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Republika Kosova - Republic of Kosovo



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*Dardania College*

## **INSTITUTIONAL EVALUATION**

## **REPORT OF THE EXPERT TEAM**

*June 1, 2019*



## TABLE OF CONTENTS

### Contents

TABLE OF CONTENTS.....	2
1. INTRODUCTION.....	4
1.1. Context.....	4
1.2. Site visit schedule.....	4
1.3. A brief overview of the institution under evaluation.....	7
2. INSTITUTIONAL EVALUATION.....	7
2.1. Public mission and institutional objectives.....	7
2.2. Strategic planning, governance and administration.....	9
2.3. Financial planning and management.....	11
2.4. Academic integrity, responsibility and public accountability.....	13
2.5. Quality management.....	14
2.6. Learning and teaching.....	17
2.7. Research.....	19
2.8. Staff, employment processes and professional development.....	20
2.9. Student administration and support services.....	22
2.10. Learning resources and facilities.....	24
2.11. Institutional cooperation.....	25
3. PROGRAM EVALUATIONS.....	<b>Error! Bookmark not defined.</b>
3.1. <i>Program 1</i> .....	<b>Error! Bookmark not defined.</b>
3.1.1. Mission, objectives and administration.....	<b>Error! Bookmark not defined.</b>
3.1.2. Quality management.....	<b>Error! Bookmark not defined.</b>
3.1.3. Academic staff.....	<b>Error! Bookmark not defined.</b>
3.1.4. Educational process content.....	<b>Error! Bookmark not defined.</b>

2



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3.1.5. Students.....	<b>Error! Bookmark not defined.</b>
3.1.6. Research.....	<b>Error! Bookmark not defined.</b>
3.1.7. Infrastructure and resources .....	<b>Error! Bookmark not defined.</b>
3.2. Program 2 .....	<b>Error! Bookmark not defined.</b>
4. OVERALL EVALUATION AND JUDGEMENTS OF THE ET..	<b>Error! Bookmark not defined.</b>
5. APPENDICES ( <i>if available</i> ) .....	<b>Error! Bookmark not defined.</b>



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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit: 21. 5. 2019**

**Expert Team (ET) members:**

- *Prof. Melita Kovacevic*
- *Prof. Milan Pol*

**Coordinators from Kosovo Accreditation Agency (KAA):**

- *Shkelzen Gerxhaliu*
- *Arianit Krasniqi*
- *Avni Gashi*

**Sources of information for the Report:**

- *Self-evaluation report*
- *Site visit*
- *Interviews*

**Criteria used for institutional and program evaluations**

- *Standards and guidelines of KAA*



## 1.2. Site visit schedule

### 20 May

- 19.45 Meeting at the Reception of the Hotel
- 20.00 Working dinner

### 21 May

- 08.40 Meeting at the reception of the hotel
- 09.00 – 10.30 Meeting with the management of the institution (*no slide presentation is allowed, the meeting is intended as a free discussion*)
- 10.40 – 11.50 Meeting with quality assurance representatives and administrative services
- 12.00 – 13.00 Meeting with the heads of study programs
- 13.00 – 13.50 Lunch break
- 13.50 – 14.50 Visiting tour of the facilities and infrastructure
- 14.50 – 15.40 Meeting with teaching staff
- 15.50 – 16.40 Meeting with students
- 16.50 – 17.40 Meeting with graduates
- 17.50 – 18.40 Meeting with employers of graduates and external stakeholders
- 18.45 – 19.00 Internal meeting – Expert Team and KAA
- 19.00 – 19.15 Closing meeting with the management of the institution



Nr.	Study programs	Experts	Responsible persons of study programs		
1	Institutional Re- accreditation	Melita Kovacevic Milan Pol Student Expert (TBA)			
2	Applied Psychology and Managerial Studies/BA	Melita Kovacevic	1. Dritan Ceka	2. Mariela Lazi	3. Mentor Agani, 4. Ferit Hysa
3	Business Administration and Economics/BA	Yelena Istileulova	1. Rilind Ademi	2. Naser Shabani	3. Edlir Orhani 4. Bilall Kasami
4	Business Administration and Economics/MA	Yelena Istileulova	1. Amir Imeri	2. Bekim Stafai	
5	Political Science and Public Administration/BA	Vlatko Crvtila	1. Njomza Krasniqi	2. Muazam Halili	3. Llokman Mirtezani
6	Public Administration/MA	Vlatko Crvtila	1. Dashmir Idrizi	2. Zamir Bregas	
7	Social Care and Welfare/BA	Milan Pol	1. Ervin Muco	2. Plarent Anamali	3. Rezak Jakupi
8	English Language and American Studies /BA	Andrew Goodspeed	1. Jusuf Mustafai	2. Mejreme Ymeri	3. Ismail Aliu, 4. Ismail Kamberi



### **1.3. A brief overview of the institution under evaluation**

The Dardania College is a private higher education institution, and it started its operation in 2004. During its existence, it has undergone several cycles of accreditations. At the moment, it is submitting the documentation for institutional accreditation and well as for the accreditation of five programs on a bachelor level (some with specialisations) in the field of business administration and economics, political science and public administration, applied psychology and managerial studies, English philology and American studies, and social care and welfare. Also, it applies for the accreditation of two programs on a master level (one with a specialisation) in the field of business administration and economics, and public administration. The Dardania College is located in Prishtina.

