

NJSBC (QAC) REPORT
2023-2024 ACADEMIC YEAR
UNIVERSITY COLLEGE “BEDËR

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1.INFORMATION ABOUT STUDY PROGRAMS

1.1 Study programs: offered and in the licensing process

"In accordance with the decision of the Council of Ministers no. 286, dated 6.04.2011 'On the licensing of the Private Higher School "Hëna e Plotë" (Bedër)' and with the orders of the Minister of Education and Science no. 534 dated: 27.10.2011, no. 18 dated: 19.01.2012, no. 10 dated: 16.01.2012, no. 218 dated: 28.05.2012, no. 330 dated: 07.08.2012, no. 404 dated: 12.07.2018, and no. 426 dated: 18.07.2018, the following full-time study programs have been opened:"

First cycle of studies 'Bachelor' in:

- *Law*
- *Computer Science*
- *Information and Communication Technology*
- *Economic Informatics*
- *Finance and Accounting*
- *Communication Sciences (Journalism and Multimedia Communication)*
- *Public Relations and Marketing Communication*
- *English Language and Literature*
- *Islamic Sciences*
- *Web Programming (professional)*

Second cycle of studies: 'Professional Master' in:

- *English Language and Literature*
- *Teacher for Upper Secondary Education*
- *Teacher for Lower Secondary Education*
- *Marketing Communication*
- *Multimedia and Graphic Design*

'Master of Sciences' in:

- *Law*
 - *Profile: Criminal Law*
 - *Profile: International Law*
- *Communication Sciences*
 - *Profile: Public Relations*
 - *Profile: Journalism*
- *Islamic Sciences*
 - *Religious Studies*
 - *Interfaith Dialogue*
 - *Religious Education*
 - *Religious Leadership*
- *Computer Science*

Continuing formation in:

Psycho Pedagogical Training

1.2 The alignment of study programs with the institution's mission and their connection to the labor market

The study programs offered by Bedër University College are fully aligned with both the current demands of the labor market and the anticipated developments of the Albanian economy as a developing economy aiming for integration into the European market.

The contemporary curricula of Bedër University College aim to prepare:

- Lawyers/specialists in public administration institutions (central/local);
- Lawyers/specialists in international institutions;
- Lawyers/specialists/legal consultants in the private sector;
- Assistant lawyers/notary assistants, as well as qualifications for participation in the bar exam;
- Research/teaching assistants at higher education institutions.

Qualified specialists for the administration of the Muslim Community of Albania (KMSH) at both central and local levels, as well as teachers for 9-year and secondary education institutions under the KMSH.

Specialists and professionals in communication sciences, qualified in the fields of journalism, communication, and public relations, or in related areas, capable of meeting the demands of the labor market in a global society that is rapidly adopting and implementing modern technologies, which have impacted the field of communication and media.

Employment opportunities after graduation include pedagogical skills that can be applied in various institutions. Students will be able to work as educators and teachers. They will also gain various skills in pedagogical and psychological guidance, which they can apply in different private or public institutions.

After graduation, students can continue their doctoral studies or pursue postgraduate studies in Albania and abroad. They may also become lecturers at universities, conference coordinators, project managers, etc. This program equips students with a range of skills and knowledge. It also teaches them how to facilitate personal and interpersonal relationships in general. Students will also have opportunities to be employed in various educational institutions, which may involve management, planning, or curriculum development.

Furthermore, students receive comprehensive knowledge and professional preparation in the fields of finance, accounting, economics, management, designing various information systems, programming basics, web programming, database management, data security, and intelligent programming.

Students acquire the necessary foundational knowledge in the fields of finance, accounting, management, and economics, with the aim of training specialists capable of working in these areas as finance and accounting specialists for small and medium-sized enterprises in the private and public sectors.

Among other opportunities, graduates can continue their academic careers, lead and participate in research projects, work as journalists, editors, chief editors, correspondents, analysts, and managers in media institutions, as well as serve as spokespersons and advisors for the media.

