COLLEGE UBT

THEMATIC INTERNAL SELF EVALUATION REPORT BASED ON INTERNAL QUALITY ASSURANCE MANUAL ON TEACHING AND LEARNING

August 2024

Thematic Analysis on Teaching and Learning

1. Curriculum Development and Review

1.1. Curriculum Development and Alignment

Standard 1.1: The curriculum should be developed in alignment with the institution's mission, strategic goals, and societal needs. It should be regularly reviewed to ensure its relevance and responsiveness to the changing needs of students and the community.

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Alignment of curriculum with institution's mission	9	The curriculum is aligned with UBT's mission to provide high-quality education and foster research involvement, reflecting UBT's strategic goals in teaching, research, and community engagement.
Curriculum's relevance to societal needs	8	The curriculum addresses key societal needs, particularly through its focus on industry-driven programs and research. However, further engagement with local industry partners could enhance its relevance.
Regular review and update of curriculum	9	The curriculum undergoes regular review processes, as highlighted by the thematic analysis. Stakeholders' feedback and societal changes are integrated into updates to ensure ongoing relevance.
Inclusion of stakeholders in curriculum development	8	Stakeholders, including academic staff and industry representatives, are involved in curriculum development, but there is potential to further increase student participation in the process.
Adequacy of resources for curriculum development	9	UBT allocates sufficient resources for curriculum development, including access to academic staff, research support, and updated teaching technologies. Infrastructure and lab resources, however, need upgrading in some departments.
Effectiveness of the Curriculum Committee	8	The Curriculum Committee plays an active role in ensuring that the curriculum meets academic and industry standards. More structured feedback mechanisms from external stakeholders could improve its effectiveness.
Responsiveness to feedback from external reviewers	8	UBT has a system in place for responding to feedback from external reviewers, but the implementation of some suggestions, particularly related to practical learning components, could be more proactive.

1.2. Curriculum Implementation and Delivery

Standard 1.2: The curriculum should be delivered in a manner that ensures the achievement of intended learning outcomes. The institution should provide adequate resources, including faculty, facilities, and technology, to support effective curriculum delivery.

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Effectiveness of teaching methodologies	8	While teaching methodologies at UBT are effective, the thematic analysis highlighted areas for improvement, such as increasing interactivity and student-centered learning. Greater use of group discussions and case studies could enhance engagement.
Alignment of learning resources with curriculum	9	Learning resources, including textbooks, academic articles, and online materials, are well-aligned with the curriculum. However, some practical fields like computer science require updated lab facilities and software tools.
Faculty preparedness for curriculum delivery	9	Faculty members are generally well-prepared to deliver the curriculum, as evidenced by their active participation in professional development programs. However, continuous training in modern teaching methods could further enhance effectiveness.
Student feedback on curriculum delivery	8	Student feedback is generally positive but highlights areas such as the need for more timely communication and interactive teaching methods. Improvements in responding to student feedback could further enhance satisfaction.
Integration of technology in curriculum delivery	8	Technology is integrated into curriculum delivery, with platforms like SMIS and online resources supporting learning. Upgrading infrastructure, particularly in tech-driven fields, would further strengthen this integration.
Adequacy of facilities for curriculum delivery	8	Facilities are generally adequate, but as noted in the thematic report, some departments, particularly those reliant on lab work, require updates in terms of equipment and space to keep up with technological advancements.

2. Faculty Development

2.1. Faculty Professional Development

Standard 2.1: Faculty members should be provided with continuous professional development opportunities to enhance their teaching skills, stay updated in their fields, and contribute to the institution's mission and goals.

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Availability of professional development opportunities	9	UBT provides a range of professional development opportunities for faculty, including workshops, seminars, and training programs. These opportunities align well with institutional goals and faculty needs.
Faculty participation in workshops and seminars	8	While faculty participation is generally strong, there is room to increase involvement, particularly among newer staff and those in certain departments. Encouraging more consistent participation could enhance overall teaching quality.
Relevance of professional development topics	9	The topics offered in professional development programs are relevant and cover a wide range of areas, including pedagogy, research, and the use of technology in education. Tailoring some topics more specifically to faculty needs could increase engagement.
Funding support for faculty development	8	UBT offers financial support for professional development, particularly for attending international conferences and workshops. However, expanding this funding to include more frequent opportunities for all faculty would be beneficial.
Integration of professional development in faculty evaluation	9	Professional development is integrated into faculty performance evaluations, ensuring that participation is linked to career growth and advancement. This encourages continuous professional improvement among faculty members.
Effectiveness of mentoring programs for new faculty	8	Mentoring programs for new faculty are effective, but there is potential to formalize and strengthen the process further. Expanding the scope of mentoring could improve the onboarding experience for new staff.

