UNIVERSITY
"ISA BOLETINI"
MITROVICA

QUALITY ASSURANCE OFFICE

ADMINISTRATIVE STAFF EVALUATION REPORT
UIBM – 2026

Year	2026
Institution	"Isa Boletini" University in Mitrovica
Instrument	Administrative Staff Evaluation Questionnaire
Questionnaires distributed	57
Number of respondents	51
Uncompleted questionnaires	6
Response rate	89.5%

Note: Six questionnaires were not completed because of maternity leave, sick leave or other reasons for absence during the survey period.

Executive summary and methodology

This report presents the results of the administrative staff evaluation at “Isa Boletini” University in Mitrovica. Of the 57 questionnaires distributed, 51 were completed, representing a response rate of 89.5%. Six questionnaires were not completed because of maternity leave, sick leave or other reasons for absence during the survey period.

The questionnaire comprises 26 quantitative indicators rated on a scale of 1–5, with an N/A option, and two open-ended questions. Overall, 78.3% of valid responses are positive (4–5), the overall mean score is 4.09/5, and negative responses (1–2) account for 7.3%.

The highest-scoring area is “Working conditions and satisfaction”, with 83.6% positive responses and a mean score of 4.25/5. The lowest-scoring area is “Competencies, professional development and digitalisation”, with 69.9% positive responses and a mean score of 3.89/5.

Professional development remains the main priority for improvement. P12, access to training, receives 56.9% positive responses, while P13, the systematic identification of training needs, receives 57.1%. The open-ended comments reinforce this finding.

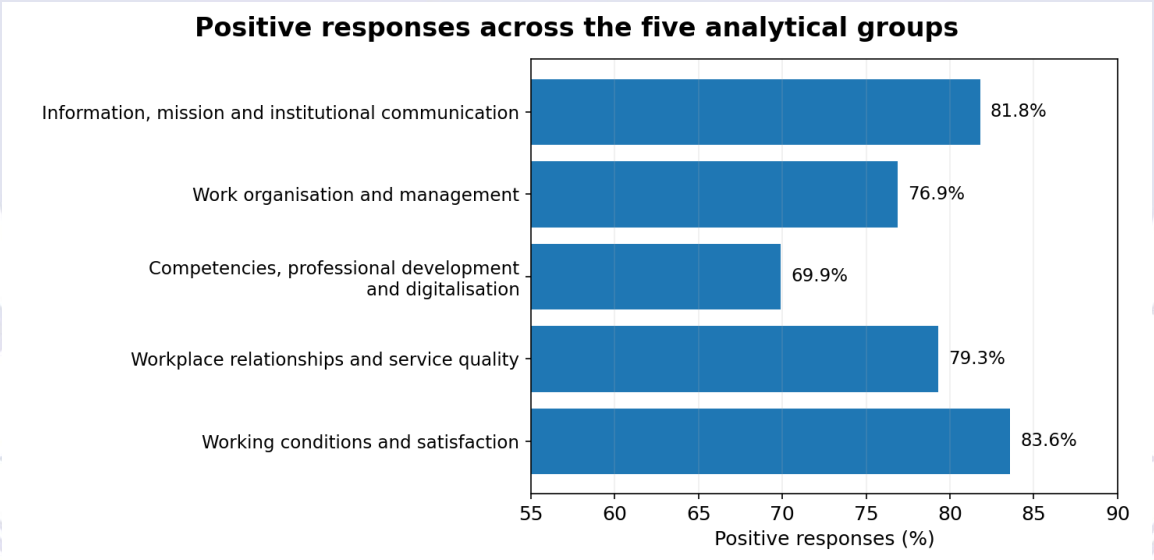

Figure 1. Positive responses across the five analytical groups.