2. INFORMATION ABOUT STUDENTS

2.1 The total number of enrolled students and graduates

Enrolled 'BACHELOR'	
2023-2024	
Faculty of Technology and Business	119
Bachelor in Computer Sciences	46
Bachelor in Information and Communication Technology	21
Bachelor in Economic Informatics	25
Bachelor in Finance and Accounting	8
Web Programming (professional)	19
Faculty of Humanities and Law	71
Second Cycle integrated program Master of Science in Law	7
Bachelor in Islamic Sciences	10
Bachelor in Communication Science (Multimodal Communication)	7
Bachelor in Public Relations and Marketing Communication	11
Bachelor in English Language and Literature	8
Professional Master in Multimedia and Graphic Design	28

Totali	190
Enrolled MASTER 2023-2024	
Faculty of Technology and Business	12
Master of Sciences in Computer Sciences	12
Faculty of Humanities and Law	54
Master of Sciences in Law Profile: Criminal Law	0
Master of Sciences in Law Profile: International Law	0
Master of Sciences in Communication Sciences Profile: Journalism	0
Master of Sciences in Communication Sciences / Profile: Public Relations	11
Islamic Sciences / Profile Religious Education	0
Professional Master in Marketing Communication	0
Master of Sciences in Islamic Sciences	7
Master of Sciences in English Language and Literature	8
Professional Master in Teacher for Upper Secondary Education Teacher for Lower Secondary Education	9

Psycho Pedagogical Training	19
Totali	66

Graduated “BACHELOR”	
2023-2024	
Faculty of Technology and Business	65
Bachelor in Economic Informatics	14
Bachelor in Computer Sciences	30
Bachelor in Information and Communication Technology	14
Professional program in Web Design	7
Faculty of Humanities and Law	70
Bachelor in Law	1
Bachelor in Islamic Sciences	10
Bachelor in Communication Sciences	10
Bachelor in Public Relations and Marketing Communication	16
Bachelor in English Language and Literature	13

Professional Master in Multimedia and Graphic Design	20
Total	135
Graduated “MASTER” 2023-2024	
Faculty of Humanities and Law	74
Psycho Pedagogical Training	19
Master of Sciences in Law Profile: Criminal Law	16
Master of Sciences in Law Profile: International Law	1
Master of Sciences in Communication Sciences Profile: Journalism	1
Master of Sciences in Communication Sciences / Profile: Public Relations	10
Master of Sciences in Islamic Modern Sciences	0
Professional Master in Communication Marketing	2
Master of Sciences in Islamic Sciences	0
Master of Sciences in English Language and Literature	7
Professional Master in Teacher for Upper Secondary Education Teacher for Lower Secondary Education	13

Master of Sciences in Islamic Modern Sciences /Religious Education	5
Faculty of Technology and Business	7
Master of Sciences in Computer Sciences	7
Total	81

2.2 Number of students pursuing programs that represent national priorities

During the academic year 2023-2024, a total of 8 students have enrolled in the national priority programs for the 'Bachelor' program in English Language and Literature, and 17 students in the 'Master' programs, of which 8 are in the 'Master of Sciences' program in English Language and Literature, and 9 students are in the Professional Master's program in Teaching, English Language for Upper Secondary Education and Lower Secondary Education and 19 in psycho pedagogical formation.

2.3 The number of outstanding students

(Students with an average of 4 are called outstanding students)

Outstanding “BACHELOR” 2023-2024	
Faculty of Technology and Business	0
Bachelor in Computer Sciences	0
Bachelor in Information and Communication Technology	0
Bachelor in Finance and Accounting	0

Bachelor in Economic Informatics	0
Web Programming (professional)	0
Faculty of Humanities and Law	5
Law	0
Second Integrated Cycle of Studies in Law	0
Bachelor in Islamic Sciences	1
Bachelor in Communication Sciences	0
Bachelor in Public Relations and Marketing Communication	1
Bachelor in English Language and Literature	3
Professional Master in Multimedia and Graphic Design	0
Total	5
Outstanding “MASTER” 2023-2024	
Faculty of Technology and Business	0
Master of Sciences in Computer Sciences	0

Faculty of Humanities and Law	4
Master of Sciences in Law Profile: Criminal Law	0
Master of Sciences in Law Profile: International Law	0
Master of Sciences in Communication Sciences Profile: Journalism	0
Master of Sciences in Communication Sciences / Profile: Public Relations	2
Master of Sciences in Islamic Modern Sciences	0
Master of Sciences in Religious Sciences / Interfaith Dialogue	0
Master of Sciences in Religious Sciences / Religious Education	0
Master of Sciences in Religious Sciences/ Religious Leadership	0
Professional Master in Marketing Communication	0
Master of Sciences in Islamic Sciences	0
Master of Sciences in English Language and Literature	2
Professional Master in Teacher for Upper Secondary Education Teacher for Lower Secondary Education	0
Total	4

