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Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

Dukagjini College

INSTITUTIONAL EVALUATION

FINAL REPORT OF THE EXPERT TEAM

Brno, June 15, 2020



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1. INTRODUCTION

1.1. Context

Date of site visit: May 22, 2020

Expert Team (ET) members:

- *Prof. Milan Pol, Masaryk University*
- *Prof. Janez Vogrinc, University of Ljubljana*
- *Ms. Ketj Tsotniashvili, PhD student*



Coordinators from Kosovo Accreditation Agency (KAA):

- *Naim Gashi, Executive Director of KAA*
- *Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring*
- *Arianit Krasniqi, Senior Officer for Evaluation and Accreditation*
- *Leona Kovaci, Senior Officer for Evaluation and Accreditation*
- *Ilirjane Ademaj, Senior Officer for Evaluation and Monitoring*

Sources of information for the Report:

- *SER and other documents provided by Dukagjini College*
- *Interviews with representatives of different groups of leaders, staff, students, alumni of Dukagjini College and other stakeholders*

Criteria used for institutional and program evaluations

- *Accreditation Manual of KAA*

1.2. Site visit schedule

22nd May 2020

09.00 – 10.20 Meeting with the management of the institution (*no slide presentation is allowed, the meeting is intended as a free discussion*)

10.30 – 11.10 Meeting with quality assurance representatives and administrative services

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11.10 – 12.00	Lunch break <i>(to be provided at the site visit place)</i>
12.10 – 13.00	Meeting with the heads of study programs
13.00 – 14.00	Meeting with teaching staff
14.00 – 14.40	Meeting with students
14.40 – 14.55	Short break
14.55 – 15.40	Meeting with graduates
15.40 – 16.20	Meeting with employers of graduates and external stakeholders
16.20 – 16.30	Internal meeting – Expert Team and KAA
16.30 – 16.40	Closing meeting with the management of the institution

1.3. A brief overview of the institution under evaluation

The higher education institution under evaluation was founded as European Vision University College in 2006 in Peja. Later it became a part of Iliria College in Pristina, and since 2014 it holds the name Dukagjini College. At the moment, it provides two bachelor programs (Banking, Finance and Accounting; and Business Administration and Public Administration).



In the Self-evaluation report (SER), the Dukagjini College (DC) was presented and considered by its leaders as the branch of UBT College. However, the evaluation panel was assured by the KAA representatives that the task is to evaluate functioning of DC against the accreditation standards as the independent entity, though. And this is how the panel approached the evaluation.

2. INSTITUTIONAL EVALUATION

2.1. Public mission and institutional objectives

The mission of the DC is formulated as “to provide programs of study that combine an understanding of theory with the practical skills required in local, regional, and international markets.” (SER, p. 25). On the same page there are several more statements that are declared or could be understood as the mission statement. As a consequence, there is not a brief, clear and measurable statement that would reflect the uniqueness of the DC within the national or broader context; rather there are sometimes a bit vague formulations which in one or another way emphasis education, touch research and sometimes a broader (public) reach of the DC. In fact, the mission statement partly mingles with objectives here.

The SER informs that the mission of the DC has been defined on the basis of a consultation process involving external and internal stakeholders. Information about the task force and its work towards identification of values/needs, such as responsibility, innovation, collaboration, integrity and respect was stated. Also, the role of top management is emphasized and some forms of communication and cooperation with stakeholders are mentioned. But the SER does not make it clear (and it did not become clear during the interviews either) what concretely was this process like, its phases, involvement of different actors within and beyond the DC. In other words, the information provided was not anchored in concrete steps and measures in this part of the SER.

Similarly, the SER contains scarce information about sharing the mission within the DC community but, again, more concrete information about ways of doing so was not available. Instead, this part of the SER strongly concentrates on how these processes are realized at the UBT College. During the interviews the, information about these processes at the DC was saturated in part.



With regard to the above stated, this is therefore not fully clear how much the mission statement of DC serves as an effective guide for strategic planning, decision-making and operations of this institution. In fact, when providing information about this aspect, the SER mainly stresses importance of a very close and orchestrated operation with UBT College. The DC's own way of development remains somewhat overshadowed in this context.

