



Agencija za znanost i visoko obrazovanje

Unapređenje sustava osiguravanja
i unapređenje kvalitete visokog obrazovanja

**REPORT
OF THE EXPERT PANEL
ON THE
RE-ACCREDITATION OF**

**NIKOLA ŠUBIĆ ZRINSKI UNIVERSITY COLLEGE OF ECONOMICS,
ENTREPRENEURSHIP AND MANAGEMENT**

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MAMFORCE



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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 Nikola Šubić Zrinski University College of Economics, Entrepreneurship and Management.

Members of the Expert Panel:

- Doc. dr. sc. Ivana Bilić, Faculty of Economics, University of Split, Republic of Croatia, president of the Expert Panel,
- Prof. dr. sc. Jaka Vadnjal, associate professor, Chairman of the Management Board of bank Hranilnica LON d.d., visiting lecturer at DOBA Fakultet and Gea College, Republic of Slovenia,
- Mr. sc. Nataša Trojak, senior lecturer, Algebra – University College for Applied Computer Engineering, Republic of Croatia,
- Aleš Trunk, senior lecturer, Mednarodne fakultete za družbene in poslovne študije (MFDPŠ), Celje, Republic of Slovenia,
- Nina Božičković, student, VERN' Polytechnic, Republic of Croatia.

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

- Management;
- Self-evaluation Report committee;
- Students;
- Teachers;
- External stakeholders.

The Expert Panel members had a tour of the library, student administration office, office for international cooperation, IT classroom, student business incubator, and classrooms and attended 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 Nikola Šubić Zrinski University College of Economics, Entrepreneurship and Management based on the self-evaluation of the institution and supporting documentation and a visit to the institution.

The Report contains the following elements:

- A short description of the evaluated higher education institution;
- A brief analysis of the institutional advantages and disadvantages;
- A list of institutional good practices;
- An analysis of each assessment area, recommendations for improvement and quality grade for each assessment area;
- A detailed analysis of each standard for quality assessment, recommendations for improvement and quality grade for each assessment area
- Appendices (quality assessment summary by each assessment area and standard, and site visit protocol)
- A summary.

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

- Ivana Borošić, coordinator, ASHE,
- Frano Pavić, assistant coordinator, ASHE and
- Ivana Rončević, 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