Overview of results

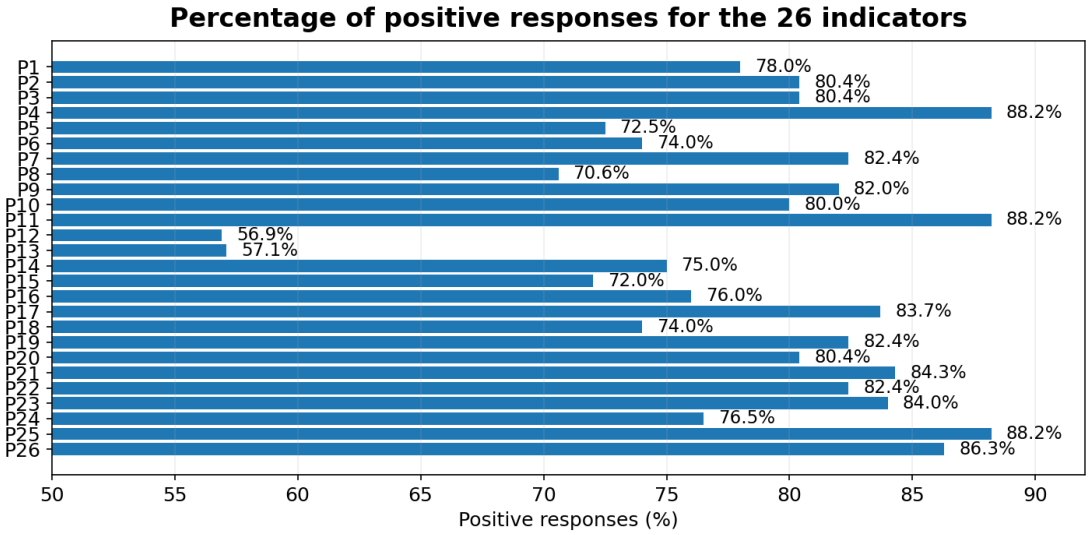

Figure 2. Positive responses for the 26 survey indicators.

Indicator	Result	Interpretation
P4 - I clearly understand the responsibilities, authority and expectations associated with my position.	88.2%	Among the highest-rated indicators
P11 - I have the knowledge and skills needed to perform my duties competently.	88.2%	Among the highest-rated indicators
P25 - I am satisfied with working at UIBM.	88.2%	Among the highest-rated indicators
P26 - I would recommend UIBM as a good place to work.	86.3%	Among the highest-rated indicators
P12 - I have access to training and professional development relevant to the needs of my job.	56.9%	Priority for improvement
P13 - The institution systematically identifies the training needs of administrative staff.	57.1%	Priority for improvement
P8 - Administrative staff suggestions are considered when improving work processes.	70.6%	Priority for improvement
P15 - I have the equipment, software and technical support needed to carry out my work efficiently.	72.0%	Priority for improvement

The results are generally positive. P4, clarity of responsibilities; P11, professional competencies; and P25, satisfaction with working at UIBM, are among the strongest indicators. P12 and P13 remain the two lowest-rated indicators and require direct action.

Group I - Information, mission and institutional communication

This group comprises 4 indicators and records 81.8% positive responses, with a mean score of 4.27/5.

