



## **Internal quality system report for the academic year 2023/2024 - annual evaluation of indicators and their comparison**

The Pan-European University is interested in improving itself. Therefore, it develops regular evaluations of its activities, with evaluations of the quality of the curricula, the quality of the teachers, the quality of the support services and the quality of the University environment being carried out annually, and evaluations of the area of science and research being carried out over longer time series based on regular data collection on an annual basis.

The self-assessment report towards improvement considers the internal and external environment of its functioning and serves as a basis for more effective functioning and quality improvement. Within the internal environment, the strengths and weaknesses of the University's functioning are monitored. Within the external environment, opportunities and threats to the functioning of the University are monitored. Its focus is a SWOT analysis based on data collected from internal and external stakeholders.

The starting point for the development of the SWOT analysis was a quantitative assessment of all its components. The data collected from the questionnaire survey, the expert assessment and the indicators from the internal quality system served as a basis for the SWOT analysis.

The overall result is that the positive aspects of the internal and external environment outweigh the detrimental aspects of the internal and external environment. The ratio of positive aspects to harmful aspects reached 1.86:1 in the final assessment. There are 1.86 positive aspects for every one harmful aspect. This is therefore a slight deterioration compared to the previous reporting period (academic year 2022/2023).

In the internal environment, strengths slightly outweigh weaknesses by 1.57:1. There are 1.57 strengths for every one weakness.

In the external environment, opportunities slightly outweigh threats by 1.29:1. There are 1.29 opportunities per threat.

The Pan-European University seeks to deepen its strengths in the internal environment. Several strengths have been identified. The individual approach to students, which allows for a favourable student to academic staff ratio, was positively assessed. The good general atmosphere in the faculties, which was identified from the questionnaire survey among students and staff, is perceived positively. Students and academic staff positively rate the organisation of the teaching process as above standard, which is contributed to by the teaching environment,



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which is rated as cultural. All of these continue to be perceived positively in year-on-year comparisons, and the quantitative evaluation of the indicators is improving.

The questionnaire survey revealed that the strength of the Pan-European University is the standard of content in the subjects taught, which includes the application of the latest knowledge to the field of education to which the subject taught belongs, where there was no shift in the quantitative indicator compared to last year. The provision of teaching literature provided by the academic library is also positively assessed, but again there has been a slight deterioration in the quantitative indicator compared to last year. The ability to present the curriculum in an interesting, comprehensible and illustrative manner, using modern teaching methods, is assessed positively and there is a renewed increase in the quantitative indicator. This is supported by the fact that the majority of academic staff are highly qualified on the basis of their years of service in higher education. This supports the increase in the quantitative indicator obtained from the questionnaire survey.

The ability of academic staff to engage with the mission of the Pan-European University is viewed positively and is therefore ranked as a strength, although there has been a renewed deterioration in the quantitative indicator. Academic staff also perceive positively the regular evaluation of workplace activities over a given period, which is conducive to the achievement of the objectives set out in the long-term plan and mission of the Pan-European University. However, there has been a slight year-on-year deterioration in the quantitative parameter tracking this indicator.

Academic staff repeatedly commented in the questionnaire survey on the scientific capacity of the Pan-European University, which they consider to be standard and comparable to the scientific capacity of public universities in the Slovak Republic. Therefore, this can be considered as a strength where there is no year-on-year change in the quantitative indicator.

The preparation of students for practical life is also perceived positively, as evidenced by the low unemployment rate of Pan-European University graduates, which, however, has increased compared to last year.

This training is ensured thanks to the quality provided by a high number of economic practitioners and good cooperation with external economic operators. The latter is assessed positively in the questionnaire survey and reflects the link between teaching and practice, but there is a slight deterioration in the quantified indicator. In addition, the quality of education based on open and honest communication between students and academic staff was identified as a strength based on the questionnaire survey, with a positive perception of the human and moral approach of academic staff towards students, although the quantitative indicator based on open and honest communication between students and academic staff has slightly decreased and the quantitative indicator on the perception of the human and moral approach of academic staff towards students has increased year-on-year.