## **2. INSTITUTIONAL EVALUATION**

### **2.1. Public mission and institutional objectives**

The mission of the Dardania College (DC) is formulated clearly and in an acceptable manner. It is focused on main areas of DC operation, which is teaching, research, and public outreach (activities towards the community and its development). As such, the mission is balanced in its three-fold direction. The mission is further elaborated and the ambition to provide quality education by means of “multi- and inter-disciplinary studies” (SER, p. XY), by preparing students for their lifelong learning is declared.

Also, the mission expresses the respect of DC to Bologna and other international agreements and standards, and this way the wish become a part of the European HE area.

The mission is further elaborated by means of ten (10) objectives that describe more concretely the above mentioned formulations. These objectives are focused on innovation and further development of study programs and the way of their delivery, and also on external relations of DC with HE institutions nationally and beyond, involvement of DC in public activities, development of lifelong learning opportunities, ethical dimension of DC operation, development of research work at DC, and more. This is a relatively complex set of objectives.



Further, values underlying the mission are stated: advanced teaching; continuous support of, and help to students; academic freedom and the exercise of autonomy; advanced research and scientific work; integration and inter-curricular teaching; and social responsibility and co-operation.

From this perspective, the mission can be viewed as a relatively solid basis for strategic planning, decision-making and operations of the DC.

The Self-evaluation report (SER) also indicates the process of development of the mission and its communication with relevant actors within DC and beyond. During interviews conducted in time of the site visit we realised that while some interviewed people were acquainted with the DC's mission, some others were not familiar with it very much. This leads us to the question of how good was the communication and involvement of relevant actors in the development and consultation process of the DC's mission. Consequently, we can assume a limited potential of the DC's mission to serve as an effective guide for strategic planning, decision making and operations of the college.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 1.1.</i> The institution has a defined mission statement that includes three main pillars: teaching, research and community service.	X	
<i>Standard 1.2.</i> The mission of the institution has been defined and, if the case, revised, based on a consultation process involving external and internal stakeholders.		X
<i>Standard 1.3.</i> The mission is recognized by the members of the academic community of the institution.		X
<i>Standard 1.4.</i> The institutional mission provides an effective guide for strategic planning, decision making and operations of the institution.		X
<i>Standard 1.5.</i> Medium and long term institutional objectives are consistent with and support the mission.	X	

**Compliance level:** 40% - Partially compliant

**ET recommendations:**





- 1. Make sure the process of development and communication of the mission with relevant actors of DC's operation is open, transparent, informative, and participatory.*

## **2.2. Strategic planning, governance and administration**

The DC has issued strategic development plan for the period of 5 years (2019-2024) and in this plan it strives to indicate how the mission will be fulfilled in the indicated period. The whole strategic plan is divided into several short-term plans, each of them covering one academic year of a given period.

Similarly to the mission development process, the consultation process during the development of the strategic plan is declared, and similarly to our experience from the interviews about the mission, also in this case in some interviews it was confirmed, yet in some others not fully. There is a link of this plan to into plans for individual years (academic years). And the link to budget plan(s) is visible, too.

The strategic plan covers most of the main areas of the DC's operation; it tries to put them into the context of external circumstances, and in some cases it seems to be aimed at a major change of a current situation. For instance, it points out "increase of space and quality of research", "extension of research foundations", establishment of "larger and interdisciplinary research groups" etc. (SER, pp. 36, 37). Some of these ambitions are plausible, some are, it seems, however, a little bit too distant from current reality of the DC's operation (as it is in the case of research, for instance).

There is a link between strategic plan and the financial planning documents.

Plans and procedures to monitor implementation of the strategic plan and short-term plans are mentioned in the documents provided, too. Monitoring is to be done internally, but external audit is envisaged on a regular basis as well.

It seems, the strategic plan has a decision-making system and internal operating regulation system in line with current legal provisions.



The election criteria and processes of decision-makers and other positions are indicated in some extent, the references to external as well as internal norms and other regulations are a part of the documents.

Responsibilities and decision-making bodies are described and they are in line with current legislation. The same can be said about a governance administration as well as managing bodies.

