Academic Advisor to Understanding the Study Programme Structure

The academic advisor helped me better understand the structure of the study program					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	9.9	9.9	9.9
	2	8	7.9	7.9	17.8
	3	10	9.9	9.9	27.7
	4	15	14.9	14.9	42.6
	5	58	57.4	57.4	100.0
	Total	101	100.0	100.0	

Guidance Received for Course Selection and Registration

Students' responses indicate a positive evaluation of the support provided by academic advisors in the process of course selection and registration. Positive ratings (4 and 5) account for 78.2% of responses, suggesting that for most students the guidance received was helpful in supporting academic choices and in following the structure of the study programme. A smaller proportion of respondents expressed a neutral position (6.0%), while negative evaluations (1 and 2) represent 15.0%, indicating that for some students this process was not always accompanied by the same level of support or communication. The findings suggest that academic advising plays an important role in organising students' academic progression, while *structuring advisory meetings during course registration periods could further support earlier and more consistent information for all students.*

Table 31 Guidance Received for Course Selection and Registration

I received valuable guidance for selecting and registering courses					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	6.9	7.0	7.0
	2	8	7.9	8.0	15.0
	3	6	5.9	6.0	21.0
	4	19	18.8	19.0	40.0
	5	60	59.4	60.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

Opportunity for Communication and Meetings with the Academic Advisor

The findings indicate a positive student evaluation regarding the real opportunity to communicate and meet with their academic advisor. Positive ratings (4 and 5) account for 73.3% of responses, suggesting that for most students opportunities for interaction and consultation with the advisor were available when needed. A proportion of respondents expressed a neutral position (11.0%), while negative evaluations (1 and 2) represent 15.0%, indicating that communication was not always equally regular or accessible for all students. The results highlight that interaction with the academic advisor represents an important element of individual student support, while *formalising*

communication intervals or advisory meetings during the semester could further improve accessibility and encourage more consistent use of this support service among students.

Table 32 Opportunity for Communication and Meetings with the Academic Advisor

I had real opportunities for communication and meetings with my academic advisor					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	7.9	8.0	8.0
	2	7	6.9	7.0	15.0
	3	11	10.9	11.0	26.0
	4	11	10.9	11.0	37.0
	5	63	62.4	63.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

Summary of the Evaluation of the Academic Advisor

The analysis of indicators related to the academic advisor function shows a generally positive evaluation from students, reflecting the important role this position plays in academic orientation and individual student support throughout the study process. Most students positively assess the advisor's contribution to understanding the structure of the study programme, the guidance provided for course selection and registration, and the opportunity for communication and consultation. The findings suggest that academic advising contributes to clarifying academic procedures and facilitating decision-making related to students' academic progression. *However, the results also indicate room for improving the consistency of this service across all students through more clearly structured advisory meetings and encouragement of regular communication during the academic year, ensuring that the role of the academic advisor is utilised more effectively and consistently.*

EVALUATION OF THE IT OFFICE AND DIGITAL SERVICES

This section of the report examines students’ perceptions of the functioning of the IT office and digital services in supporting academic and administrative processes within the university. The analysis focuses on the clarity and regular updating of information on the official university website, the timely provision of institutional email accounts, access to university email and online learning platforms, and the usability of the electronic university system (SMART WBU). It also considers the level of technical support provided by IT staff and students’ awareness of library services as part of the broader digital and academic support infrastructure. Through these indicators, the report aims to assess the contribution of digital services to facilitating students’ academic experience, ensuring access to information, and supporting the effective functioning of teaching and administrative processes. A summarized evaluation of this function will be presented following the analysis of the respective indicators.

Clarity and Updating of Information on the Official University Website

The distribution of responses indicates a positive student evaluation regarding the clarity and updating of information provided on the official university website. Positive ratings (4 and 5) account for 77.2% of responses, suggesting that for most students the website is perceived as a functional and reliable source of academic and administrative information. A smaller proportion of respondents expressed a neutral position (8.9%), while negative evaluations (1 and 2) represent 13.8%, indicating that in some cases information may not have been perceived as fully complete or updated in a timely manner. The findings suggest that the official website generally fulfils its informational function, *while more frequent updates of academic information sections and clearer structuring of content categories could further improve navigation and accessibility for students.*

Table 33 Clarity and Updating of Information on the Official University Website

The university's official website provides clear and updated information					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	7.9	7.9	7.9
	2	6	5.9	5.9	13.9
	3	9	8.9	8.9	22.8
	4	19	18.8	18.8	41.6
	5	59	58.4	58.4	100.0
	Total	101	100.0	100.0	

Timely Provision of the Official Institutional Email Address

The findings indicate a very positive student evaluation regarding the timely provision of the official institutional email address. Positive ratings (4 and 5) account for 85.2% of responses, suggesting that for most students the process was carried out efficiently and without delays, enabling early integration into institutional communication and access to digital university services. A small proportion of respondents expressed a neutral position (7.9%), while negative evaluations (1 and 2) represent 7.0%, indicating that problematic cases remain limited and do not affect the overall positive assessment of this service. Overall, the data suggest that the process functions effectively and supports students’ integration into the university’s digital infrastructure.

Table 34 Timely Provision of the Official Institutional Email Address

I received my official institutional email address on time					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	5.0	5.0	5.0
	2	2	2.0	2.0	6.9
	3	8	7.9	7.9	14.9
	4	13	12.9	12.9	27.7
	5	73	72.3	72.3	100.0
	Total	101	100.0	100.0	

Access to the University Email and Online Learning Platforms

The distribution of responses indicates a very positive student evaluation regarding access to the university email and online learning platforms. Positive ratings (4 and 5) account for 79.4% of responses, suggesting that for most students these services were accessible without difficulty and effectively supported both academic activities and communication processes. A proportion of respondents expressed a neutral position (10.0%), while negative evaluations (1 and 2) represent 10.0%, indicating that reported difficulties remain limited. *Continued monitoring of user experience and the provision of targeted technical guidance in individual cases may help maintain the current level of functionality while gradually improving usability for all students.*

Table 35 Access to the University Email and Online Learning Platforms

I have accessed the university email and online learning platforms without difficulties					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2.0	2.0	2.0
	2	8	7.9	8.0	10.0
	3	10	9.9	10.0	20.0

	4	16	15.8	16.0	36.0
	5	64	63.4	64.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

Ease of Use of the University Electronic System (SMART WBU)

The findings indicate a positive student perception regarding the usability of the university's electronic system (SMART WBU). Positive ratings (4 and 5) account for 81.2% of responses, suggesting that for most students the system is perceived as understandable and functional for managing academic and administrative processes. A proportion of respondents expressed a neutral position (6.9%), while negative evaluations (1 and 2) represent 11.9%, indicating that a limited number of users may experience difficulties related to navigation or the use of specific features. *Providing brief orientation guidelines or supporting materials for new users could further facilitate the effective use of system functionalities and help reduce occasional difficulties.*

Table 36 Ease of Use of the University Electronic System (SMART WBU)

The university's electronic system (SMART WBU) is easy to use					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	5.0	5.0	5.0
	2	7	6.9	6.9	11.9
	3	7	6.9	6.9	18.8
	4	21	20.8	20.8	39.6
	5	61	60.4	60.4	100.0
Total		101	100.0	100.0	

Awareness of University Library Services

The distribution of responses indicates a positive student evaluation regarding awareness of the services offered by the university library. Positive ratings (4 and 5) account for 78.2% of responses, suggesting that for most students information about library services is accessible and understandable. A proportion of respondents expressed a neutral position (7.9%), while negative evaluations (1 and 2) represent 13.9%, indicating that some students may not yet be fully familiar with the full range of services available. *Strengthening informational communication through orientation presentations, digital channels, or promotional activities could further increase*

awareness and encourage broader use of library resources among students.

Table 37 Awareness of University Library Services

I am informed about the services offered by the university library					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	5.0	5.0	5.0
	2	9	8.9	8.9	13.9
	3	8	7.9	7.9	21.8
	4	23	22.8	22.8	44.6
	5	56	55.4	55.4	100.0
Total		101	100.0	100.0	

Speed and Efficiency of Technical Support Provided by IT Staff

The findings indicate a positive student evaluation regarding the technical support provided by IT staff. Positive ratings (4 and 5) account for 73.8% of responses, suggesting that for most students technical assistance was perceived as timely and effective in resolving encountered issues. A proportion of respondents expressed a neutral position (15.2%), while negative evaluations (1 and 2) represent 11.1%, indicating that in some cases the experience of technical support may not have been equally consistent for all users. *Maintaining current responsive practices, alongside periodic communication on how to access technical assistance, could further help sustain and consolidate student satisfaction levels.*

Table 38 Speed and Efficiency of Technical Support Provided by IT Staff

Technical support from the IT staff has been fast and efficient					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	5.0	5.1	5.1
	2	6	5.9	6.1	11.1
	3	15	14.9	15.2	26.3
	4	15	14.9	15.2	41.4
	5	58	57.4	58.6	100.0
Total		99	98.0	100.0	
Missing	System	2	2.0		
Total		101	100.0		

Summary of the Evaluation of the IT Office and Digital Services

The analysis indicates that the IT office and digital services are perceived by students as a functional and essential structure supporting both academic and administrative processes within the university. The high level of positive evaluations regarding access to digital platforms, usability of the electronic university system, timely provision of institutional email accounts, and the efficiency of technical support reflects a well-established digital infrastructure and stable service performance. The official university website and awareness of library services are also recognised as important sources of information that facilitate institutional communication and support academic organisation. Overall, the findings suggest that this office plays a significant role in enhancing students' academic experience by ensuring a reliable and accessible digital environment. *Maintaining current practices while continuing to monitor user experience may further support the consolidation of service quality over time.*

EVALUATION OF THE STUDENT GUIDE AND INITIAL EXPECTATIONS

This section of the report examines students’ perceptions of their initial study experience, focusing on the orientation role of the student guide and the alignment between students’ prior expectations and their actual university experience. The analysis considers the extent to which the student guide supported orientation within university structures and processes, students’ sense of integration into the academic community, and the institutional environment created by academic and administrative staff. Through these indicators, the report aims to assess the quality of students’ early experience and its role in shaping a positive and sustainable relationship with the institution throughout their studies.

Contribution of the Student Guide to Initial University Orientation

The distribution of responses indicates a generally positive student evaluation regarding the contribution of the student guide to their initial orientation within the university. Positive ratings (4 and 5) account for 65.5% of responses, suggesting that for most students the guide served as a useful tool for understanding institutional structures, rules, and basic procedures. A notable proportion of neutral responses (19.0%) indicates that for some students the guide may not have been fully utilised or may not have represented the primary source of information during the orientation phase, while negative evaluations (1 and 2) account for 15.0%, suggesting a more limited perceived usefulness for a smaller group of students. Overall, the findings show that the guide fulfils its orientation function for the majority of students, while *increasing its visibility during Orientation Week and integrating its content more directly into initial informational activities could further enhance its practical use and effectiveness.*

Table 39 Contribution of the Student Guide to Initial University Orientation

The student guide helped me orient myself within the university					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	5.9	6.0	6.0
	2	9	8.9	9.0	15.0
	3	19	18.8	19.0	34.0
	4	18	17.8	18.0	52.0
	5	48	47.5	48.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		

Total	101	100.0		
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Alignment Between Current Study Experience and Initial Student Expectations

The findings indicate a positive student evaluation regarding the alignment between their initial expectations prior to enrolment and their current experience at the university. Positive ratings (4 and 5) account for 67.5% of responses, suggesting that for most students their academic and institutional experience corresponds with the expectations formed before beginning their studies. A proportion of respondents expressed a neutral position (15.0%), while negative evaluations (1 and 2) represent 17.0%, indicating that for some students initial expectations were not fully met or that the actual experience differed from what had been anticipated. Overall, the data reflect a stable level of satisfaction during the early stage of studies, while *further strengthening informational communication during recruitment and initial orientation phases could help ensure clearer expectations and a closer alignment with students' academic experience.*

Table 40 Alignment Between Current Study Experience and Initial Student Expectations

My current experience at WBU aligns with the expectations I had before beginning my studies					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	10.9	11.0	11.0
	2	6	5.9	6.0	17.0
	3	15	14.9	15.0	32.0
	4	22	21.8	22.0	54.0
	5	46	45.5	46.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

Sense of Welcome and Integration into the University Community

Students' responses indicate a very positive evaluation regarding their sense of being welcomed and integrated into the university community. Positive ratings (4 and 5) account for 77.0% of responses, suggesting that for most students the initial university experience was accompanied by a feeling of inclusion and acceptance within the academic and social environment. A smaller proportion of respondents expressed a neutral position (14.0%), while negative evaluations (1 and 2) represent 9.0%, indicating that cases of limited integration remain relatively few. The findings suggest that the university environment is generally perceived as supportive and welcoming, while

continuing integration activities throughout the academic year could further strengthen students' sense of belonging beyond the initial phase of studies.

