



agency for science and higher education

**REPORT  
OF THE EXPERT PANEL  
ON THE  
RE-ACCREDITATION OF  
Algebra University College**

**Date of site visit: 22 – 24 May**

July, 2019



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## INTRODUCTION

The Agency for Science and Higher Education (the Agency) is an independent legal entity with public authority, registered in the court register, and a full member of the European Quality Assurance Register for Higher Education (EQAR) and European Association for Quality Assurance in Higher Education (ENQA).

All public and private higher education institutions are subject to re-accreditation, which is conducted in five-year cycles by the Agency, in accordance with the Act on Quality Assurance in Science and Higher Education (Official Gazette 45/09) and subordinate regulations, and by following *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG) and good international practice in quality assurance of higher education and science.

The Agency's Accreditation Council appointed an independent Expert Panel for the evaluation of the Algebra University College.

Members of the Expert Panel:

- Prof. Donald Sannella, University of Edinburgh, School of Informatics, United Kingdom;
- Prof. dr. sc. Luka Grubišić, University of Zagreb, Faculty of Science – Mathematics department; Croatia;
- Dr. sc. Goran Oblaković, Zagreb School of Economics and Management, Croatia;
- Prof. dr. sc. Feđa Vukić, University of Zagreb, Faculty of Architecture, Croatia;
- Laura Palac, student, University of Zagreb, Faculty of Electrical Engineering and Computing, Croatia

During the site visit, the Expert Panel held meetings with the following stakeholders:

- Management (Dean, vice-deans, representatives of the Board of Trustees and Economic council),
- Self-evaluation Report Committee,
- Committee for Quality Assurance
- Students,
- Alumni,
- Heads of study programmes,
- teaching staff (internal and external),
- heads of research and professional projects,
- Vice-dean for students,
- Vice-dean for teaching,
- Vice dean for research and development,
- Vice dean for international cooperation and Head of Department for international cooperation,
- external stakeholders (representatives of the business sector, potential employers).

The Expert Panel members had a tour of the work facilities, Algebra LAB, Library, Joint Services, International Cooperation Department, Support Department and Teachers, Career Center and attended sample lectures, where they held a brief Q&A session with students.

In accordance with the site visit protocol, the Expert Panel examined the available additional documents and study programme descriptions (learning outcomes).

The Expert Panel drafted this Report on the re-accreditation of Algebra University College on the basis of Algebra University College self-evaluation report, other relevant documents and site visit.

The Report contains the following elements:

- Short description of the evaluated higher education institution,
- Brief analysis of the institutional advantages and disadvantages,
- List of institutional good practices,
- Analysis of each assessment area, recommendations for improvement and quality grade for each assessment area,
- Detailed analysis of each standard, recommendations for improvement and quality grade for each standard,
- Appendices (quality assessment summary by each assessment area and standard, and site visit protocol),
- Summary.

In the analysis of the documentation, site visit to the Algebra University College and writing of the Report, the Expert Panel was supported by:

- Marina Cvitanušić Brečić, coordinator, ASHE,
- Sanja Smiljanić, assistant coordinator, ASHE,
- Goran Briški, interpreter at the site visit and translator of the Report, ASHE.

On the basis of the re-accreditation procedure conducted, and with the prior opinion of the Accreditation Council, the Agency issues a following accreditation recommendation to the Minister for Higher Education and Science:

1. **issuance of a confirmation on compliance with the requirements** for performing the activities, or parts of the activities
2. **denial of license** for performing the activities, or parts of the activities
3. **issuance of a letter of expectation** with the deadline for resolving deficiencies of up to three years. A letter of expectation can include the suspension of student enrolment within a set period.

The accreditation recommendation also includes a quality grade of a higher education institution, and recommendations for quality improvement.

## SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

**NAME OF HIGHER EDUCATION INSTITUTION:** Algebra university College

**ADDRESS:** Ilica 242, 10000 Zagreb, Hrvatska

**DEAN:** Mislav Balković, PhD

### ORGANISATIONAL STRUCTURE:

[https://www.algebra.hr/visoko-uciliste/wp-content/uploads/sites/2/2019/03/Prilog-1-Organizacijska-struktura\\_15.02.2019-2.pdf](https://www.algebra.hr/visoko-uciliste/wp-content/uploads/sites/2/2019/03/Prilog-1-Organizacijska-struktura_15.02.2019-2.pdf)

### STUDY PROGRAMMES:

Undergraduate professional study programme:

- Applied Computer Engineering
- Design of Market Communications
- Digital Marketing
- Multimedia Computing

Specialist graduate professional study programme:

- Applied Computer Engineering
- Digital Marketing
- e-Leadership MBA
- Market Communication Design

**NUMBER OF STUDENTS:** Full-time 642, Part-time 419 (Analytic supplement, Table 3.1.)

**NUMBER OF TEACHERS:** 35 (Analytic supplement, Table 4.1.)

## SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

Algebra University College is a constituent of the Algebra group Ltd, founded in 2007 as higher education institution University College for Applied Computer Engineering, licenced in June 2008 by the Ministry of Science, Education and Sports. In 2012 changes its name to Algebra University College.

**Mission** of the Algebra UC is creating opportunities for Croatian and international students to acquire excellent skills and knowledge and build globally competitive careers in digital technologies, as well as actively promote educational excellence in digital technologies in order to encourage economic growth and development of Croatian economy.

**Vision** of the Algebra UC is to become the first choice for Croatian and international students interested in building careers in digital technologies through development of excellence in all areas of our work: infrastructure, staff, applied research, cooperation with the industry and internationalization.

## **BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES**

### **ADVANTAGES OF THE INSTITUTION**

1. All aspects of Algebra University College's business are very well organised, professional and efficient, with a high degree of commitment to quality and continuous improvement.
2. All stakeholders – students, teachers, management, support staff, as well as external stakeholders – show high commitment and high morale.
3. Algebra University College provides excellent physical facilities for study.
4. Every opportunity is used to enable students to make a smooth transition to professional life.
5. Algebra University College is highly responsive to suggestions for improvement.

### **DISADVANTAGES OF THE INSTITUTION**

1. Statistics concerning past mobility show a low level of student and staff mobility. But appropriate efforts are being made to address this situation, with the most recent statistics suggesting a significant improvement.
2. Development of increased scientific and professional activity is at an early stage, following the recent scientific accreditation. Involvement of more members of teaching staff in this activity is unrealistic without a reduction of teaching loads.
3. Incorporation of art and design into teaching and research activities is at an early stage.

## **LIST OF INSTITUTIONAL GOOD PRACTICES**

### **EXAMPLES OF GOOD PRACTICE**

1. The level and style of collaboration with the business community is exemplary.
2. Communication with students and student-centric education are excellent.
3. The use of learning outcomes in teaching and assessment is outstanding.
4. The plan to provide data science and HPC capabilities as a service to R&D and scientific teams in other organisations as a lever for increasing participation in research projects is very promising.

## **ANALYSIS OF EACH ASSESSMENT AREA, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH ASSESSMENT AREA**

### **I. Internal quality assurance and the social role of the higher education institution**

#### **Analysis**

Algebra University College has a comprehensive internal quality assurance system that covers all areas of its activities and involves all stakeholders, in which proposals for improvement result in rapid and effective action. Its QA system is a core element of its strategic management as reflected in its development strategy which includes all required elements. A wide range of data on its processes, resources and results is systematically collected and used to manage and improve its activities. It has taken proper regard of recommendations for improvement from previous internal and external evaluations, with appropriate action to address the points raised. It supports academic integrity and freedom and has robust mechanisms for preventing and sanctioning unethical behaviour. It publishes detailed information on its study programmes and on its other activities on its website. It contributes to the development of the economy by producing qualified personnel that fully meet the needs of industry, and by providing free incubation space and support for young entrepreneurs. It contributes in a variety of ways to the development of civil society and to the foundations of the academic profession. Through its sister organisation Algebra POU, it is very active in lifelong learning, being the largest provider of adult education in Croatia. All of this is commendable.

#### **Recommendations for improvement**

The current informal practice on evaluation of scientific work and research activities of employees should be evolved into a formalised process.

#### **Quality grade**

High level of quality

### **II. Study programmes**

#### **Analysis**

Algebra University College offers a range of study programmes that are generally in line with its strategic goals and are very well aligned with the needs of the labour market. A new element is the inclusion of study programmes in art and design; this is a promising addition but it deserves further development. The learning outcomes on both the course and study programme level are clearly defined. The process of defining learning outcomes and ensuring adherence with national qualifications frameworks, as well as

alignment with the needs of employers and the market, is exemplary. Practical mechanisms are in place to ensure that the learning outcomes are achieved, and the teaching process is continuously reviewed in the light of detailed information about students' achievement. Study programmes are periodically reviewed via formalised procedures that involve all stakeholders, with up-to-date versions published and changes documented. ECTS credits are allocated in accordance with student workload, based on feedback from students. Projects and other forms of practical work are an integral part of each study programme, and the quality of the provisions for external practical work is carefully monitored.

#### Recommendations for improvement

Further attention is required to the improvement of the artistic area within the field of design, strengthening interdisciplinary ties with the existing information technology study programmes and using more advanced creative and research methodologies. Despite careful measurement to check allocation of ECTS credits, there is some evidence that the allocation might be too generous.

#### Quality grade

High level of quality

### III. Teaching process and student support

#### Analysis

Algebra University College's admission criteria are clear and are consistently applied, and ensure that the prior knowledge of students is aligned with the requirements of their study programme. It gathers detailed data on student progress through a variety of methods and uses this information to analyse student performance and to improve teaching methods and study programmes. Teaching is student-centered and encourages student autonomy, using methods such as individual and group projects, flipped classroom, problem-based learning etc. Teaching methods are adapted to the needs and situation of the student and employ state-of-the-art technology. Support is provided to students for all aspects of their studies and for guidance on career opportunities. Students have the opportunity to gain international experience with good support for exchanges inside and outside Europe, although so far uptake has been rather limited. Adequate study conditions are provided for foreign students, with a customised website, application forms and study guide in English, and all classes at graduate level in English. Evaluation of student achievement is objective, transparent, consistent and fair, and is based entirely on achievement of learning outcomes, with a zero tolerance policy on cheating. Students with disabilities are provided with appropriate alternative facilities for examinations if required. The career development of students after completion of studies is followed, with results of surveys of graduates and their employers used to



assess the quality of the knowledge gained and for the further development of study programmes.