The whole set of bodies (steering council, senate, rector, vice-rector, teaching-scientific council, deans, and secretary of DC) represent a basic structure of management and administration, and their rights and responsibilities are clearly defined. The structure has its logic and can be viewed as acceptable. Academic units are in the center of the organogram.

Student representatives are in the senate, student parliament, council of students and their rights and possibilities are defined in a justifiable way (in the senate they have access to student-related issues). The election criteria are clear. In general, administration of the DC seems to be performing acceptably, their responsibilities are described and justified.

Monitoring of how the plan is going to be met is planned on a regular basis.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 2.1.</i> The institution has a strategic plan for a period of minimum three years.	X	
<i>Standard 2.2.</i> The strategic plan is drafted in close consultation with the academic community at the institution, as well as external stakeholders and private sector.		X
<i>Standard 2.3.</i> Strategic planning is integrated with annual and longer term budget processes that provide for regular adjustments.	X	
<i>Standard 2.4.</i> The strategic plan takes full and realistic account of aspects of the internal and external environment affecting the development of the institution.		X
<i>Standard 2.5.</i> The implementation of the strategic plan is monitored on short and medium term targets, and outcomes are evaluated.	X	



<i>Standard 2.6.</i> The institution has a decision making system and internal operating regulations in conformity with current legal provisions.	X	
<i>Standard 2.7.</i> The election criteria and processes of the decision makers and other elected positions are clear, transparent and published in institutional regulations.	X	
<i>Standard 2.8.</i> The responsibilities of the decision making bodies are defined in such a way that the respective roles and responsibilities for overall policy and accountability, the senior administration for management, and the academic decision making structures are clearly differentiated and followed in practice.	X	
<i>Standard 2.9.</i> Student representatives are members of all decisional, executive and consultative bodies. The mechanism for electing student representatives is clearly explained in internal regulations. There is a democratic, transparent and non-discriminatory election procedure that does not limit students right to represent and to be represented. The institution is not involved in the process of electing student representatives.	X	
<i>Standard 2.10.</i> The higher education institution has an administration that is effective in terms of organization, staffing levels and qualifications, and functions rigorously.	X	
<i>Standard 2.11.</i> The responsibilities of administrative staff are clearly defined in position descriptions and they match the qualifications of the individual.	X	

**Compliance level:** 81% - Substantially compliant

**ET recommendations:**

1. *Make sure strategic plan is realistic and concrete enough in all its aspects.*
2. *Use standard categories of planning: objectives, criteria, indicators, outcomes.*
3. *Make sure development and further work with strategic plan are a participatory process within the DC and beyond.*

**2.3. Financial planning and management**

The DC seems to have sufficient financial resources in short as well as medium terms to strive for reaching its mission and objectives. It is aiming at main areas of DC’s operation and seems to cover it sufficiently, as for the scope. The proportions of financial allocations to individual areas of operation differ and can be discussed, for instance, – with regard to ambitious plans



to develop a research at the DC – more support to research (and consequently a mobility) could be expected.

Financial service office is executing oversight and management of DC’s budgeting and accounting functions, and this office is responsible to senior administrators. The office location in the organogram of the DC is appropriate and logical.

Monitoring of expenditure is in place, the same can be said about accounting system.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 3.1.</i> The institution can demonstrate that it has sufficient financial resources in the short (one year) and medium term (a minimum of three successive years) to adequately reach its mission as well as objectives set out in the strategic plan.	X	
<i>Standard 3.2.</i> The institution has a realistic annual budget and a three-year budget, as well as financial policies which address its financial sustainability.		X
<i>Standard 3.3.</i> Oversight and management of the institutions budgeting and accounting functions are carried out by a specialised office responsible to a senior administrator.	X	
<i>Standard 3.4.</i> There is an accurate monitoring of expenditure and commitments against budgets with reports prepared at least once per year.	X	
<i>Standard 3.5.</i> Accounting systems comply with accepted professional accounting standards and as far as possible attribute total cost to particular activities.	X	

**Compliance level:** 80% – Substantially compliant

**ET recommendations:**

1. Consider possibilities to support more research and mobility.



#### 2.4. Academic integrity, responsibility and public accountability

The DC has its Code of Ethics and it declares to defend the values of academic freedom, the autonomy of the college, and the ethical integrity of the DC’s staff (academic as well as non-academic) and the students. It also defines a critical position towards plagiarism.

Committee of Ethic (nominated by the senate) supervises how the Coder of Ethics is met. And Disciplinary Commission the acts in cases of violation of this code. Also, the Commission of Complaints is established to act in cases of need. Thus, the DC has established a solid infrastructure of bodies dealing with the issue of ethical nature. Also, the processes and mechanisms are clear.

As already mentioned, the DC declares its fight against plagiarism, but as a matter of fact it does not have any software or other relevant instrument that would help to detect possible plagiarism in the works of students or academics. In case of student works, the responsibility is left on the teachers, but their chances to fight affectively against plagiarism are apparently very limited. This seems to be a problem in the whole HE sector in Kosovo, though.