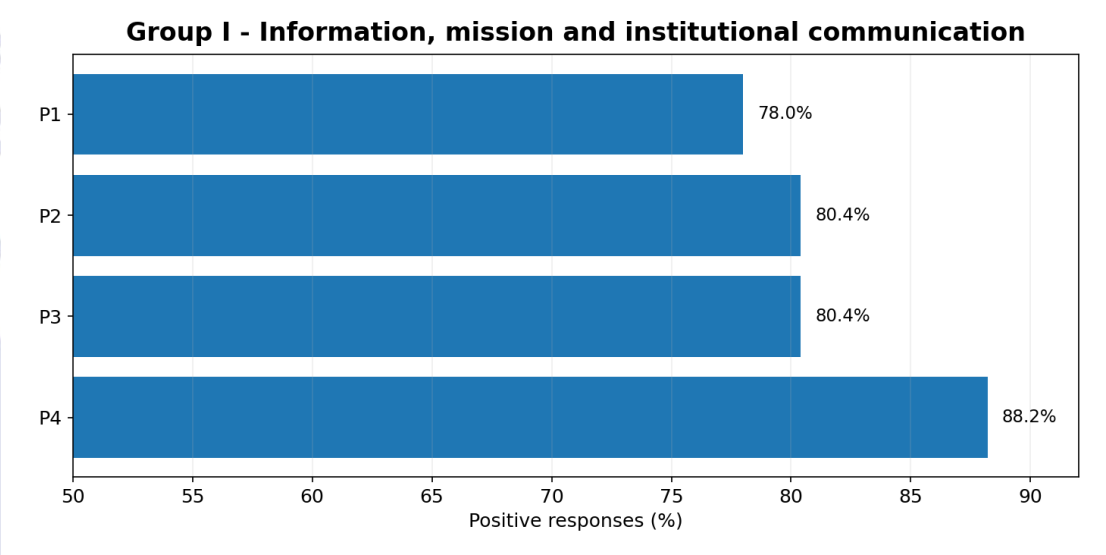

Figure 3. Group I results - information, mission and institutional communication.

Indicator	Result	Interpretation
P1 - I am informed about UIBM's mission, vision and strategic objectives.	78.0%	Mean 4.20/5 | Negative 4.0%
P2 - The information I need to do my job is communicated clearly and in a timely manner.	80.4%	Mean 4.18/5 | Negative 5.9%
P3 - Decisions affecting my work are communicated transparently and clearly.	80.4%	Mean 4.14/5 | Negative 5.9%
P4 - I clearly understand the responsibilities, authority and expectations associated with my position.	88.2%	Mean 4.57/5 | Negative 3.9%

Interpretation: P4, clarity of the responsibilities and expectations associated with the position, is the strongest indicator in this group, with 88.2% positive responses. Information sharing and institutional communication are generally good, with scope for more regular updates on the mission, objectives and decisions.

Group II - Work organisation and management

This group comprises 6 indicators and records 76.9% positive responses, with a mean score of 4.00/5.

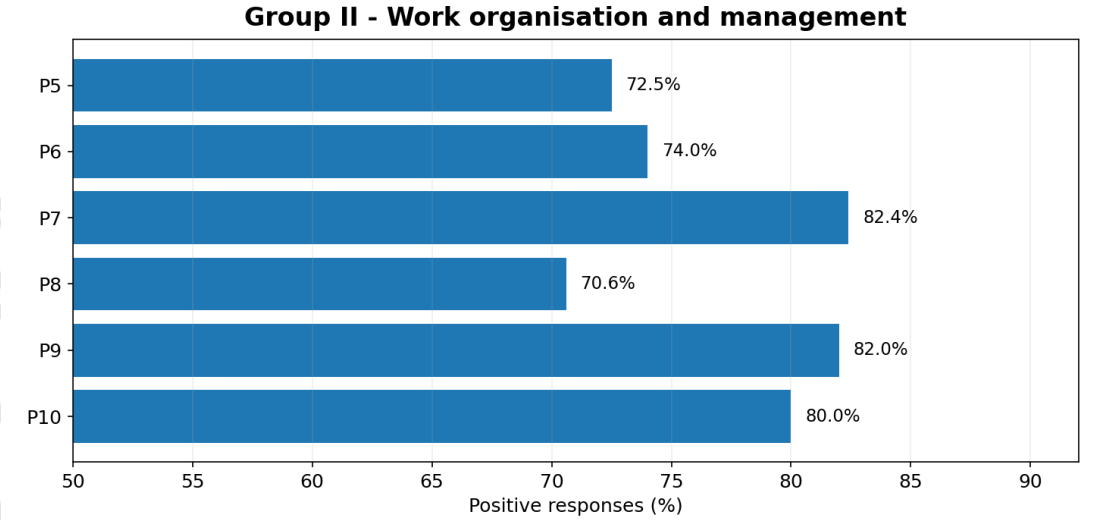

Figure 4. Group II results - work organisation and management.

Indicator	Result	Interpretation
P5 - The workload in my unit is distributed fairly and reasonably.	72.5%	Mean 3.92/5 | Negative 11.8%
P6 - Administrative procedures are clear, standardised and applied consistently.	74.0%	Mean 3.94/5 | Negative 12.0%
P7 - My manager/supervisor provides clear guidance and support when needed.	82.4%	Mean 4.22/5 | Negative 3.9%
P8 - Administrative staff suggestions are considered when improving work processes.	70.6%	Mean 3.86/5 | Negative 9.8%
P9 - Administrative decisions and requests are handled within reasonable timeframes.	82.0%	Mean 4.00/5 | Negative 8.0%
P10 - Cooperation between the Rectorate, academic units and administrative services works well.	80.0%	Mean 4.08/5 | Negative 4.0%

Interpretation: Work organisation and management are rated positively. However, staff suggestions, workload distribution and the standardisation of procedures score lower than the other indicators and require clearer consultation and coordination mechanisms.