#### **Recommendations for improvement**

More encouragement should be given to students to take advantage of international mobility opportunities, addressing an apparent inconsistency between the beliefs of students who work concerning the attitude of their employers to taking time off, and statements of some of these employers concerning the value of international experience and their willingness to accommodate absences. More undergraduate courses could be delivered in English.

#### **Quality grade**

Satisfactory level of quality

### **IV. Teaching and institutional capacities**

#### **Analysis**

Algebra University College employs more full-time teachers than required to achieve the prescribed teacher-student ratio. Teachers are fully qualified for the courses they deliver, and teacher workload is distributed equitably and in line with prescribed limits. External associates are well qualified for their roles. Procedures for recruitment are appropriate and are aligned with regulations. Formalised procedures for performance measurement feeding into management and promotion are in place for external associates. Corresponding procedures for employees are more informal but appear to work well so far. The professional development of teachers is well supported but with a heavy teaching load the full-time staff lacks time for other activities. Algebra University College's infrastructure is fully adequate for its activities with considerably more space than is required by standards. Library space is limited but is of good quality. Algebra University College is financially stable and it manages its resource efficiently and professionally.

#### **Recommendations for improvement**

Teaching loads should be reviewed to allow more time for scientific activity. Performance and reward processes should be formalised and should incorporate a development plan for each employee.

#### **Quality grade**

High level of quality

## **V. Professional and/or scientific activity**

### **Analysis**

Algebra University College has only recently received scientific accreditation and so it is too early to expect a high level of scientific activity. There is an active group around Algebra LAB which is proactively taking steps to increase the volume of publications but this involves only a minority of staff. A bonus system encourages scientific activity, however this reflects the way that research is seen not as a regular part of work for all staff but something to be done on top of other obligations by a minority of highly motivated staff members. The idea of offering existing expertise in HPC and data processing as a way of getting involved in research by other teams seems promising. Efforts should be focused more on attracting classical competitive research projects than on projects for professional activities, where activity is already satisfactory.

### **Recommendations for improvement**

More should be invested in encouraging scientific activity, including reduction in teaching loads. Continue the initiative to provide HPC and data processing expertise to research teams. Aim to increase the level of student participation in scientific projects.

### **Quality grade**

Minimum level of quality

## DETAILED ANALYSIS OF EACH STANDARD, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH STANDARD

### I. Internal quality assurance and the social role of the higher education institution

#### 1.1. The higher education institution has established a functional internal quality assurance system.

##### Analysis

*Internal quality assurance system includes and evaluates all activities of the higher education institution (study programmes, teaching process, student support, support to students from under-represented and vulnerable groups, learning resources, professional and/or scientific activity etc.) and provides underlying documentation.*

Algebra University College's internal quality assurance system is very comprehensive, covering all areas of its activities, and is well-documented.

*Internal quality assurance system seeks to involve all stakeholders of the higher education institution (students and external stakeholders - employers, alumni, representatives of professional organisations, civil society organisations and internal stakeholders).*

All stakeholders, including students, are involved in processes for quality assurance and quality improvement, with all stakeholders reporting rapid and effective action in response to proposals for improvement.

*The higher education institution adopted a quality assurance policy which is a part of its strategic management and is achieved through the implementation of the strategy, including a research strategy involving a period of at least five years.*

Algebra University College's quality assurance policy is a core element of its strategic management. Its development strategy covers a period of four years, with the most recent version being for the 2018-2022 period, which matches the Dean's term of office.

*The implementation of the strategy includes SWOT or similar analysis, strategic goals, programme contract goals (where applicable), operational plan, defined responsibilities for implementation, monitoring mechanisms and the report on its implementation.*

The implementation of Algebra University College's development strategy includes all required elements.

*The higher education institution systematically collects and analyses data on its processes, resources and results, and uses them to effectively manage and improve its activities, as well as for further development. The higher education institution uses various methods for collecting data on quality (student satisfaction surveys, peer review, feedback from employers and/or associates, graduates etc.).*

Algebra University College systematically collects data on all aspects of its processes, resources and outcomes, using a very wide range of data collection methods. This data is analysed and used to manage and improve its activities, and as a basis for further development.

*The higher education institution is committed to the development and implementation of human resource management policies (managerial, teaching, administrative resources), in accordance with professional principles and standards.*

Algebra University College's HR management department, established in 2018, operates a professional HR management system that includes measurement of the quality of work, with rewards for excellence in areas that are aligned with its development strategy.

All of this is confirmed by ample evidence that is supplied and explained in detail in Section 1.1 of the Self-Evaluation Report.

### **Recommendations for improvement**

The current informal practice on evaluation of scientific work and research activities of employees should be evolved into a formalised process along the lines of the quality assurance processes already in existence for other areas of activity.

### **Quality grade**

High level of quality

## **1.2. The higher education institution implements recommendations for quality improvement from previous evaluations.**

### **Analysis**

*The higher education institution analysed the recommendations for improvement and undertakes activities on the basis of previous internal and external evaluations. The higher education institution analyses improvements and plans further development accordingly.*

Algebra University College has taken proper regard of the recommendations for improvement from previous internal and external evaluations, including the 2012 re-accreditation. It has taken appropriate action to address the points raised by the

evaluations, and has followed up with further activity to check the effectiveness of the measures taken and to plan further developments. Section 1.2 of the Self-Evaluation Report supplies evidence that documents and confirms these points.

#### Recommendations for improvement

None

#### Quality grade

High level of quality

### **1.3. The higher education institution supports academic integrity and freedom, prevents all types of unethical behaviour, intolerance and discrimination.**

#### Analysis

*The higher education institution supports academic integrity and freedom, upholds the ethical standards and preserves academic integrity and freedom.*

Algebra University College supports ethical principles and standards in teaching, learning and professional work, including academic integrity and freedom.

*The higher education institution effectively uses mechanisms for preventing unethical behaviour, intolerance and discrimination. The higher education institution carries out activities related to the sanctioning of unethical behaviour, intolerance and discrimination.*

Algebra University College's ethical principles and mechanisms for preventing and sanctioning unethical behaviour, intolerance and discrimination are defined in codes of conduct and guidelines supplied in Section 1.3 of the Self-Evaluation Report.

*The system for managing conflicts and resolving irregularities is functional at all levels of the higher education institution.*

These mechanisms function well and are communicated to all staff and students. Improved communication with students about the rules of ethical behaviour was one of the recommendations of the 2012 re-accreditation report and this recommendation has been fully implemented.

*The work of employees of the higher education institution, its students and external stakeholders, is based on ethical standards in higher education. The higher education institution systematically addresses issues of academic dishonesty (plagiarism, cheating, etc.)*

Algebra University College's goal is to ensure that the work of its employees, students and external stakeholders is always based on ethical standards, and to this end it operates a zero-tolerance policy for dealing with cheating on examinations, fraud, plagiarism and other forms of misconduct. Documentation of the work of the Disciplinary Board and disciplinary measures imposed in such cases is supplied in Section 1.3 of the Self-Evaluation Report.

#### Recommendations for improvement

None

#### Quality grade

High level of quality

### **1.4. The higher education institution ensures the availability of information on important aspects of its activities (teaching, professional and/or scientific and social role).**

#### Analysis

*Information on study programmes and other activities of the higher education institution is publicly available in Croatian and at least one world language.*

Full information on the study programmes and other activities of Algebra University College is publicly available on its website in Croatian and English.

*The higher education institution informs stakeholders on the admission criteria, enrolment quotas, study programmes, learning outcomes and qualifications, forms of support available to students.*

Algebra University College's website provides information on its admission criteria, learning outcomes, qualifications gained, methods of teaching, learning opportunities, methods of assessment, student life, student exchanges and internships, employment of graduates, and other relevant topics.

*The higher education institution informs stakeholders about other indicators (e.g. pass rate analyses, graduate employment, drop-out rates, outcomes of previous evaluations, etc.).*

Algebra University College monitors the career development of its students and publishes information on its website about progression and dropout rates and other student statistics, as well as information about evaluations and their outcomes.

*Information on the social role of the higher education institution is made available to stakeholders.*

Algebra University College provides information on its social role through the operation of the Algebra Institute for Quality of Education which provides free workshops for primary and secondary school staff and students, and has hosted an 2018 ASEF summer programme on sustainable tourism with the aim of strengthening cooperation between Europe and Asia.

#### Recommendations for improvement

None

#### Quality grade

High level of quality

### **1.5. The higher education institution understands and encourages the development of its social role.**

#### Analysis

*The higher education institution contributes to the development of economy (economic and technological mission of the higher education institution).*

Algebra University College actively contributes to the development of the economy through its study programmes, which produce qualified personnel that fully meet the needs of industry and the economy. Through Algebra LAB, it provides incubation services for young entrepreneurs including student teams, offering them free working space and professional support and bringing them together with mentors, investors, etc. It is involved as an advisory partner in projects for building entrepreneurial infrastructure in Šibenik and Đurđevac, and it supports and sponsors the annual LEAP Summit Conference for promotion of innovation and entrepreneurship among young people. Information about these activities and others is supplied in Section 1.5 of the Self-Evaluation Report.

*The higher education institution contributes to the development of the civil society and democracy (civil role). The higher education institution contributes to the development of the local community.*

Algebra University College contributes to the development of civil society through its support of organisations that help young people with disabilities, including donations and work placements. It supports high schools throughout Croatia with donations of equipment and literature and education of high school staff. It co-organised the Statistics Olympics to promote statistical literacy, is a partner in a range of organisations that promote women's and students' participation in business and entrepreneurship, and contributes to the development of the local community through

organisation of free workshops to teach digital marketing and PHP programming. Details are given in the Self-Evaluation Report.

*The higher education institution contributes to the foundations of the academic profession and the accountability of teachers for the development of the higher education institution and the local community.*

Algebra University College contributes to the foundations of the academic profession and responsibility and quality of education through its employees' membership in numerous national bodies, including a leadership role in the development of national qualification standards, competencies and learning outcomes in Electrical Engineering and Computing, and contribution to the development of elements of the Croatian Qualification System.