Disciplinary Commission then deals with cases of violation of ethical norms by members of the college community. Also, Commission of Complaints is a part of the college scene; it reviews complaints of the parties on the decisions of the Disciplinary Commission.

Internal regulations and other norms, but also procedures and decisions are made available in the DC.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 4.1.</i> The institution has a code of ethics and academic integrity through which it defends the values of academic freedom, institutional autonomy and ethical integrity.	X	
<i>Standard 4.2.</i> The code of ethics requires that all internal stakeholders act consistently with high standards of ethical conduct and avoidance of plagiarism in research, teaching, performance evaluation, and in the conduct of administrative duties, and avoid conflicts of interest.	X	



<i>Standard 4.3.</i> The code is enforced through clear processes and mechanisms, and it applies to all staff and structural units in the institution.	X	
<i>Standard 4.4.</i> The institution has established a designated structure (such as Ethics Committee) responsible for the analysis and resolution of any potential breaches in the code of ethics.	X	
<i>Standard 4.5.</i> There is evidence that the institution is applying the code of ethics and its associated processes and mechanisms on all activities related to management, administration, teaching and research. The results of its application are made public.	X	
<i>Standard 4.6.</i> All internal regulations, procedures, self-evaluation reports and decisions of governing bodies are made publicly available.		X
<i>Standard 4.7.</i> The institution is publishing clear, accurate, objective, relevant, accessible and detailed information regarding its academic staff, its research and academic activities, the programmes it offers, the number of students enrolled, the intended learning outcomes of its programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to its students, graduate employment information, scholarship opportunities, as well as tuition and administrative fees.		X

**Compliance level:** 71% - Substantially compliant

**ET recommendations:**

1. *Obtain and use antiplagiarism software.*
2. *Make all internal regulations and relevant information (incl. self-evaluation reports) publicly available.*

**2.5. Quality management**

The DC has adopted a quality assurance policy, it describes quality assurance system with its structure, processes, instruments, mechanisms, timeframes and also responsibilities of those involved. And this is supported by resources acceptably.

Although the DC has a set of QA-related regulations that refer to the whole range of DC's areas of operation, in reality the main focus of QA is teaching process (programs and quality



of their delivery), attention to research and other activities is paid only in a limited extent. These processes take place on a regular basis. It can be said that results of QA activities are used for enhancement and improvement (mainly of teaching, though, with a relatively strong, but not exclusive emphasis on the data collected from the students by means of questionnaires filed in at the end of every semester).

Office for Quality is the unit mainly in charge of QA processes at the DC. It is adequately located in the organogram of the DC and it seems to be sufficiently staffed. The link between Office for Quality and Commission of QA (with representatives of the programs as well as students) is clear and the division of work, too.

In this narrowed focus of QA (mainly the teaching) the QA processes are taking place in collaboration of main relevant actors within the DC and beyond and during the interviews we received the evidence about these links between QA Office and academic units/programs.

The lines of responsibility and accountability are defined and they seem to be logical within the DC (QA Office – Deans – Teaching-Scientific Council – Vice-Rector – Rector).

Some reflection (evaluation) of QA processes takes place at the DC, too.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 5.1.</i> The education provider has formally adopted a 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. The policy is a public document.	X	
<i>Standard 5.2.</i> Adequate human, financial and material resources are provided for the leadership and management of quality assurance processes.	X	
<i>Standard 5.3.</i> Mistakes and weaknesses are recognized by those responsible and used as a basis for planning for improvement.	X	
<i>Standard 5.4.</i> Quality assurance functions throughout the institution are fully integrated into normal planning and development strategies in a defined cycle		X



of planning, implementation, assessment and review. The quality assurance system covers the whole range of institutional activities.		
<i>Standard 5.5.</i> Regular evaluations are carried out at the end of each semester and reports prepared that provide an overview of performance for the institution as a whole and for organizational units and major functions within it.		X
<i>Standard 5.6.</i> Evaluations take into account inputs, processes and outputs, but give particular attention to the quality of outcomes. Evaluations deal with performance in relation to continuing routine activities as well as to strategic objectives. They also ensure that required standards are met, and that there is continuing improvement in performance.	X	
<i>Standard 5.7.</i> All academic and administrative units within the institution (including the governing body and senior management) participate in the processes of quality assurance and contribute to its continuous improvement.		X
<i>Standard 5.8.</i> A quality management office is established within the institutions central administration and sufficient staff, resources and administrative support are provided for the office to operate effectively.	X	
<i>Standard 5.9.</i> A quality committee is established with members drawn from all types of members of the academic community, including students.	X	
<i>Standard 5.10.</i> The roles and responsibilities of the quality management office and committee, and the relationship of these to other administrative and planning units are clearly specified. If quality assurance functions are managed by more than one organizational unit, their activities are clearly specified and effectively coordinated under the supervision of a representative of institutional management.	X	
<i>Standard 5.11.</i> Common forms and survey instruments are used for similar activities across the institution (academic activity, student services, administration, etc.) and responses are used in analysis of results including trends over time. Survey data is collected from students, staff, graduates and employers; the results of these surveys are made publicly available.		X
<i>Standard 5.12.</i> Statistical data is being retained in an accessible central database and provided routinely to departments and units for their use in preparation of reports on indicators and other tasks in monitoring quality.		X
<i>Standard 5.13.</i> There is clear evidence that quality assurance data is used to guide enhancement and as a base for improvement.	X	
<i>Standard 5.14.</i> The quality assurance arrangements are themselves regularly evaluated, reported on and improved.		X