Group III - Competencies, professional development and digitalisation

This group comprises 5 indicators and records 69.9% positive responses, with a mean score of 3.89/5.

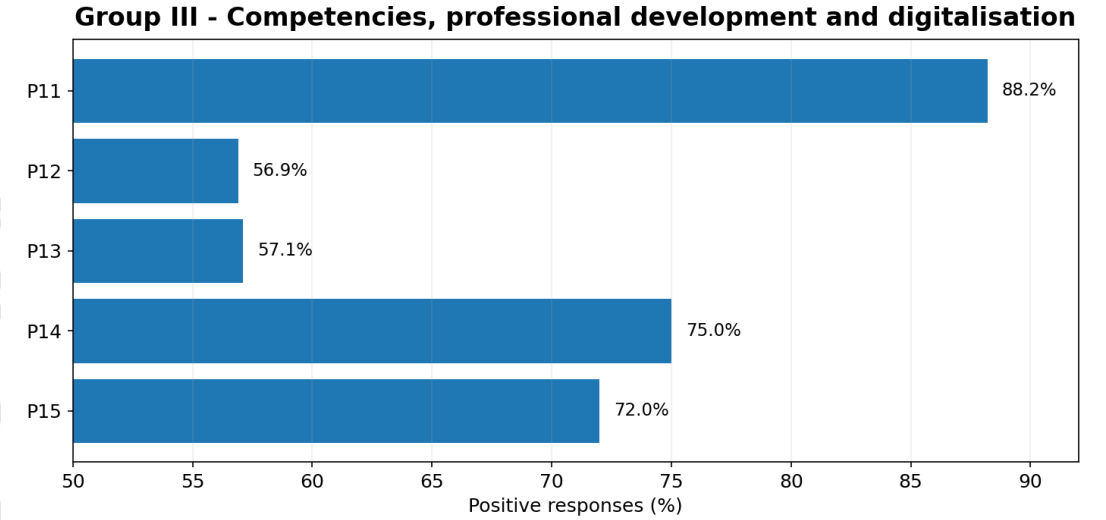

Figure 5. Group III results - competencies, professional development and digitalisation.

Indicator	Result	Interpretation
P11 - I have the knowledge and skills needed to perform my duties competently.	88.2%	Mean 4.47/5 | Negative 3.9%
P12 - I have access to training and professional development relevant to the needs of my job.	56.9%	Mean 3.55/5 | Negative 19.6%
P13 - The institution systematically identifies the training needs of administrative staff.	57.1%	Mean 3.49/5 | Negative 22.4%
P14 - Digital systems and institutional platforms (e.g. SMU and IT services) make my work easier.	75.0%	Mean 4.06/5 | Negative 8.3%
P15 - I have the equipment, software and technical support needed to carry out my work efficiently.	72.0%	Mean 3.86/5 | Negative 12.0%

Interpretation: This is the lowest-scoring group. P11 indicates a high level of individual competence (88.2% positive responses), while P12 (56.9%) and P13 (57.1%) highlight the need for better access to training and the systematic identification of training needs.

Group IV - Workplace relationships and service quality

This group comprises 5 indicators and records 79.3% positive responses, with a mean score of 4.08/5.