#### Recommendations for improvement

None

#### Quality grade

High level of quality

### **1.6. Lifelong learning programmes delivered by the higher education institution are aligned with the strategic goals and the mission of the higher education institution, and social needs.**

#### Analysis

The lifelong learning activities of Algebra University College are carried out by its sister organisation Algebra POU and in that formal sense the HEI itself is not very active in lifelong learning. However, the two organisations work closely together and employees of Algebra University College are involved in offering lifelong learning courses at Algebra POU, so it seems appropriate to disregard the formal organisational boundaries for the purposes of this evaluation.

*There is evidence that general goals of the lifelong learning programmes are in line with the mission and strategic goals of the higher education institution. There is evidence that general goals of the lifelong learning programmes are in line with social needs.*

Algebra POU has an extensive programme of lifelong learning programmes. It is the most significant regional educational partner of Microsoft, Cisco, Adobe etc., having won a prize from Microsoft in 2014 as its best educational partner in the world, and is the largest provider of adult education in Croatia. The goals of its lifelong learning programmes are in harmony with the mission and strategic goals of Algebra University College and are aligned with social needs.



*Revision and development of lifelong learning programmes is carried out systematically and on a regular basis.*

All of these programmes are systematically evaluated and regularly revised. Details and evidence for all of this is supplied in Section 1.6 of the Self-Evaluation Report.

**Recommendations for improvement**

None

**Quality grade**

High level of quality

## II. Study programmes

**2.1. The general objectives of all study programmes are in line with the mission and strategic goals of the higher education institution and the demands of the labour market.**

### Analysis

*There is evidence that general goals of all study programmes are in line with the mission and strategic goals of the higher education institution.*

Algebra University College offers a complex bundle of programmes which comprehends both life-long learning and higher education programmes in digital literacy, information technology application, digital marketing and, recently, design of commercial communications, on BA and MA levels. Learning outcomes of teaching programmes are properly structured, following strategic HEI guidelines. Students and stakeholders are actively present within the process and are encouraged to participate.

Evidence: Self-evaluation document (Croatian version), p.26, Self-evaluation document (Croatian version), p.28, Self-evaluation document (Croatian version), p.33, Study Program

*The justification for delivering study programmes is provided and includes an analysis of resources of the higher education institution required for delivering the study programmes.*

Within the documents and throughout the visit to the HEI it is visible that focus on information technology study programmes is still the mission and strategic goal of the HEI. The new fact, however, is the inclusion of study programmes within the art area in the field of design, which bears potential for further development. In talk with both employees and outside lecturers in both study areas it is clear that they share the vision of an expanded field of interdisciplinary collaboration and development of new study programmes connecting design method and information technology.

Evidence: Study Programme, Self-evaluation document (Croatian version), p.36, Self-evaluation document (Croatian version), p.39

*The higher education institution aligns the general objectives of study programmes with the needs of the labour market (at the local, regional and national level).*

Members of the Steering Committee are in good part stakeholders from the market. A number of full time teaching staff and part-time collaborators come from active companies within the field, which ensures good hands-on experience in teaching. One of the indicators of this is that students often get jobs early, which sometimes causes slowing down of their individual schooling process. The HEI recognises and addresses

this problem. However, as to international context HEI recognises that a significant effort is required to achieve a wider visibility.

Evidence: Self-evaluation document (Croatian version), p.31, p28., Study programme

### Recommendations for improvement

It is strongly recommended to devote further attention to the improvement of the artistic area within the field of design by strengthening interdisciplinary ties with the existing information technology study programmes, using more advanced creative and research methodologies.

### Quality grade

Satisfactory level of quality

**2.2. The intended learning outcomes at the level of study programmes delivered by the higher education institution are aligned with the level and profile of qualifications gained.**

### Analysis

*The higher education institution has clearly defined the learning outcomes of the study programmes, and they are aligned with the mission and goals of the higher education institution.*

Algebra University College clearly defined the learning outcomes of the study programmes on both BA and MA level, which are in line with the mission and strategic goals of the institution, elaborated in the Development Strategy 2018 – 2022 (DS; *Strategija razvoja 2018 – 2022*). The mission statement is highly focused on gaining knowledge and skills in the domain of digital competencies and in relation to the global market (DS, p. 5). The Development Strategy is written in a very analytical and detailed manner (strategic goals, sub-goals, SWOT analyses), covering every crucial aspect of the institution, including mechanisms to ensure the alignment of the learning outcomes at all levels. Also, the HEI ensures that the outcomes are in line with the mission and goals by means of conducting focus groups with potential employers and the Economic Council.

Evidence: Learning outcomes, Development Strategy (mission statement, strategic goals), Self-evaluation document (Croatian version) p. 33, p. 34.

*The higher education institution checks and ensures that the learning outcomes at the level of courses are aligned with the learning outcomes at the programme level.*

The procedure of defining learning outcomes, on both the course and study programme level, is described in the Self-Evaluation Report p. 33-34. The procedure is structured in a top-down manner, starting from the job requirements that provide a framework for defining the learning outcomes of the study programme, after which outcomes are

defined on the course level. The HEI ensures that the course learning outcomes (LO) are in line with the programme level outcomes through the connection with the set of outcomes. The HEI enables an insight to all the defined LOs via applications.

Evidence: Learning outcomes, Self-evaluation document (Croatian version) p. 34-35, Rulebook on Studies p. 9-10.

*Learning outcomes achieved in the study programme are aligned with the CroQF and EQF level descriptors.*

The HEI puts extreme effort to continuously educate lecturers on the CroQF and EQF level descriptors which ensures that the LOs are in line with the named frameworks (Self-evaluation document (Croatian version), p. 34, appendix 1.3.D). The HEI was included in the CroQF project Multimedia (2015–2016, appendix 2.1.A.) and *IPA Further development and Implementation of Croatian Qualifications Framework (COQF) 2013–2015*. At the time of the reaccreditation, the HEI is involved in two more projects concerning the CroQF framework (*Provedba HKO u stručnim studijima računarstva 2019–2021; Provedba HKO u području grafičkog inženjerstva, multimedije i vizualne komunikacije 2019–2019*). Additionally, is continuously set to employ the LOs in accordance with the CroQF, as stated in the Development Strategy, p. 28, 29 (sub-goal 1.6).

Evidence: Learning outcomes, Self-evaluation document (Croatian version) p. 33, 34, appendix 2.1.A, 2.2. G, HEI web page (<https://www.algebra.hr/visoko-uciliste/onama/nasi-projekti/>), Development Strategy, p. 28, 29.

*In defining learning outcomes, the higher education institution acts in line with professional requirements and internationally recognized professional standards, ensuring that the programme is up to date.*

The HEI prepares the study programmes with detailed insights from the employers and the market (local and international), as well as the strategic outlines for the development of the EU (Self-evaluation document (Croatian version), p. 33, 34). The HEI plans to apply for the international accreditation ASIIN and AMBA.

Evidence: Self-evaluation document (Croatian version), p. 33-34, appendix 2.1. F, 2.2. F, 3.9.C, 2.2.B, Development Strategy, p. 31, 34, goal 1, sub-goal 10.

*The intended learning outcomes clearly reflect the competencies required for employment, continuing education or other individual/society needs.*

As stated in the Development Strategy (sub-goal 1.10, p. 31), the HEI plans to review the study programmes every two years to ensure that the LOs and competencies follow the needs of the employers, the market and the development of technology.

The high employment rate of MA students (over 96%) is evidence that the HEI's LOs are up to date and fulfill the needs of employers (Self-evaluation document (Croatian

version) p.36). The HEI tracks the employment rate and sustains the connection with professional requirements through the Career Centre (<https://www.algebra.hr/visoko-uciliste/kampanje/centar-karijera/alumni/>).

Evidence: Development Strategy, p. 31, 34, Self-evaluation document (Croatian version) p. 35-36, appendix 1.1. AC, 1.1. AD, 1.1. AI, 1.1.H.

#### Recommendations for improvement

None

#### Quality grade

High level of quality

### **2.3. The higher education institution provides evidence of the achievement of intended learning outcomes of the study programmes it delivers.**

#### Analysis

*The higher education institution ensures the achievement of intended learning outcomes of the study programmes it delivers.*

The HEI has set up practical mechanisms to ensure that the LOs are achieved, which is in line with the strategic goal 1 of the HEI (Development Strategy p. 24, sub-goals 1-7).

In that sense the HEI introduced minimal and desired LOs (Self-evaluation document (Croatian version), p. 36-37).

Evidence: Development Strategy p. 24, Self-evaluation document (Croatian version), p. 36-37).

*The higher education institution continually revises and improves the teaching process on the basis of evidence on the achievement of the intended learning outcomes (for example, tests, seminar papers, presentations, etc.).*

The HEI continuously improves and checks that the LOs are in line with the teaching process and are up to the standard of the qualification (appendix 2.2.D). This is also ensured through an application for real-time student tracking and monitoring of his/her achievements on the course (Self-evaluation document (Croatian version), p. 38).

Evidence: Self-evaluation document (Croatian version), appendix 2.2.D

#### Recommendations for improvement

None

#### Quality grade

High level of quality

## **2.4. The HEI uses feedback from students, employers, professional organisations and alumni in the procedures of planning, proposing and approving new programmes, and revising or closing the existing programmes.**

### **Analysis**

*Development activities related to study programmes are carried out systematically and regularly, involving various stakeholders.*

The HEI Rulebook on procedures for assessment of the study programmes of VUA (appendix 2.4.B), as well as the Rulebook on the procedure of enhancing the study programmes of the HEI (appendix 1.1. B), provide a legal and practical framework for the review, enhancement and tracking of the study programmes that provides a systematic and regular evaluating process. The procedures are carried out by the HEI Career Centre, Quality Board and other stakeholders. The Rulebooks take into account all the stakeholders – the employers, students, alumni.

Proposals for new study programmes are brought by the Expert Council and approved by the Board of Directors. Some study programmes are evaluated by the Faculty Electrical Engineering and Computing (Approved by FER, appendix 2.4.A). Evidence: Self-evaluation document (Croatian version) p. 39, 40, appendix 2.4. A, 2.4.B, 1.1.B.