Table 41 Sense of Welcome and Integration into the University Community

I feel welcomed and integrated into the university community					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	5.0	5.0	5.0
	2	4	4.0	4.0	9.0
	3	14	13.9	14.0	23.0
	4	23	22.8	23.0	46.0
	5	54	53.5	54.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

Welcoming and Supportive Environment Created by Academic and Administrative Staff

The distribution of responses indicates a very positive student evaluation regarding the institutional climate and the role of academic and administrative staff in creating a welcoming and supportive environment. Positive ratings (4 and 5) account for 79.2% of responses, suggesting that most students perceive their interaction with staff as cooperative and encouraging for integration into university life. A smaller proportion of respondents expressed a neutral position (12.9%), while negative evaluations (1 and 2) represent 7.9%, indicating that negative experiences remain limited and not representative of the overall student perception. The findings suggest that interaction with staff represents a key element of students' positive initial experience, while *maintaining existing practices of open communication and individual support may further strengthen this institutional climate.*

Table 42 Welcoming and Supportive Environment Created by Academic and Administrative Staff

The academic and administrative staff have created a welcoming and supportive environment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	5.9	5.9	5.9
	2	2	2.0	2.0	7.9
	3	13	12.9	12.9	20.8
	4	21	20.8	20.8	41.6
	5	59	58.4	58.4	100.0
	Total	101	100.0	100.0	

Overall Satisfaction with the Initial Study Experience

The findings indicate a high level of student satisfaction with their overall experience during the initial period of study at the university. Positive ratings (4 and 5) account for 78.5% of responses, suggesting that for most students the early academic and institutional experience met their expectations and contributed to a positive perception of the university environment. A proportion of respondents expressed a neutral position (10.0%), while negative evaluations (1 and 2) represent 11.0%, indicating that for a limited group of students the initial experience may have been less consolidated or differed from initial expectations. The results suggest that the initial integration phase is generally successful, while *continuing orientation and support activities during the first semester may further support the integration of students who remain more neutral or reserved in their evaluations.*

Table 43 Overall Satisfaction with the Initial Study Experience

Overall, I am satisfied with my initial study experience at WBU					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	6.9	7.0	7.0
	2	4	4.0	4.0	11.0
	3	10	9.9	10.0	21.0
	4	27	26.7	27.0	48.0
	5	52	51.5	52.0	100.0
	Total	100	99.0	100.0	
Missing	System	1	1.0		
Total		101	100.0		

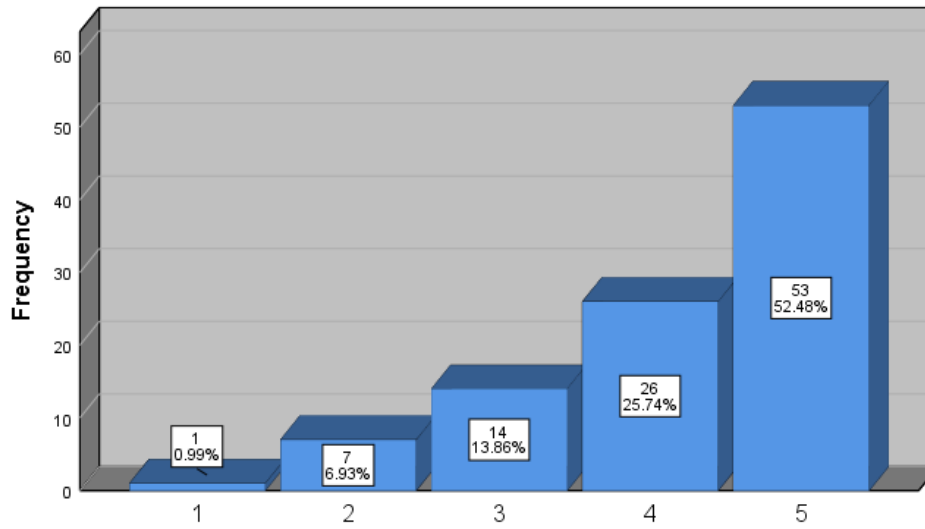
Summary of the Evaluation of the Student Guide and Initial Expectations

The analysis indicates that students' initial university experience is evaluated positively overall, reflecting a satisfactory level of orientation, integration, and early-stage satisfaction. Most students perceive the student guide as a useful instrument for understanding institutional structures and processes, while the alignment between initial expectations and actual study experience appears generally stable. At the same time, the sense of welcome and integration into the academic community, together with the supportive environment created by academic and administrative staff, emerge as key factors contributing to students' positive perception of the institution.

Overall, the findings suggest that the initial orientation and integration phase functions effectively and supports the development of a positive relationship between students and the university from the beginning of their studies. Considering that a limited proportion of students expressed neutral or less positive views, *the continued implementation of orientation and informational activities during the first semester may further strengthen student engagement and clarity of expectations across the student body.*

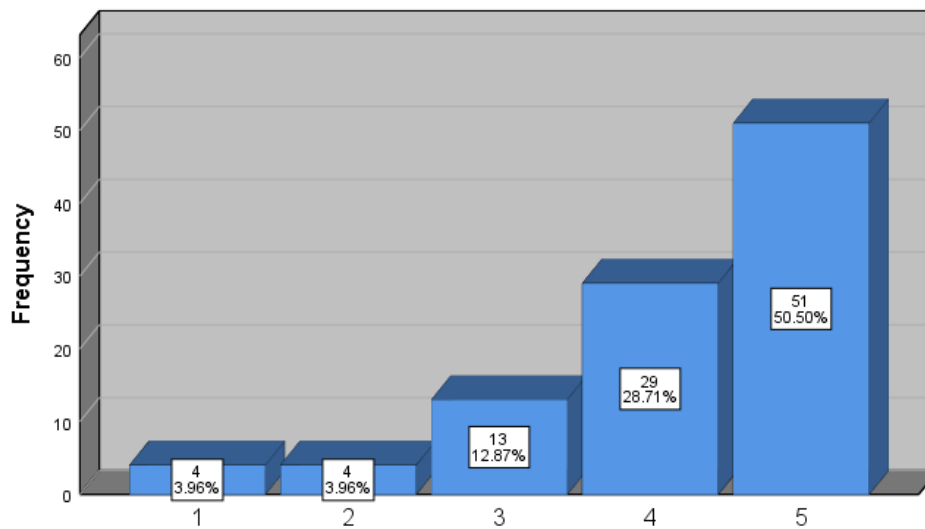
Shtojca 1 – Paraqitja grafike e të dhënave

Informacioni në faqen zyrtare të WBU ishte i qartë dhe i kuptueshëm "



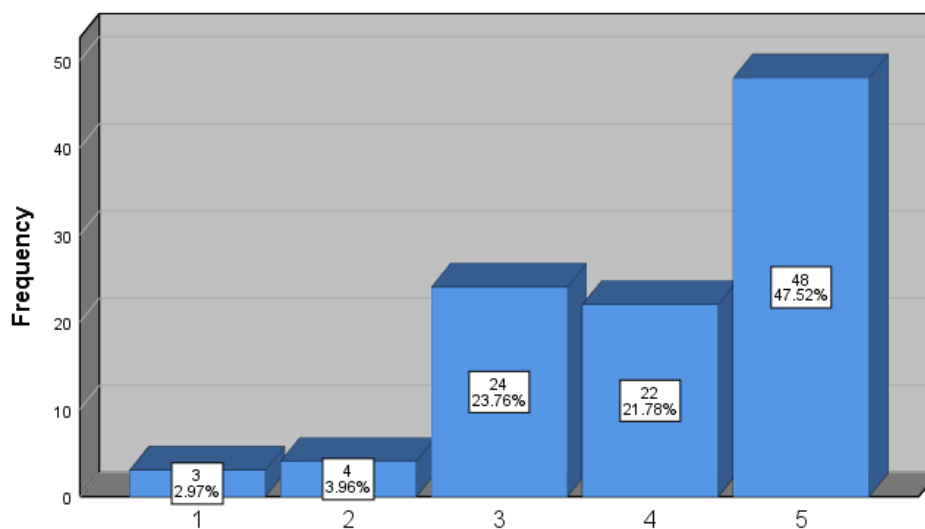
Informacioni në faqen zyrtare të WBU ishte i qartë dhe i kuptueshëm "

Materialet promovuese (broshura, video, prezantime) ishin të dobishme për të kuptuar programet



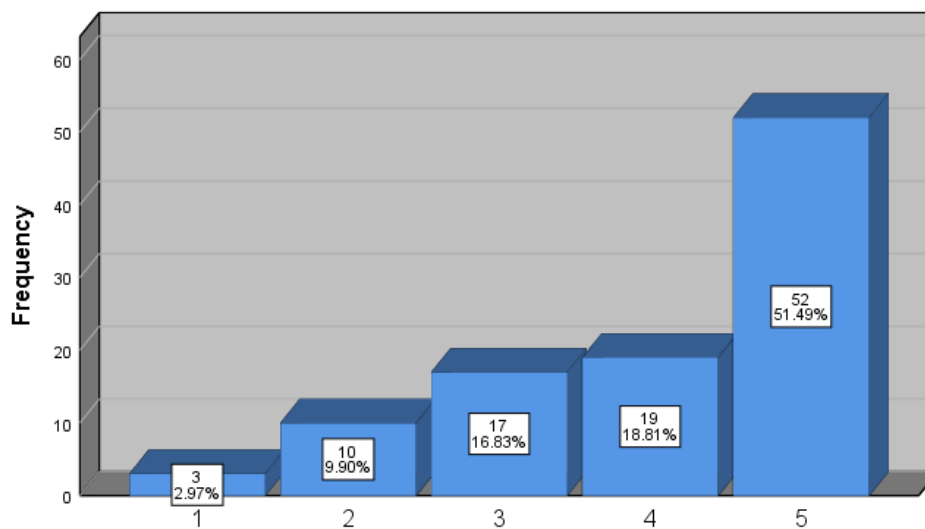
Materialet promovuese (broshura, video, prezantime) ishin të dobishme për të kuptuar programet