When looking for the data about how medium- and long-term institutional objectives are consistent with and support the mission of the DC, again, the information about UBT College development was provided instead.

Compliance level: Non-compliant

ET recommendations:

1. *Make sure mission statement is brief, clear and understandable and it focuses on the position of DC in a broader context.*
2. *Make sure the information about processes related to the mission relate to the DC, not to other institution.*

2.2. Strategic planning, governance and administration

The DC provided information about its Strategic Plan with five main objectives and some goals/tasks under each of the main objectives. The headings are not always fully clear, and this must be said that some information is very confusing. For instance, in relation to second main objective (focused, among other things, on development of research, it is written about UBT research strategy (SER, p. 33). And considering the portfolio of DC, one wonders about the statement related to the same main objective: "The aim of the College is to expand and strengthen more research centres in medicine (radiology/nutrition/precision medicine), renewable energy, which will abide by international standards of research and assist academic staff research plans." (SER, p. 33). Presumably, the Strategic Plan of some other institution (UBT?) gets involved in this part of SER and in the Strategic Plan of DC.



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Main objectives are elaborated in a different extend. Some of them contain a number of tasks, some others only a small number of them. For instance, the main objective related to “Creating a positive working and learning environment” contains only few tasks, all of them focused basically just to “information and data centers” (SER, p. 34). This does not seem to be directly related to creating a positive working and learning environment. Fifth main objective (“Partnering with the Community”) again focuses on UBT (SER, p. 34).

It also needs to be mentioned that the Strategic Plan, as it was introduced, does not contain indicators or other instruments that would enable to figure out whether the objectives and tasks are met. The timeline and concrete information about financial backing specifically linked to individual objectives and task is not available either.

The SER further contains information about how the Strategic Plan was drafted. Indeed, the series of steps is indicated, and it can be accepted, these could involve in some extent academic community and external stakeholders for consultations. But the text vastly informs about UBT procedures and does not mention the DC very much.

The same must be said about the part of the SER that informs on how strategic planning is integrated with annual and longer- term budgeting processes. The focus in on the UBT College, not the DC in the text. And from the interviews we have received very similar picture. This also relates to other aspects of the data provided to the panel – the information about taking account of aspects of the internal as well as external environment and their possible affects to the institution (UBT College in this case), and monitoring of strategic plan (of UBT College). Further on, the information goes along the same lines, and even though it proves the UBT College is an experienced and vital institution, it does not say much about the DC.

More information concretely linked to the DC can be found in the part informing about student representation – this aspect seems to be well dealt with. Similarly, this can be said about administration of the DC.

Compliance level: Non-compliant



ET recommendations:

1. *Focus on the DC as an independent institution.*

2.3. Financial planning and management

Although this part of the SER also presents DC as a part of UBT College, from the text the budget of the DC can be seen and understood for the period 2019-2023. From this, the assumption is of a positive financial condition of the DC. Most of the income is generated with student fees (and it is expected to grow dramatically in the next years) and only very little from other activities, such as research, services or donations. This trend is envisaged for the next years, too. Since the mission of the DC aspires to three-fold scope, the question of perhaps more balanced proportion among finances related to “teaching – research – public reach” is relevant.

Annual and three-year budgeting plans go along the same lines as above stated.

Oversight and management of the budgeting and accounting functions of the DC are carried out by a specialised office that is responsible to senior management/administrators. Accurate monitoring of expenditure and commitments seems to be in place, the same can be said about accounting systems and their standards.

Compliance level: Fully compliant

ET recommendations:

N/A

2.4. Academic integrity, responsibility and public accountability

The DC has its own Code of Ethics and it is displayed on the College webpage (this webpage is only in Albanian language, though). The English version of this documents was provided in Annexes to the SER. The Code of Ethics defends values of academic freedom, institutional



autonomy and ethical integrity, and it is related to all internal stakeholders, and expresses the expectation they will act consistently and in an ethical way in all areas of the DC functioning. The SER provides sufficiently detailed information about what is required from the internal staff and students in this respect.