*Planning and proposing new study programmes includes an analysis of justification for delivering a study programme, resources and alignment with the strategic goals at the local and regional level, and other needs of society.*

The HEI's standard procedure includes an analysis of the justifications for delivering a study programme, the evaluation of the alignment of all study programmes (appendix 2.1.H).

Evidence: Self-evaluation document (Croatian version) p. 31, 40, appendix 2.1.H, 1.1.S, 1.1.AH

*The higher education institution publishes up-to-date versions of study programmes.*

The HEI's web site provides all relevant documents, as well as up-to date study programmes, in both Croatian and English.

Evidence: Self-evaluation document (Croatian version), p. 40-41, HEI web site, appendix 1.1.B, 2.4.B

*The higher education institution records the changes to study programmes and analyses their fitness for purpose.*

All changes in the study programmes are recorded through the HEI's internal system and MOZVAG application.

Evidence: Self-evaluation document (Croatian version) p. 30.

### **Recommendations for improvement**

None

### Quality grade

High level of quality

## **2.5. The higher education institution ensures that ECTS allocation is adequate.**

### Analysis

*The higher education institution allocates ECTS credits in accordance with the actual student workload, based on the analyses of feedback from stakeholders in the teaching process, or other procedures.*

The HEI allocates ECTS credits in accordance with the ECTS Users' Guide. To make sure this is in line, the HEI carries out a questionnaire among the students to evaluate the balance between the ECTS and actual student work. This is done for every course. If there is evidence of imbalance, the HEI has ensured that corrections will be made through the change in ECTS or the programme.

Evidence: Self-evaluation document (Croatian version), p. 43, appendix 2.5.B, 2.3.H.

*Students are provided with feedback on the results of the analysis of gathered information and the implemented changes.*

The HEI conducts presentations of the results of the questionnaire to the students after the mid-terms which gives the teachers and students the opportunity to elaborate on issues if needed. To make sure this is done, the HEI has implemented this question in the questionnaire. All changes in the study programmes are known to the students via their involvement in the Expert Council and via Infoeduka portal (application).

Evidence: Self-evaluation document (Croatian version), p. 43, 44, appendix 2.5.B, 1.1.AJ.

*Part of ECTS credits in the study programme is gained in practical teaching.*

The HEI has three ways in which practical teaching is employed – courses with practical approach, project-based courses and student practice. ECTS credits are allocated in the same way as for other courses.

Evidence: Self-evaluation document (Croatian version), p. 44, appendix 2.5.C, 2.3.F, 2.5.G.

### Recommendations for improvement

Despite the fact that careful measurement is being done to check the allocation of ECTS credits, the fact that many students are working and studying simultaneously suggests some inconsistency. This requires some further attention.

### Quality grade

Satisfactory level of quality

## **2.6. Student practice is an integral part of the study programmes.**

### Analysis

*The higher education institution allows for learning and obtaining new skills through student practice.*

The HEI set up a legal and practical framework for obtaining new skill through student practice (the HEI has agreements signed with almost 100 employers).

Evidence: Samoanaliza, p. 45, appendix 2.6.A, appendix 2.6.B.

*Student practice is an integral part of study programmes and is organised outside the higher education institution, in cooperation with the labour market.*

Student practice is an integral and mandatory part of the studies (a part of the course Final project/Practice). This is regulated through the study programme and the Rulebook on student practice.

Evidence: Samoanaliza, p. 45, appendix 2.6.B.

*Student practice is carried out in a systematic and responsible manner, ensuring the achievement of intended learning outcome regarding student practice.*

As the students' practice is part of the course Final project / practice it is carried out in a systematic order. To make sure the LOs are achieved the HEI founded two committees that evaluate the final projects, and are in line with the study programme and the LOs.

Evidence: Samoanaliza, p. 39, 46, appendix 2.3.A, 2.3.B.

### Recommendations for improvement

None

### Quality grade

High level of quality

## III. Teaching process and student support

**3.1. Admission criteria or criteria for the continuation of studies are in line with the requirements of the study programme, clearly defined, published and consistently applied.**

### Analysis

*The criteria for admission or continuation of studies are published.*

The institution defines the admission criteria for its study programmes and publishes them before the start of each academic year on its web page.

*The criteria for admission or continuation of studies are consistently applied.*

The admission criteria are respected and the higher education institution, on the basis of these criteria, decides to enroll students who are able to complete the study programme they have chosen.



*The criteria for admission or continuation of studies ensure the selection of candidates with appropriate prior knowledge, which is aligned with the requirements of the study programme.*

The admission criteria include the results of the state examination (matura), entrance examination, motivation interview and grades from high school. If the student's qualification was obtained in a scientific study field different than the programme in which the student enrolls, a list of additional and preparatory courses is composed to facilitate the transition.

*The higher education institution has effective mechanisms for recognising prior learning.*

Prior knowledge is tested through an entrance exam and on the basis of its results the HEI proactively selects students who are most likely to finish the study programme. Enrolment in a specialist professional study (PG level) depends on the study that is to be enrolled, the completed previous study and the accumulated number of ECTS points.

#### **Recommendations for improvement**

None

#### **Quality grade**

High level of quality

### **3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.**

#### **Analysis**

*Procedures for monitoring student progress are clearly defined and available.*

The process of collecting information on student progress and monitoring the results of examinations is defined and implemented through the Infoeduka system. The results are made available to students, teachers, and students' sponsors at an individual level. They are made available to the associate dean for teaching and heads of study programmes at a summary level and aggregated to the public through the Report on Academic Results and Students.

*The information on student progress in the study programme is regularly collected and analysed.*

Through the Infoeduka system, the higher education institution continually collects and analyses data related to student progress and this data is used for the purpose of improving study programmes and in detecting students requiring assistance. Collected data are on the achieved number of points in the course, the percentage of lecture

attendance as well as input from the teacher, data on the success of the learning outcomes and exams, the duration of the exam for each student, attendance at the exams etc.

*The higher education institution ensures adequate mechanisms for analysing student performance and pass rates, and initiates necessary actions accordingly.*

HEI monitors student performance in examinations and in case of a reduction of the pass rate at exams takes various actions in the area of quality improvement, support for students of the first year and in general for increasing the completion rate for the study programmes. Students' opinions and their suggestions for improvement are also taken into account, as confirmed by students in all interviews.

### Recommendations for improvement

None

### Quality grade

High level of quality

## 3.3. The higher education institution ensures student-centred learning.

### Analysis

*The higher education institution encourages various modes of programme delivery, in accordance with the intended learning outcomes.*

The institution supports different modes of teaching and before each semester a meeting of all the associates for one course is held and an adequate way of teaching is arranged for each part of the course that ensures the achievement of the intended learning outcomes.

*Various teaching methods are used that encourage interactive and research-based learning, problem solving and creative and critical thinking (for example, individual and group projects, cooperative learning, problem-based learning, field work and other interactive methods).*

The institution supports various methods of teaching such as project teaching, flipped classrooms, various virtual environments that students can use for learning and exercising and so. Access is also provided to a Fab-lab, a space where students have complete robotics equipment, several 3D printers etc. to augment their learning experience.

*The HEI continually evaluates and adapts teaching methods and different modes of programme delivery.*

The institution regularly evaluates its methods of teaching and teaching content through numerous surveys intended for students, and introduces necessary changes based on the results of these surveys.

*Teaching methods are adapted to a diverse student population (non-traditional student population, part-time students, senior students, under-represented and vulnerable groups etc.).*

Teaching methods are adapted to the needs and situation of the student. There are some classes organised in English intended for foreign students. Also, in the case of inability to physically attend a lecture, students can follow teaching in real time via the Adobe Connect platform.

*The higher education institution ensures the use of state-of-the-art technologies to modernise teaching.*

The institution fully meets the requirements of this criterion and the technology available in the institution is made freely available to students, teachers etc.

*Available and committed teachers contribute to the motivation of students and their engagement.*

The HEI is dedicated to student centered teaching. This is proven by numerous surveys that students regularly fill out and was further confirmed in interviews with the students. Also, the institution has introduced a teacher scoring system (ALBON) and is working on teacher's professional development and education.

*The higher education institution encourages autonomy and responsibility of students.*

Autonomy of students is promoted through courses that have a project approach to teaching, flipped classroom and so on.

**Recommendations for improvement**

None

**Quality grade**

High level of quality

### **3.4. The higher education institution ensures adequate student support.**

**Analysis**

*The higher education institution provides guidance on studying and career opportunities to students (for example, tutors, supervisors and other advisers as a support in student learning and progress).*

In order to provide students with guidance on studying during the course of study, the institution has established services such as a Career Center, Admission Office, "razgovaraonica" ... Also, at the beginning of their studies, students are given an introductory lecture where they receive all the necessary information and at their disposal is a guide in printed form in Croatian and English which contains the necessary information and contacts of all services available to students.

*The higher education institution has established functional procedures for student career guidance, psychological and legal counselling, support to students with disabilities, support in outgoing and incoming mobility and library and student administration services and students are informed about them.*

The Institution has established a number of student support services such as the Student Office, Career Center, Counseling Center for psychological assistance, International Cooperation Office and Technical Support. Also, student support is provided by the Vice Dean for Students, Student Ombudsman, Student Representatives and Student Coordinators.

*Student support is tailored to a diverse student population (part-time students, mature students, students from abroad, students from under-represented and vulnerable groups, students with learning difficulties and disabilities, etc.).*

The institution constantly adjusts to diverse student populations. For foreign students, classes are held in English, for part-time students, an interactive system of online tutoring is provided and classes are held for them in the afternoon. Additional classes are held for students with learning difficulties, and for students with disabilities access ramps and two elevators are available. If they are unable to take a written exam due to their type of disability, an oral exam is allowed. This is further indication of a deep commitment of the HEI to student centered learning and there were many further instances of proactivity of the HEI in this context than can be mentioned in this report.

*The higher education institution employs an adequate number of qualified and committed professional, administrative and technical staff.*

The institution employs an adequate number of qualified staff who provide student support.