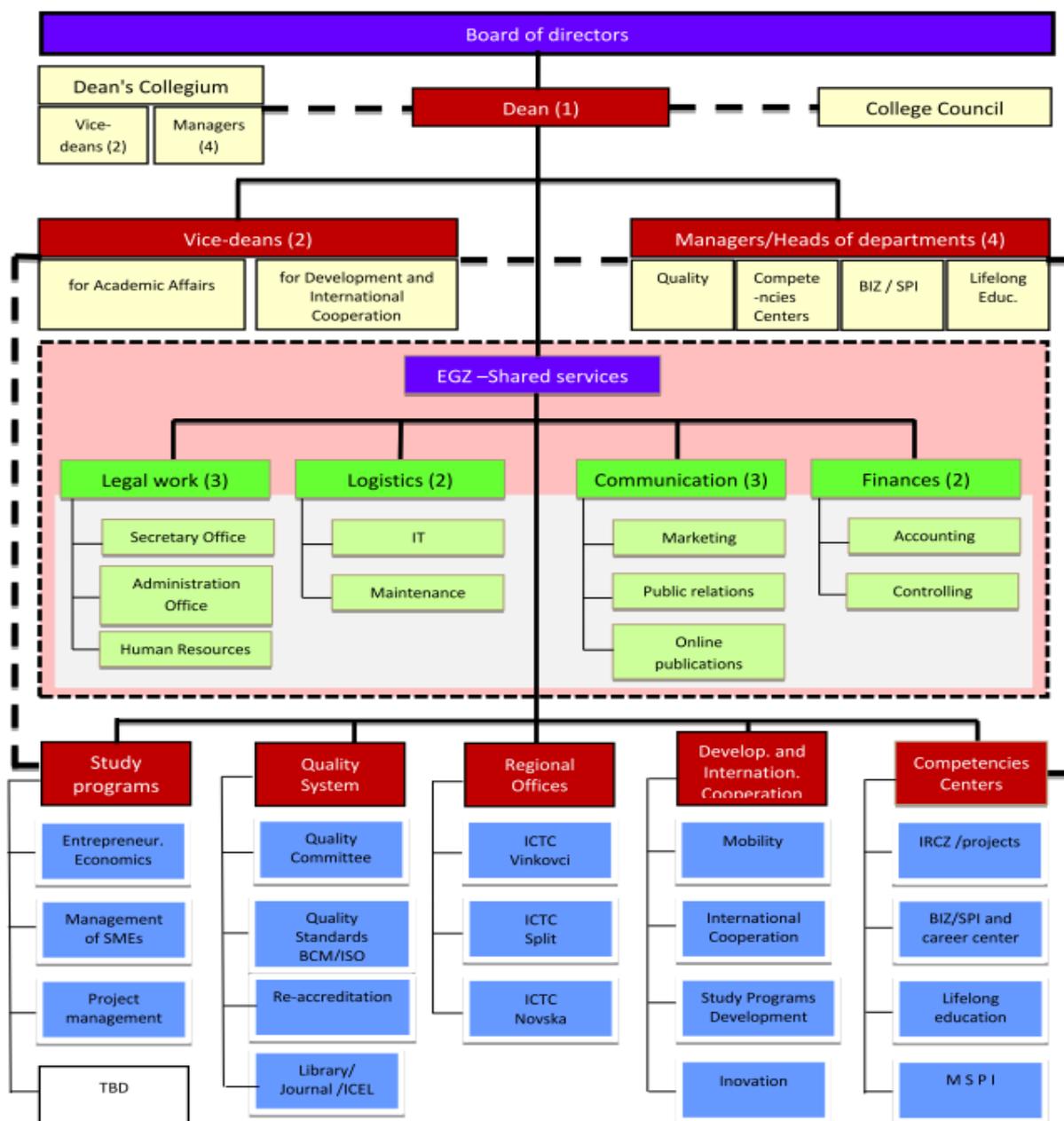
NAME OF HIGHER EDUCATION INSTITUTION: Nikola Šubić Zrinski University College of Economics, Entrepreneurship and Management

ADDRESS: Selska cesta 119, Zagreb

DEAN: dr. sc. Ivica Katavić, prof. v. š.

ORGANISATIONAL STRUCTURE: Self-evaluation, page 9

Figure 1. Organizational structure of University College



STUDY PROGRAMMES:

- Undergraduate professional study ***Entrepreneurship Economics***;
- Graduate specialist professional study ***Management of SMEs***;
- Graduate specialist professional study ***Project Management***.

NUMBER OF STUDENTS: Pursuant to Table 3.1 of the Self-evaluation Analytics and Mozvag – 26 full-time students and 205 part-time students

NUMBER OF TEACHERS: Pursuant to Table 4.1. b. of the Self-evaluation Analytics and Mozvag – 6 full-time teachers

SHORT DESCRIPTION OF THE EVALUATED HIGHER EDUCATION INSTITUTION

Self-evaluation, page 3 and Self-evaluation, page 12-13

The University College started its activities in the year 2008. The University College focuses on education in the field of economics, entrepreneurship and management.

The mission of University College Zrinski is to enable the students to have the ultimate entrepreneurial education for enhancing regional economic growth, community and sustainable development with a contemporary educational and research approach. This is realized by: (a) development of business study programs, (b) undergraduate and graduate professional level, (c) development of lifelong education programs (professional programs), and (d) development of programs and distance learning systems (online). The research mission is realized by: (a) scientific and professional research in the field of entrepreneurship and management at all levels of education, (b) research and professional projects in cooperation with the economy, national and international public and private institutions, and (c) with the local community in areas of business research, socially responsible business and sustainable development.

The vision of University College Zrinski is to become a regional leader of research and higher education for entrepreneurship. It is based on academic, research and innovation excellence in entrepreneurship, and will be achieved according to the strategic plan, which includes: (a) improving student learning through the reform of the existing curriculum; (b) applying new pedagogical models and teaching methods; and (c) applying the Croatian qualification framework and learning outcomes in undergraduate and graduate professional study programs. By 2020, the University College will be nationally and regionally recognized for the quality of students enrolling and completing study programs at University College Zrinski. Students who achieve the level of knowledge and obtain a certificate or diploma from University College Zrinski will be

able to contribute to economic development and the local community and to respond to the complex challenges of the business environment.