Komunikimet e WBU-së në rrjetet sociale ishin informuese dhe të sakta



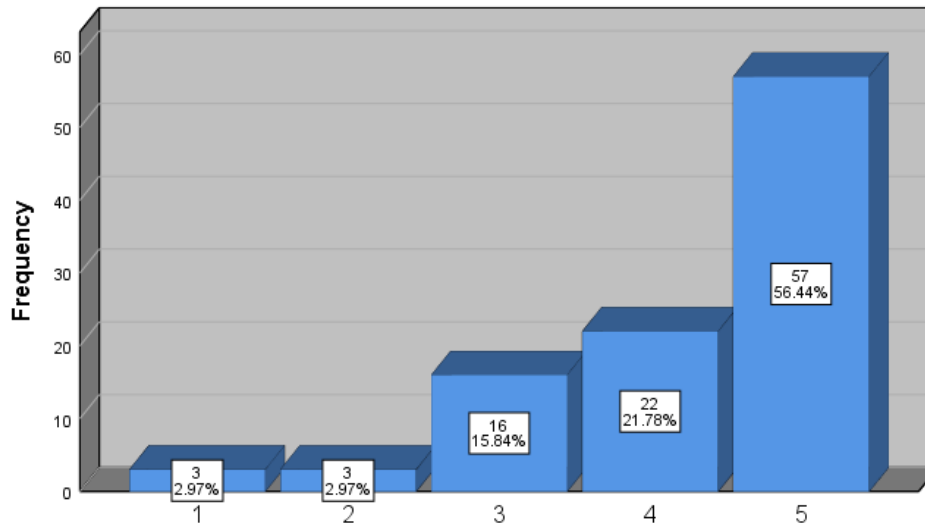
Komunikimet e WBU-së në rrjetet sociale ishin informuese dhe të sakta

Procesi i informimit para regjistrimit ishte i organizuar mirë



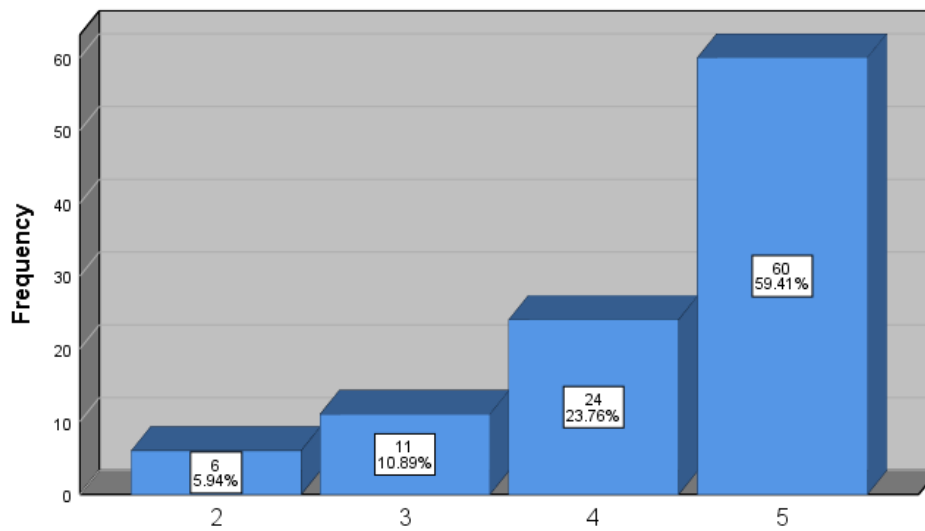
Procesi i informimit para regjistrimit ishte i organizuar mirë

Përgjigjet që mora nga stafi i marketingut ishin të qarta dhe profesionale



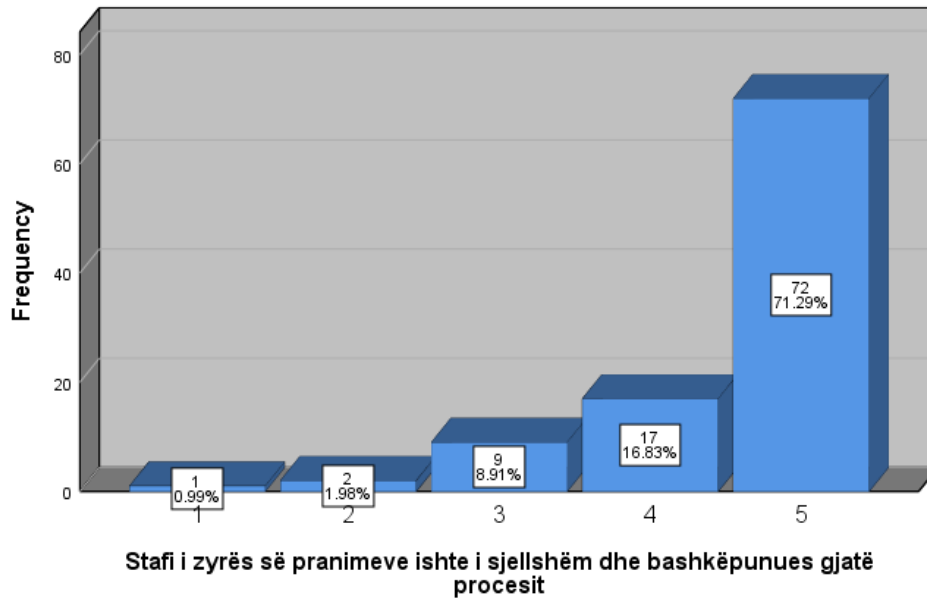
Përgjigjet që mora nga stafi i marketingut ishin të qarta dhe profesionale

Procesi i pranimit në universitet ishte i qartë dhe i lehtë për t'u ndjekur

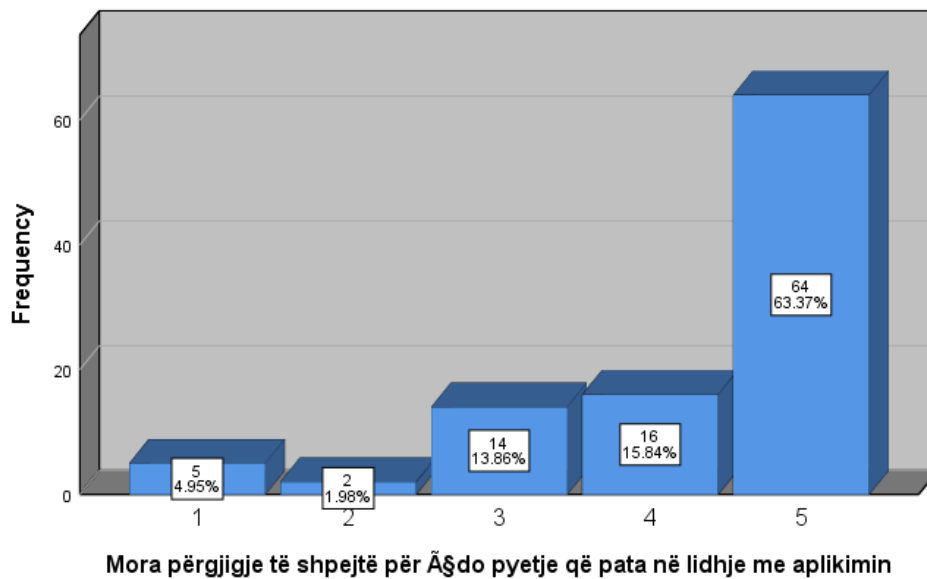


Procesi i pranimit në universitet ishte i qartë dhe i lehtë për t'u ndjekur

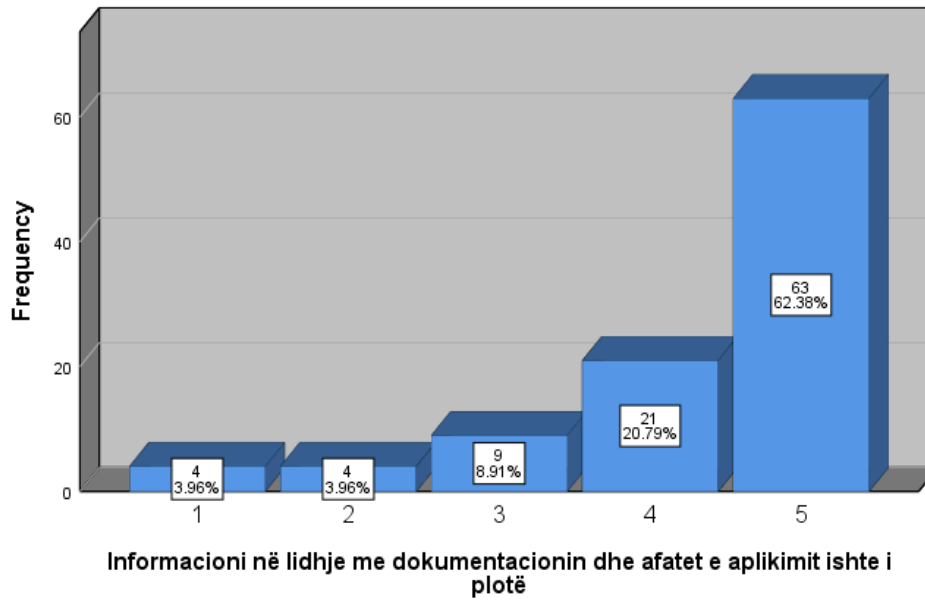
Stafi i zyrës së pranimeve ishte i sjellshëm dhe bashkëpunues gjatë procesit



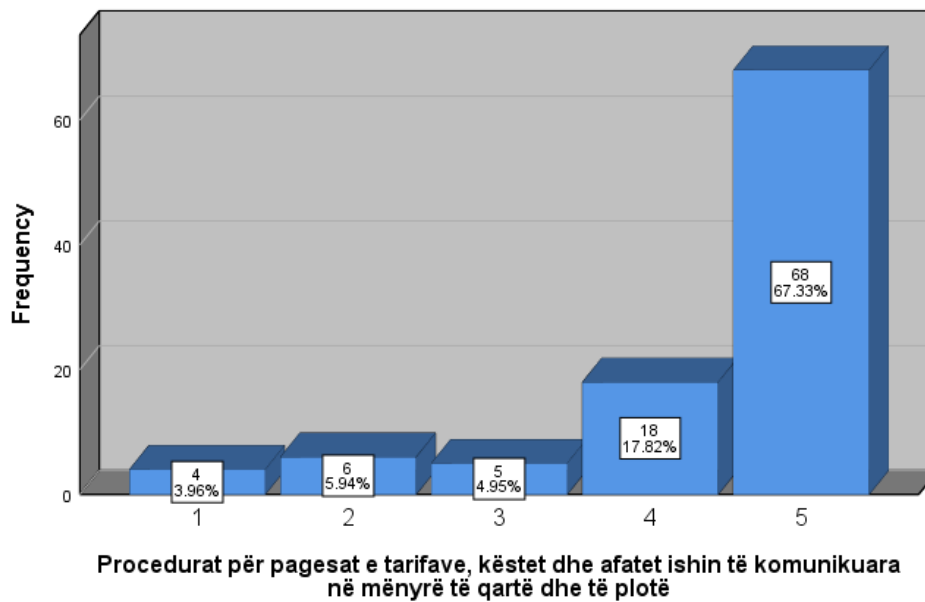
Mora përgjigje të shpejtë për Ësdo pyetje që pata në lidhje me aplikimin