### **Recommendations for improvement**

None

#### Quality grade

High level of quality

### **3.5. The higher education institution ensures support to students from vulnerable and under-represented groups.**

#### Analysis

*The higher education institution monitors various needs of students from vulnerable and under-represented groups.*

The organisation of the teaching process is adapted to the abilities and needs of students. For part-time students, classes are held in the afternoon and, in the event that they cannot attend classes, they can follow the classes through an interactive online learning system. Foreign students are provided with courses held in English.

*Teaching process is adjusted to the individual needs of students from vulnerable and under-represented groups.*

The institution adapts to students and their needs in numerous ways. Thus, students from abroad can find help at the Department of International Support, while students with disabilities are provided with an extended and, if necessary, changed way of taking an exam.

*The higher education institution invests resources in the support to students from vulnerable and under-represented groups.*

Algebra University College allows free study for students with disabilities while students in need are provided with financial support for their studies which can amount to as much as 100% of the tuition allowance. (see: Self evaluation report, p. 63 , appendix 3.5.C).

#### Recommendations for improvement

None

#### Quality grade

High level of quality

### **3.6. The higher education institution allows students to gain international experience.**

#### Analysis

*Students are informed about the opportunities for completing part of their study abroad.*

Students have the opportunity to gain international experience and have been informed about it during study enrolments, on the welcome days and at the "International Friday" event where students from foreign higher education institutions are guests and share their experiences. Students are able to participate in Erasmus+ student exchanges. Further possibility for student exchanges to non-EU schools are offered with schools with which Algebra University College has signed bilateral agreements. Programmes of international summer and winter schools are also available.

*The higher education institution provides support to students in applying for and carrying out exchange programmes.*

All students of Algebra University College have the full support of the Erasmus+ Coordinator and other staff of the International Cooperation Office when choosing the institution where they want to spend a semester abroad. Student satisfaction with international exchanges is also analysed. However, students' response is rather limited: in the last 5 years, 2 students applied for exchange for up to 3 months, and 6 students applied for more than 3 months.

*The higher education institution ensures the recognition of ECTS credits gained at another higher education institution.*

The Erasmus+ Coordinator, in cooperation with Study Programme Heads and a student who is interested in mobility, checks the courses student can enrol in at a partner institution during mobility, so that a student, before going abroad, knows which courses and ECTS are recognised during mobility. All credits earned during the period of study abroad are transferred without delay and are added to the student's study records.

*The higher education institution collects information on student satisfaction with the quality of HEI's support regarding practical matters of student mobility.*

A survey is conducted to examine student satisfaction level with international exchange support.

*Students gain competencies required for the employment in an international environment.*

Algebra University College students, at graduate level, have courses in English, and often attend lectures with foreign students. All students have the opportunity to participate in short international winter and summer schools. Also, the Career Center and the International Cooperation Office organise meetings with foreign employers so that students have the opportunity to undertake professional practice abroad.

### Recommendations for improvement

Accommodating students who work is one of the challenges facing HEI. This is also relevant from the perspective of mobility since students who work believe that their employers will not allow them to go abroad. However, their employers – who were present at stakeholder's meeting – say that they value international experience and would be able to accommodate students taking time off, provided it is arranged ahead of time. Students should be made aware of this opportunity, perhaps by including a short talk by an employer about the value of international experience in “international Friday”. There is evidence that the situation is improving. The mobility plans for the upcoming academic year show a significant increase of activity and participation. This data is not part of the accreditation documents, but the panel notes the positive change of trend.

#### Quality grade

Minimal level of quality

### **3.7. The higher education institution ensures adequate study conditions for foreign students.**

#### Analysis

*Information on the opportunities for enrolment and study is available to foreign students in a foreign language.*

The HEI has a customised website in English for foreign students, which contains all relevant information about the institution, study programmes, enrolment conditions and the possibility of choosing courses for exchange students. Foreign students are also offered an Infoeduka student's application in English, study guide and other important documents (all available in Croatian and English).

*The higher education institution provides support to foreign students in application and study.*

The Erasmus+ Coordinator helps to gather all the necessary documentation for a foreign student and helps with the recommendation of accommodation during mobility, and if necessary, assists students obtain a visa and achieve temporary residence. Upon the arrival of a student in Croatia, the Erasmus+ Coordinator helps students with certificates, instructions for getting a travel card, student benefit card „iksica“ and other important documents.

*The higher education institution collects feedback on satisfaction and needs of foreign students.*

Exchange students when at the start of their mobility fill in the input survey, and after leaving the exit survey. Foreign full-time students complete all surveys in the same way as Croatian students, but in English.

*Foreign students have the opportunity to attend classes delivered in a foreign language (English).*

The HEI organises classes in English. At the graduate level, all the study programmes are offered in English. At the undergraduate level, exchange students are offered only selected courses on each of the Algebra University College programmes.

### **Recommendations for improvement**

Consider delivering more undergraduate courses in English.

### **Quality grade**

Satisfactory level of quality

## **3.8. The higher education institution ensures an objective and consistent evaluation and assessment of student achievements.**

### **Analysis**

*The criteria and methods for evaluation and grading are clear and published before the beginning of a course.*

The concept of knowledge assessment is based entirely on learning outcomes and the criterion rating system. The document defining grading thresholds for each course and the way of collecting points for each course is published before the beginning of the course. Also, the teacher must submit the course instructions to the students through a mandatory presentation at the beginning of the course.

*The criteria and methods for evaluation and grading are aligned with the teaching methods used.*

The institution uses different methods and valuation techniques depending on the field of study to which the course belongs. Teachers have the freedom to adapt the way of evaluating knowledge to the needs of the course.

*The higher education institution provides support to the assessors in the development of skills related to the testing and assessment methods.*

The Higher Education Institution regularly organises a workshop that is mandatory for all teachers and associates, and the content and theme of the workshop ensures that all those who value the students are familiar with the existing testing methods.



*The higher education institution ensures objectivity and reliability of grading.*

The reliability of examinations is ensured by verification of the examination questions before the examination by the head of the department. The institution ensures the safe implementation of written checks by the engagement of external examination proctors and the introduction of a zero tolerance policy on cheating or any other improper action during examinations.

*If possible, the higher education institution carries out the evaluation of grading.*

The HEI monitors students' passage through their courses and that information is used to provide feedback to teachers in order to introduce necessary corrections in courses.

*The evaluation procedures take into account special circumstances of certain groups of students (modifying examination procedures to suit e.g. students with disabilities), while at the same time ensuring the achievement of intended learning outcomes.*

The organisation of the teaching process and evaluation procedures are adapted to students' abilities. For example, students with disabilities are provided with an extended and, if necessary, adapted way of taking an examination.

*Students receive feedback on the evaluation results, and if necessary, guidelines for learning based on these evaluations.*

The institution ensures that students are fully informed of the extent to which they have achieved the anticipated learning outcomes. With regard to the study process as well as to personal development, students can get additional feedback and support from the Career Center. In addition to suggestions for improving the learning process, monitoring and correlating the duration of examinations and the measured results for each examination (for each student), teachers are also provided with feedback on the quality and adequacy of the examination questions.

#### **Recommendations for improvement**

None

#### **Quality grade**

High level of quality

**3.9. The higher education institution issues diplomas and Diploma Supplements in accordance with the relevant regulations.**

### Analysis

*Upon the completion of their studies, students are issued appropriate documents (diploma and Diploma Supplement).*

A certificate of completion of a study programme is a public document and serves for the purpose of proving status until the Diploma is issued. Diplomas and Diploma Supplements are usually handed over at the formal graduation ceremony.

*The higher education institution issues the Diploma Supplement in Croatian and English, free of charge.*

The institution issues a Diploma Supplement in Croatian and English and does not charge for issuing it. The document further elaborates the learning outcomes of each course which contributes towards achieving them and the level to which the outcome has been achieved.

### Recommendations for improvement

None

### Quality grade

High level of quality

## **3.10. The higher education institution is committed to the employability of graduates.**

### Analysis

*The higher education institution analyses the employability of its graduates.*

The HEI diligently follows the career development of its students after completing their studies. An important element of the survey for students who graduated and for their future employers provides feedback on the status of satisfaction of all stakeholders with the quality of the study process or assessment of the quality of the knowledge gained during the study process. The results of the survey are analysed and used for further development of the new programmes.

*Admission quotas are aligned with social and labour market needs and available resources.*

The Higher Education Institution aligns enrollment quotas with the needs of the labour market through the analysis of the employability of graduates, the analysis of the CES recommendations and the data from the portal [moj-posao.net](http://moj-posao.net).

*The higher education institution informs prospective students about the opportunities to continue education or find employment after graduation.*

Future students are informed about possibilities of continuing their study at a higher level of study through open door days of graduate studies, through websites and through maintaining contacts with employers who have recognised the talents of a student and want to further educate them and cover their study costs.

*The higher education institution provides students with support regarding future career planning.*

Developing each student's career is ensured through the Career Center and the Admission Office. The Career Center provides an advisory role from the moment of enrolment to completion of studies, continuous monitoring of students in cooperation with mentors, their guidance through the curriculum and elective courses, etc.

*The higher education institution maintains contacts with alumni.*

The HEI has established an Alumni Club and all former students are invited to join. The club is established with the intent to connect and network together former students, but also to create lasting relationships with alumni of Algebra University College, teachers, current students and employers in Croatia and abroad. Also, the HEI should be commended for the active use of social networks and professional social networks in supporting and maintaining contact with former students.

#### **Recommendations for improvement**

None

#### **Quality grade**

High level of quality

## IV. Teaching and institutional capacities

### 4.1. The higher education institution ensures adequate teaching capacities.

#### Analysis

*The number and qualifications of teachers (election in the appropriate field and/or area) are appropriate for the delivery of study programme and achievement of the intended learning outcomes and conducting scientific activity.*

*The ratio of students and full-time teachers at the higher education institution ensures a high quality of study.*

The number and qualification of teachers of all study programmes at Algebra University College have been covered by the Institution's own staff members appointed to scientific-teaching, artistic-teaching and teaching grades. 35 permanently employed members of the teaching staff appointed to a specific grade, cover with their area and field of study in the following way:

- in the area of study Art, field of study Design that is comprised of 2 study programmes (1 undergraduate and 1 graduate) 6 members of teaching staff appointed grade in art and 4 specialised in design
- in the area of study Technical Sciences, field of study Computing, AUC has 3 study programmes (2 undergraduate and 1 graduate) 9 members of teaching staff appointed to that specific grade and additional 5 members appointed to the field of information sciences (ICT) and one in electrical engineering
- in 3 study programmes in the area of study Social Sciences, field of study Economics (1 undergraduate and 2 graduate) there are 10 members of teaching staff appointed

In the past five years Algebra University College employed 20 new faculty and 3 staff, as AUC grew significantly in the last 5 years. This effort needs to be recognised.