A BRIEF ANALYSIS OF THE INSTITUTIONAL ADVANTAGES AND DISADVANTAGES

ADVANTAGES OF THE INSTITUTION

1. Student-centered teaching and practice;
2. Good relationship with students;
3. Ambition to launch new programmes;
4. Adequate infrastructure suitable for the number of students enrolled;
5. Cooperation with external stakeholders.

DISADVANTAGES OF THE INSTITUTION

1. Insufficient teaching resources – insufficient number of full-time teachers;
2. Unsatisfactory teaching resources in the areas of competencies, excellence and fields of study;
3. Insufficient number of students interested in enrolling in the study programmes delivered by the University College;
4. Unsatisfactory financial justification for the study programmes delivered by the institution;
5. Incompatibility of the learning outcomes of study programmes and courses that should contribute to achieving the learning outcomes of study programmes.

LIST OF INSTITUTIONAL GOOD PRACTICES

EXAMPLES OF GOOD PRACTICE

1. HEI has introduced a dual education system;
2. Cooperation with external stakeholders;
3. Organizing the ICEL conference on learning for entrepreneurship;
4. Young management structure supporting innovation and the use of new learning technologies;
5. Employees oriented to building and maintaining relationships with students.

AN 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

Internal quality assurance system includes and evaluates all activities (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. Internal quality assurance system involves students and internal staff but it seems it does not involve other stakeholders. The HEI has just started with the adoption of the quality assurance policy. Since it seems that the HEI strategically aims to remain a professional (teaching) rather than a research institution, there seems to be a dilemma whether to include too much of academic research in the strategy. The implementation of the strategy includes SWOT analysis, strategic goals, operational plan, defined responsibilities for implementation, monitoring mechanisms and the report on its implementation. Data on its processes, resources and results is systematically collected and analysed. Only a few methods for collecting data on quality are systematically used. The majority is based on student satisfaction surveys, which are regularly conducted after every finished course but before the first exam term, in order to exclude the influence of possible dissatisfaction of students with the exam results. The HEI is committed to the development and implementation of human resource management policies (managerial, teaching, administrative resources), in accordance with professional principles and standards. Unfortunately, this commitment is rather declarative. Lack of staff seems to be one of the main challenges for the HEI.

Furthermore, the recommendations for improvement on several issues from the last evaluation in 2013 were included. According to some strategic documentation, the HEI analyzes improvements and plans further development accordingly. The HEI supports academic integrity and freedom, upholds ethical standards and preserves academic integrity and freedom. They effectively use mechanisms for preventing unethical behaviour, intolerance and discrimination by utilization of the Code of Ethics and empowerment of the ethics committee. So far, there has not been any example of unethical behaviour, intolerance and discrimination. The system for managing conflicts and resolving irregularities is functional, as stated by the stakeholders. The work of employees, students and external stakeholders is based on ethical standards. The HEI systematically addresses issues of academic dishonesty by using the anti-plagiarism software. Basic information on study programmes is publicly available online in

Croatian, English and German. The HEI adequately informs stakeholders on admission criteria, enrolment quotas, study programmes, learning outcomes and qualifications, forms of support available to students on its web site and several social media among which Facebook seems to be the most efficient.

The HEI provides minor contribution to the development of economy through provision of practically oriented studies for entrepreneurship and small business management. The HEI's contribution to the development of civil society and democracy cannot be evaluated better than moderate due to a lack of evidence. The contribution to the development of the local community cannot be evaluated better than moderate due to a lack of evidence. The contribution to the foundations of the academic profession and the accountability of teachers to the development of the HEI and the local community cannot be evaluated. The HEI only partly informs stakeholders on scientific and/or professional topics, projects and results, which is mostly done through the web page, other social media, press releases and publicly within the Open Door Days. Information on the social role is made available to stakeholders on the web page and articles published mostly in the local media.

Recommendations for improvement

The HEI has just begun with the adoption of its quality assurance policy, and involves only students and internal staff, but not other stakeholders. The panel recommends to the HEI to make the policy an integral part of the revised strategy, which should become the basis for the strategic management and achieved through the implementation of the strategy. Personal development plans should be included in the main strategic documents underpinning that proper and future oriented staffing is one of the main pillars of the future development. The HEI only partly informs stakeholders on scientific and/or professional topics, projects and results, and the Expert Panel recommends the HEI to provide more information on these topics.

