



**The self-evaluation report Pan European University for the academic year 2022/2023
- 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 a 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 harmful aspects of the internal and external environment. The ratio of positive aspects to harmful aspects reached 1.80:1 in the final assessment. There are 1.80 positive aspects for every one harmful aspect. This is therefore a slight deterioration compared to the previous reporting period (academic year 2021/2022).

In the internal environment, strengths slightly outweigh weaknesses by 1.29:1. There are 1.29 strengths for every one weakness.

In the external environment, opportunities slightly outweigh threats by 1.51:1. There are 1.51 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 enables a favourable student to academic staff ratio, was viewed positively. 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, 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 a year-on-year increase in the quantitative indicator was recorded. The provision of study literature by the academic



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library is also positively assessed, but there has been a slight deterioration in the quantitative indicator compared to last year. Students ranked the methodological preparedness of academic staff as a strength of the Pan-European University, although there was a deterioration in the quantitative indicator. The ability to present the material in an interesting, comprehensible, and illustrative way, using modern teaching methods, is assessed positively and there is an increase in the quantitative indicator. This is supported by the fact that many academic staff are highly qualified based on their years of service in higher education. This supports the increase in the quantitative indicator obtained from the questionnaire survey.

The opportunity for 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 deterioration in the quantitative indicator... Academic staff also perceive the regular evaluation of workplace activities over a given period as positive and conducive to achieving the goals set out in the long-term purpose and mission of the Pan-European University. There has been a year-on-year increase in the quantitative parameter tracking this indicator.

In the questionnaire survey, academic staff commented 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 fact can be considered as a strength and there is a positive increase 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 has decreased 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 positively evaluated based on a questionnaire survey and reflects the link between teaching and practice. In addition, the quality of education, which is based on open and honest communication between students and academic staff, was identified as a strength by the questionnaire survey, while the human and moral attitude of academic staff towards students is also perceived positively, although the quantitative indicators of both monitored parameters have deteriorated compared to last year.

Also, the high professionalism of academic staff is positively perceived and there is an increase in the quantitative indicator year-on-year. Among the strengths of the Pan-European University, the questionnaire survey also ranked the strict compliance with the principles for the assessment of learning outcomes set out in the school's study regulations, where there is also an increase in the quantitative indicator. The guidance of students to observe ethical and moral principles in their studies can also be assessed positively, although a year-on-year deterioration of the quantitative indicator can be seen.

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 in the quantitative indicator.

In terms of managerial management, effective management with clear management hierarchy with fast and flexible information provision to students and staff was positively rated in the



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questionnaire survey, where there is a year-on-year deterioration in the quantitative indicator. It was also found in the inquiry that internal stakeholders have a positive perception of university community building, staff and students identify themselves with the university where there is a year-on-year improvement 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 has been a year-on-year deterioration 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 improved. Open and honest communication as a fundamental aspect of quality building involving supervisor-subordinate communication was identified by the questionnaire survey as a strength of the University and there was an improvement in this indicator year-on-year. Academic staff perceive support from management with efforts to increase the likelihood of success of activities, actions, and projects of academic staff. Therefore, we include this among the strengths of the Pan-European University, which can also be seen in the improvement in the quantitative indicator. This fact is supported by the academic staff's statement that they are satisfied with the usual organisation of their work (increase in the quantitative indicator) and with the competences they possess (decrease in the quantitative indicator). 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 deterioration in the quantitative indicator. The questionnaire investigation showed that among the strengths we can include the adaptation of working time to the personal and professional development of academic staff (improvement in the quantitative indicator). Related to this is the expressed satisfaction with the conditions in teamwork, which was verified by the statements of the academic staff, where there is also an improvement in the quantitative indicator. In the questionnaire survey, the creation of conditions for internal and external mobility of academic staff (improvement in the quantitative indicator) and for receiving foreign guests is considered a strength by the academic staff, which creates the conditions for deeper involvement in the internationalisation process (improvement in 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 an improvement in the quantitative indicator. The application 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 (improvement in 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 an improvement in the quantitative indicator. They also expressed that they perceive the acquired knowledge