**Compliance level:** 57% – Partially compliant





**ET recommendations:**

1. *Focus QA also on all main areas of the DC's operation.*

**2.6. Learning and teaching**

Dardania College has been putting a lot of efforts in improving teaching and learning procedures and over time one can observe significant positive changes. However, still it seems that some of initiatives are more on a declarative level and not that all the staff members are equally informed and involved in some initiatives and procedures to improve teaching skills. The top-down process needs to be better paired with the bottom-up in order to assure positive flow of all the relevant information.

It also seems that some models/types of teaching methods are still not well known and very rarely adopted. In other words, teaching needs to be updated and better fitted to use of technology in the classroom, both in a teaching and learning process.

Cumulative grading system could assure better learning process, monitoring of students and indirectly it might have a positive impact on a drop out rate and/or completion rate.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 6.1.</i> The institution has drafted and adopted policies and procedures applicable to all academic programs; the institution monitors the extent to which those policies and procedures are effectively implemented.	X	
<i>Standard 6.2.</i> There is an effective system for ensuring that all programs meet high standards of learning and teaching through initial approvals, regular changes and monitoring of performance.		X
<i>Standard 6.3.</i> The institution monitors quality indicators, identifies and investigates differences in quality between programs, and takes action required to ensure that all programs meet required performance standards.		X



<i>Standard 6.4.</i> Each study program is based on correlations between learning outcomes. A study program is presented in the form of a series of documents which include: general and specific objectives of the program; the curriculum, with the subjects' weight expressed in ECTS credits and disciplines distributed over the study period; thematic programs and syllabuses expressing learning outcomes in the form of cognitive, technical or professional and affective-value competences achieved by a discipline; the assessment methods for each discipline taking into consideration the planned learning outcomes; the method and content of the graduation examination which certifies the assimilation of cognitive and professional competences corresponding to the academic qualification.	X	
<i>Standard 6.5.</i> Student learning outcomes of each program are consistent with the National Qualifications Framework and with the Framework for Qualifications of the European Higher Education Area.	X	
<i>Standard 6.6.</i> There are effective processes in place to ensure the fitness and effectiveness of the assessment methods for the achievement of the intended learning outcomes.	X	
<i>Standard 6.7.</i> Teaching staff are appropriately qualified and experienced for their particular teaching responsibilities, they use teaching strategies suitable for the different kinds of learning outcomes and participate in activities to improve their teaching effectiveness.	X	
<i>Standard 6.8.</i> The learning methods and environments are student-centred and stimulate students motivation, self-reflection and engagement in the learning process.		X
<i>Standard 6.9.</i> Teaching quality and the effectiveness of programs is evaluated through student assessments and graduate and employer surveys with evidence from these sources used as a basis for plans for improvement.		X

**Compliance level:** 55% - Partially compliant

**ET recommendations:**

1. *Teaching staff needs to be additionally trained in order to imply different teaching methods*
2. *Administer periodically surveys with employers in order to gain valuable feed back and to improve education of students*
3. *Apply continuous follow up of students and monitor their learning process*



## 2.7. Research

Dardania College has been putting more emphasis lately on research, and it has been obvious that some new structural changes have been made, such as for example establishment of units responsible for research (so called Centers for scientific research). However, it has been observed that for this size of institution it is not efficient to have centers distributed across departments/different programmes on one side. On the other, it appeared that they are more administrative units with unclear roles and some staff members were even not familiarized with this developments. In addition, this kind of units would need to have trained, professionalised administrative staff and not to rely primarily on academic staff.

A number of published papers is still quite low, and the number as well as quality of papers and /or quality of journals is unbalanced across the staff members.

There are very limited research facilities and dedicated space to perform research. Although most of the fields are in social sciences where research needs are less demanding, it is still not clear where and how to perform more research.