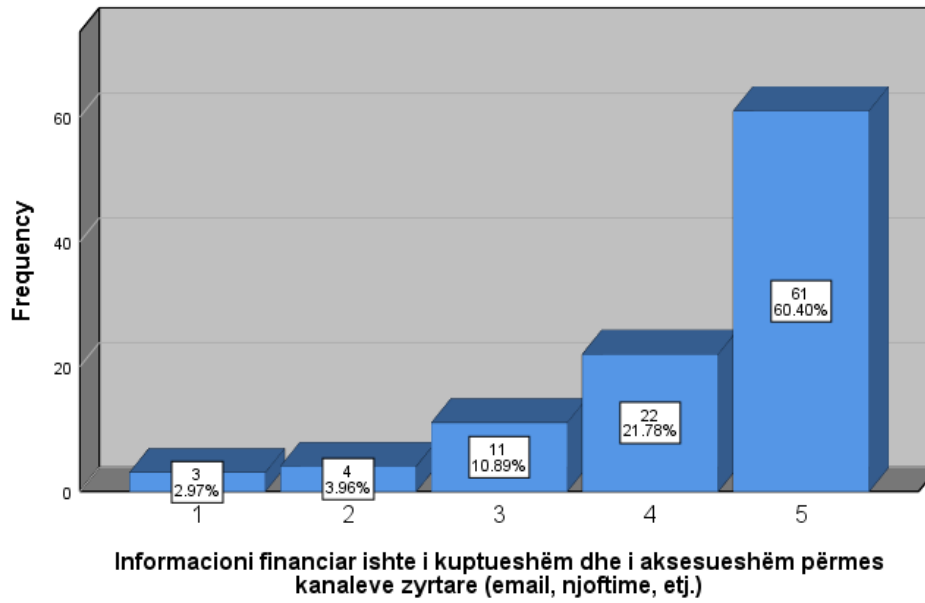
Informacioni në lidhje me dokumentacionin dhe afatet e aplikimit ishte i plotë



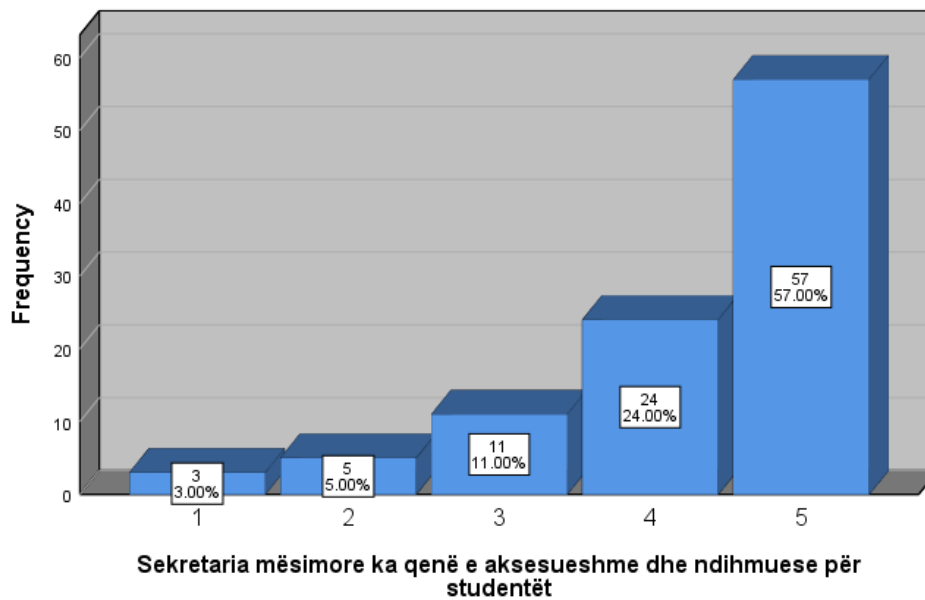
Procedurat për pagesat e tarifave, kështet dhe afatet ishin të komunikuar në mënyrë të qartë dhe të plotë



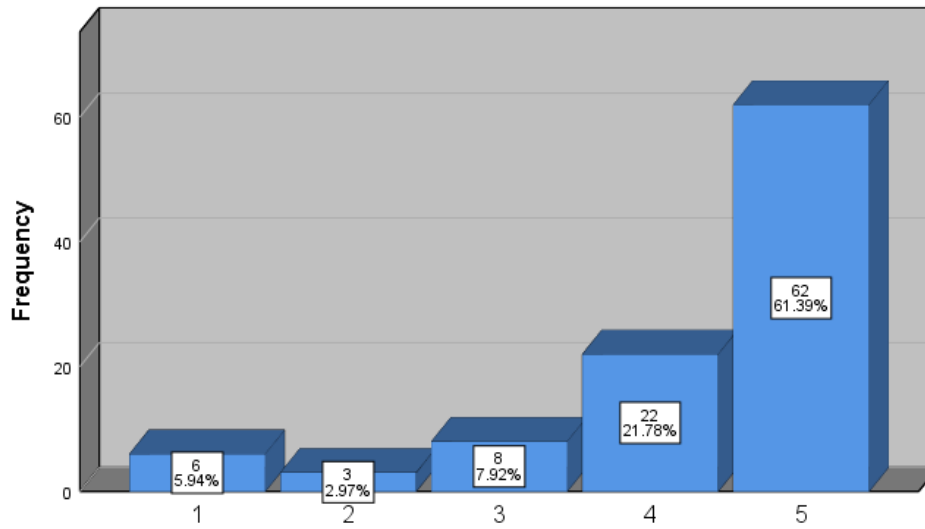
Informacioni financiar ishte i kuptueshëm dhe i aksesueshëm përmes kanaleve zyrtare (email, njoftime, etj.)



Sekretaria mësimore ka qenë e aksesueshme dhe ndihmuese për studentët

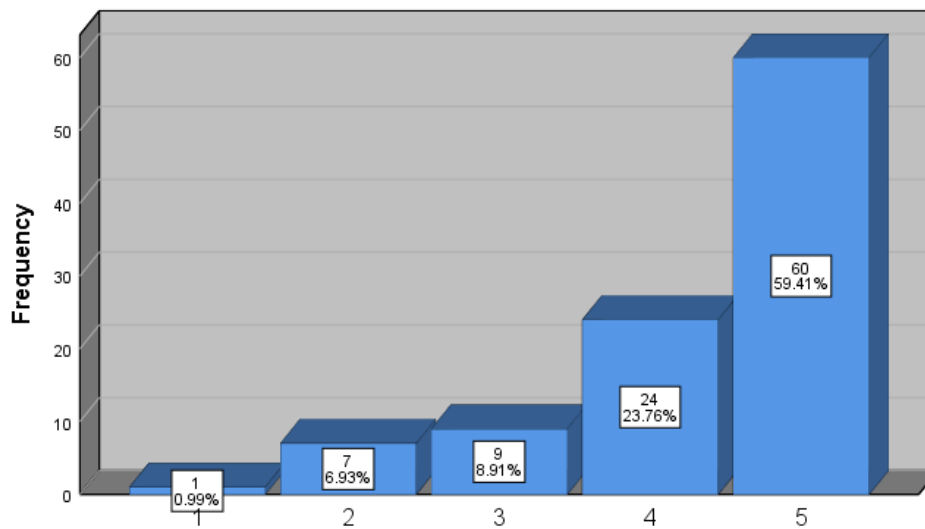


Komunikimi me sekretarinë mësimore ka qenë i qartë dhe në kohë



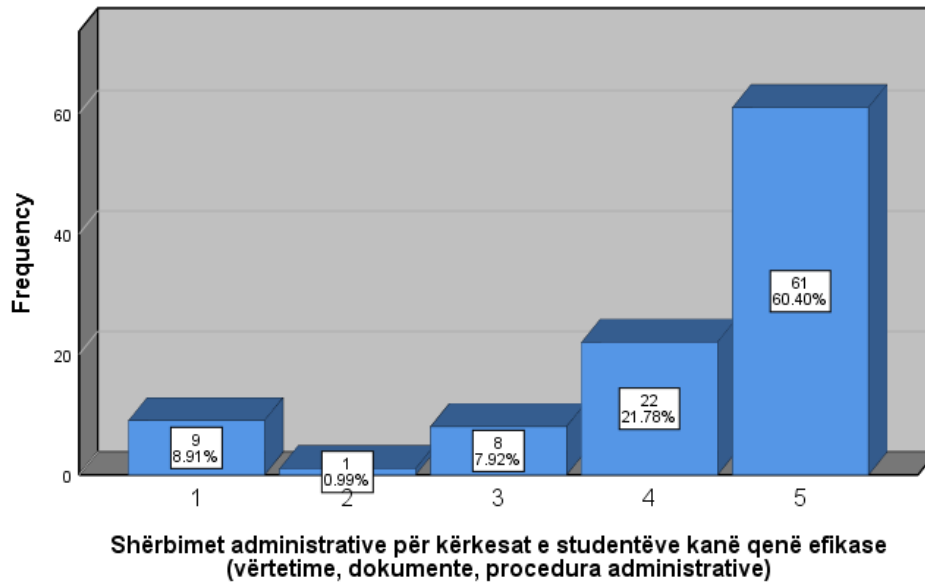
Komunikimi me sekretarinë mësimore ka qenë i qartë dhe në kohë

Informacioni dhe dokumentacionit gjatë regjistrimit ka qenë i qartë dhe i organizuar

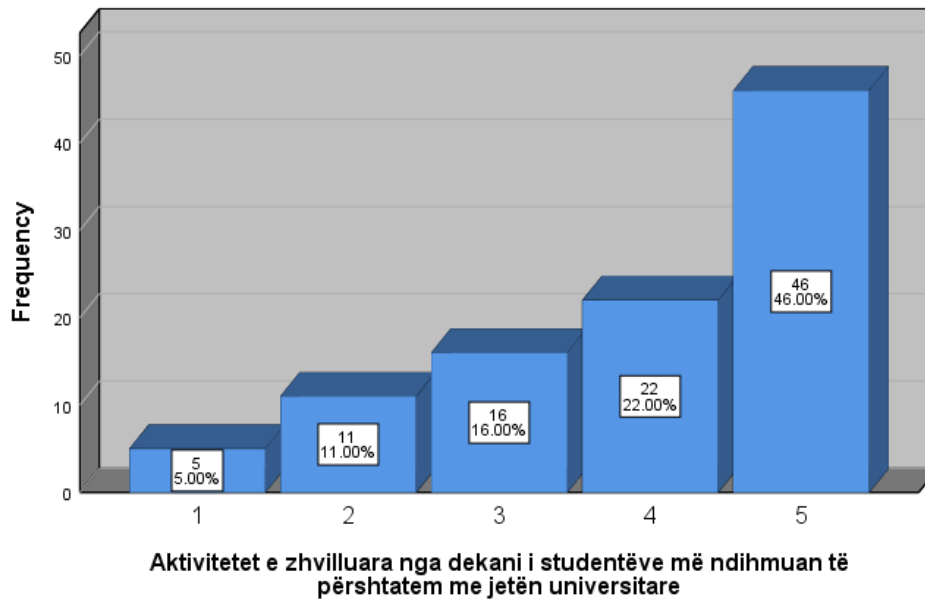


Informacioni dhe dokumentacionit gjatë regjistrimit ka qenë i qartë dhe i organizuar