Quality grade

Minimum level of quality

II Study programmes

Analysis

The HEI's mission "to become a regional leader in research and higher education for entrepreneurship" is stated on the HEI web site and in the self-evaluation. Based on the attached documentation, it cannot be established whether units of learning outcomes include a research component. The objectives of the study programmes are aligned with the trends in the job market, but according to the alumni survey it is not certain whether graduate students actually find employment in the area in which they were educated. Learning outcomes are partly not defined in accordance with standards and profession because they are imprecisely defined, and they are not at the appropriate level of the study programme and one learning outcome contains two or more learning outcomes, etc. Likewise, it is not apparent to which extent the learning outcomes of certain courses contribute to the adoption of learning outcomes at the level of the study programme. It is also not possible to ascertain evidence of achievement of defined learning outcomes on the study programmes from the presented syllabi and test examples. Given that the overall mark is made up of different types of knowledge, it is not possible to determine with certainty the extent to which such evaluation is conducted under controlled conditions. Given that none of the exam materials have shown to which learning outcomes questions in the test, or other forms of knowledge (and skills) are related, it is possible for a student to pass a course while not meeting all of the learning outcomes defined for that course, and consequently the study programme. The process of planning, proposing and accepting new, or revising or abolishing existing study programmes is not formalized and does not involve stakeholders from the business sector. The HEI should also formalize the process of evaluation of the student workload. Professional practice is carried out in a satisfactory manner. Lifelong learning programmes are partially implemented through the Open University Petar Zrinski, a constituent of the Zrinski Education Group. The programmes implemented within the University College are aligned with the HEI's business orientation and meet the criteria.

Recommendations for improvement

Learning outcomes need to be revised because they were in part not defined in accordance with standards and profession, and it is especially important to align them with the level of the study programme. In addition to redefining or correcting the learning outcomes, it is necessary to revise the assessment methods and align them with the required level of learning outcomes as well as the complexity of the expected knowledge, and ensure that students achieve all learning outcomes and that the assessment process is transparent. The processes of planning, proposing and accepting

new programmes or revising or abolishing existing programmes need to be better defined and they should include stakeholders from the business sector.

Quality grade

Minimum level of quality

III Teaching process and student support

Analysis

This University College is an example of an educational institution oriented to student-centered teaching. Lecturers use various teaching methods to encourage interactive and research-based learning. The University College is also oriented towards introducing innovative learning methods – online study programmes, which also enables access to education to students from vulnerable and underrepresented groups. The IUP course and the BIZ Incubator are also examples of research-based and innovative learning that enables students to link theoretical knowledge with practice, and students are allowed the opportunity to realize their entrepreneurial idea and see how it would function in the market. Through the HEI's platform, Zstudent, students are allowed to have constant access to all the information they need for their education, including various notifications, syllabi, marks for a course, etc. Student services (student administration office, IT support) are available to students and students expressed great satisfaction with their work. Students have their own elected representatives, spokespersons and a student ombudsman, who represent their interests. The University College also actively participates in the Erasmus + student mobility programmes.

Recommendations for improvement

Based on the presented evidence, the areas in which the HEI would have to make significant changes include enrollment procedure and certain modifications should be made to the methods of grading and evaluation of certain grading elements that would support learning outcomes defined for the study programmes. The HEI should also strive to create preconditions for integrating foreign students into the regular teaching process at the University College, as opposed to the previous practice which was based on consultations. Improvements are also needed in the area of communication with the alumni and the business sector. Since the University College is primarily oriented to entrepreneurship, it would be helpful to actively involve the alumni and entrepreneurs in the work of the BIZ Incubator. Through informal gathering on the Careers Day they would provide students with the information on the current market practices and demands. In such a way, the University College could introduce improvements to its

own programmes by benefiting from the experience of people who are already successful entrepreneurs. At the same time, a successful alumni-tracking system would be established, which would not be based solely on a formal contact via telephone or e-mail, as it has been so far.

At present, BIZ Incubator is basically a room where part of the lesson is conducted. In order to be a real business incubator, it should have clearly defined contents and a programme offered to students, which would enable them to acquire practical knowledge, under supervision by teachers and mentors-entrepreneurs.