There are no significant research projects going on and grants are extremely limited. Although the institution decided to give some incentives and to support research, a constraint is also division of working time, at least for some staff, working at two institutions.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 7.1.</i> A research development plan that is consistent with the nature and mission of the institution and the economic and cultural development needs of the region is prepared and made publicly available.		X
<i>Standard 7.2.</i> The research development plan includes clearly specified indicators and benchmarks for performance targets.		X
<i>Standard 7.3.</i> The institution has formally adopted an adequate research budget (including allocations for research equipment and facilities) to enable the achievement of its research plan.		X
<i>Standard 7.4.</i> Sufficient financial, logistic and human resources are available for achieving the proposed research objectives.		X
<i>Standard 7.5.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	



<i>Standard 7.6.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.	X	
<i>Standard 7.7.</i> Expectations for teaching staff involvement in research/scholarly/artistic activities is specified, and performance in relation to these expectations is considered in the individual performance review system and in promotion criteria.	X	
<i>Standard 7.8.</i> Teaching staff is encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
<i>Standard 7.9.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	X	
<i>Standard 7.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.		X
<i>Standard 7.11.</i> There are clear policies, procedures and relevant structural units to ensure the safeguarding of ethical principles in research.	X	

**Compliance level:** 55% - Partially compliant

**ET recommendations:**

1. *Academic staff should increase number of publications*
2. *Units for research (center/s) needs to be better defined, with clear roles and responsibilities*
3. *Research needs to be better intertwined in teaching and to involve students, in particular on master level*
4. *Infrastructure for research needs to be significantly improved*

**2.8. Staff, employment processes and professional development**

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 8.1.</i> A comprehensive set of policies and regulations is included in an employment handbook or manual accessible to all teaching and administrative staff. It includes rights and responsibilities, recruitment processes, supervision,	X	



performance evaluation, promotion, support processes, and professional development.		
<i>Standard 8.2.</i> The recruitment processes ensure that staff have the specific areas of expertise, qualification and experience for the positions they occupy. The recruitment processes ensure equitable treatment of all applicants.	X	
<i>Standard 8.3.</i> Candidates for employment are provided with full position descriptions and conditions of employment.	X	
<i>Standard 8.4.</i> New teaching staff is given an effective orientation to ensure familiarity with the institution and its services, programs and student development strategies, and institutional priorities for development.	X	
<i>Standard 8.5.</i> The level of provision of teaching staff (the ratio of students per full time staff member) is adequate for the programs offered. Teaching loads are equitable across the institution, taking into account the nature of teaching requirements in different fields of study.	X	
<i>Standard 8.6.</i> All staff employed in the institution (academic, scientific, administrative) hold the relevant qualifications so that they are able to effectively manage educational, scientific, research, creative activities and administrative processes.	X	
<i>Standard 8.7.</i> Criteria and processes for performance evaluation are clearly specified and made known in advance to all staff.	X	
<i>Standard 8.8.</i> Academic staff evaluation is done at least through self-evaluation, students, peer and superiors evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.	X	
<i>Standard 8.9.</i> If staff performance is considered less than satisfactory, clear requirements are established for improvement. The institution is closely monitoring the improvements in staff activity, especially in the segments underlined during the evaluations.		X
<i>Standard 8.10.</i> The institution has clear plan for all staff professional development, a structured approach in identifying such needs, and allocates appropriate resources for its implementation.		X
<i>Standard 8.11.</i> All staff are given appropriate and fair opportunities for personal and career development, with special assistance given to any who are facing difficulties.		X

**Compliance level:** 72, 7% - Substantially compliant

**ET recommendations:**

1. Staff should have an opportunity for gaining additional skills



2. *Trainings should be offered by the institution, both for academic staff and for administrative staff*
3. *Periodical self evaluation and peer evaluation should be introduced as a regular activity*

## 2.9. Student administration and support services

Dardania College is trying to improve all the issues relevant for students' life. They did develop a number of relevant steps to facilitate their admission, to make them better informed, to offer them relevant information and to support them through the process of education.

However, data collection remains an issue, and this hinders the real status of students, their actual drop out rate and/or completion rate and, consequently, proper monitoring.

Students are equipped much better than it used to be with booklets and regulation related to their admission procedures, ethical behaviour etc. At the same time, conditions for disabled students are very limited and not adjusted at all. There are no services and or any other support for such kind of services. There are number of physical barriers and they are not easy to be removed (such as stairs with no elevators)