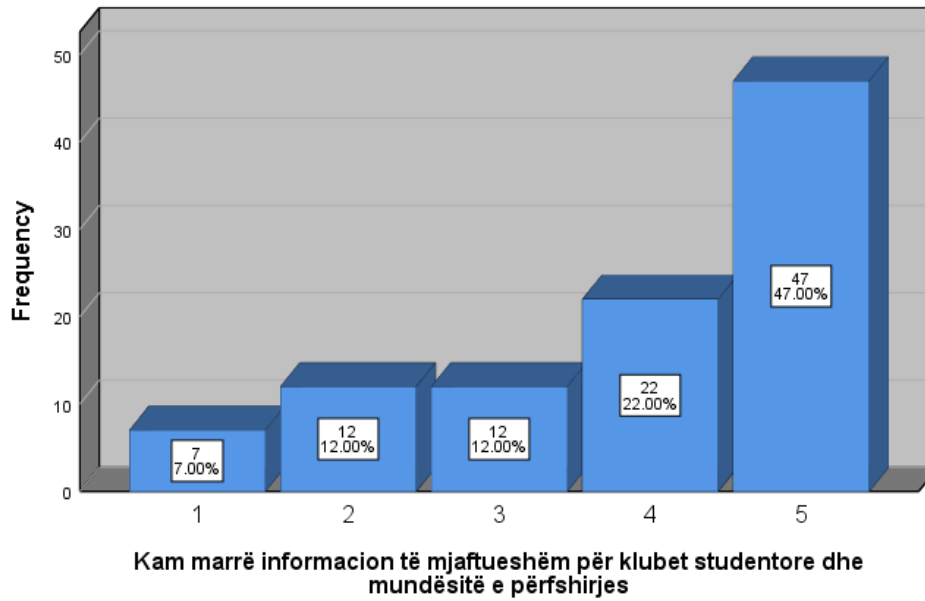
Shërbimet administrative për kërkesat e studentëve kanë qenë efikase (vërtetime, dokumente, procedura administrative)



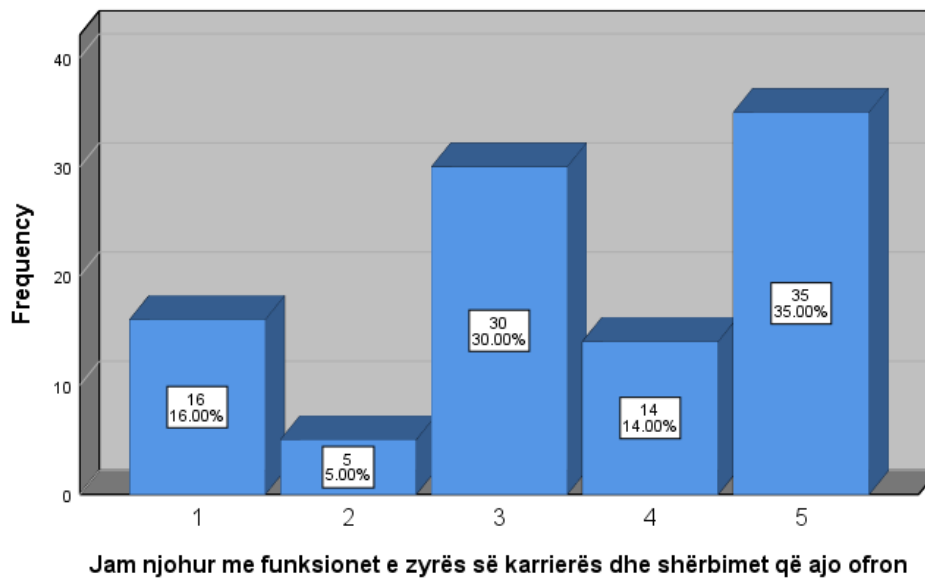
Aktivitetet e zhvilluara nga dekani i studentëve më ndihmuan të përshtatem me jetën universitare



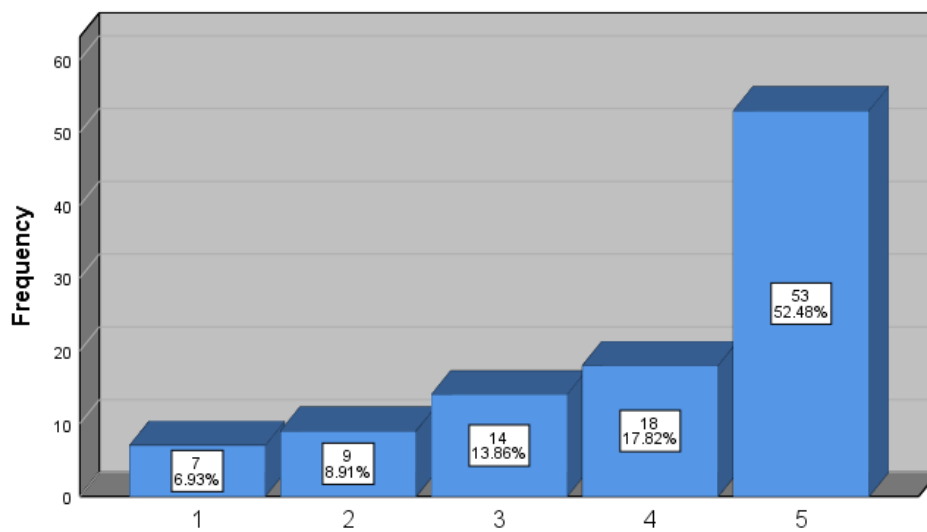
Kam marrë informacion të mjaftueshëm për klubet studentore dhe mundësitë e përfshirjes



Jam njohur me funksionet e zyrës së karrierës dhe shërbimet që ajo ofron

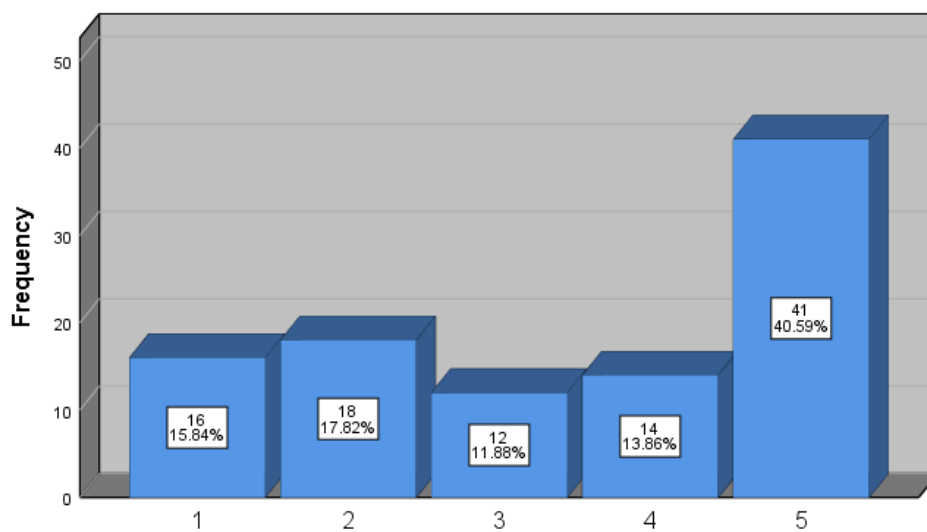


Java e orientimit ishte e dobishme për t'u njohur me universitetin



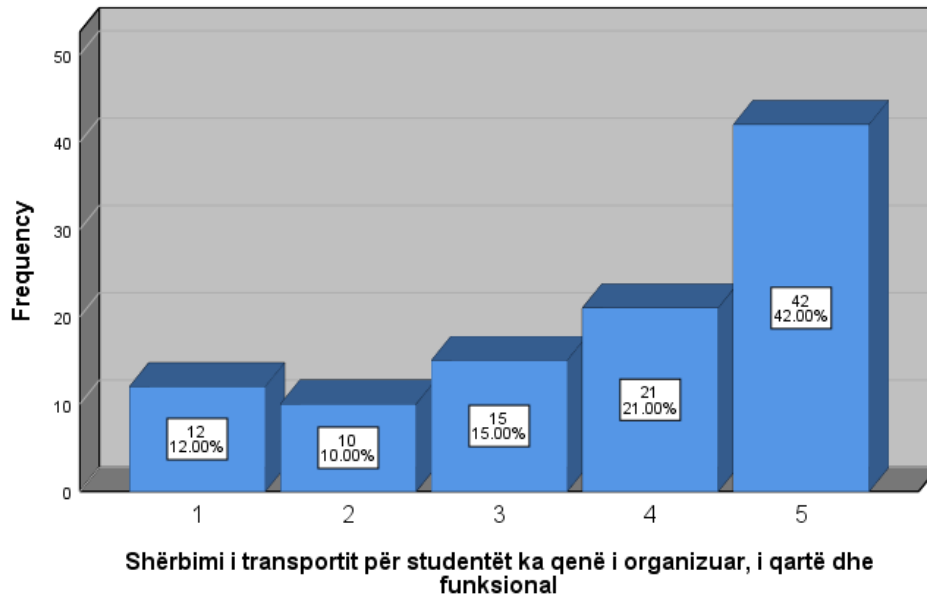
Java e orientimit ishte e dobishme për t'u njohur me universitetin

Jam njohur me shërbimet psiko-sociale dhe shëndetësore që ofron universiteti

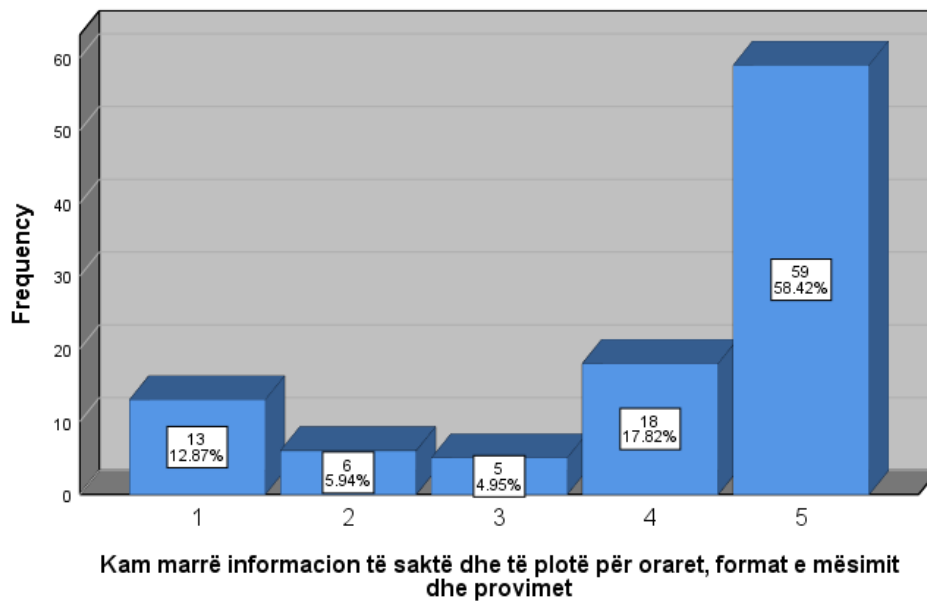


Jam njohur me shërbimet psiko-sociale dhe shëndetësore që ofron universiteti

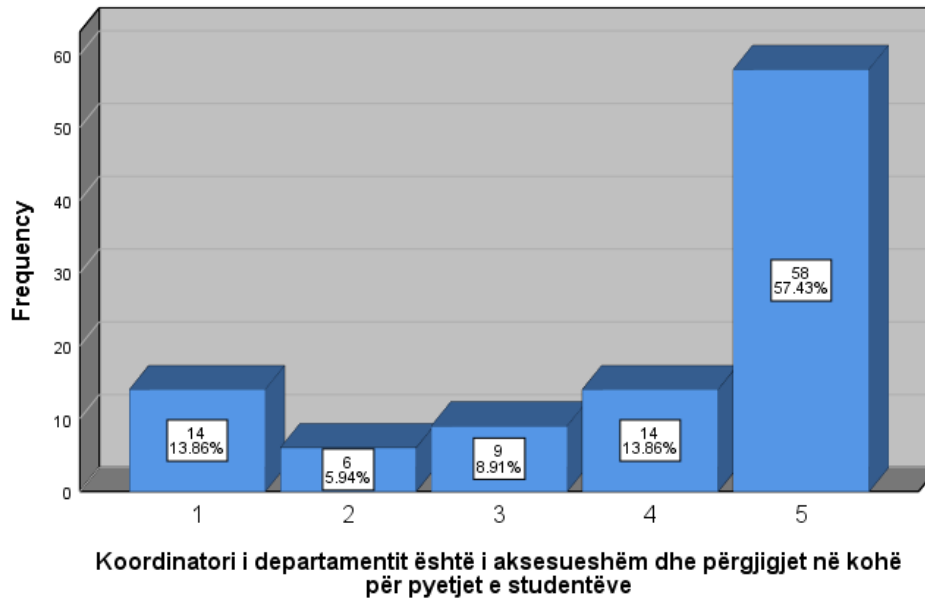
Shërbimi i transportit për studentët ka qenë i organizuar, i qartë dhe funksional