Quality grade

Minimum level of quality

IV Teaching and institutional capacities

Analysis

The University College has minimum teaching capacity, and it is particularly important to point out an insufficient number of full-time teachers as well as the fact that most of the full-time teachers are due to retire soon, while two young teachers have not even started with their professional development i.e. they have not enrolled in doctoral studies, which is a precondition for their advancement. There is also a problem concerning professional development of teachers who lack the scientific-research component that is reflected in a small number of bibliographic units, i.e. papers/books/textbooks that have been published in the last five years. Teachers also lack training in the areas of international mobility, international cooperation, Croatian Qualification Framework, as well as the pedagogical and psychological training, which is extremely important in higher education. Furthermore, the teachers' competences are not necessarily aligned with the core areas of the study programmes 'Management', 'Entrepreneurship' and 'Project Management' offered by the University College, as well as the scientific area of social sciences, the Business Economics field. The Expert Panel emphasizes that the insufficient number of enrolled students relative to the number of study programmes that are being delivered does not have a positive impact on the financial performance of the University College, which could further jeopardize the sustainability of the HEI, despite the application of the "sharing economy principle" which is particularly related to sharing the operational cost with other members of the Zrinski Education Group. Regarding the infrastructure of the HEI, especially the resources such as lecture halls, teachers' offices, etc., it is evident that the HEI has satisfactory physical resources, especially concerning the number of

students enrolled and the teaching methods used. There is a lack of adequate literature in the library.

Recommendations for improvement

The staff structure of the University College should be improved in terms of the number, but also in the area of qualifications of full-time teachers and external associates. As some of the University College teachers are soon to be retired, and career development of employed teachers is necessary, it is necessary to provide those teachers with financial conditions and sufficient time to complete doctoral studies and engage in scientific research. Through external co-operation, it is necessary to attract trained and qualified staff that would contribute to improving the staff structure of the University College. The University College should also strengthen scientific research and social engagement related to the study programmes in Entrepreneurship, Management and Project Management. In order to maintain the sustainability of the University College, the Expert Panel recommends enrolling students in the study programmes every other year in order to optimally use their human and financial resources. Additional funding sources should also be allocated to ensure the sustainability of the University College.

Quality grade

Minimum level of quality

V Professional and/or scientific activity

Analysis

The HEI monitors and takes into consideration the needs of society, local community and labour market in planning its professional and/or scientific and research activities, which can be seen in developing and implementing online learning and courses that are becoming increasingly important, such as Project Management. Moreover, every year, HEI participates in the organization of a charity project 'Entrepreneurial for Christmas'.

Of note is that the HEI involves students in projects, such as 'Developing Skills for Future Jobs' and 'iDeaLab'. Students are also involved in publishing papers with teachers (in journal Zrinski - *Obrazovanje za poduzetništvo* - E4E).

The scientific and professional research excellence of the University College should be one of the key elements of their development. The basic element for domestic and

international recognition of the University College is the organization of the international conference (ICEL). Moreover, the HEI should strive to publish in internationally recognised journals, applying and implementing international projects, in the capacity of coordinator (teachers do not have enough publications) and publish their own journal that should be indexed in international databases such as Scopus.

Recommendations for improvement

The HEI should strive to index its journal *Obrazovanje za poduzetništvo* - E4E - in relevant scientific databases, in order to reach Scopus and WOS. The HEI should support teachers in publishing in internationally recognised journals and in writing applications to projects and project implementation.

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 (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.

The HEI has just begun to adopt a quality assurance policy. The Expert Panel recommends the HEI to make it an integral part of a revised strategy, which should become the ground of the strategic management and is achieved through the implementation of the strategy. Since it seems that the institution strategically aims to remain a professional (teaching) rather than a research institution, there seems to be a dilemma whether to include too much of academic research in the strategy. The implementation of the strategy includes SWOT analysis, strategic goals, operational plan, defined responsibilities for implementation, monitoring mechanisms and the report on its implementation. Data on its processes, resources and results is systematically collected and analysed, however, there is a challenge, which can be understood as a recommendation to include the findings into management and improvement of its activities and for further development.

Only a few methods for collecting data on quality are systematically used. The majority is based on student satisfaction surveys, which are regularly conducted after every finished course but before the first exam term, in order to exclude influence of the possible dissatisfaction of students with the exam results. The HEI is committed to the development and implementation of human resource management policies (managerial, teaching, administrative resources), in accordance with professional principles and standards. Unfortunately, this commitment is at present rather declarative. Lack of staff seems to be one of the main challenges of the HEI.