2.2. Faculty Evaluation and Promotion

Standard 2.2: Faculty evaluation should be comprehensive, transparent, and aligned with the institution's mission and goals. It should consider teaching effectiveness, research contributions, and service to the institution and community.

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Clarity and transparency of evaluation criteria	9	UBT's evaluation criteria are clear and transparent, with well-defined expectations for teaching, research, and service contributions. Faculty are aware of the evaluation process and how their performance is assessed.
Feedback mechanism for faculty evaluations	8	The feedback mechanism is in place, allowing faculty to receive constructive feedback on their performance. However, there is potential to make this feedback more timely and actionable, ensuring that faculty can improve in key areas more effectively.
Alignment of promotion criteria with institutional goals	9	Faculty promotion criteria are closely aligned with UBT's institutional goals, emphasizing teaching quality, research output, and community service. This ensures that faculty growth supports the overall mission of the institution.
Recognition of faculty contributions in evaluations	9	Faculty contributions, particularly in research and service, are well-recognized in evaluations, with opportunities for promotions and awards. Expanding the recognition of interdisciplinary work could further incentivize faculty efforts.
Student feedback in faculty evaluations	9	Student feedback plays a significant role in faculty evaluations, but there is room for increased participation rates of students in faculty evaluations.
Peer reviews in faculty evaluations	8	Peer reviews are part of the evaluation process but done only on ad hoc basis and not on regular basis. More frequent peer reviews could enhance the comprehensiveness of faculty evaluations but need to be accepted by whole academic staff

3. Student Support Services

3.1. Student Advising and Counseling

Standard 3.1: The institution should provide effective advising and counselling services to support students' academic and personal well-being.

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Effectiveness of academic advising	8	Academic advising is effective, providing students with necessary guidance on course selection and academic progress. There is potential to enhance the personalized approach in advising to better address individual student needs.
Availability and accessibility of counselors	9	UBT provides accessible counseling services, particularly through the psychological counseling office run by Deniz Celcima and Anita Sadikaj. Students can reach counselors easily for support.
Relevance of counseling services to student needs	9	Counseling services are well-aligned with student needs, particularly in addressing psychological well-being and personal challenges. Expanding services to cover academic-related stress more comprehensively would be beneficial.
Student feedback on advising and counseling services	8	Feedback from students indicates satisfaction with the counseling services, but there are suggestions to increase the availability of academic-specific advising for personal academic planning.
Training and development of advisors and counselors	8	Counselors are trained, but continuous professional development, especially in emerging areas like academic stress management and career counseling, would improve the quality of services.
Integration of advising in student academic planning	8	Academic advising is integrated into student planning, but more structured sessions focused on long-term academic and career planning could improve student outcomes.

3.2. **Student Resources and Facilities**

Standard 3.2: The institution should provide adequate resources and facilities to support students' academic success and overall well-being.

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Adequacy of study spaces and computer labs	8	Study spaces and computer labs at UBT are generally adequate, though some departments, particularly those in tech-driven fields, could benefit from more up-to-date facilities to meet growing demands.
Availability and relevance of learning resources	9	UBT offers a wide range of relevant learning resources, including textbooks, academic journals, and online materials. Regular updates ensure students have access to current and relevant resources.
Effectiveness of tutoring services	8	The "Learning to Learn Tutors" provide useful support to students, helping them adapt to academic challenges. Expanding this service to offer more specialized tutoring in specific subjects could further improve effectiveness.
Student feedback on resources and facilities	8	Students generally express satisfaction with the resources and facilities, though feedback indicates a need for more spaces tailored to collaborative group work.
Integration of technology in student support services	8	Technology is well-integrated into student support services, with platforms like SMIS aiding in student management and resource access. Enhancing digital support services could improve accessibility further.
Accessibility of resources for students with disabilities	7	UBT provides basic accommodations for students with disabilities, but there is potential to improve the accessibility of certain resources and facilities, especially in terms of physical infrastructure and assistive technologies.

4. Assessment and Outcomes

4.1. Program Assessment and Continuous Improvement

Standard 4.1: The institution should have a systematic and data-driven approach to assess program effectiveness and use the results for continuous improvement.