There is also a positive perception and high professionalism of academic staff, where the quantitative indicator has seen a slight decrease year-on-year. Among the strengths of the Pan-European University, the strict adherence to the principles for the assessment of learning



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outcomes set out in the school's study regulations was also ranked by the questionnaire survey, where there is a slight decrease in the quantitative indicator. It is also possible to evaluate positively the guidance of students to adhere to ethical and moral principles in their studies, although year-on-year we can see a renewed deterioration of the quantitative indicator.

The students' comments in the questionnaire survey on the satisfaction of cultural and sporting interests and needs of students during their studies are considered sufficient, although there is a year-on-year deterioration of the quantitative indicator.

In terms of managerial management, effective management with a clear management hierarchy with fast and flexible information provision to students and staff was positively rated in the questionnaire survey, where there is again a slight year-on-year deterioration in the quantitative indicator. It was also found in the questionnaire that internal stakeholders have a positive perception of university community building, staff and students identify with the university where there is a year-on-year deterioration in the quantitative indicator. At the Pan-European University, students have all information related to their position and roles available for their use, e.g. study, study visits, where there is a year-on-year improvement in the quantitative indicator. This fact also emerged from the questionnaire survey. Students and graduates also expressed that they had a positive perception of the well-adjusted administrative activities within their studies, where the value of the quantitative indicator had worsened. Open and honest communication as a fundamental aspect of quality building involving supervisor-subordinate communication was identified as a strength of the University based on the questionnaire survey; there is no year-on-year change in this indicator. Academic staff perceive support from management with efforts to increase the likelihood of success of activities, actions and projects of academic staff. We therefore include this among the strengths of the Pan-European University, although there is a year-on-year deterioration in the quantitative indicator. This fact reflects the academic staff's statements that they are satisfied with the normal organisation of their work and with the competences they possess, despite the decline in both quantitative indicators. A strength of the Pan-European University is the acceptance of suggestions from staff at university level (decentralisation of managerial competences) in management activities, but where there has been a renewed deterioration in the quantitative indicator. The questionnaire survey showed that among the strengths we can also include the adaptation of working time to the personal and professional development of academic staff, with a slight year-on-year deterioration in the quantitative indicator. Related to this is the expressed satisfaction with the conditions in teamwork, which was verified by the statements of academic staff, where there is also a deterioration in the quantitative indicator. In the questionnaire survey, the creation of conditions for internal and external mobility of academic staff (worsening of the quantitative indicator) and for receiving foreign guests is considered a strength by academic staff, which creates the conditions for deeper involvement in the internationalisation process (worsening of the quantitative indicator).

The availability of information related to the position and roles of members of the academic community (study, work or management activities) is ranked as a strength based on the questionnaire survey, where there is a deterioration in the quantitative indicator. The application



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of equal opportunities in terms of gender, age, ethnic origin, sexual orientation, religion, disability is also positively assessed, which can be considered as elements of protection against intolerance and discrimination (deterioration of the quantitative indicator). This constitutes one of the basic moral principles of the functioning of the university. This principle is also applied in personal development opportunities and confirmed by the academic staff themselves.

In the questionnaire survey, Pan-European University alumni indicated that the school's brand has been built up over many years with its outreach abroad, where we see a deterioration in the quantitative indicator. They also expressed that they perceive positively the knowledge acquired during their studies, where there is a year-on-year decrease in the quantitative indicator. In the questionnaire survey, graduates and students also highlighted the school's good facilities, which contribute to the quality of education, but there is again a deterioration in the quantitative indicator.