The ratio of students and full-time teachers at the Algebra University College is 1:24 which ensures a high quality of study since it is lower than the prescribed ratio of 1:30. Currently AUC has 35 faculty members appointed to a teaching of scientific grade, as three of them are hired on half time, in total there is 33,5 full time equivalent employees for 852 students.

Evidence: Self-evaluation document (Croatian version) p. 76; Analytic supplement (Croatian version) p.11.

*Teacher workload is in line with relevant legislation and policies, regulations of competent bodies, collective agreements, etc.*

Teacher workload is in line with the prescribed limit prescribed by the collective agreement in the public sector. The AUC teaching staff on average has 15.342 hours, while the maximum allowed norm is 18.090. Even though MOZVAG data shows no faculty member is exceeding workload on an individual level, significant number of faculty are at the upper limit (540 hours).

Evidence: Self-evaluation document (Croatian version) p. 77; Analytic supplement (Croatian version) p.11-14.

*Teacher workload ensures appropriate distribution of teaching, professional and/or scientific activities, professional and personal development and administrative duties.*

Current best practices and an informal system seems to be adequate in ensuring appropriate distribution of teaching, professional and scientific activities, and professional development and administrative duties. All members of the organizational system (HR, department heads...) are consistently implementing the best practices. The formal guidelines and procedures are still being developed at the time of the visit. ALBON system has been developed for adjunct faculty, both as a management tool and tool for ensuring just rewards.

*Teachers are qualified for the course/courses they deliver.*

The AUC teaching staff fully satisfies the formal qualification and the knowledge of staff is appropriate for the course(s) they deliver.

Evidence: Self-evaluation document (Croatian version) p. 76; Analytic supplement (Croatian version) p.12-17.

### **Recommendations for improvement**

Although the current guidelines (collective agreement) need to be revisited, until they are changed, we need to adhere to them. Significant number of the AUC teaching staff are at the upper limit of teaching load, suggesting this needs to be improved. Conducting scientific activity is encouraged and even rewarded for all faculty (full-time and adjunct), but there is no binding minimum set. Most (if not all) of the time of the full-time faculty is allocated to teaching, and scientific activity is not emphasised enough. More time should be allocated to scientific activity, and clear guidelines should be set (i.e. 80% teaching vs. 20% scientific work).

### **Quality grade**

Satisfactory level of quality

#### **4.2. The higher education institution ensures appropriate quality of external associates.**

##### **Analysis**

*The external associates have a relevant work experience.*

As evident from their biographies the external associates have relevant work experience. The HEI has significant number of external associates (Analytic supplement (Croatian version) tablica 4.1b), from various fields.

*The external associates include the latest research, trends and labour market findings in the teaching process.*

As is evident from their biographies and bibliographies the external associates have relevant work experience and publications. The HEI has a formal review process which evaluates proposals for curriculum improvements.

Evidence: Self-evaluation document (Croatian version) p. 77; Analytic supplement (Croatian version) p. 15-46.

*The higher education institution encourages the participation of external associates in the supervision of final and graduation theses.*

Starting in 2018 the AUC introduced a teacher reward system ALBON, and one of the key performance indicators is mentoring final and graduation theses. Through this performance based reward system external associates are formally encouraged to participate in the supervision of final and graduation theses.

Evidence: Self-evaluation document (Croatian version) p. 77-78.

*The higher education institution encourages the organisation of professional practice in institutions in which the external associates are employed.*

The HEI encourages students to take part in internship and professional practice opportunities in institutions in which the external associates are employed. This is evident from students' testimonials, numerous examples provided to the evaluation team. The HEI Career Center is quite supportive in this process, even though the external associates often directly recruit students for their companies. Some of the examples are Trilinear Koncept d.o.o., Mobendo, A1 Hrvatska d.o.o., King ICT d.o.o., Ericsson Nikola Tesla, McCann Zagreb, Degordian d.o.o., Mediatoolkit, etc.

Evidence: Self-evaluation document (Croatian version) p. 78.

##### **Recommendations for improvement**

None

## Quality grade

High level of quality

### **4.3. Teacher recruitment, advancement and re-appointment is based on objective and transparent procedures, which include the evaluation of excellence.**

#### Analysis

*Teacher appointment (recruitment) procedures arise from the development goals of the higher education institution and they are aligned with the legislation and internal regulations in effect.*

The Algebra University College Strategy 2018-2022 sets direction for the development goals, that are nicely aligned with the internal regulations and current regulation. AUC places significant emphasis on further developing the HR department and its policies, as evident from recent expansion of the HR department. AUC has prescribed procedures for teaching and scientific appointments, and conducts class audit for each new hire; however, AUC has only informal practices regulating academic promotions and tenures.

Evidence: College Strategy 2018-2022, testimonial from vice-dean Grgić, Introductory lecture reports, Call audit reports, etc.

*In selecting, appointing and evaluating teachers, the HEI takes into account their previous activities (teaching activity, research activity, feedback from students, etc).*

The HEI has informal practices through which the dean, vice-deans, and department heads manage the whole process. The formal procedures are being developed, but they are still not implemented. The ALBON system is developed for the external associates, but a similar system is only now being developed for full time faculty.

*The higher education institution has adequate methods for the selection of the best candidates for each position.*

Partially this is covered by several documents: the Ordinance on Academic Promotion and Tenure Procedures and Regulations and Staff and Adjunct Faculty Continuing and Further Education, Copies of Calls for Applications for Academic Promotion and Tenure Procedures, etc. but methods are not fully formalised. Yet provided evidence suggest highly qualified candidates were selected for positions.

*Promotion of teachers into higher grades is based on the evaluation and rewarding of excellence and the HEI takes into account important achievements (such as successful projects, success in securing additional funds, supervision of final and graduation theses, authorship of textbooks / study materials, popular lectures, etc.).*

The ALBON system is very detailed in monitoring professional and scientific activities of the external staff; again, such a detailed system does not yet exist for full time staff. Promotion of teachers into higher grades is regulated by the current national legislation. AUC has developed quite extensive survey system (student surveys, student results, competition scores, etc.) which serves as a very useful tool for promotions.

*Indicators of excellence include professional and/or scientific and teaching activities.*

A teacher reward system ALBON was developed through quality assurance system, and within the system key performance indicators for all dimensions of professional, scientific and teaching activities are defined. Unfortunately, the ALBON system is currently utilised for the external staff only.

*Additional criteria for the promotion of teachers into higher grades reflect the strategic goals of the higher education institution.*

An informal system evaluating awareness, value system and responsibility is used for promotions, and it seems to be working quite well.

#### **Recommendations for improvement**

A broad formalised process for full time staff needs to be developed, perhaps an extension of the ALBON system. Current practices are too reliant on informal systems.

#### **Quality grade**

Satisfactory level of quality

#### **4.4. The higher education institution provides support to teachers in their professional development.**

#### **Analysis**

*The higher education institution provides opportunities for the improvement of teaching competencies.*

The HEI supports the training of full-time staff in several ways: financing methodology workshops, financing PhD studies (currently 10 staff), covering certification costs, paying publication fees. However, with the heavy teaching load the full-time staff lacks time for all other activities besides teaching.

Evidence: Analytic supplement (Croatian version) p.11-14.

*The higher education institution encourages the assessment and improvement of teaching competencies based on the peer-review recommendations and the results of student satisfaction surveys.*



All teaching staff is evaluated through multiple surveys (Self-evaluation document (Croatian version) p. 90), and they are used throughout internal quality assurance systems. For external staff the quality of their teaching directly affects financial compensation according to ALBON criteria. The vice-dean for students and head of studies manage and improve the quality of teaching.

*Teachers participate in mobility programmes, projects, networks etc.*

Participation in mobility programmes is encouraged but yields limited results so far. Outgoing teachers' mobility is operationalised mainly through Erasmus+ and Interreg projects.

### Recommendations for improvement

The HEI needs to formalise a performance and reward system for full-time employees and develop a detailed development plan for each staff member. A formal system would lead to improved assessment of teaching competencies and could further encourage participation in mobility programmes.

### Quality grade

Satisfactory level of quality

**4.5. The space, equipment and the entire infrastructure (laboratories, IT service, work facilities etc.) are adequate for the delivery of the study programmes and ensure the achievement of intended learning outcomes and the implementation of professional and/or scientific activity.**

### Analysis

*The higher education institution plans and improves the infrastructure development, in line with the strategic goals.*

The strategic plan explains in detail AUC's focus on infrastructure development. The current facilities, IT infrastructure, and literature ensures satisfactory capacities for all students. AUC utilises rent agreements effectively in some areas, i.e. library, sport facilities, etc. The HEI also cooperates closely with the sister organizations, i.e. Algebra LAB, in order to provide co-working space for their students.

*The space, equipment and the entire infrastructure (laboratories, IT services, work facilities etc.) are appropriate for the delivery of study programmes and ensuring the achievement of the intended learning outcomes.*

Even though some programmes require rather advanced IT capabilities (hardware and software), the HEI fully satisfies them. AUC has 15 classrooms equipped with 313

computers, and it meets the highest technical requirements for complex computing exercises and simulations. AUC additionally has 31 servers for their operational and teaching needs. Through several buildings the HEI provides 3 times more physical space than the standard prescribed by the regulations.

Evidence: Self-evaluation document (Croatian version) p. 32, 85.

*The space, equipment and the entire infrastructure (laboratories, IT service, work facilities etc.) are appropriate for the implementation of professional and/or scientific activities.*

The HEI has additional space at its disposal at Algebra LAB, and that is the appropriate space, equipment and the entire infrastructure for the implementation of professional and/or scientific projects.