2.4 The number of students who have withdrawn or transferred

Withdrawals and transfers 'BACHELOR'	
2023-2024	
Faculty of Technology and Business	16
Bachelor in Computer Sciences	5
Bachelor in Information and Communication Technology	4
Bachelor in Economic Informatics	3
Bachelor in Finance and Accounting	1
Web Programming (professional)	3
Faculty of Humanities and Law	12
Bachelor in Law	0
Second Integrated Cycle of Studies in Law	3
Bachelor në Shkenca Islame	4
Bachelor në Shkenca Komunikimi	0
Bachelor në Marrëdhënie Publike dhe Komunikim Marketingu	1

Bachelor në Gjuhë dhe Letërsi Angleze	2
“Programi Profesional në Multimedia dhe Dizajn Grafik”	2
Total	28
Withdrawals and transfers 'MASTER'	
2023-2024	
Faculty of Humanities and Law	14
Master i Shkencave në Drejtësi / Profili e Drejtë Penale	2
Master i Shkencave në Drejtësi / Profili e Drejtë Ndërkombëtare	0
Master i Shkencave në Shkencat e Komunikimit / Profili Gazetari	0
Master i Shkencave në Shkenca Komunikimi / Profili Marrëdhënie me Publikun	2
Master i Shkencave në Shkencat Moderne Islame	0
Master i Shkencave në Shkenca Islame	1
Master Profesional në Komunikim Marketingu	6
Master i Shkencave në Shkencat Themelore Islame	0
Master i Shkencave në Gjuhë dhe Letërsi Angleze	2

Master Profesional në Mësuesi, Gjuhë Angleze Arsimi i Mesëm i Lartë dhe Arsimi i Mesëm i Ulët	0
Master i Shkencave në Studime Religjioze / Profili Edukim Fetar	1
Faculty of Technology and Business	1
Master i Shkencave në Shkenca Kompjuterike	1
Total	15

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

The mission of Bedër University College, which began its activities in the 2011-2012 academic year, is to prepare qualified individuals through an educational philosophy that is rooted in universal values and supports scientific research, with the aim of bringing ideas and projects to life in service of society.

The aforementioned mission is designed in complete harmony with the overall mission of higher education in the Republic of Albania (expressed in Article 1 of Law No. 80/2015 'On Higher Education and Scientific Research in Higher Education Institutions in the Republic of Albania') in accordance with international standards, the Bologna Charter, as well as the particular innovations that this institution aims to bring to our country and beyond.

In the context of fulfilling its mission and the role that higher education institutions have in benefit of the society in which they operate, Bedër University College, during the academic year 2023-2024, carried out various activities in the fields of teaching, scientific research, international conferences in several areas, and the organization of diverse social, cultural, and sporting events, with the active participation of students in initiatives undertaken by themselves, in collaboration with various institutions for the benefit of society.

Bedër University College developed its quality teaching activities in the first and second cycles of studies across two faculties: the Faculty of Humanities and Law and the Faculty of Technology and Business, specifically in the following departments: law, Islamic sciences, communication sciences, English language and literature, computer science, and economics and business

Researchers and scholars from the country, region, and around the world have participated in the international scientific conferences organized by Bedër University College. They presented their papers and research on contemporary topics that are problematic for the region and Albania, providing a solid foundation of recommendations for stakeholders.

ANNUAL ACHIEVEMENT OF THE INSTITUTION'S OBJECTIVES

□ Achievement of Teaching Objectives

The programs offered by Bedër University College aim to achieve a level of quality education that promotes analytical thinking and critical judgment in preparing students for identifying, analyzing, constructing, and evaluating arguments. To this end, a blend of various elements has been implemented, such as the use of different teaching methodologies, assessment methods, integration of technology in teaching, and the availability of environments equipped with modern infrastructure.

Quality teaching and ethical assessment at KUB provide excellent opportunities for students, enabling them to reach their academic potential. The educational environment offers support and encouragement. Academic progress and results are monitored and evaluated through alternative methods.

The implementation of quality and contemporary teaching, in accordance with European curricula, has ensured a high standard in higher education. This provides students with theoretical knowledge and practical skills, preparing them for better adaptation to their future work environment.

The achievement of this quality has been made possible through joint lectures for students from all departments. Additionally, effective collaboration has been established among key units, supported by the student dean's office, career planning office, academic advisors, and other offices that assist students.