Recommendations for improvement

It is highly recommended to improve the two provided documents (Regulations on quality assurance and Quality assurance manual) by making them more operational,

with strictly defined activities of concrete quality assurance measures (measurements and follow-up activities). Internal quality assurance system involves students and internal staff but it seems it does not involve other stakeholders, which are recommended to be included, such as employers, alumni, representatives of professional organisations, civil society organisations, etc. Including other methods for data collection is recommended: peer review from experts (which is partly achieved through the re-accreditation process, feedback from employers, feedback from professional associations, feedback from alumni after some time spent on the job, etc.). Personal development plans should be included in the main strategic documents underpinning that proper and future oriented staffing is one of the main pillars of the future development.

Quality grade

Minimum level of quality

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

From the last evaluation carried out in 2013 the recommendations for improvement were included, and should be part of regular quality control activities along with anticipation of a collected feedback. According to some strategic documentation, the HEI analyses improvements and plans further development accordingly.

Quality grade

Satisfactory 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 HEI supports academic integrity and freedom, upholds ethical standards and preserves academic integrity and freedom. They effectively use mechanisms for preventing unethical behaviour, intolerance and discrimination by utilization of the Code of Ethics and empowerment of the ethics committee. So far, there hasn't been any example of unethical behaviour (apart from one trial on plagiarism), intolerance and discrimination. The system for managing conflicts and resolving irregularities is functional, as stated by the stakeholders. The work of employees, its students and external stakeholders is based on ethical standards. The HEI systematically addresses

issues of academic dishonesty (plagiarism, cheating, etc.) by strict utilization of the anti-plagiarism software.

Recommendations for improvement

It is recommended to introduce a system of continuous development and leverage of standards of ethics and include them in the quality control policy documentation.

Quality grade

Satisfactory 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 the study programmes is publicly available online in Croatian, English and German.

The HEI informs stakeholders on admission criteria, enrolment quotas, study programmes, learning outcomes, qualifications and forms of support available to students on its web site and several social media, among which Facebook seems to be the most efficient.

The HEI only partly informs stakeholders on scientific and/or professional topics, projects and results. This is mostly done through the web page, other social media, press releases and publicly within the Open Door Days.

Information on the social role is made available to stakeholders through the web site and articles published mostly in the local media.

The HEI does not seem to inform stakeholders about other indicators (e.g. pass rate analyses, graduate employment, drop-out rates, outcomes of previous evaluations, etc.).

Recommendations for improvement

The Expert Panel recommends to the HEI to publish more information on other activities in order to attract possible partners. The HEI only partly informs stakeholders on scientific and/or professional topics, projects and results, and the panel recommends to the HEI to provide more information on these topics. Also, publicly available information regarding study programmes may be presented in more

detail, such as course description, learning outcomes, teaching methods and ECTS credits.

Quality grade

Minimum level of quality

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

Analysis

The institution provides minor contribution to the development of economy through provision of practice-oriented studies for entrepreneurship and small business management. Through some more in-depth analyses conducted among alumni a more concrete impact can be evaluated.

Due to a lack of evidence, the institution's contribution to the development of civil society, democracy and the local community cannot be evaluated better than moderate.

The contribution to the foundations of the academic profession and the accountability of teachers for the development of HEI and the local community is difficult to be evaluated. There were several charity activities organized in cooperation with external partners.

Recommendations for improvement

Through some more in-depth analyses conducted among alumni a more concrete social impact of this HEI may be made in cooperation with alumni. There were several charity activities organized with some external partners and the panel recommends to the HEI to continue with these activities.

Quality grade

Satisfactory 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

The HEI's mission "to become a regional leader in research and higher education for entrepreneurship" is stated on the web site and in self-evaluation. It cannot be established based on the documentation provided whether units of learning outcomes include a research component (evidence: Self-evaluation Analytics, Table 2.1. Learning outcome at the level of the study programme for the current academic year and Table 2.1.a Unit of learning outcomes - Key). As this is a professional study, this is not a major obstacle, but the HEI should consider rewriting its mission. Strategic goals are stated on the web site (link: <http://www.zrinski.org/nikola/o-nama/info/strateski-ciljevi-1739/>), and they also include a research component, which is not visible through the study programme.