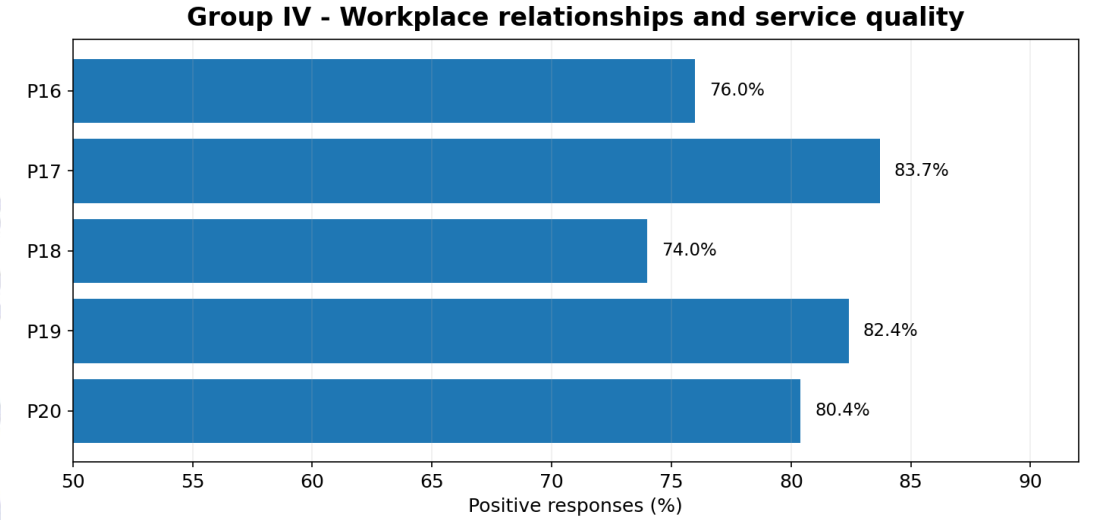

Figure 6. Group IV results - workplace relationships and service quality.

Indicator	Result	Interpretation
P16 - Cooperation between administrative and academic staff is professional and effective.	76.0%	Mean 3.98/5 | Negative 4.0%
P17 - Communication with students is conducted appropriately and professionally.	83.7%	Mean 4.18/5 | Negative 4.1%
P18 - I am treated with respect and impartiality at work.	74.0%	Mean 4.04/5 | Negative 6.0%
P19 - There is a spirit of cooperation and collegiality within the unit where I work.	82.4%	Mean 4.18/5 | Negative 3.9%
P20 - Contributions and good work performance are appropriately recognised and valued.	80.4%	Mean 4.00/5 | Negative 7.8%

Interpretation: Workplace relationships and service quality are rated well. Professional communication with students and a spirit of cooperation are strengths, while equal treatment and recognition of staff contributions should remain a focus.

Group V - Working conditions and satisfaction

This group comprises 6 indicators and records 83.6% positive responses, with a mean score of 4.25/5.

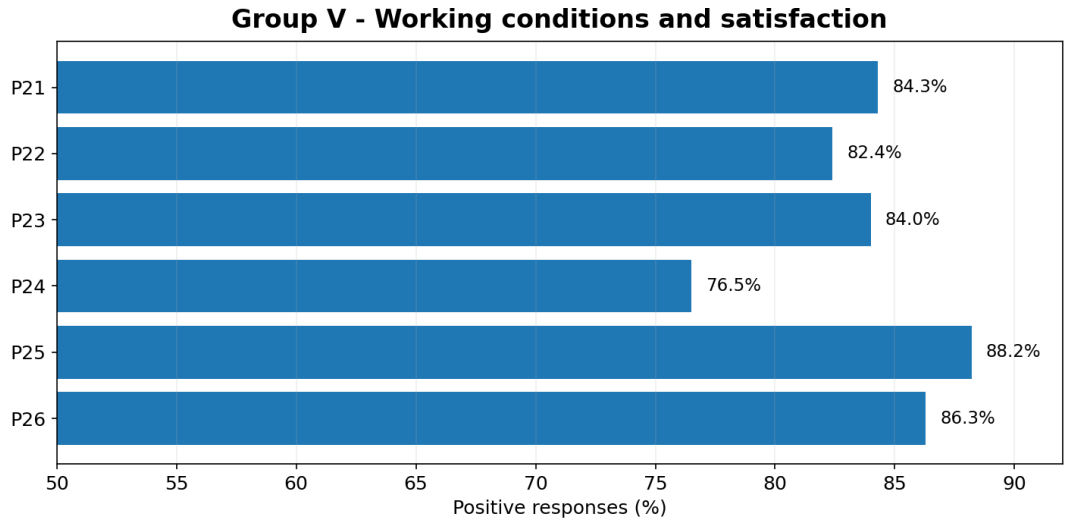

Figure 7. Group V results - working conditions and satisfaction.