The growth of international opportunities and experiences has been achieved by expanding opportunities for diverse activities, as well as providing options for international internships, student competitions, and teaching practices, and by encouraging collaboration with foreign universities and increasing student exchange quotas.

□ Achievement of Scientific Research and Innovation Objectives

KUB has had and continues to aim for the creation of a successful and interactive research community that generates ideas, develops new fields of knowledge, and contributes to social, cultural, and environmental change in Albania and in global communities. Research involves academic staff and students from the first cycle 'Bachelor' and the second cycle 'Master' programs.

The active participation of academic staff and students in research projects and activities has been encouraged and supported, both at the national and international levels. This has been achieved through the organization of workshops, scientific conferences, seminars, symposiums, and training sessions. All these activities have been developed in collaboration with national and international institutions.

Mechanisms for external and internal evaluation have been created and are functional, assessing the performance of interdisciplinary activities, such as postgraduate programs and research activities. The level of engagement and productivity of academic staff, as well as that of graduates and current students, has seen an increase.

Measures have been taken and activities have been developed at the department, faculty, and institutional levels to support innovation and ideas that promote social development and increase the international impact of the institution.

This is evidenced by the involvement of academic staff and students in expressing ideas, supporting innovation, and fostering their motivation, aiming to acquire and utilize their entrepreneurial and managerial skills.

Within the opportunities provided by the Higher Education Law, our educational institution has produced a series of policies that have aided in both quantitative and, notably, qualitative progress. Article 4 of the Statute of KU 'Bedër' explicitly defines the mission and purpose of Bedër University College.

Knowledge of the Bologna Declaration (1999) and the implementation of the Bologna Process (2003) paved the way for our efforts to become part of the European Higher Education Area as well as scientific research. The institutional contacts, intertwined with the personal connections of academic staff members with institutions and personnel from EU and US higher education institutions, led to a more detailed recognition that has aided in better identifying the benefits of implementing the principles derived from the Bologna Declaration."

International Scientific Conferences have been organized at the department and faculty levels. In these conferences, second-cycle students have had the opportunity to participate alongside their instructors.

In addition to these, International Scientific Conferences organized by students have also been held. These events have been supported by basic units, as well as by the Directorate of Student Relations and the Student Council.

As a result of successfully completed projects, several faculty members and many students have undertaken study projects or continued their studies and carried out scientific activities in prestigious institutions both domestically and abroad.

The products of scientific research are published in Proceedings in PDF format and are physically documented in collections. Meanwhile, the 21st issue of the journal 'BJH' from the Faculty of Human Sciences is expected to be released. In addition to the printed ISSN, it has also received an online ISSN, allowing it to be read digitally anywhere and anytime. Additionally, Volume 27 of BJES has been published.

The development of KU 'Bedër' is supported by:

- a. The development of human resources oriented towards scientific research and technological innovation, aiming for qualitative achievements in the profession.
- b. The mobility of teams: academic staff, administrative staff of the higher education institution together with students.

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

Permanent Commission for Ensuring the Quality Standards of Institutional and Study Programs (PCSQS)

The PCSQS is subordinate to the Permanent Commission for Quality Assurance (PCQA). In the PCSQS, the final approval of the action plan for the evaluation of scientific research and the action plan for the integration of foreign staff and students has been made.

Additionally, in this commission, the action plan for the institutional evaluation of scientific research has been approved, which defines the objectives, activities, responsible body, and timeline for implementation for the relevant academic year.

As a result, the current level of engagement and scientific productivity of academic staff, graduates, and current students has increased. It should be emphasized that measures have been taken and activities have been developed at the department, faculty, and institutional levels to support innovation and ideas that contribute to promoting social development and increasing the regional and international impact of our institution.

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

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

3.1.1 Policies on Scientific Research

The "Bedër" University College (KUB) is a higher education institution oriented towards scientific research, and as such, it pays special attention to research activities. The role of research work is to support teaching, enrich the experience of both students and academic staff, and contribute to providing studies, recommendations, and alternatives for solving contemporary problems.

Based on its mission, "Bedër" University College values and supports scientific research aimed at bringing to life ideas and projects that positively impact human life and society as a whole. It encourages all academic staff members and students to be active in the research field, supports participation in scientific activities, and engages in research projects. Additionally, it rewards annual academic effectiveness based on transparent indicators outlined in the relevant regulations.