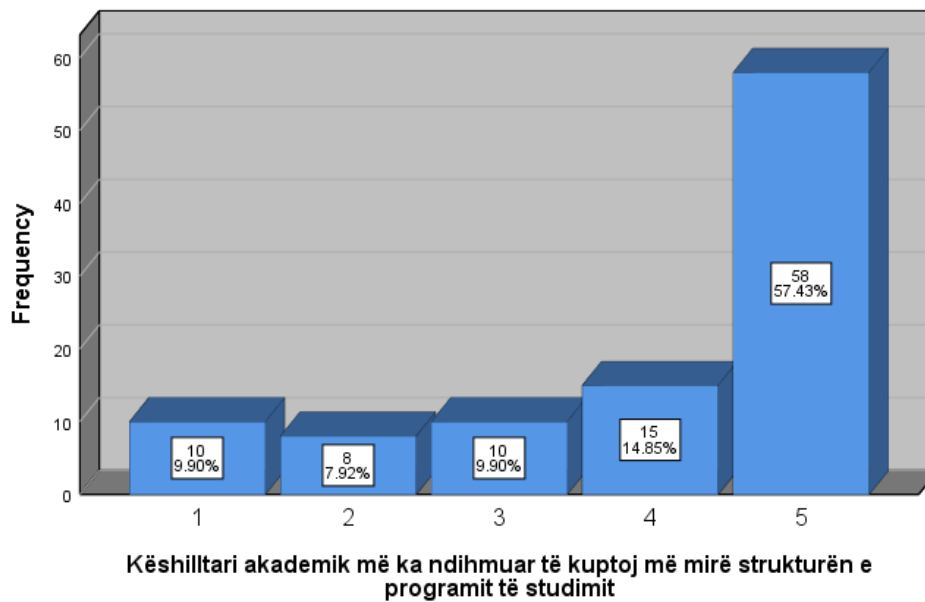
Kam marrë informacion të saktë dhe të plotë për oraret, format e mësimit dhe provimet



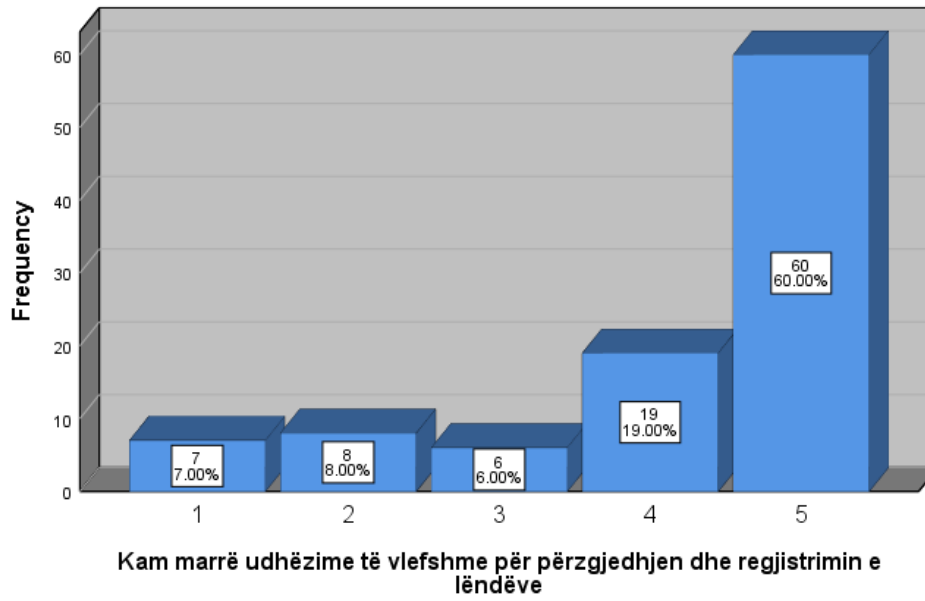
Koordinatori i departamentit është i aksesueshëm dhe përgjigjet në kohë për pyetjet e studentëve



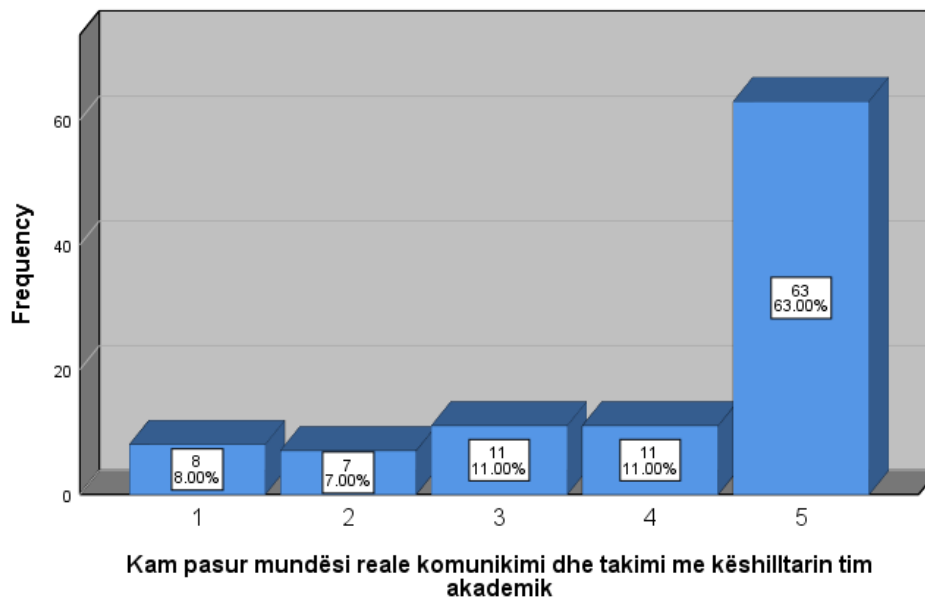
Këshilltari akademik më ka ndihmuar të kuptoj më mirë strukturën e programit të studimit



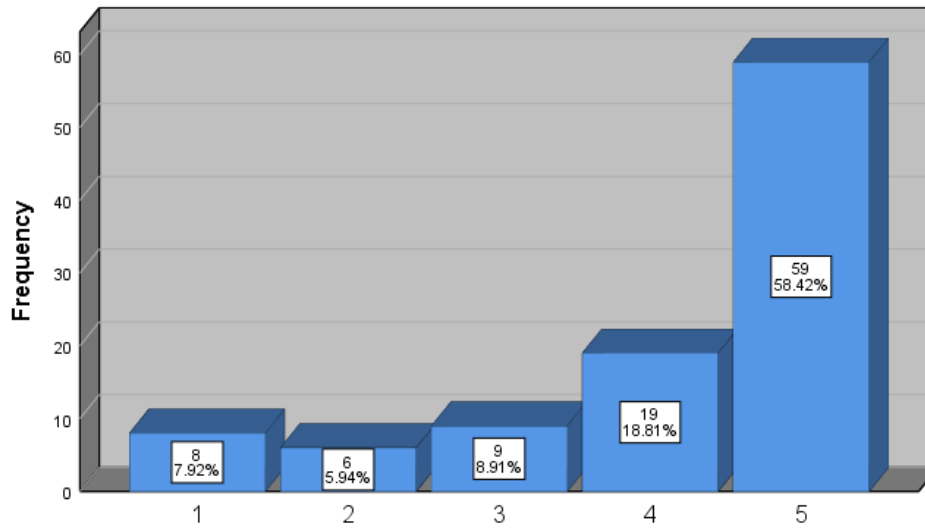
Kam marrë udhëzime të vlefshme për përzgjedhjen dhe regjistrimin e lëndëve



Kam pasur mundësi reale komunikimi dhe takimi me këshilltarin tim akademik

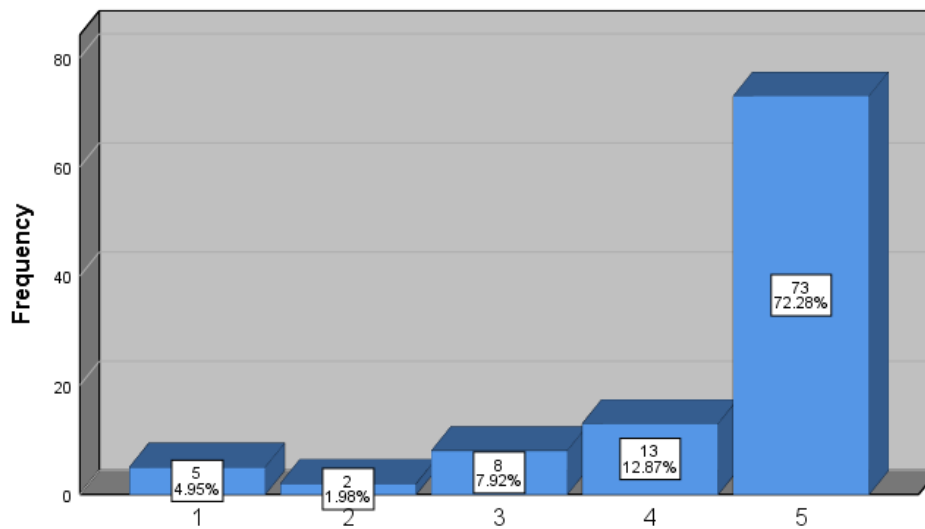


Faqja zyrtare e universitetit ofron informacion të qartë dhe të përditësuar



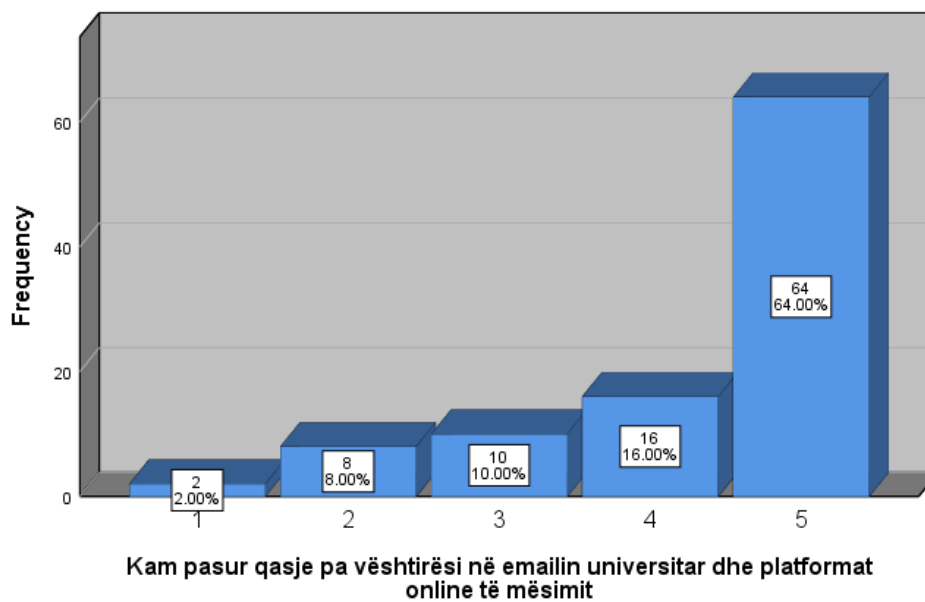
Faqja zyrtare e universitetit ofron informacion të qartë dhe të përditësuar