<b>3. Standard</b>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 9.1. Admissions requirements are clearly specified and appropriate for the institution and its programs; admission requirements are consistently and fairly applied.</i>	X	
<i>Standard 9.2. Complete information about the institution, including the range of programs and courses, program requirements, services, scholarship opportunities, tuition and administrative fees and other relevant information are made publicly available prior to application for admission.</i>	X	
<i>Standard 9.3. A comprehensive orientation program is organised for starting students to ensure thorough understanding of the range of services and facilities available to them, policies and procedures at the institution and of their rights and responsibilities.</i>	X	
<i>Standard 9.4. A range of scholarships and financial support are available to students in order to both stimulate and reward performance, as well as to socially support students with disadvantaged backgrounds. These two</i>	X	



categories and their criteria are operated separately; these scholarships and financial support can be cumulated.		
<i>Standard 9.5.</i> There are effective processes in place to collect and analyse reliable data referring to the profile of the student population, student progression, success and drop-out rates, students satisfaction with their programmes, learning resources and student support available, career paths of graduates. The statistical data is used for quality assurance purposes, as well as in supporting decision making.		X
<i>Standard 9.6.</i> A student handbook is made widely available within the institution, covering all information required for all phases of the student life cycle - admission, progression, recognition and certification – including all concerning regulations, the rights and responsibilities of students, actions to be taken for breaches of discipline, responsibilities of relevant officers and committees, and penalties that may be imposed.	X	
<i>Standard 9.7.</i> Student appeal procedure is specified in regulations, published and made widely known within the institution. The regulations make clear the grounds on which academic appeals may be based, the criteria for decisions, and the remedies available. The appeals procedures guarantee impartial consideration by persons or committees independent of the parties involved.	X	
<i>Standard 9.8.</i> Appropriate policies and procedures are in place to deal with academic misconduct, including plagiarism and other forms of cheating.	X	
<i>Standard 9.9.</i> The range of services provided and the resources devoted to students reflect all requirements of the student population. Formal plans are developed for the provision and improvement of student services; the implementation and effectiveness of those plans is being monitored on a regular basis.	X	
<i>Standard 9.10.</i> The effectiveness and relevance of student services is regularly monitored through processes that include satisfaction surveys. Services are modified in response to evaluation and feedback.		X
<i>Standard 9.11.</i> Academic counselling, career planning and employment advice as well as personal or psychological counselling services are made available with easy access for students from any part of the institution.	X	
<i>Standard 9.12.</i> Opportunities are provided through appropriate facilities and organizational arrangements for extracurricular activities for students. Arrangements are made to organize and encourage student participation in extracurricular activities.		X

**Compliance level:** 75% - Partially compliant



**ET recommendations:**

1. To collect regular data on students admission, progress and completion of studies
2. To start improving conditions for disabled students

**3.1. Learning resources and facilities**

Dardania College is planning to extend its facilities in a near future significantly which will, most likely, contribute to the quality of student and academic life in many ways. Presently, they have sufficient number of lecture rooms and auditoriums, equipped with the basic technology. For the future, and in a light of internationalisation, it would be good to have more options for tele teaching and conferencing.

Library is still probably the weakest point of the system. Still with very modest collection of books, with the staff that is not trained as a professional librarian and with very old fashioned working space within the system. Access to journals is still very limited and this definitely hinders an active and positive learning process. Students are too much dependant on papers and reading materials from their teachers.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 10.1.</i> Adequate financial resources are provided for acquisitions, cataloguing, equipment, and for services and system development.		X
<i>Standard 10.2.</i> Books, journals and other materials are available in Albanian and English (or other languages) as required for programs and research organised at the institution.		X
<i>Standard 10.3.</i> Reliable and efficient access to online databases, research and journal materials relevant to the institution programs is available for users		X
<i>Standard 10.4.</i> Adequate facilities are provided to host learning resources in a way that makes them readily accessible. Up to date computer equipment and software are provided to support electronic access to resources and reference material.	X	
<i>Standard 10.5.</i> Library and associated facilities and services are available for extended hours beyond normal class time to ensure access when required by users.	X	
<i>Standard 10.6.</i> Reliable systems are used for recording loans and returns, with efficient follow up for overdue material. Effective security systems are used to prevent loss of materials.	X	





<i>Standard 10.7.</i> The institution provides an adequate, clean, attractive and well maintained physical environment of both buildings and grounds. Facilities fully meet Kosovo legislation on health and safety.	X	
<i>Standard 10.8.</i> Quality assurance processes used include both feedback from principal users about the adequacy and quality of facilities, and mechanisms for considering and responding to their views.	X	
<i>Standard 10.9.</i> Appropriate provision for both facilities and learning resources is made for students and staff with physical disabilities or other special needs (such as visual or hearing impairments).		X
<i>Standard 10.10.</i> Complete inventories are maintained of equipment owned or controlled by the institution including equipment assigned to individual staff. Space utilization is monitored and when appropriate facilities reallocated in response to changing requirements.	X	
<i>Standard 10.11.</i> Adequate computer equipment is available and accessible for teaching, staff and students throughout the institution. The adequacy of provision of computer equipment is regularly evaluated through surveys or other means.	X	
<i>Standard 10.12.</i> Technical support is available for staff and students using information and communications technology. Training programs are provided to ensure effective use of computing equipment and appropriate software for assessments, teaching and administration.	X	