Indicator	Result	Interpretation
P21 - Physical working conditions (space, lighting, temperature and equipment) are suitable.	84.3%	Mean 4.31/5 | Negative 5.9%
P22 - Maintenance and cleanliness in my work areas are satisfactory.	82.4%	Mean 4.25/5 | Negative 5.9%
P23 - I have sufficient resources to perform my duties without unnecessary obstacles.	84.0%	Mean 4.18/5 | Negative 4.0%
P24 - I am satisfied with the overall organisation of work at UIBM.	76.5%	Mean 4.04/5 | Negative 5.9%
P25 - I am satisfied with working at UIBM.	88.2%	Mean 4.37/5 | Negative 3.9%
P26 - I would recommend UIBM as a good place to work.	86.3%	Mean 4.35/5 | Negative 3.9%

Interpretation: Working conditions and satisfaction are the highest-rated area. P25 receives 88.2% positive responses and P26 receives 86.3%, indicating a strong staff attachment to the institution and a high willingness to recommend UIBM as a place to work.

Respondent profile

The analysis includes 51 respondents from the 57 questionnaires distributed. The profile is presented in broad categories to preserve anonymity.

Characteristic	Category	No. (%)
Unit	Academic unit	10 (19.6%)
Unit	Rectorate	38 (74.5%)
Unit	No response	1 (2.0%)
Unit	Other service	2 (3.9%)
Length of service at UIBM	8+ years	26 (51.0%)
Length of service at UIBM	1–3 years	10 (19.6%)
Length of service at UIBM	4–7 years	12 (23.5%)
Length of service at UIBM	< 1 year	3 (5.9%)
Job category	Professional/administrative	42 (82.4%)
Job category	Support	4 (7.8%)
Job category	Technical	5 (9.8%)

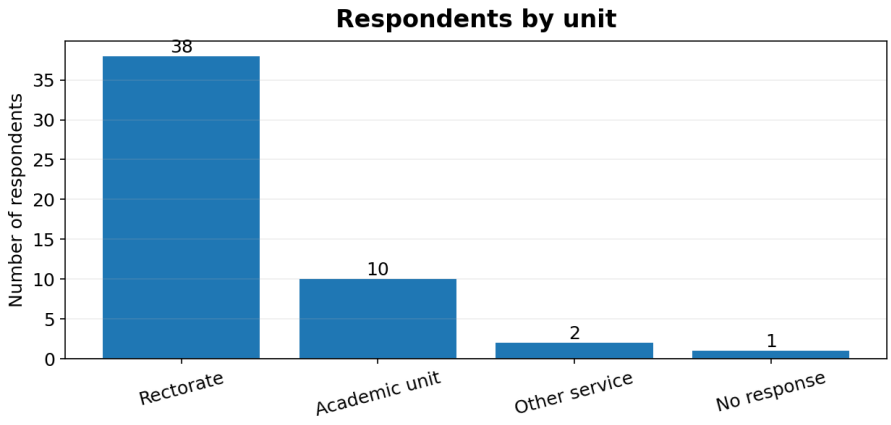

Figure 8. Respondents by unit.

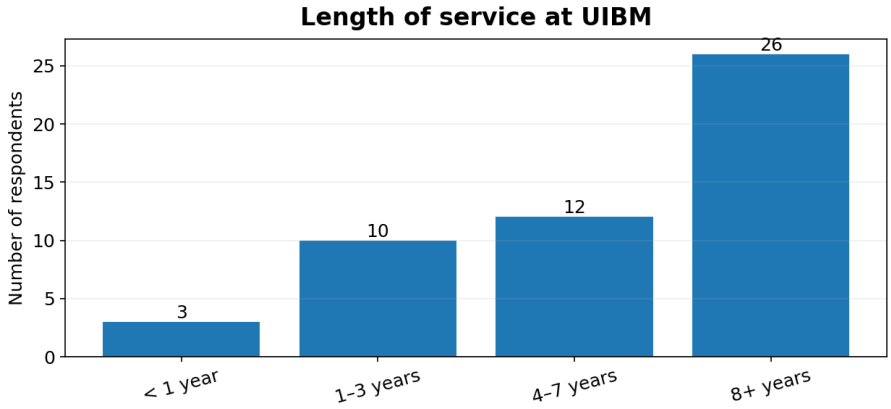

Figure 9. Respondents by length of service at UIBM.