Jam pajisur në kohë me adresën zyrtare të emailit të institucionit

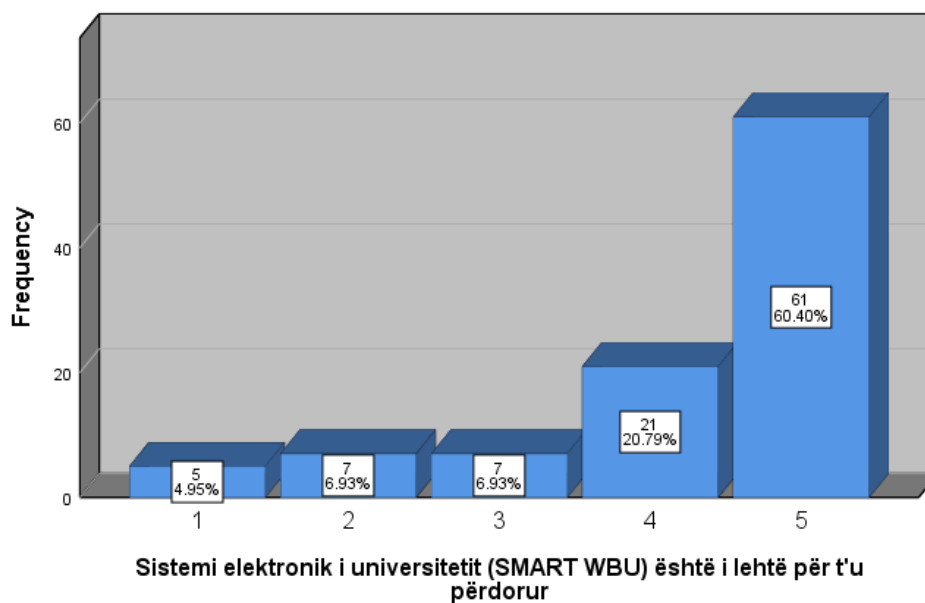


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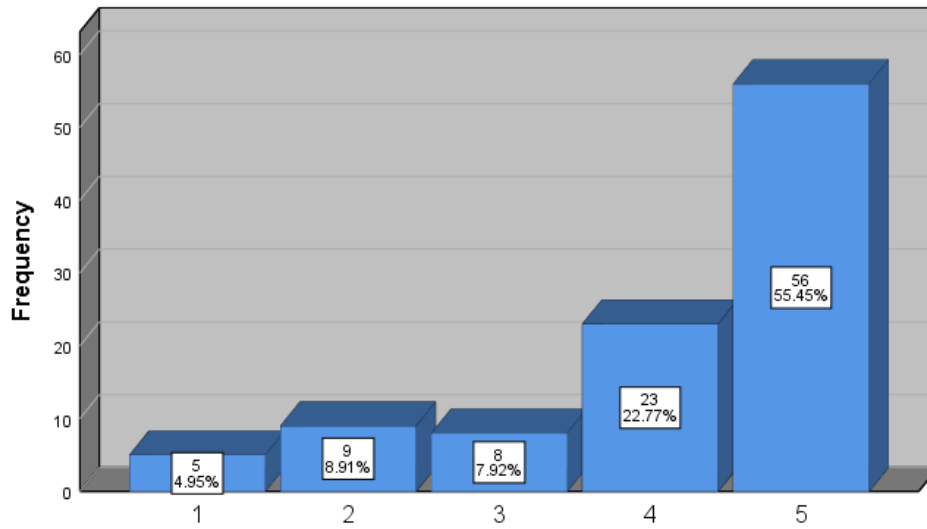
Kam pasur qasje pa vështirësi në emailin universitar dhe platformat online të mësim



Sistemi elektronik i universitetit (SMART WBU) është i lehtë për t'u përdorur

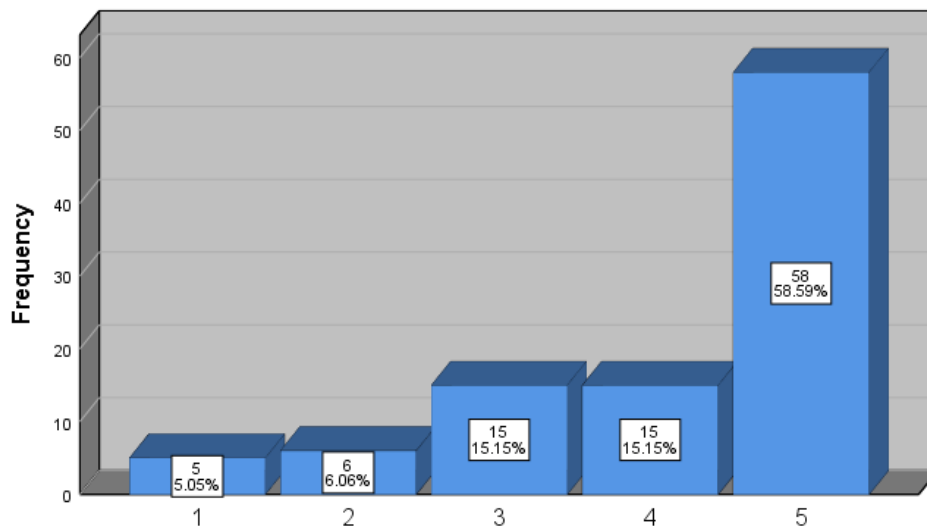


Jam i informuar për shërbimet që ofron biblioteka e universitetit



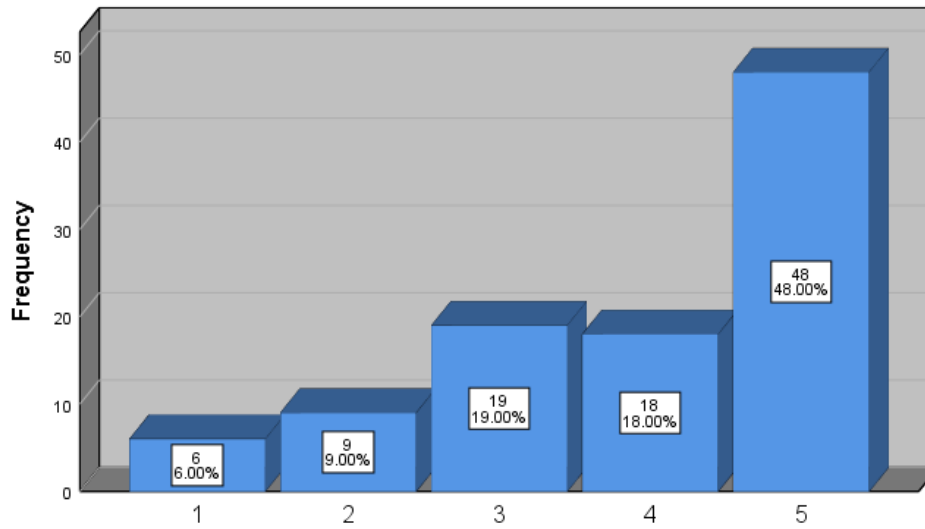
Jam i informuar për shërbimet që ofron biblioteka e universitetit

Mbështetja teknike nga stafi i IT-së ka qenë e shpejtë dhe efikase



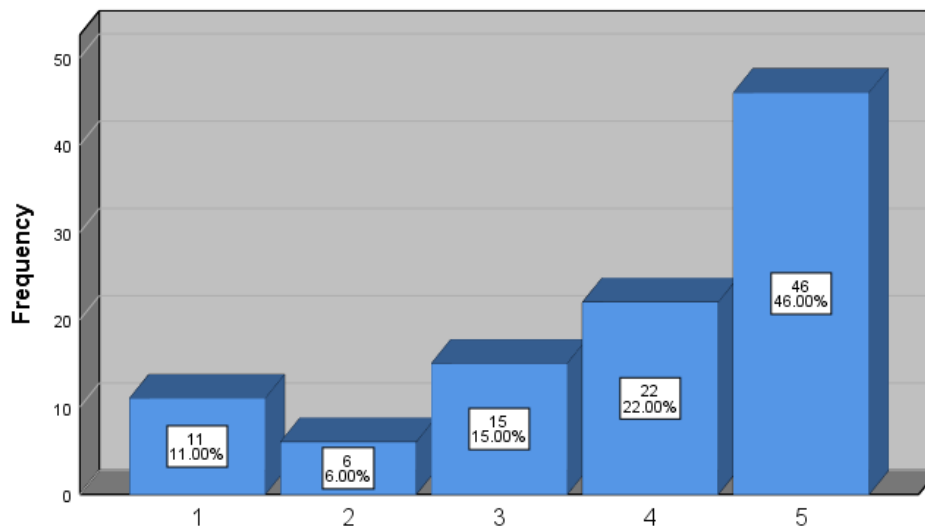
Mbështetja teknike nga stafi i IT-së ka qenë e shpejtë dhe efikase

Guida e studentit më ka ndihmuar për t'u orientuar në universitet



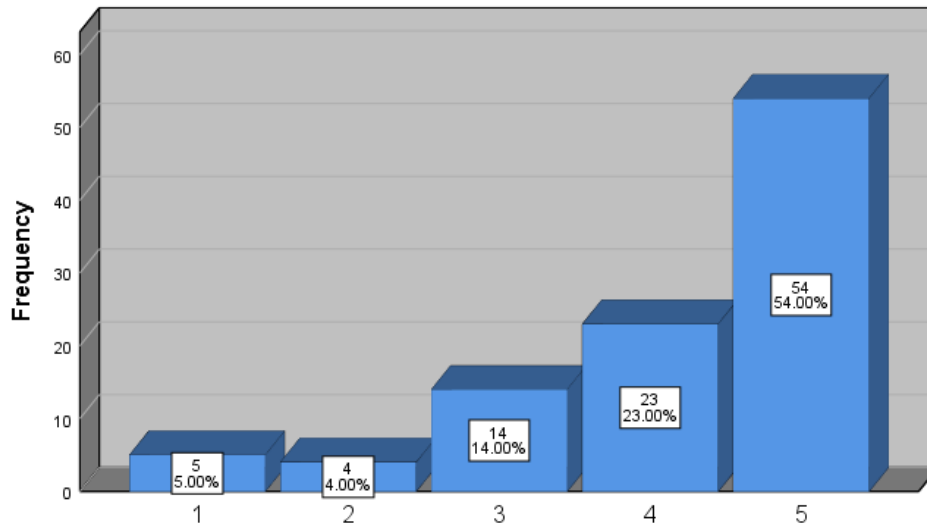
Guida e studentit më ka ndihmuar për t'u orientuar në universitet

Përvoja ime aktuale në WBU përputhet me pritshmëritë që kisha para fillimit të studimeve