Matrix for Self-Evaluation:

Indicator	Rating (1-10)	Comments
Regularity and comprehensiveness of program assessments	9	UBT conducts regular and comprehensive program assessments, ensuring that all academic programs are evaluated based on key performance indicators,

Indicator	Rating (1-10)	Comments
		feedback, and learning outcomes. Continuous assessments ensure that programs remain relevant and up-to-date.
Use of assessment results in decision-making	8	Assessment results are used effectively in decision-making processes, particularly in curriculum revisions and resource allocation. However, there is room for more direct application of these results in strategic planning and faculty development.
Alignment of assessments with institutional goals	9	Program assessments are well-aligned with UBT's mission and strategic goals, particularly in enhancing teaching quality, promoting research, and fostering student success. Assessments support the institution's broader objectives.
Inclusion of external stakeholders in assessments	8	External stakeholders, such as industry representatives and alumni, are involved in the program assessment process, though expanding their role in providing more structured feedback could improve program relevance to market demands.
Transparency in sharing assessment results	8	UBT shares assessment results internally with faculty and departments. Expanding this transparency to include external stakeholders and students more consistently could foster greater accountability and engagement in program improvements.
Integration of assessment results in curriculum development	9	Assessment results are regularly integrated into curriculum development, ensuring that programs are updated based on feedback and performance data. This process supports continuous improvement and relevance of the curriculum to student and societal needs.

5. Teaching methodologies and strategies

Standard 5.1: Implementation of diverse and innovative teaching methodologies that cater to various learning styles.

Matrix for self-evaluation

Indicator	Rating (1-10)	Comments
Integration of technology in teaching	8	UBT integrates technology well into teaching through platforms like SMIS, online learning resources, and digital tools. However, expanding the use of advanced technologies, such as simulations and interactive digital content, could further enhance learning outcomes.

Indicator	Rating (1-10)	Comments
Use of active learning techniques	8	Active learning techniques, such as case studies and problem-solving activities, are used effectively in many courses. Increasing the use of student-centered approaches in larger lecture settings could improve engagement across all programs.
Incorporation of collaborative projects	9	Collaborative projects are a strong component of UBT's curriculum, encouraging teamwork and critical thinking. Students are often engaged in group work, although providing more interdisciplinary collaboration opportunities could further enhance learning.
Regular workshops on modern pedagogical approaches	8	UBT offers workshops on modern teaching methods, though increasing the frequency and diversity of these workshops would further equip faculty to implement innovative teaching strategies tailored to different learning styles.

6. Learning environments

Standard 6.1: Provision of conducive physical and virtual learning environments that support effective learning.

Indicator	Rating (1-10)	Comments
Classrooms equipped with modern technology	8	UBT classrooms are equipped with modern technology, such as projectors and sound systems, but some areas could benefit from upgrades, particularly in integrating interactive technologies like smart boards.
Regular infrastructure maintenance	9	UBT conducts regular maintenance of its physical infrastructure, ensuring that classrooms, labs, and common areas are well-maintained and meet the needs of students and faculty.
User-friendly online platforms	9	UBT's online platforms, such as SMIS and the e-learning system Moodle, are user-friendly and support effective communication between students and faculty. Continuous updates and improvements could further enhance their usability.
Seamless remote learning experiences	8	Remote learning at UBT is generally seamless, with effective use of virtual classrooms and digital resources. However, ensuring that all courses offer the same level of interactivity and support for remote learners could improve consistency.

7. Student feedback and participation

Standard 7.1: Active involvement of students in the feedback process and decision-making related to academic matters.

Self evaluation matrix

Indicator	Rating (1-10)	Comments
Regular feedback sessions and surveys	9	UBT regularly conducts student feedback sessions and surveys to gather input on academic matters. Feedback mechanisms are well-established, although increasing the frequency of sessions could further engage students in continuous improvement.
Inclusion of student representatives in committees	9	Student representatives actively participate in decision-making committees, ensuring that the student voice is heard in key academic and administrative decisions. Encouraging greater representation in more specialized committees would further enhance student involvement.
Focus groups for in-depth feedback	8	Focus groups are organized for in-depth discussions on specific academic issues, providing valuable insights. Expanding these groups to cover a wider range of topics and more departments would further improve their impact.
Prompt action on feedback received	8	While feedback is generally acted upon in a timely manner, there is room for improvement in communicating the actions taken to students and ensuring more visible changes as a result of their input.

8. Academic integrity and ethics

Standard 8.1: The program, faculty, and institution uphold the highest standards of academic integrity and ethics.

Matrix for self-evaluation

Indicator	Rating (1-10)	Comments
Clear policies on plagiarism and cheating	9	UBT has clear and comprehensive policies on plagiarism and academic dishonesty, supported by tools like plagiarism detection software. These policies are communicated to students and faculty regularly.
Regular education sessions on academic ethics	8	Regular sessions on academic ethics are provided, but there is potential to increase the frequency and depth of these sessions, particularly focusing on newer students and faculty to ensure continuous awareness.