The way of enforcing the Code of Ethics is also indicated with Ethics Committee being established to deal with cases of possible violation of rules. This committee is represented by three academics, two administration representatives and one Student Union representative (SER, p. 64). On the p. 65 of the SER the information says there are seven members of Ethics Committee, though (similarly composed from representatives of different groups within the DC).

Disciplinary Procedure Regulations are in place at the DC, and these relate to the staff as well as to students. Their content is presented in the SER in a sufficient detail, a bit less attention is paid to mechanism of their application.

There are also Complaint Commission and Appeals Commission established to deal with possible complaints, composed of representatives of relevant groups within the DC. The agenda of these bodies is also described in the SER, and it seems to be adequate.

During the interviews it was confirmed the DC so far has not worked with any antiplagiarism software, but it intends to adopt one from the UBT College and use it in a visible future.

Since the webpage of the DC is in Albanian language only, we cannot confirm whether all internal regulations, procedures, self-evaluation reports and decisions of governing bodies are made publicly available. The same cannot be proved as for the requirements of standard 4.7. The DC claims it publishes them all, and it also uses Intranet for these purposes.

Compliance level: Partially compliant

ET recommendations:

1. *Establish English version of the webpage of the DC with all the information required.*
2. *Make sure antiplagiarism software is adopted and used effectively.*



2.5. Quality management

The Self-Evaluation Report of the Dukagjini College is very problematic for the following reasons: the report mostly reflects the information about the UBT and not about the Dukagjini College, it does not specify the results of the self-evaluation for the Dukagjini College, the provided factual information in number of cases is not correct, during the interviews the college staff could not explain some of the information provided in the report. Thus, the self-Evaluation process, which is critical instrument for the quality assurance system has not been properly carried out.

The organizational structure of the college or the statute do not include information about the QA committee and its composition or the functions and duties. The Statute also does not include any information about the QA system or the QA office at the college. Although the SER provides information about the QA committee, the members of the committee that are indicated as the academic staff are not on the list of the academic staff of the Dukagjini College provided by the same SER (p.139, section 2.8.3). Thus, the ET assumes that the information about the QA committee that is provided in the SER (p.p. 50-51) concerns to the UBT or maybe to some other college, but not to the Dukagjini College.

According to the SER (p. 621) the QA policy and the regulations and laws related to the quality assurance are published on the website. However, the website does not include such information. The SER includes the QA annual work plan for 2019 (p.620). However, in ET could not find the evidences that the activities indicated in the work plan were implemented. For example, the first objective of the QA annual work plan for 2019 states that “the strategic documents of Dukagjini shall be prepared and adopted according to the mission and vision of the institution”, however the ET learned from the interviews that the QA office representatives were not involved in the strategic planning process or in its monitoring (objective 1, activity 1.5).

The college evaluates the courses at the end of each semester and calculates the overall performance index which includes the following components – syllabus, e-platform, lectures, student attendance and questionnaires. The reports give the same overall performance index for the course and for the lecturer, which is also not logical as the score for the e-platform and student attendance cannot be used to evaluate the lecturer’s performance. As the college does not have the QA policy that describes the details of the QA system and its instruments used for evaluations it is not clear how each component is evaluated. During the interviews ET could



not identify the practices of improvements of programs that considered the results of quality evaluation. The QA reports provided by the college only included the evaluation of the study courses and the data is only collected from students using the hard copies of the questionnaires.

According to the organizational structure the QA office is established within the institution's central administration, however the regulations do not define its functions or reporting scheme and relationship with other units. During the interviews the ET could not identify the practices of revising and improving the QA system

Compliance level: Non-compliant

ET recommendations:

1. *Develop the quality assurance policy that describes the institutional quality assurance system, its processes, mechanisms, instruments, reporting, data collection, timeframes, quality cycle, responsibilities of all individuals and units involved in these processes. Make the quality assurance policy publicly available.*
2. *Develop the institutional capacity to ensure the adequate implementation of the QA processes (e.g. develop the electronic system for data collection, provide training for the QA staff)*
3. *Ensure that the weaknesses identified from the quality evaluation results are recognized and considered for improvement of educational programs, resources and services at the college*
4. *Ensure that the QA process is integrated in the planning and evaluation of institutions all activities, strategic planning and monitoring*
5. *Define the roles and responsibilities of the QA office and QA committee, reporting schemes and relationship with other units. Include these details in the statute of the college and ensure that all units of the college are aware about the organization of the QA process.*
6. *Ensure that the Quality committee is established with the members drawn from all types of members of the academic community, including student and this condition is defined in the formally adopted regulation.*
7. *Develop common forms and survey instruments to evaluate all activities, resources and services of the college and make sure that the data is collected from students, staff, graduates and employers.*



8. *Regularly review and improve the QA mechanisms to ensure that it generates the information and results that is needed for planning and improving the institutional performance and quality of teaching and learning.*

2.6. Learning and teaching

The college does not have established the policies and procedures that are applied to all academic programs. According to the SER (p.84) the college has developed the learning and teaching strategy, however the description that is given about this strategy does not provide the basic policies and procedures that each educational program should be following, such as preconditions and procedures for opening the new program, revision of the existing programs and the basic components and structure that each education program should include, and the organization of study process. The statute of the college states that “the studies within the college are carried out in English, Albanian and in some programs in other languages”, however the college so far has only two accredited programs that are implemented in Albanian language, thus this article in the statute is unclear.

As it was mentioned in section 2.5 the college evaluates the courses at the end of each semester and calculates the overall performance index. The reports give the same overall performance index for the course and for the lecturer. During the interviews the college representative could not provide any examples of improvement of educational programs.

The study programs include the basic information, relevance of the program with the market needs, international comparisons, target group, mission, goals, expected learning outcomes student’s workload estimated in ECTS credit hours, rational of the internship, student enrolment requirements and selection procedure and the organization of the courses by semester. The program also includes information about the opportunity to benefit from the Erasmus+ and the Tempus project, however the ET could not find the evidence of the cooperation with the universities that are listed in the program.

The expected learning outcomes of educational programs are in line with the National Qualifications Framework and the European Qualifications Framework for Higher Education. Teaching staff is appropriately qualified and experienced for their particular teaching responsibilities.



During the interviews with the employers and alumni they highlighted the importance for enhancing the practical component and orientation of the educational programs, and further providing the transversal and English language skills for the students to support their employability.

Compliance level: Partially compliant

ET recommendations:

1. *Develop the policies and procedures about the development, revision, structure and organization of the educational programs and make sure that the policies are effectively implemented.*
2. *Review the regulations and articles related to the organization of study programs and ensure that they are coherent and include the up-to-date information about the existing policies and procedures.*
3. *Take a closer look at the students, alumni and employer surveys and results of monitoring the student progression and consider them for improvement of educational programmes, teaching practice and student succession.*
4. *Intensify practical component in educational programmes and provide students with better practical skills and experience.*
5. *Improve the teaching practice by incorporating and strengthening the provision of transversal skills for students and increase hours for teaching the English language.*

2.7. Research

The self-evaluation report (p. 107) contains the following information: "Dukagjini College is not a separate entity in its own in practise with respect to research activities and research strategy that this part of the report is taken from UBT research report." Since all the information on research activities from the self-evaluation report is related to UBT, we conclude that Dukagjini College does not have a research development plan and the research objectives of the College are not presented.

The self-evaluation report does not show how much budget was Dukagjini College accepted for research activities.



We have heard from the group of students that teachers include in their teaching information about their research and scientific activities that are relevant to the courses they teach, along with other important research developments in this field.

From the group of academic staff we have heard that they publish their scientific work under the name of the Dukagjini College and UBT, but that they are fully employed at the Dukagjini College, so they do not actually publish under the name of the institution to which they belong as full-time staff. The group of academic staff didn't mention any research project in which they would participate. In the self-evaluation report there is information that Dukagjini College was participant of the TEMPUS project "*Encouraging the process of curriculum development based on learning outcomes in the private higher education institutions of Kosova (LO@HEI)*" 15 October, 2012 – 14 April, 2015. There are no other references connected with research project at the Dukagjini College.