At the end of each academic year, all scientific publications authored by the academic staff are evaluated by a special jury according to the criteria specified in the "Regulations for Encouraging Scientific Publications" of KUB, and they are scored based on the respective criteria. Furthermore, each member of the academic staff receives financial support once a year for participation in conferences and research activities organized both domestically and internationally.

Among the important policies of "Bedër" University College is the encouragement of the academic staff to publish their research work in international scientific journals, after which financial support is also offered. Based on these supportive policies, the number of published scientific articles has reached over 500.

Another important dimension of the research policy at "Bedër" University College is the organization or co-organization of conferences and research activities of an international level.

Within the framework of national, regional, and broader cooperation, several seminars have been organized, featuring key actors from relevant fields.

After each scientific organization, the proceedings of the conference presentations are prepared, which are assigned ISBNs by the National Library and sent to participants, and they can also be found online on the KUB website.

Additionally, besides the Faculty of Humanities' journal (FSHH) "BJH," the scientific journal "Beder Journal of Educational Sciences" (BJES) continues to be published periodically, also with documented ISSN both physically and online.

To support the academic staff and enhance the quality of scientific research and innovation, in line with the development of the new strategic plan for 2024-2028, the research strategy has been reviewed and harmonized. Furthermore, the regulations and procedures of the office of scientific research and innovation have been revised to ensure more comprehensive and effective support for research activities, as well as compliance with the new higher education law.

In this context, in accordance with the higher education law of 2015 and the approval of the new statute of KUB, the institution has established the Permanent Commission for Scientific Research, Projects, Applications, and Innovation, which is responsible for overseeing the progress and final reports of all grants and research projects.

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

In this regard, to support research work and actively seek external funding through active participation in research projects, six research groups continue their work within the institution. These are: the research group for international and European law, the research group for human rights and conflict resolution, the research group for media studies, the research group in educational sciences, the research group for religious studies, and the research group for teaching

English as a second language. These groups have been reorganized according to interests in the field of research and personnel movements.

The strategic plan of the Beder University College outlines three important elements for the functioning of institutional activities: teaching, scientific research, and contribution to society. In this perspective, special attention is given to the admission of quality students, the quality of teaching, the quality of scientific research, and the support of innovation.

Scientific research has been fundamental to the academic process at Bedër University College (KUB), where throughout the academic years, all staff members have been engaged in research work. KUB follows a policy of collaboration with national and international scientific organizations. In organizing national and international conferences, Bedër University College has supported the participation of young researchers, especially doctoral candidates.

In the context of the relationships it has established with the Ministry of Education and Sports (MASR), Bedër University College implements regional and national scientific policies, concretizing them through activities that have been realized and others that are planned for the future. This higher education institution pursues an integrative policy for foreign researchers and has employed foreign faculty from various countries, including Turkey, Italy, the USA, England, Germany, Spain, Costa Rica, and Kosovo.

Bedër University College, through its guidelines for promoting publications and scientific research, supports participation in scientific activities, engagement in research projects, and rewards annual academic achievements based on transparent indicators outlined in the relevant regulations. Agreements with partner universities under the Erasmus+ program have facilitated the exchange of academic staff and students.

The institution also works closely with national research and innovation agencies. In this regard, Bedër University College has signed the European Charter for Researchers, in line with the guidelines of the AKTI. The academic staff has been trained by AKTI on implementing projects and the "Horizon 2020" program. Bedër University College continuously applies for research

projects in response to calls for applications in the field of information and communication technology.

Given the ongoing interest and involvement of students in various competitions during the completion of their bachelor's theses or master's theses, as well as their active participation in student conferences organized by Bedër University College and beyond, the Academic Senate has supported the establishment of the "Center for Young Researchers." This center aims to provide students with a unique opportunity to engage in the institution's research activities and to develop their skills in scientific research. KUB invites external academic staff to participate in teaching through open lectures and part-time engagements.

To monitor and evaluate the progress of scientific research, Bedër University College has established a research office. This office formulates and administers policies that regulate the development of research at the college, overseeing the implementation of its research programs. Its aim is to enhance the institution's research productivity and expand the impact of research outcomes on academic circles and the community.

The research office serves as a coordinating body between donor institutions and the college, supporting the institution and academic staff with information on open calls for projects and funding, as well as the technical aspects of the application procedures.