Indicator	Rating (1-10)	Comments
Mechanisms for reporting academic misconduct	9	UBT has well-established mechanisms for reporting academic misconduct, ensuring that both students and staff can report violations in a safe and confidential manner. Streamlining the reporting process could further encourage its use.
Consequences for violations	9	The consequences for academic misconduct are clearly defined and enforced, ensuring accountability. Continued transparency in how violations are handled and communicated to the academic community can maintain trust in these processes.

Standard 8.2: Integration of current research findings into the teaching process.

Matrix for self-evaluation

Indicator	Rating (1-10)	Comments
Faculty bringing research into classrooms	9	UBT faculty actively integrate their research findings into classroom discussions, ensuring that students are exposed to the latest developments in their fields. More structured opportunities for sharing cutting-edge research could further enhance this practice.
Student-faculty research collaborations	8	Student involvement in faculty-led research projects is encouraged, but increasing opportunities for students to co-author papers or present research at conferences could strengthen this collaboration.
Curriculum updates based on latest research	9	The curriculum is regularly updated to reflect the latest research trends and findings, ensuring that courses remain relevant and forward-looking. More frequent curriculum reviews in certain fast-evolving disciplines would ensure continuous alignment with emerging knowledge.
Workshops on research-informed teaching	8	Workshops on integrating research into teaching are offered, though increasing the frequency and targeting faculty across more departments could ensure broader adoption of research-informed teaching methods.

9. Continuous professional development

Standard 9.1: Ongoing professional development opportunities for faculty are offered to enhance both subject matter expertise and teaching skills.

Matrix for self-evaluation

Indicator	Rating (1-10)	Comments
Regular internal training sessions	8	UBT provides regular internal training sessions focused on both subject matter expertise and teaching skills. Increasing the variety and frequency of these sessions could offer more tailored development opportunities for faculty.
Encouragement to attend external conferences	9	UBT encourages faculty to attend external conferences, providing funding and support. This has been a valuable resource for faculty development, though expanding support to more international conferences could further benefit faculty exposure.
Access to online courses and resources	8	Faculty have access to online courses and professional development resources, which support continuous learning. Greater promotion of these resources could lead to wider faculty engagement in online learning opportunities.
Feedback mechanism for training effectiveness	8	Feedback is collected on the effectiveness of training sessions, but refining this mechanism to ensure more specific, actionable feedback from faculty could help improve the quality and relevance of future training programs.

10. Technology integration in teaching

Standard 10.1: Effective use of technology to enhance the teaching and learning experience.

Indicator	Rating (1-10)	Comments
Investment in e-learning platforms	9	UBT has invested in robust e-learning platforms like SMIS, which support both teaching and student management effectively. Continuing to expand features and accessibility on these platforms could further improve the digital learning experience.
Training for faculty on technology tools	8	Faculty receive training on how to use technology tools for teaching, but increasing the frequency and offering more advanced training sessions would help ensure all faculty are fully utilizing available tools.
Regular updates to technology resources	8	Technology resources are regularly updated, but certain departments, especially those relying on labs or specialized software, could benefit from more frequent upgrades to ensure alignment with industry standards.

Indicator	Rating (1-10)	Comments
Feedback mechanism for technology effectiveness	8	Feedback on the effectiveness of technology in teaching is collected, though streamlining this process and ensuring all feedback is acted upon would help optimize technology use across all programs.

11. Internationalization and global perspectives

Standard 11.1: Providing students with a global perspective in their education.

Indicator	Rating (1-10)	Comments
Collaborations with international institutions	9	UBT maintains strong collaborations with international institutions, fostering opportunities for joint research, faculty exchanges, and international programs. Expanding these collaborations could further enhance global exposure for students.
Promotion of student exchange programs	9	Student exchange programs are actively promoted at UBT, with students participating in various international mobility initiatives. Increasing the range of available exchange destinations would diversify student experiences.
Inclusion of global case studies in curriculum	8	Global case studies are integrated into the curriculum, providing students with international perspectives in various disciplines. Expanding the use of these case studies across more courses could further enrich global learning.
Workshops on global perspectives in teaching	8	Workshops on global perspectives are offered to faculty, encouraging the integration of international themes into teaching. More frequent and diverse workshops could deepen faculty understanding of global trends and how to incorporate them into their teaching.

QUALITY OFFICE OF UBT
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