#### Recommendations for improvement

None

#### Quality grade

High level of quality

#### **4.6. The library and library equipment, as well as access to additional resources ensure the literature necessary for ensuring high-quality of study and scientific and teaching activity.**

#### Analysis

*The library and library equipment, including the additional resources, meet the conditions for a high quality of study.*

Currently on campus the HEI has limited library space, with resources meeting conditions for a high quality of study. Through the agreement with the Faculty of Electrical Engineering and Computing HEI has access to the IEEE database. The other scientific databases are available to students and staff as they are provided by the Ministry of Science and Education (<http://onlinebaze.irb.hr/>).

*The library and library equipment, including the additional resources, ensure high-quality professional and/or scientific activity.*

The cooperation with the Faculty of Electrical Engineering and Computing allows students to use their library as well. Investments in the library equipment are significant, and the HEI has their own Infoeduka digital book catalog.

#### Recommendations for improvement

None

## Quality grade

High level of quality

### **4.7. The higher education institution rationally manages its financial resources.**

#### Analysis

*Financial sustainability and efficiency is evident in all aspects of the higher education institution's activity. HEI manages its financial resources transparently, efficiently and appropriately.*

The HEI is financially stable and efficient. As a private institution the HEI is financed through student tuition, that is 50% lower than national spending in the public sector. This exemplifies the efficiency of the HEI. AUC significantly invests in facilities, equipment and their staff, in order to sustain the appropriate level of service for their students. In the technical sciences, computing and especially design, the latest technology is imperative, and the HEI provides the latest technology. AUC efficiently manages these needs with financial frugality and cooperates well with the rest of Algebra Group in these efforts. Even with significant investments, AUC still remains stable and profitable.

Evidence: Self-evaluation document (Croatian version)p. 88; Analytic supplement (Croatian version) p.49-51.

*Additional sources of funding are used for institutional development and improvement.*

AUC is part of the Algebra Group, managed by the same owners. Significant cross-promotional effects are utilised throughout the Algebra Group. This is evident from the promotional materials of AUC, lifelong learning business unit, and Algebra LAB.

*Additional sources of funding are secured through national and international projects, cooperation with the industry, local community, etc.*

The HEI was involved in several EU projects (Analytic supplement (Croatian version) tablica 4.7, tablica 5.3a), so additional sources of funding are secured through these projects. Additionally, the HEI has strong cooperation with industry (Analytic supplement (Croatian version) tablica 5.3b), and this segment seems to be growing significantly. Lastly through the Algebra LAB, the HEI is supporting the best students' startups. This is rather a unique effort in Croatia.

Evidence: Analytic supplement (Croatian version) p.49-51.

#### Recommendations for improvement

None

## Quality grade

High level of quality

## V. Professional and/or scientific activity

**5.1. Teachers and associates employed at the higher education institution are committed to the achievement of high quality and quantity of professional and/or scientific research.**

### Analysis

*Teachers and associates publish an appropriate number of high-quality professional and/or scientific publications.*

The institution has received its scientific certificate approximately one year ago, and so is in the first year of a five year accreditation cycle. Therefore, it is too early to make a definite assessment. A general impression is that the level of participation of the whole faculty is limited. There is a very active group around Algebra Lab which is proactively taking steps to increase the volume of publications but results will likely be visible only at the end of the cycle. The main challenge is to ensure the participation of all staff in research related activities.

Also, an appropriate system to stimulate artistic production is missing.

*The higher education institution has efficient procedures for encouraging high-quality professional and/or scientific publication.*

It has been noted, and is commendable, that the HEI has developed a rewards system which recognises scientific activity. The system is transparent and is/will be available to teachers and associates through the Infoeduca system. However, research activity is seen as contributing to the bonus to the regular monthly reimbursement. This is, however, not sufficient and indicates that research is not seen as a regular activity which is an equally important part of work obligations for all staff. As such, it seems that research will be an activity limited only to highly motivated staff members who can afford time to engage in it. The HEI should make an effort to structure work time – on a regular basis – of all staff into both research and teaching.

*The higher education institution keeps records on the distribution of publications by areas/departments of the HEI and encourages teachers and associates from various fields to publish.*

The same comment as above. The administrative part is very transparent and commendable, what is hard to assess currently is the volume of staff who will

participate. The current situation seems to be more of a recruiting phase than a structured shift towards furthering research and artistic production.

*Teachers and associates of the higher education institution actively promote professional and/or scientific achievements at national and international conferences.*

There is evidence of participation in professional public events like conferences and hackathons. The HEI is supporting staff, but participation is still limited to a fraction of the staff members.

### Recommendations for improvement

HEI is taking all the right steps to ensure an increase in research participation, but the impression is that management will have to invest much more than is currently anticipated in activities furthering research effort before the effects of the investment are seen. For example, actively remove teaching load from larger groups of people, who are expected to contribute to research, than is expected to yield immediate results.

### Quality grade

Minimum level of quality

## **5.2. The higher education institution proves the social relevance of its professional and/or scientific research and transfer of knowledge.**

### Analysis

*The higher education institution monitors and takes into consideration the needs of society, local community and labour market in planning its professional and/or scientific and research activities.*

The HEI is very responsible and proactive in all communication initiatives with stakeholders and public at large. Their efforts should be commended.

*The higher education institution has an efficient support system for research and transfer of knowledge and technologies.*

The impression is that the HEI is concentrated more on “work by commission”, where other stakeholders – like adjuncts pursuing PhDs or partners from industry – are encouraged to bring their research activities to the HEI, rather than investing in research activities which do not have an apparent immediate application and are yet to find an interested partner in industry or government.

Otherwise, the procedures can be commended.

*Teachers and associates participate in the activities of professional organisations.*

This activity is limited to a fraction of the faculty and should be encouraged – by e.g. adjusting the teaching load – more broadly.

#### Recommendations for improvement

A very positive activity is the initiative to provide HPC and data processing expertise to research teams. This will increase both the visibility as well as the publication output of the HEI and should be encouraged.

#### Quality grade

Satisfactory level of quality

### **5.3. Professional and/or scientific achievements of the higher education institution have been recognized in the regional, national and international context.**

#### Analysis

*Teachers and associates have received regional, national and international awards and acknowledgements for their professional and/or scientific achievements.*

The teachers have received a number of rewards for their professional activities in professional competitions like “hackathons”. However, it is too early to assess the recognition of the international academic impact of HEI’s research only one year after scientific accreditation.

*The higher education institution is a holder of an adequate number of projects.*

HEI should aim to attract a larger number of classical competitive research projects, financed by e.g. the Croatian Science Foundation. Project activity for professional activities (including developing teaching methods and initiatives) is considerable and satisfactory, however the overall activity is not balanced in relation to purely scientific research projects.

*Teachers and associates take part in national and international conferences.*

These activities are in an early phase, but the trend seems promising.

*Teachers and associates are members of professional organisations and editorial boards of journals.*

These activities are in an early phase, but the trend seems promising. This includes starting the HEI’s own journal to gain editorial experience.

### Recommendations for improvement

Continue with positive trends. In particular, the initiative to proactively provide HPC and data processing expertise to competitive research teams seems to be a step in the right direction.

### Quality grade

Minimum level of quality

## **5.4. Professional and/or scientific activities and achievements of the higher education institution improve teaching.**

### Analysis

*The research equipment is used in teaching at undergraduate and graduate level.*

There is evidence that research equipment is used for student projects and that students are encouraged to enhance their learning experience by research related activities whenever possible.

*Undergraduate and graduate students are involved in HEI's projects.*

All student related activities of the HEI are to be commended as student centered.

*The HEI recognizes and rewards professional and/or scientific achievements of its employees.*

The Infoeduca system is being adapted to include a rewards scheme for research related activities. What should be improved is the importance of research related activities in the context of regular daily obligations of staff.

### Recommendations for improvement

The research activities do improve teaching, however due to the limited participation of faculty members in research related activities the impact on teaching is limited in scope. Professional activities are to be commended. However, the HEI should aim to increase the amount of student participation in more ambitious scientific projects. Offering HPC and data processing services to research institutions at large is a step in the right direction. These efforts are at an early phase, and their effect will likely be visible only at the end of the accreditation cycle for scientific activity, in 4 years time.

### Quality grade

Minimum level of quality

## APPENDICES

### 1. Quality assessment summary - tables

<i>Quality grade by assessment area</i>				
<i>Assessment area</i>	Unsatisfactory level of quality	Minimum level of quality	Satisfactory level of quality	High level of quality
<i>I. Internal quality assurance and the social role of the higher education institution</i>				<b>X</b>
<i>II. Study programmes</i>				<b>X</b>
<i>III. Teaching process and student support</i>			<b>X</b>	
<i>IV. Teaching and institutional capacities</i>				<b>X</b>
<i>V. Professional and/or scientific activity</i>		<b>X</b>		



<i>Quality grade by standard</i>				
<i>I. Internal quality assurance and the social role of the higher education institution</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
1.1. The higher education institution has established a functional internal quality assurance system.				<b>X</b>
1.2. The higher education institution implements recommendations for quality improvement from previous evaluations.				<b>X</b>
1.3. The higher education institution supports academic integrity and freedom, prevents all types of unethical behaviour, intolerance and discrimination.				<b>X</b>
1.4. The higher education institution ensures the availability of information on important aspects of its activities (teaching, professional and/or scientific and social role).				<b>X</b>
1.5. The higher education institution understands and encourages the development of its social role.				<b>X</b>
1.6. Lifelong learning programmes delivered by the higher education institution are aligned with the strategic goals and the mission of the higher education institution, and social needs.				<b>X</b>

<i>Quality grade by standard</i>				
<i>II. Study programmes</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
2.1. The general objectives of all study programmes are in line with the mission and strategic goals of the higher education institution and the demands of the labour market.			<b>X</b>	
2.2. The intended learning outcomes at the level of study programmes delivered by the higher education institution are aligned with the level and profile of qualifications gained.				<b>X</b>
2.3. The higher education institution provides evidence of the achievement of intended learning outcomes of the study programmes it delivers.				<b>X</b>
2.4. The HEI uses feedback from students, employers, professional organisations and alumni in the procedures of planning, proposing and approving new programmes, and revising or closing the existing programmes.				<b>X</b>
2.5. The higher education institution ensures that ECTS allocation is adequate.			<b>X</b>	
2.6. Student practice is an integral part of the study programmes.				<b>X</b>