The weaknesses of the Pan-European University, as expressed by the students in the questionnaire survey, are the lack of internal student accommodation options. Students were equally critical of the lack of student support in the form of incentive scholarships from the University's own resources and the lack of financial support for students' cultural and sporting interests and needs, both quantitative indicators showing year-on-year improvement. Inadequate implementation of the measures resulting from the questionnaire survey on the quality of the study process was assessed as a weakness on the part of the students, however, there was a year-on-year improvement. Concerns about the lack of anonymity of student complaints and the absence of a student parliament were also assessed as weaknesses by students, with improvements noted for both indicators monitored. The small number of study programmes offered in English is also considered a weakness, with a decrease in the indicator due to the non-opening of study programmes in English. A related weakness is the low number of students from Western European countries, which was evident from the indicators evaluated, where no year-on-year change was recorded. The low involvement of alumni in the life of the university was also assessed as a weakness (the quantitative indicator showed a slight deterioration). In terms of material and spatial provision, the lack of provision of full barrier-free access to buildings and other facilities for students with specific needs can also be considered a weakness, which has not changed year-on-year.

The SWOT analysis evaluated the lack of central planning of timetable events (quantitative indicator slightly worsened) and lower flexibility of operational adjustment of the university information system of the university (quantitative indicator improved) as weaknesses. Another identified weakness related to the study is the lack of flexibility to edit courses within the study programmes, which causes several difficulties (quantitative indicator unchanged). A weakness was also identified, which is the low flexibility in expanding the book collection (quantitative indicator unchanged).

The low number of internal staff is a weakness in the Pan-European University's self-assessment, where there is a deterioration in the quantitative indicator. In the teaching and research process, we can thus also assess the lack of involvement of academic staff from prestigious universities (quantitative indicator has improved). Academic staff also consider the



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lack of support in the provision of research stays, internships as a weakness, where the quantitative indicator is again deteriorating year on year. Due to its legal form, the Pan-European University has limited funding opportunities as an incentive tool for staff, which was also assessed as a weakness (the quantitative indicator showed an improvement). In the process of ensuring quality teaching, the uneven age composition of staff in some fields of study and the insufficient provision for career development of staff in some fields of study can be considered a weakness, but here again there is a year-on-year improvement in the quantitative indicator.

This is followed by weaknesses in obtaining grants and projects. The assessed indicator shows insufficient possibilities to fund scientific research projects from the internal resources of the university, which results in the need to obtain funds for research from external sources (the quantitative indicator has improved). However, a weakness is the low success rate in obtaining funding from grant schemes, while the quantitative indicator has improved significantly. This weakness may also be related to lower inter-faculty collaboration at the level of research projects, but the quantitative indicator has again deteriorated year-on-year. Academic staff perceive as a weakness the insufficient building of a support structure for project administration and the lack of information about current calls for projects from the university, where there is also a renewed year-on-year deterioration in the quantitative indicator.

The Pan-European University seeks to take advantage of opportunities in the external environment. The flexibility of teaching according to the needs of the labour market, provided by external authorities from practice, was assessed by the questionnaire survey as an opportunity from which the University can benefit, although the quantitative indicator has deteriorated again year-on-year. Linked to this is the opportunity to make the involvement of practice in the educational process more attractive, which contributes to improving the quality of the education provided. This is followed by a further opportunity to increase alumni awareness of the functioning of the Pan-European University Alumni Club, which will contribute to linking the teaching process with the experience of alumni in practice (no change in the quantitative indicator).

In the questionnaire survey, the opportunity to increase cooperation with practice in scientific research projects and to increase participation in projects with an interdisciplinary focus funded from external sources was identified as an opportunity, which will help to link research with practice. For this indicator, the value of the quantitative indicator has improved. Participation in schemes to support top researchers from abroad is seen as a further opportunity to contribute to the attractiveness of the University in a wide range of areas, where there is again a year-on-year improvement in the quantitative indicator. Linked to this opportunity is the involvement in support schemes geared towards attracting teachers from prestigious universities, which would provide the University with additional funding to engage them in University activity (the quantitative indicator has seen an improvement). Another opportunity for the Pan-European University is its participation in the development of international curricula, which will make it more attractive in the international environment (quantitative indicator unchanged).