One of the important policies of Bedër University College is to encourage its academic staff to publish their research work in international scientific journals, with financial support offered upon completion. This initiative has proven fruitful, leading to the publication of over 400 scientific articles by the staff. Depending on the needs of academic programs, Bedër University College provides environments that assist students in their practical and professional training. These include the media and communication center, foreign language laboratory, computer lab, and mock trial courtroom, among others.

4. QUALITY ASSURANCE

4.1 Participation in the Congress "Challenges of Quality and Inclusive Education Towards European Integration"

Representatives from Bedër University College and NJSBC participated in the congress organized by the Ministry of Education and Sports. The congress brought together various stakeholders in the education sector, including pre-university education, higher education, scientific research, agencies, national and international partners, civil society representatives, and project donors in the field of education.

This event provided a platform for discussing key challenges and opportunities related to quality education and inclusivity, contributing to the ongoing dialogue about integrating educational standards with European practices.



4.2 Activities

4.2.1 Informative Meeting with the Department of Education and English Language on October 17, 2023

The Internal Quality Assurance Unit organized an informative meeting with the Quality Assurance Board (GVB) to discuss the internal evaluation of the "Master of Science in English Language and Literature" and "Bachelor in English Language and Literature" programs offered by the Department of Education and English Language.

During the meeting, topics such as the establishment of the GVB, coordination of work, timelines, and the notification and involvement of students in the internal evaluation process were discussed.



4.2.2 Informative Meeting with the Department of Economic Informatics on October 19, 2023

The Internal Quality Assurance Unit organized an informative meeting with the Quality Assurance Board (GVB) to discuss the internal evaluation of the "Bachelor in Economic Informatics" program offered by the Department of Economic Informatics.

During the meeting, topics such as the establishment of the GVB, coordination of work, timelines, and the notification and involvement of students in the internal evaluation process were discussed.



4.2.3 Informative Meeting with Students of the Department of Economic Informatics on December 12, 2023

The Internal Quality Assurance Unit organized an informative meeting with students from the Department of Economic Informatics regarding the internal evaluation of the "Bachelor in Economic Informatics" program. During the meeting, the importance of internal evaluation at the university was discussed, and key information about NJSBC was explained to the students. The aim was to enhance awareness and encourage active participation in the evaluation process.



4.2.4. Informative Meeting with Students of the Department of Education and English Language

On January 11, 2024, the Internal Quality Assurance Unit organized an informative meeting with students from the Department of Education and English Language. The focus of the meeting was to discuss the internal evaluation of the "Master of Science in Language and Literature in English" and "Bachelor in Language and Literature in English" programs. Important information about the evaluation process and the role of student participation was shared, emphasizing the significance of internal quality assessment in enhancing educational standards.



4.2.5 Takimet e zhvilluara gjatë procesit të akreditimit të programit në Departamentin e Shkencave Islame dt.06.03.2024

NJSBC coordinated meetings of the External Evaluation Group with the academic staff, working group, and students of the Department of Islamic Sciences as part of the accreditation process for the Bachelor's program in Islamic Sciences.



4.2.6 The meetings held during the accreditation process of the Bachelor's program in "English Language and Literature" in the Department of Education and English Language on April 7, 2024

NJSBC coordinated the meetings of the External Evaluation Group with the academic staff, the working group, and the students of the Department of Education and English Language, as part of the accreditation process for the Bachelor's program in "English Language and Literature.



4.2.5 Meetings held during the accreditation process of the Bachelor's program in "Economic Informatics" in the Department of Economics and Business on March 7, 2024

NJSBC coordinated the meetings of the External Evaluation Group with the academic staff, working group, and students of the Department of Economics and Business, as part of the accreditation process for the Bachelor's program in "Economic Informatics.



4.2.6 Presentation of the Quality Assurance Center to New Students

During the orientation days, an informative presentation was held about the NJSBC (Quality Assurance Center) for first-year students. The students were introduced to the unit and its responsibilities in the accreditation process of study programs. They learned about the importance of quality assurance in their education and how the QAC supports academic standards and continuous improvement within the institution.



5. ACCREDITATION

1. Internal and External Evaluation

Institutional accreditations conducted under the coordination of the NJSBC are as follows:

- First accreditation by ASCAL in 2013 (6 years)
- Second accreditation by ASCAL and QAA in 2017 (4 years)
- Third accreditation by ASCAL in 2021 (5 years) - valid until 2026
- Next accreditation - application in December 2025

Additionally, the NJSBC leads and coordinates the following activities:

- Accreditation of programs
- Informative meetings with departments
- Informative meetings with students

During the academic year 2023-2024, the NJSBC engaged in the accreditation process for four undergraduate and graduate programs: Bachelor in Economic Informatics, Bachelor in English Language and Literature, Bachelor in Islamic Sciences, and Master in English Language and Literature.