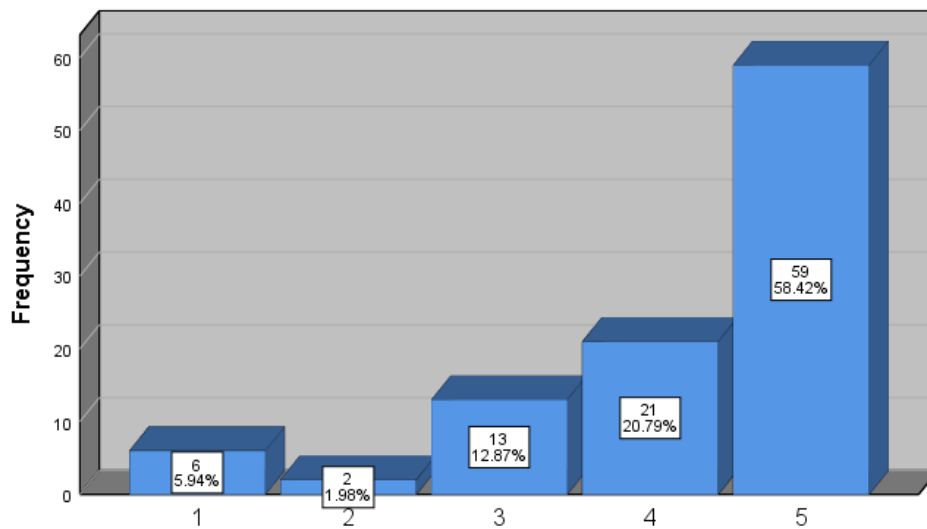
Përvoja ime aktuale në WBU përputhet me pritshmëritë që kisha para fillimit të studimeve

Ndjej se jam pritur mirë dhe jam integruar në komunitetin universitar



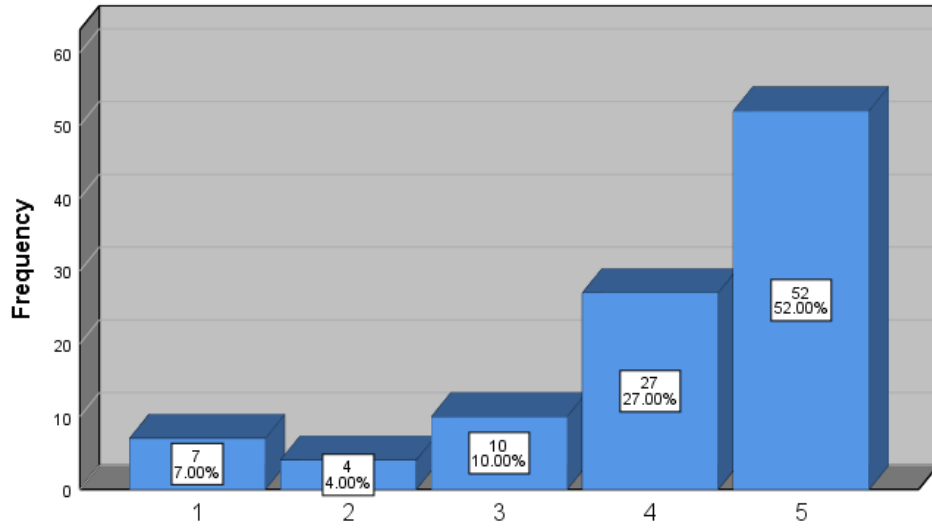
Ndjej se jam pritur mirë dhe jam integruar në komunitetin universitar

Stafi akademik dhe administrativ ka krijuar një ambient mikpritës dhe mbështetës



Stafi akademik dhe administrativ ka krijuar një ambient mikpritës dhe mbështetës

Në përgjithësi, jam i kënaqur me përvojën time në periudhën fillestare të studimeve në WBU



Në përgjithësi, jam i kënaqur me përvojën time në periudhën fillestare të studimeve në WBU

Aneks 2: FORMULAR PËR VLERËSIMIN E PËRVOJËS FILLESTARE TË STUDENTËVE NË UNIVERSITETIN WESTERN BALKANS

(Të plotësohet nga studentët e vitit të parë në javën e shtatë të semestrit të parë)

Të dhënat e grumbulluara përmes këtij pyetësi do të përdoren në kuadër të vlerësimit të përvojës fillestare të studentëve të vitit të parë në Western Balkans University (WBU).

Qëllimi i këtij vlerësimi është të identifikojë përvojat, perceptimet dhe pritshmëritë reale të studentëve lidhur me shërbimet dhe mbështetjen institucionale gjatë periudhës së parë të studimeve, për të ndihmuar në përmirësimin e vazhdueshëm të cilësisë së proceseve akademike dhe administrative.

Pyetësi përfshin disa kategori që lidhen me: procesin e pranimit, komunikimin me zyrat administrative, mbështetjen akademike, orientimin studentor, si dhe përvojën e përgjithshme në ambientin universitar.

Lutemi të lexoni me kujdes pohimet e mëposhtme dhe të reflektoni sa më objektivisht mbi përvojën tuaj personale në WBU gjatë periudhës së parë të studimeve.

Të gjitha përgjigjet tuaja do të trajtohen me konfidencialitet të plotë dhe do të përdoren vetëm për qëllime zhvillimore të institucionit, në funksion të rritjes së cilësisë së shërbimeve dhe përmirësimit të përvojës studentore.

Ju falenderojmë për kohën dhe kontributin tuaj!

Të dhëna mbi studentin

Emri dhe mbiemri (opsionale) :
Fakulteti : (Të zgjidhet në listë)
Programi i studimit : (Të zgjidhet në listë)
Gjinia : Mashkull / Femër

1. Nga cili burim keni marrë informacionin e parë për WBU-në?

(Shënoni një të njëzën ose më shumë alternativa)

- Televizion
- Media sociale
- Miq
- Familjarë
- Studentë të WBU
- Evente promovuese (panaire)
- Shkolla e mesme
- Tjetër (shkruani _____)

2. Cili nga këta burime ka ndikuar më shumë në zgjedhjen tuaj për WBU-në?

(zgjedhje e vetme)

- Televizion
- Media sociale
- Miq
- Familjarë
- Studentë të WBU
- Evente promovuese (panaire)
- Shkolla e mesme
- Tjetër (shkruani _____)

Vlerësoni pohimet e mëposhtme sipas shkallës nga 1 në 5, ku 1 është vlerësim minimal dhe 5

maksimal, respektivisht nga “Nuk jam aspak dakord” deri në “Jam plotësisht dakord”.

Nr.	Pohimi	Vlerësimi				
<i>Vlerësim i Zyrës së Marketingut</i>						
1	Informacioni në faqen zyrtare të WBU ishte i qartë dhe i kuptueshëm	1	2	3	4	5
2	Materialet promovuese (broshura, video, prezantime) ishin të dobishme për të kuptuar programet	1	2	3	4	5
3	Komunikimet e WBU-së në rrjetet sociale ishin informuese dhe të sakta	1	2	3	4	5
4	Procesi i informimit para regjistrimit ishte i organizuar mirë	1	2	3	4	5
5	Përgjigjet që mora nga stafi i marketingut ishin të qarta dhe profesionale	1	2	3	4	5
<i>Vlerësim i Zyrës së Pranimeve</i>						
7	Procesi i pranimit në universitet ishte i qartë dhe i lehtë për t'u ndjekur	1	2	3	4	5
8	Stafi i zyrës së pranimeve ishte i sjellshëm dhe bashkëpunues gjatë procesit	1	2	3	4	5
9	Mora përgjigje të shpejtë për çdo pyetje që pata në lidhje me aplikimin	1	2	3	4	5
10	Informacioni në lidhje me dokumentacionin dhe afatet e aplikimit ishte i plotë	1	2	3	4	5
11	Procedurat për pagesat e tarifave, kështu dhe afatet ishin të komunikuar në mënyrë të qartë dhe të plotë	1	2	3	4	5
12	Informacioni financiar ishte i kuptueshëm dhe i aksesueshëm përmes kanaleve zyrtare (email, njoftime, etj.)	1	2	3	4	5
<i>Vlerësim i Sekretarisë Mësimore</i>						
13	Sekretaria mësimore ka qenë e aksesueshme dhe ndihmuese për studentët	1	2	3	4	5
14	Komunikimi me sekretarinë mësimore ka qenë i qartë dhe në kohë	1	2	3	4	5
15	Informacioni dhe dokumentacionit gjatë regjistrimit ka qenë i qartë dhe i organizuar	1	2	3	4	5
16	Shërbimet administrative për kërkesat e studentëve kanë qenë efikase (vërtetime, dokumente, procedura administrative)	1	2	3	4	5
<i>Vlerësim i Zyrave nën varësinë e Dekanatit të Studentëve</i>						
17	A keni marrë pjesë në Javën e Orientimit ?				PO	JO
18	Aktivitetet e zhvilluara nga dekani i studentëve më ndihmuan të përshtatem me jetën universitare	1	2	3	4	5
19	Kam marrë informacion të mjaftueshëm për klubet studentore dhe mundësitë e përfshirjes	1	2	3	4	5
20	Jam njohur me funksionet e zyrës së karrierës dhe shërbimet që ajo ofron	1	2	3	4	5
21	Java e orientimit ishte e dobishme për t'u njohur me universitetin	1	2	3	4	5
22	Jam njohur me shërbimet psiko–sociale dhe shëndetësore që ofron universiteti	1	2	3	4	5
23	Shërbimi i transportit për studentët ka qenë i organizuar, i qartë dhe funksional	1	2	3	4	5
<i>Vlerësim i Koordinatorëve të Departamenteve</i>						
24	Kam marrë informacion të saktë dhe të plotë për oraret, format e mësimimit dhe provimet	1	2	3	4	5

25	Koordinatori i departamentit është i aksesueshëm dhe përgjigjet në kohë për pyetjet e studentëve	1	2	3	4	5
<i>Vlerësim i Këshilltarit Akademik</i>						
26	Këshilltari akademik më ka ndihmuar të kuptoj më mirë strukturën e programit të studimit	1	2	3	4	5
27	Kam marrë udhëzime të vlefshme për përzgjedhjen dhe regjistrimin e lëndëve	1	2	3	4	5
28	Kam pasur mundësi reale komunikimi dhe takimi me këshilltarin tim akademik	1	2	3	4	5
<i>Zyra e IT dhe Shërbimet Digjitale</i>						
29	Faqja zyrtare e universitetit ofron informacion të qartë dhe të përditësuar	1	2	3	4	5
30	Jam pajisur në kohë me adresën zyrtare të emailit të institucionit	1	2	3	4	5
31	Kam pasur qasje pa vështirësi në emailin universitar dhe platformat online të mësimin	1	2	3	4	5
32	Sistemi elektronik i universitetit (SMART WBU) është i lehtë për t'u përdorur	1	2	3	4	5
33	Jam i informuar për shërbimet që ofron biblioteka e universitetit	1	2	3	4	5
34	Mbështetja teknike nga stafi i IT-së ka qenë e shpejtë dhe efikase	1	2	3	4	5
<i>Udhëzuesi i Studentit dhe Pritshmëritë Fillestare</i>						
35	Guida e studentit më ka ndihmuar për t'u orientuar në universitet	1	2	3	4	5
36	Përvoja ime aktuale në WBU përputhet me pritshmëritë që kisha para fillimit të studimeve	1	2	3	4	5
37	Ndjej se jam pritur mirë dhe jam integruar në komunitetin universitar	1	2	3	4	5
38	Stafi akademik dhe administrativ ka krijuar një ambient mikpritës dhe mbështetës	1	2	3	4	5
39	Në përgjithësi, jam i kënaqur me përvojën time në periudhën fillestare të studimeve në WBU	1	2	3	4	5

Pyetje të hapura (opsionale)

40. Cilat kanë qenë aspektet më pozitive të përvojës suaj fillestare në WBU?

41. Çfarë mund të përmirësojë universiteti për studentët e vitit të parë?