The research is validated by scientific research publications, but the self-evaluation report does not present any more specific criteria, nor are the academic staff members familiar with them. Since the self-evaluation report does not contain any information on the academic staff employed at Dukagjini College, there is also no indication that each academic staff member has on average written at least one scientific / applied research publication per year in the last three years.

The self-evaluation report does not contain any reference to guidelines for the ownership of intellectual property or clear procedures for the commercialization of ideas developed by staff and students from Dukagjini College. There is also no reference to policies, procedures and relevant structural units to ensure that ethical principles are respected in research.

Compliance level: Non-compliant

ET recommendations:

1. *Develop a research development plan for Dukagjini College that is consistent with the nature and mission of the institution. The research development plan should include research objectives and clearly specified indicators and benchmarks for performance targets.*
2. *When setting research priorities, you should consider and allocate relevant financial and human resources.*



3. *Academic staff should publish under the name of the institution to which they belong as full-time staff.*
4. *Develop policies for the ownership of intellectual property and clear procedures for the commercialization of ideas developed by staff and students.*
5. *Develop clear policies, procedures and relevant structural units to ensure that ethical principles are respected in research.*

2.8. Staff, employment processes and professional development

In the self-evaluation report there is no specific information about the staff, employment processes and professional development at Dukagjini College. At the beginning of this chapter, it is stated that UBT has 800 academic staff, 320 of whom have doctorates. At a meeting with the management we were informed that at Dukagjini College 27 people (24 academic staff and 3 administrative staff) are employed. In the self-evaluation report (p. 138) there is a table with 25 academic staff. Due to this lack of clarity, we are unable to provide information on the qualifications of the academic staff or the ratio of students per full-time employee.

In the self-evaluation report, there is no information on the recruitment processes at Dukagjini College. From the interview with deans and heads of departments we have received information that if they need someone for teaching at Dukagjini College, they first check whether they have someone with appropriate qualifications at UBT. It is not clear how the recruitment process works if they want to take someone from UBT. It is also not clear how the recruitment process is linked to the development strategy of Dukagjini College. Instead, in the self-evaluation report (p. 132) there is information: "There are two key strategies that UBT uses to link people to the strategy...". And other information on recruitment processes in the self-evaluation report is also related to UBT (e.g.; p. 132: "UBT has reviewed and provided job descriptions to include the detailed profiles of the desired skills, knowledge and attitudes of jobholders.").

The interview with academic staff did not provide us with any information that new teaching staff would receive effective guidance to ensure familiarity with the Dukagjini College and its services and institutional development priorities. Instead, it was obvious that teachers receive



much more information about UBT and that they do not differentiate between specific from Dukagjini College and UBT. In the self-evaluation report, there is the information (p. 134) that staff receive an introductory session before the beginning of each academic year. The dean holds the introductory event and the Staff handbook is distributed at this event. However, from the contents of Staff handbook as presented in the self-evaluation report (p. 134), all information is linked to the UBT (sessions are: UBT Mission and Strategy, UBT Governance and Management, UBT Teaching and Learning Strategy, UBT Research Strategy, UBT Quality Assurance Policy, UBT Student Support and Examination, UBT Employment and Ethics, UBT Communication and IT, UBT Teaching and Assessment Methods).

The criteria and processes for performance evaluation are not clearly specified and academic staff are not familiar with them. Through the interview with the Office of Quality Assurance we received information that the evaluation of academic staff is done through self-evaluation (30%), student feedback (40%) and research activity (30%). However, the interview with academic staff made it clear that they are not familiar with the criteria for evaluating academic staff. Nor did the interview with deans and department heads provide us with any information about their role in the process of evaluating academic staff. In the self-evaluation report it is possible to obtain information (p. 135): "The purpose of the quality review process is to ensure that staff appraisal is performed in accordance with UBT Staff Employment, Performance and Progression Policy. It is also not clear what happens if staff performance is considered less than satisfactory.