<i>Quality grade by standard</i>				
<i>III. Teaching process and student support</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
3.1. Admission criteria or criteria for the continuation of studies are in line with the requirements of the study programme, clearly defined, published and consistently applied.				<b>X</b>
3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.				<b>X</b>
3.3. The higher education institution ensures student-centred learning.				<b>X</b>
3.4. The higher education institution ensures adequate student support.				<b>X</b>
3.5. The higher education institution ensures support to students from vulnerable and under-represented groups.				<b>X</b>
3.6. The higher education institution allows students to gain international experience.		<b>X</b>		
3.7. The higher education institution ensures adequate study conditions for foreign students.			<b>X</b>	
3.8. The higher education institution ensures an objective and consistent evaluation and assessment of student achievements.				<b>X</b>
3.9. The higher education institution issues diplomas and Diploma Supplements in accordance with the relevant regulations.				<b>X</b>
3.10. The higher education institution is committed to the employability of graduates.				<b>X</b>

<i>Quality grade by standard</i>				
<i>IV. Teaching and institutional capacities</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
4.1. The higher education institution ensures adequate teaching capacities.			X	
4.2. The higher education institution ensures appropriate quality of external associates.				X
4.3. Teacher recruitment, advancement and re-appointment is based on objective and transparent procedures, which include the evaluation of excellence			X	
4.4. The higher education institution provides support to teachers in their professional development.			X	
4.5. The space, equipment and the entire infrastructure (laboratories, IT service, work facilities etc.) are adequate for the delivery of the study programmes and ensure the achievement of intended learning outcomes and the implementation of professional and/or scientific activity.				X
4.6. The library and library equipment, as well as access to additional resources ensure the literature necessary for ensuring high-quality of study and scientific and teaching activity.				X
4.7. The higher education institution rationally manages its financial resources.				X

<i>Quality grade by standard</i>				
<i>V. Professional and/or scientific activity</i>	<i>Unsatisfactory level of quality</i>	<i>Minimum level of quality</i>	<i>Satisfactory level of quality</i>	<i>High level of quality</i>
5.1. Teachers and associates employed at the higher education institution are committed to the achievement of high quality and quantity of professional and/or scientific research.		X		
5.2. The higher education institution proves the social relevance of its professional and/or scientific research and transfer of knowledge.			X	
5.3. Professional and/or scientific achievements of the higher education institution have been recognized in the regional, national and international context.		X		
5.4. Professional and/or scientific activities and achievements of the higher education institution improve teaching.		X		

## 2. Site visit protocol



### Reakreditacija Visokog učilišta Algebra PROTOKOL POSJETA

21. - 24. svibnja 2019.



### Re-accreditation of the Algebra University College VISIT PROTOCOL

May 21<sup>st</sup> - 24<sup>th</sup> 2019

**MJESTO/ VENUE: AZVO - Mala dvorana / ASHE - Small conference room**

	Utorak, 21. svibnja 2019.	Tuesday May 21 <sup>st</sup> 2019
14:00 – 14:30	Radni ručak Stručnog povjerenstva	Working lunch of the Expert panel
14:30 – 15:30	Edukacija članova panela	Training of the panel members
15:30 – 17:00	Interni sastanak Stručnog povjerenstva – priprema za posjet	Internal meeting of the Expert panel – site visit preparation

**MJESTO/ VENUE: Visoko učilište Algebra / Algebra University College**

	Srijeda 22. svibnja 2019.	Wednesday, May 22 <sup>nd</sup> 2019
9:00 – 9:45	Sastanak s dekanom i prodekanima te predstavnicima Upravnog vijeća i Gospodarskog vijeća	Meeting with the dean and vice-deans and representatives of the Board of Trustees and Economic council
9:50 – 10:35	Sastanak s predstavnicima Povjerenstva za izradu samoanalize + predstavnici Odbora za kvalitetu	Meeting with representatives of the Committee for the preparation of self-evaluation document + representatives of the Committee for Quality Assurance
10:40 – 11:00	Interni sastanak Stručnog povjerenstva	Internal meeting of the Expert panel
11:05 – 11:50	Sastanak s predstavnicima studenata svih studijskih programa - otvoreno za sve studente	Meeting with the students of each study programmes – open for all students
11:50 – 13:00	Radni ručak Stručnog povjerenstva	Working lunch of the Expert panel
13:00 – 14:00	Interni sastanak Stručnog povjerenstva (Analiza dokumenata)	Internal meeting of the Expert panel (Document analysis)
14:00 – 14:45	Sastanak s nastavnim osobljem VU (predavači i asistenti) osim onih na rukovodećim mjestima	Meeting with HEI's teaching staff (lecturers and assistants) except those in the management positions
14:50 – 15:35	Sastanak s vanjskim suradnicima (nastavnici)	Meeting with external associates (teachers)
15:40 – 16:00	Organizacija dodatnog sastanka o otvorenim pitanjima, prema potrebi	Organisation of additional meeting on open questions, if needed
16:00 – 19:00	Interni sastanak Stručnog povjerenstva (Analiza sastanaka i pisanje izvješća)	Internal meeting of the Expert panel (Analysis of meetings and writing report)

	Četvrtak, 23. svibnja 2019.	Thursday, May 23 <sup>rd</sup> 2019
9:00 – 9:45	Sastanak s Alumnima	Meeting with the Alumni
9:50 – 10:35	Sastanak s vanjskim dionicima (nenastavnim) s kojima visoko učilište surađuje	Meeting with external stakeholders (non-teaching) with which the institution cooperates
10:40 – 11:00	<i>Interni sastanak Stručnog povjerenstva</i>	<i>Internal meeting of the Expert panel</i>
11:05 – 11:50	Sastanak s voditeljima studija	Meeting with the heads of the study programmes
11:50 – 13:00	<i>Radni ručak Stručnog povjerenstva</i>	<i>Working lunch of the Expert panel</i>
13:00 – 14:30	Obilazak visokog učilišta (Algebra LAB, knjižnica, Zajedničke službe, Odjel za međunarodnu suradnju, Odjel podrške nastavi i nastavnicima, Centar karijera) i prisustvovanje nastavi	Tour of the HEI (Algebra LAB, Library, Joint Services, International Cooperation Department, Support Department and Teachers, Career Center and visit to the classroom lectures
14:30 – 15:15	Sastanak s Prodekanicom za studente i Prodekanicom za nastavu	Meeting with the Vice-dean for students and Vice-dean for teaching
15:20 – 16:05	Sastanak s voditeljima znanstvenih i stručnih projekata	Meeting with the heads of research and professional projects
16:10 – 16:30	<i>Interni sastanak Stručnog povjerenstva</i>	<i>Internal meeting of the Expert panel</i>
16:30 – 17:00	Organizacija dodatnog sastanka o otvorenim pitanjima, prema potrebi	Organisation of additional meeting on open questions, if needed
17:00 – 19:00	<i>Interni sastanak Stručnog povjerenstva (Analiza dokumenata i pisanje izvješća)</i>	<i>Internal meeting of the Expert panel (Document analysis and writing report)</i>

	Petak, 24. svibnja 2019.	Friday, May 24 <sup>th</sup> 2019
9:00 – 9:45	Sastanak s Prodekanom za razvoj i istraživanje	Meeting with the Vice dean for research and development
9:50 – 10:35	Sastanak s Prodekanom za međunarodnu suradnju i Voditeljicom Odjela za međunarodnu suradnju	Meeting with the Vice dean for international cooperation and Head of Department for international cooperation
10:40 – 11:00	<i>Interni sastanak Stručnog povjerenstva</i>	<i>Internal meeting of the Expert panel</i>
11:05 – 11:30	Organizacija dodatnog sastanka o otvorenim pitanjima, prema potrebi	Organisation of additional meeting on open questions, if needed
11:30 – 12:00	<i>Završni sastanak s dekanom i prodekanima</i>	<i>Exit meeting with the Dean and vice-deans</i>
12:00 – 13:00	<i>Radni ručak Stručnog povjerenstva</i>	<i>Working lunch of the Expert panel</i>
13:00 – 14:30	<i>Interni sastanak Stručnog povjerenstva (pisanje izvješća)</i>	<i>Internal meeting of the Expert panel (writing report)</i>
14:30 ...	<i>Odlazak članova povjerenstva</i>	<i>Departure of the Panel members</i>

## SUMMARY

The Expert Panel visited Algebra University College (HEI) on 22–24 May 2019 with an aim of assessing the institution in accordance with the Accreditation Council criteria.

The panel studied the self-evaluation report submitted by the HEI, examined the data and evidence available in the form of hard copy of sample exam papers, theses, student data, procedures, topic syllabi and learning outcomes etc., interviewed the HEI management, external stakeholders, teachers, research leaders and students. The Panel also visited a number of laboratories, teaching classes and the library.

Based on the evidence, the Expert Panel is pleased to recommend that Algebra University College complies with the requirements for performing academic activities in accordance with the criteria set by Accreditation Council:

	CRITERIA	Outcome
CRITERIA I	Internal quality assurance and the social role of the higher education institution	High Level of Quality
CRITERIA II	Study programmes	High Level of Quality
CRITERIA III	Teaching process and student support	Satisfactory Level of Quality
CRITERIA IV	Teaching and institutional capacities	High Level of Quality
CRITERIA V	Professional and/or scientific activity	Minimum Level of Quality

The Expert Panel provided analysis and recommendations under each criterion which should be studied and taken into account by Algebra University College in order to enhance its qualities further while establishing comprehensive strategies to fulfil its potential. Some of the key observations and recommendations are summarised below.

The Expert Panel is impressed with the quality of teachers and their commitment to student education, and with the high morale of students and all staff. The degree of commitment to quality and continuous improvement is exceptional, with rapid and effective action in response to proposals for improvement. Communication with students, student-centric education and the physical facilities for study are excellent. Support for students' transition to professional life is comprehensive, facilitated by good relations with the business community.

Algebra University College's recent addition of study programmes in art and design deserves further development, strengthening interdisciplinary ties with the existing study programmes and using more advanced creative and research methodologies. More encouragement should be given to students to take advantage of international mobility opportunities. Teaching loads should be reduced as part of a required investment in encouraging an increase in scientific activity.