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gained during their studies positively, where there is a year-on-year increase 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 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 in-house accommodation for students. 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. Inadequate implementation of the measures resulting from the questionnaire investigation on the quality of the study process was evaluated as a weakness on the part of the students. Concerns about the lack of anonymity of student complaints and the absence of a student parliament are also assessed as weaknesses by students. The observed quantitative indicators of these parameters remain unchanged. However, a measure has been operationally adopted which seeks to eliminate the detrimental effect of the absence of a student parliament by creating a single academic senate in which students have a higher representation. The small number of study programmes offered in English is also considered to be a weakness. A related weakness is the low number of students from Western European countries, which is evident from the indicators assessed, which have deteriorated. The low involvement of graduates in the life of the university was also assessed as a weakness (no change in the quantitative indicator). In terms of material and spatial provision, the lack of provision of full wheelchair access to buildings and other facilities for students with specific needs can also be considered as a weakness, which has not changed year-on-year.

The SWOT analysis evaluated the absence of central planning of timetable events and lower flexibility of operational adjustment of the university information system of the university as weaknesses (quantitative indicator unchanged). Another identified weakness related to the study is related to the lack of flexibility to modify courses within the study programmes, which causes several difficulties. A weakness has also been 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 an improvement in the quantitative indicator. In the teaching and research process, we can also assess the lack of involvement of academic staff from prestigious universities (no change in the quantitative indicator). Academic staff also consider the lack of support in the provision of research stays, internships, where there is a year-on-year deterioration in the quantitative indicator, to be a weakness. 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 (no change in the quantitative indicator). 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 there is a year-on-year improvement in the quantitative indicator.

This is followed by weaknesses regarding the acquisition of grants and projects. The indicator assessed shows insufficient possibilities for funding scientific research projects from the



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internal resources of the University, resulting in the need to obtain research funding from external sources (no change in the quantitative indicator). However, a weakness is the low success rate in obtaining funding from grant schemes (quantitative indicator unchanged). This weakness may also be related to lower inter-faculty cooperation at the level of research projects, where the quantitative indicator is deteriorating 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 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 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 another opportunity that will contribute to the attractiveness of the University in a wide range of areas, where there is a year-on-year improvement in the quantitative indicator. Linked to this opportunity is the involvement in support schemes geared towards recruiting teachers from prestigious universities, which would provide the University with additional funding to engage them in university activity. 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 (the quantitative indicator has deteriorated).

An opportunity is to be involved 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 research projects financially supported from public sources, which is currently not possible for private universities under the current legislation. This provides an opportunity to call for the creation of a central platform for the registration of grant schemes and research projects managed centrally for all universities.

Obtaining public funding to increase accessibility to cultural and sporting interests and needs of students was evaluated as an opportunity in the external evaluators' expertise. Another opportunity related to student support is to initiate the opening of the possibility of funding support for students with specific needs to private university, which is now not possible and there has been a significant year-on-year deterioration in the quantitative indicator.



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As a threat, the Pan-European University assessed from the questionnaire survey that further legislative changes may jeopardise the position of private university in the Slovak Republic's education system by reducing the quality of private university in the Slovak Republic and thus contributing to their existential problems, where the quantitative indicator is deteriorating.

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 universities in the Slovak Republic, as a threat due to the lack of clear rules, where there is a deterioration of the quantitative indicator.

The existence of low interest of practitioners to operate in the academic environment due to rigid rules is also evaluated as a threat, which emerged from the opinions of the interviewed experts who operate in the academic environment and practice. 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. 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 was also assessed as a threat, which emerged from the assessment of the experts interviewed. This threat is also related to the lack of scientific and pedagogical staff with the required qualification structure on the Slovak labour market. The experts interviewed evaluated 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.

In the questionnaire survey, students expressed that they consider the low support of students at private universities by the state as a threat.

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.

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