The Dukagjini College does not have a clear plan for the professional development of all staff. We also have no information about the opportunities for personal and professional development of the academic and administrative staff at Dukagjini College.

Compliance level: Non-compliant

ET recommendations:

1. *Develop an employment manual for all teaching and administrative staff in Dukagjini College, with rights and obligations of staff and information on recruitment procedures, supervision, performance evaluation, promotion, support processes and professional development.*



2. *Ensure that new teaching staff receive effective guidance to ensure familiarity with Dukagjini College and services.*
3. *Establish the criteria and processes for performance evaluation and make them known to all staff in advance.*
4. *Involve deans and department heads in the evaluation of academic staff.*
5. *Develop a career development plan for all academic staff.*

2.9. Student administration and support services

The section on student administration and support services in self-evaluation report provides information on UBT and not on the Dukagjini College. This evaluation is based on the documents and information that is provided on the college website, documents requested after the online site-visit by the ET and the results of the interviews. The college has clearly defined admission requirements and procedure in the Statute and in the description of the educational programs. However, the college webpage only includes the brief description of the educational programs, responsibilities of students, students code of ethics and regulation on student assessment. The information about the programme courses, available services, scholarship opportunities, tuition and other administrative fees are not publicly available. At the time of the online site-visit the college did not have a student handbook published on the website and the students were not aware if the college had developed the handbook. The college does not provide an orientation about the policies, procedures, services and resources that are available in the college.

The college provides a merit based scholarship for students, however as the ET learned during the site visit the criteria for receiving the scholarship is too high (overall average grade 9.7), and none of the student that we met received it, and they did not know any other students that were recipients of the scholarship.

The college does not have a mechanism implemented to collect and analyze the data on student progression and there is not a mechanism to identify the students with difficulties and to support them in their studies.



The college has also developed the regulation for the student complaints, which describes the process for making the appeals and complaints, timeline and procedure for discussing the cases and possible decisions and measures that can be taken by the complaint commission. The college also has developed the regulations on students' responsibilities and code of ethics. The regulations are available at the college website.

During the interviews the ET has learned that the college has a career development service. The organization structure also includes the unit for student services; however the statute of the college does not mention any of those services and their functions and responsibilities. The information about the student services is not available on the college website. There is not a mechanism in place to monitor the performance of the student services or any plans for their development.

Compliance level: Non-compliant

ET recommendations:

1. *Ensure that the information about institution, programs and courses, available services, scholarships opportunities, tuition and administrative fees are publicly available.*
2. *Provide the comprehensive orientation program and develop a student handbook for new students to explain the policies, regulations, procedures, services and resources that are available at the college. Make the student handbook and the information about the student support services publicly available on the college website, and make sure that students are aware about it.*
3. *Develop a process for collecting and analysing the data on student population, progression, satisfaction, career paths of graduates and make sure that the results are used for the decision making and enhancement of the performance of the college.*
4. *Provide the student support services, such as academic and psychological counselling, ensure that the functions and responsibilities of the student support services are defined in college's regulations and they are properly implemented.*
5. *Regularly monitor and improve the performance of the student support services based on the feedback collected through student surveys.*
6. *Provide the extracurricular activities for students and encourage student participation.*



2.10. Learning resources and facilities

The self-evaluation report does not indicate how much of the budget has been accepted for purchases, cataloguing, equipment and for services and system development at Dukagjini College. Dukagjini College has a library of books, journals and other materials, which are available for programs in Albanian and English according to needs. The library is available for extended hours beyond the normal classes. In the SER was not enough data on access to online databases, but since there is information on access to online databases in the UBT group, it can be assumed that they have in the library at Dukagjini College the same access to online databases. Reliable systems are used for the registration of loans and returns, with efficient tracking for overdue material. Effective security systems are used to prevent the loss of materials.

The procedure for recording loans and returns is operated by software Koha System. The system includes all library items and the Library Staff uses for managing loans, returns and overdue items.

Dukagjini College provides an appropriate, clean, attractive and well-maintained physical environment for both the buildings and the grounds. The quality assurance processes applied include both feedback from key users on the adequacy and quality of the facilities and mechanisms for consideration and response to their views.