After notifying the departments offering these programs, working groups were established, and the NJSBC organized informative and coordinating meetings for the internal evaluation process. Throughout the process, the NJSBC provided clarifications to assist the working groups until the completion of the process with the submission of self-evaluation files to ASCAL by February 2024.

With the commencement of external evaluation in March 2024, receptions for the external evaluation teams were organized, along with the preparation of departments, working groups, and students for meetings with the evaluation team. The NJSBC coordinated the submission of external evaluation reports and their dissemination to the respective departments.

Meanwhile, after receiving the accreditation board's decision regarding the external evaluation of the institution and the accredited programs during the academic year 2023-2024, the NJSBC took care of the internal organization for preparing the action plan to address the recommendations

left by the board for the institution and each program. By establishing working groups for each program and for the institution as a whole, the NJSBC provided consultancy when deemed necessary.

2. Application for Program Accreditation

During the months of April and May, the application for the accreditation of four programs was completed, as follows:

Integrated Master of Science in Law

Bachelor in Finance and Accounting

Bachelor in Communication Sciences

Master of Science in Communication Sciences (2 profiles: Journalism, Public Relations)

5.1 Questionnaire

During the academic year 2023-2024, NJSBC developed and provided guidance for the organization of five surveys: three for students, one for academic staff, and one for administrative staff, as well as a self-evaluation form for academic staff, as follows:

1. Student survey for evaluating the teacher and the course for the first semester (February 2024)
2. Student evaluation survey for the teacher and the course for the second semester (July 2024)
3. Student evaluation survey for the institution and the services it provides (July 2024)
4. Evaluation survey for the academic staff regarding the institution
5. Evaluation survey for the administrative staff regarding the institution
6. Self-evaluation form for academic staff

1. Student Surveys for Evaluating Teachers and Courses

This survey is conducted at the end of each semester during the final exam period. Each student evaluates the teacher and the respective course for that semester. Further evaluation and discussion of the results take place at the department level and within the hierarchy.

2. Self-Evaluation Form for Academic Staff

The survey is conducted in the last month of the academic year, and each staff member fills out various fields related to their academic, research activities, etc., throughout the year. It is then discussed between the department head and each staff member, and subsequently forwarded to the faculty dean for the senate.

For the two surveys mentioned above, NJSBC only plays a confirming role regarding the application of these surveys.

3. Student Evaluation Survey for the Institution and Its Services

For the academic year 2023-2024, the number of students who completed the survey is 70, with participation from the following departments:

- Communication Sciences: 31.4%
- Computer Sciences: 27.1%
- Education and English Language: 17.1%
- Law: 5.7%
- Islamic Sciences: 7.1%
- Economics and Business: 11.4%

Regarding the study cycles, 25.7% of the participants are master's program students, while 74.3% are from bachelor's programs. The evaluation below is based on three (3) sections with statements organized according to a Likert scale, and one (1) section is with open ended questions .

A. Infrastructure and Services

Question 1: Regarding the institution's website, 84.3% of students agree or strongly agree that the site provides sufficient information about the class schedule, various activities, registrations, etc. 8.6% partially agree, while the remaining 7.2% disagree with this statement.

Question 2: Regarding technological services such as the internet, interactive boards, computers, etc., 72.9% of students are satisfied with these services, 15.7% are neutral, and 11.4% are not satisfied.

Question 3: Over 93% of students believe that the course registration process in BIS is easy, 3% are neutral, and 4% disagree with this statement.

Question 4: 88.5% of students strongly agree or agree that they find information regarding their study program in the BIS system, 7.1% partially agree, and the remaining 4% disagree.

Question 5: For obtaining necessary documents (student certification, transcripts, etc.) in a timely manner, 80% of students express strong agreement or agreement, 14.3% partially agree, and 5.7% disagree.

Question 6: 84.3% of students are very satisfied with their communication with administrative units (department, faculty, etc.), 11.4% have a neutral opinion, and the remaining 4.3% are not satisfied.

Question 7: Regarding library services, 85.7% of students are satisfied with this service, 11.4% are partially satisfied, and 2.8% are not satisfied.

Question 8: 77.1% of students agree that they are satisfied with the online library JSTOR, 20% are partially satisfied, and 2.9% are not satisfied at all.