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The opportunity is to participate in the creation of legislation within which the Pan-European University can initiate the opening of opportunities for private universities to participate in grants and scientific research projects financially supported from public sources, which is currently not possible for private schools on the basis of the current legislation (the quantitative indicator has deteriorated significantly). Related to this is the opportunity to call for the creation of a central platform for the registration of grant schemes and research projects managed centrally for all higher education institutions (quantitative indicator has deteriorated significantly).

Obtaining financial support from public sources to increase accessibility to cultural and sporting interests and needs of students was assessed as an opportunity in the external evaluators' expertise (quantitative indicator has deteriorated significantly). Another opportunity related to student support is to initiate the opening of the possibility of funding support for students with specific needs to private universities, which is now not possible and there has been a significant year-on-year deterioration in the quantitative indicator (no change in the quantitative indicator). As a threat, the Pan-European University assessed from the questionnaire survey that further legislative changes may jeopardise the position of private universities in the Slovak Republic's education system by reducing the quality of private universities in the Slovak Republic and thus contributing to their existential problems, where there is an improvement in the quantitative indicator.

Academics evaluated the conditions of the new accreditation system based on the assessment of the quality of the university environment, which contributes to the diversification of quality in higher education institutions in the Slovak Republic, as a threat due to the lack of clear rules, where there is an improvement of the quantitative indicator.

The existence of low interest of practitioners to operate in the academic environment due to rigid rules is also assessed as a threat, which emerged from the opinions of the interviewed experts who operate in the academic environment and practice (the quantitative indicator has improved significantly). The experts interviewed also identified as a threat the differential support of private universities and public universities in state funding of educational and scientific research activities (quantitative indicator has worsened). The inappropriate set-up concerning the provision and guarantee of habilitation and inauguration procedures based on the scientific-pedagogical degree and the artistic-pedagogical degree is also assessed as a threat, as revealed by the assessment of the experts interviewed (quantitative indicator has worsened). This threat is also related to the lack of scientific and pedagogical staff with the required qualification structure on the Slovak labour market (the quantitative indicator has deteriorated significantly). The experts interviewed assessed discrimination against private universities in support for the educational process and participation in state grant schemes as a threat, which is very difficult under the current Slovak legislation (quantitative indicator has deteriorated significantly). In the questionnaire survey, students expressed that they consider the low support of private university students by the state to be a threat (quantitative indicator has worsened).





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For further quality improvement at the Pan-European University, it is necessary to identify the areas where the most significant year-on-year variations occur, which identifies problematic areas and also serves to evaluate the improvement of the set processes. In strengths, there is a visible deterioration of indicators in the individual approach to students, low unemployment of graduates and branding with an outreach abroad. The reasons for the deterioration will be investigated. There has been a noticeable improvement in the indicators of strengths in the interpersonal and moral approach of teachers to students and in the methodological readiness to present the curriculum in an interesting, clear, illustrative way using modern teaching methods. For the indicators of weaknesses, there was a visible improvement in the involvement of teachers from prestigious universities, obtaining funds from grant schemes and support for cultural and sporting interests of students. There was a visible deterioration in the indicators of weaknesses in the low number of internal staff and inadequate provision for career development in some fields of study.

When looking at the external environment in which the Pan-European University operates, there are visible positive changes in the opportunities in making the involvement of practice in the educational process more attractive, and three visible negative changes: the non-establishment of a central platform for the registration of grant schemes and research projects, the opening up of the possibility for private universities to participate in research-funded grants and research projects, and the support from public sources to increase the availability of cultural and sporting interests of students. For threats, the indicator of low interest of practitioners to operate in the academic environment due to rigid rules has seen a visible improvement. Conversely, there was a deterioration in the insufficient number of scientific and teaching staff with the required qualification structure on the Slovak labour market and in the different position of private universities in terms of support for the educational process and participation in grant schemes.

The SWOT analysis carried out showed the strengths, weaknesses, opportunities and threats of the Pan-European University. Except for the mentioned deteriorations and improvements in quantitative indicators, there were no significant shifts in the assessment of the indicators monitored in the year-on-year comparison. The quality system indicators are evaluated and recorded for the periods under review so that trends can be tracked in a graphical representation.