**Compliance level:** 66, 7% - Partially compliant

**ET recommendations:**

1. *Library needs to be updated and better equipped*
2. *Classrooms need to be organised in a way to facilitate more flexible arrangements and to allow more up-date teaching methods*

**3.2. Institutional cooperation**

Dardania has been emphasizing the relevance of cooperation with other institutions and it has been articulated in its Strategic planning as well as internationalisation in general. However, it is still very limited number of HE institutions they collaborate in Europe as well as there is, consequently, very limited mobility of staff. It seems there is a good communication with number of employers and alumni. Considering the national context, Dardania College is committed to further develop



international cooperation as well as to be well networked with relevant institutions and external stakeholders on the national level.

<i>Standard</i>	<b>Compliance</b>	
	<b>Yes</b>	<b>No</b>
<i>Standard 11.1.</i> The provider has drafted and adopted an institutional cooperation and/or internationalization strategy/policy that guides the institutional decisions and resource allocation in this area.	X	
<i>Standard 11.2.</i> The institution has created and assigned the portfolio for institutional cooperation and/or internationalisation to a member of the upper management that is directly mandated and accountable for the initiatives and results in this area.	X	
<i>Standard 11.3.</i> The institution has different agreements and memorandums of understanding with relevant international partners and organisations. The responsibilities of partners are clearly defined in formal agreements.	X	
<i>Standard 11.4.</i> The institution takes part, either as a leader or as a partner, in international projects.	X	
<i>Standard 11.5.</i> The institution organises events of international visibility and outreach (conferences, summer schools, etc.)	X	
<i>Standard 11.6.</i> The institution is encouraging the international visibility of its staff and students by supporting their participation in different study mobility, forums, events, internships, summer schools, seminars, etc.		X
<i>Standard 11.7.</i> Engagement in international cooperation and contributions to the community are included in promotion criteria and staff performance review.	X	
<i>Standard 11.8.</i> Mechanisms are established to support cooperation with international higher education institutions, networks and organisations. Assistance is given for teaching staff to develop collaborative arrangements with the international community.	X	
<i>Standard 11.9.</i> All staff are encouraged to participate in forums in which significant community issues are discussed and plans for community development are considered.	X	
<i>Standard 11.10.</i> Relationships are established with local industries and employers to assist program delivery (these may include placement of students for work-study programs, part time employment opportunities, and identification of issues for analysis in student project activities.)	X	
<i>Standard 11.11.</i> Local employers and members of professions are invited to join appropriate advisory committees or other structural units considering study programs and other institutional activities.		X



<i>Standard 11.12.</i> Regular contact is maintained with alumni, keeping them informed about institutional developments, inviting their participation in activities, and encouraging their support for new developments.		X
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**Compliance level:** 75 % - Substantially compliant

**ET recommendations:**

- 1. It would be useful to administer surveys and to collect regular feedback from the employers in order to further improve the education*
- 2. To be more proactive in establishing cooperation with institutions outside the national framework*

Overall compliance:

<b>Standard</b>	<b>Compliance level</b>
1. Public mission and institutional objectives	Partially compliant
2. Strategic planning, governance and administration	Substantially compliant
3. Financial planning and management	Substantially compliant
4. Academic integrity, responsibility and public accountability	Substantially compliant
5. Quality management	Partially compliant
6. Learning and teaching	Partially compliant
7. Research	Partially compliant
8. Staff, employment processes and professional development	Substantially compliant
9. Student administration and support services	Substantially compliant
10. Learning resources and facilities	Partially compliant
11. Institutional cooperation	Substantially compliant
<b>Overall compliance</b>	<b>Substantially compliant</b>

The overall compliance level is determined by the compliance across all general areas. The most frequent compliance level across the general areas determines the overall compliance level.



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Agencija Kosova za Akreditaciju  
Kosovo Accreditation Agency

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In order to be granted a positive decision for the program and institutional re/accreditation, every education provider has to demonstrate at least a substantial compliance level in the overall judgment. Accordingly, the evaluation team holds that the Dardania College has a **substantially compliant level** in the overall judgment and, therefore, recommend to **reaccredit** the institution for a period of three years.

### Expert Team

#### Chair

**Melita Kovacevic**

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Print Name)

\_\_\_\_\_  
(Date)

#### Member

**Milan Pol**

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Print Name)

\_\_\_\_\_  
(Date)

28



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Agencija Kosova za Akreditaciju  
Kosovo Accreditation Agency

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**Member**

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(Signature)

(Print Name)

(Date)

**Member**

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(Signature)

(Print Name)

(Date)

**Member**

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(Signature)

(Print Name)

(Date)

**Member**

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(Signature)

(Print Name)

(Date)