In the SER there is no information on the provision of facilities and learning resources for students and staff with physical disabilities or other special needs at Dukagjini College. There is also no information about inventories of equipment owned or controlled by Dukagjini College.

Adequate computer equipment is available and accessible to teaching staff and students. There is technical support for staff and students using information and communication technology.

Compliance level: Substantially compliant



ET recommendations:

1. *Allocate relevant financial resources for purchases, cataloguing, equipment, services and system development.*
2. *Make appropriate arrangements for both facilities and learning resources for students and staff with physical disabilities or other special needs.*
3. *Maintain a complete inventory of equipment owned or controlled by the institution, including equipment assigned to individual staff.*
4. *Increase the number of books and other resources that students may borrow.*

2.11. Institutional cooperation

The Dukagjini College did not present an internationalisation strategy that would guide institutional decisions and resource allocation in this area. Instead, the self-evaluation report (p. 171) mentions UBT's internationalisation strategy: "UBT Internationalisation Strategy is shaped and informed by the rapid globalisation and worldwide interconnectedness within which higher education operates".

In the self-evaluation report there is no information on agreements and memorandums of understanding between the Dukagjini College and relevant international partners and organisations. Instead, there is information on the internationalisation of UBT (p. 173): "UBT has over 250 international partnership agreements, ranging from joint programmes, research, staff development and exchange, student exchange and knowledge transfer". An international office has been established at UBT.

Dukagjini College was participant of the TEMPUS project "*Encouraging the process of curriculum development based on learning outcomes in the private higher education institutions of Kosova (LO@HEI)*" 15 October, 2012 – 14 April, 2015. However, this project has finished in 2015 and since then there are no other references connected with research project at the Dukagjini College. In the self-evaluation report there is a list of international projects in which UBT has been involved since its foundation.



In the self-evaluation report there is no information on the organisation of events with international visibility by Dukagjini College. Also, during the discussion with the management and deans, we did not receive any information about international conferences and summer schools that would be organised by Dukagjini College. It was explained that academic staff of Dukagjini College are involved in international events organised by UBT. We have not received any information about student mobility. Of the group of students who took part in the interview, none of them participated in student mobility, nor did they have a visiting professor from abroad.

There is no evidence that involvement in international cooperation and contributions to the community are included in the promotion criteria and staff performance review.

There is no evidence that Dukagjini College would establish mechanisms to support cooperation with international higher education institutions, networks and organisations and that teachers would be helped to develop cooperation agreements with the international community. The self-evaluation report only provides information on how UBT staff are encouraged to participate in forums where important community issues are discussed and plans for community development are considered. There is also only information on how UBT works with local industries and employers (there is a list of 272 partner institutions). However, there is no information about Dukagjini College's cooperation with local industries and employers, nor is there any information that local employers and professionals are invited to participate in Dukagjini College advisory committees.

From the graduate interviews we learned that Dukagjini College maintains contact with them, especially through social media and individual contacts between teachers and graduates, but no formal and more systematic communication was established, such as ALUMNI.

Compliance level: Non-compliant

ET recommendations:

- 1. Develop and adopt an internationalisation/institutional cooperation strategy to steer institutional efforts in this direction. Ensure that the appropriate financial and human resources are made available.*



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2. *Make local and international agreements between Dukagjini College and relevant partners.*
3. *Encourage staff to participate and initiate cooperation with local and international institutions by including this action as one of the criteria for their performance evaluation.*
4. *Encourage staff to participate in international projects, either as leaders or as partner institutions.*
5. *Establish support for cooperation with international higher education institutions, networks and organisations*
6. *Organise various events with international visibility (conferences, summer schools, etc.)*
7. *Ensure more systematic communication with graduates and employers, including the use of a formal satisfaction survey.*

1. OVERALL EVALUATION AND JUDGEMENTS OF THE ET

CONCLUSION

In conclusion, the Expert Team considers that Dukagjini College is non-compliant with the standards included in the KAA Accreditation Manual and, therefore, recommends not to accredit it.

Expert Team

Chair

Milan Pol

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14/06/2020

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