Thematic analysis of administrative staff comments

Of the 51 respondents, 21 provided at least one comment in the open-ended questions. A total of 38 substantive text entries were identified. Themes were classified by content; a single comment may fall under more than one theme.

Theme	Thematic mentions	Summary
Training and professional development	18	Regular sector-specific training, study visits, funding and opportunities for professional advancement.
Staff appraisal, advancement and treatment	8	Equal treatment, recognition of contributions, transparency in payments and clearer advancement opportunities.
Responsibilities and work organisation	7	Clarification of responsibilities, monitoring of tasks, respect for the reporting hierarchy and work organisation.
Equipment and work resources	7	Laptops, landline telephones, work software and more appropriate funding.
Digitalisation and simplification of procedures	7	Reduced paperwork, digitalisation and more functional software for administrative work.

Theme	Thematic mentions	Summary
Communication and coordination	6	More formal communication through email/SMU and better coordination between units.
Physical conditions and maintenance	1	Office maintenance and improvements to physical conditions.

Interpretation: Training and professional development are the most frequently raised theme and directly align with P12 and P13. Digitalisation, equipment, communication, organisation and fair treatment of staff emerge as specific areas for institutional action.

Key conclusions

The administrative staff evaluation is generally positive. The mean score of 4.09/5 and 78.3% positive responses indicate good functioning and a consistent level of satisfaction, while also identifying clear areas where planned improvement is needed.

Strengths

- Clear responsibilities, authority and expectations associated with each position.
- A high level of knowledge and skills among administrative staff.
- Satisfaction with working at UIBM and willingness to recommend the institution as a place to work.
- Professional communication with students and cooperation within units.
- Generally positive ratings for working conditions and resources.

Issues requiring attention

- Access to training and professional development is among the lowest-rated indicators.
- The systematic identification of training needs should become an established institutional practice.
- Staff suggestions should be supported by a clear mechanism for consultation and feedback.
- The standardisation and digitalisation of administrative procedures remain recurring requests.
- Performance recognition, equal treatment and advancement opportunities should be strengthened.

Indicator	Result	Interpretation
Overall evaluation	4.09/5	Good level
Positive responses	78.3%	Consistent satisfaction
Respondents	51/57	Response rate of 89.5%
Main priority	Training and professional development	P12: 56.9% | P13: 57.1% positive

Recommendations and action plan

Recommendation	Key action
1. Annual professional development plan	Develop an annual training plan based on the needs of each sector and the responsibilities of each position.
2. Regular identification of training needs	Assess training needs at least once a year and link the findings to budget planning.
3. Digitalisation and standardisation of procedures	Identify procedures involving excessive paperwork and design simpler digital workflows.
4. Mechanism for staff suggestions	Establish a formal channel for proposals and documented management responses.
5. Equipment and work tools	Compile an inventory of needs for laptops, landline telephones, software and other tools according to staff functions.
6. Institutional communication and coordination	Standardise notifications through email/SMU and hold regular meetings between units.
7. Performance recognition and advancement	Clarify the criteria for appraisal, additional assignments, recognition of contributions and advancement opportunities.
8. Follow-up monitoring	In the next cycle, focus the comparison on indicators with positive response rates below 75%.

Indicators to monitor in the next cycle

Indicator	Target	Interpretation
Access to training (P12)	≥70% positive	Greater access to professional development
Training needs (P13)	≥70% positive	Systematic training planning
Staff suggestions (P8)	≥80% positive	More consultation and feedback
Equipment and technical support (P15)	≥80% positive	More suitable work resources
Overall evaluation	≥4.20/5	Higher overall satisfaction

Conclusion: The results indicate a sound foundation for administrative quality. The next priority should be to translate the findings into measurable actions, particularly in training, digitalisation, coordination and recognition of staff contributions.