Question 9: For 41.4% of students, the library's literature is completely sufficient, for 31.4% it is sufficient, 22.9% have a neutral opinion, and a small remaining percentage believe it is not sufficient.

Question 10: Regarding the statement that learning environments are spacious and motivating,

75.7% of students agree or strongly agree, 15.7% partially agree, and 8.6% disagree or strongly disagree.

Question 11: Concerning hygiene and sanitation conditions, 90% of students are satisfied, 8.6% are partially satisfied, and only 1.4% are not satisfied.

Question 12: Regarding the level of satisfaction students have with the institution's social facilities, 80% express that they are very satisfied, 15.7% are partially satisfied, and only 4.3% are not satisfied.

Conclusion: Overall, regarding the website and technologies offered by the institution, most students share a positive opinion, with a small percentage having a neutral stance (15%) and a very small percentage having a negative opinion. Over 90% of students think that the BIS system is very easy to use, 3% have a neutral opinion, and a very small number have difficulties with the system.

Regarding communication with administrative offices, most students are satisfied, with a significant portion being partially satisfied. Similarly, in relation to the library, a considerable number are partially satisfied, while the majority are satisfied.

Overall, students are satisfied with all services at a rate above 70-75%. The highest-rated service regarding infrastructure is hygiene and sanitation conditions, along with the ease of course registration in BIS, while the lowest rating pertains to the library literature, which is considered completely sufficient by only 41.4% of students.

B. Academic Support and Advising

Question 13: 84.3% of participating students are satisfied with academic advising, 11.4% have a neutral opinion, and 4.3% do not believe that academic advising is at satisfactory levels.

Questions 14-15: Regarding the organization of the summer semester, only about 5.8% express dissatisfaction with this option, 20% are neutral, and 74.3% are satisfied. For the organization of retake exams or additional exams, 82.9% rate this option positively, 14.3% are neutral, and only 2.9% disagree with this option.

Question 16: 82.8% of students believe that the organization of academic activities at the

institution is sufficient, 12.9% are neutral, and 4.3% think that the number of academic activities is not sufficient.

Overall, academic support and advising have received a positive evaluation of over 80%. The percentage of those rating it negatively or very negatively is very small.

C. Support from the Student Dean's Office

Regarding the support offered to students by the Student Dean's Office and relevant offices, one question was used for each office.

Questions 17-18: 78.6% of students are satisfied with student club activities, 17.1% have a neutral opinion, and only 4.3% are dissatisfied with the organization of this office.

A similar result is observed regarding socio-cultural activities, where 80% express that they are sufficient, 12.9% have a neutral opinion, and 7.2% state that they are insufficient.

Question 19: Regarding the services of the psycho-social office, 65.7% express satisfaction, 27.1% are neutral, and 7.2% indicate dissatisfaction.

Question 20: A positive trend is also noted concerning the career office, with 77.2% expressing satisfaction, 17.1% of students being neutral, and 5.8% indicating dissatisfaction.

D. Suggestions and Comments from Students

In the section for comments and suggestions, students expressed their thoughts on the following points:

Infrastructure:

1. The possibility of having a paid cafeteria for students.
2. A better air conditioning system.
3. Improvement and updating of technology, especially in the library, along with increasing opportunities to practice using Microsoft Office.
4. Better organization of library books for easier access.

5. Installation of blinds in the library.
6. Continuous access to drinking water in the hall.

Academic Support:

1. Less organization of seminars, conferences, or activities deemed unhelpful for students.
2. Establishing partnerships with well-known organizations or institutions.
3. Reviewing courses, removing theoretical subjects, and adding practical subjects, especially in Graphic Design.

Support from the Student Dean's Office:

1. More practical opportunities.
2. Improved communication from administrative staff with students, as well as better communication between academic and administrative staff.

Conclusions

The analysis of the survey results highlights that all services received a positive evaluation, ranging from 70% to 85%. There is no service for which students expressed total or widespread dissatisfaction. Based on the analysis of the survey responses, NJSBC makes the following recommendations:

1. **Review of Infrastructure:** Adapt the infrastructure to meet the needs and demands of students. Create a dedicated environment for students to access food and beverage services.
2. **Enhanced Collaboration:** Foster greater cooperation among relevant units to provide personalized services, such as career counseling (internship opportunities, practical experiences, and further studies) and academic advising, primarily to encourage participation in academic activities.