The objectives of the study programmes are aligned with trends in the job market. In open economic systems, small and medium-sized enterprises make up the majority of economic entities and make a significant contribution to the overall economic result. Therefore, entrepreneurship and education in entrepreneurship and project management will always attract interest due to the relevance of EU projects and project-based business approach. The justification of the programme can be seen in the proposal of the study programmes. The institutions such as the Croatian Chamber of Trades and Crafts (HOK), Croatian Chamber of Commerce (HGK) and Croatian Employers' Association (HUP) supported the studies and gave positive opinions. It is also desirable to include economic entities employing University College students in the processes.

The employability of graduate students does not give concrete evidence that graduate students actually find employment in the area in which they were educated. An alumni survey (evidence: survey results provided during the site visit) which involved about 50% graduate students shows that only 11.6% of students today work in their own enterprise, or are self-employed. However, the fact that 26% of students found employment within three months of graduation (while 61% of students continued to work, which means they had previously been employed) is an argument in favour of the study programmes.

Recommendations for improvement

Given the lack of scientific and research component in study programmes, the Expert Panel suggests to the HEI to re-examine the appropriateness of their mission and strategic goals, while it accepts the argument that this element may refer to the teaching staff.

The Expert Panel also recommends to the HEI to co-operate with stakeholders such as small entrepreneurs and those involved in project management in the revision of study-level and course-level learning outcomes. Chamber and association recommendations are positive but insufficient because these institutions do not employ graduate students.

In order to justify the programme, graduate employability tracking should be improved. The data obtained through the alumni survey shows a small percentage of self-employed entrepreneurs, although this study programme is the most important. In the future, the same needs to be monitored for the students of Project Management.

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

Learning outcomes are defined for all study programmes. The alignment of their mission and goals of the University College is explained in the previous item.

Learning outcomes are stated for all the study programmes and courses. As they were not published on the web site and they hadn't been submitted to the Expert Panel for consideration before the site visit, random learning outcomes were selected and analyzed for several courses of different study programmes. The data gathered during the site visit and the Self-evaluation Analytics, Table 2.1.a Unit of learning items – Key, is used in the analysis of learning outcomes.

- It was noticed that some learning outcomes were imprecisely defined (for example “Understanding the importance of e-support in increasing financial performance of the company” in Project Management; and in the course E-

business the second learning outcome also begins with an imprecise verb “Understanding...”).

- Some learning outcomes are not defined at the appropriate level of the study programme (e.g. in the course e-Business Basics the learning outcome is formulated as follows: "to express definitions and classification of basic concepts ...", which is the same as stating a definition or defining something, it corresponds with remembering something; in the course Project Risk Management, two of the seven learning outcomes imply that something is defined, and this learning outcome corresponds to level 1; in the course EU Policy and Finance Models, two out of four learning outcomes are asking from the student to describe something, one to distinguish something, and one to be familiar with something ... which points to the learning outcomes at the levels one and two).
- Learning outcomes for some courses are not precisely defined (for example, for the course Research Methodology the learning outcome is as follows: “Conclude...; where to begin...”).
- In some courses, one learning outcome actually contains two learning outcomes (for example, in the course E-business, the outcome is “Analysing and applying...”; in the course Integral Business Management, the outcome is formulated as follows: “Designing visual identity of the company and developing company brand”; in the course Business Organization and Change the learning outcome is formulated as follows: “Distinguishing and describing certain organizational structures”, where one learning outcome contains two, and the level of knowledge is not complex enough to be able to consider it adequate for the graduate study level). Some learning outcomes are not understandable (for example, in the course E-Business, the outcome is formulated as follows “Using the use of the Internet...”).
- The learning outcomes for the course Leadership contain all the weaknesses mentioned so far (for example the learning outcome is formulated as follows: “identifying one’s own leadership potential, raising awareness, opportunities and ways of developing leadership characteristics” and one learning outcome contains three learning outcomes, while the level of the outcome is not in line with the graduate study level, and the verb “raising awareness” is not measurable).

The Expert Panel noticed a possibility of overlaps in the learning outcomes (for example, ten learning outcomes are defined for the course Economy Ethics, one of them being “applying the rules of ethics (etiquette) in communication and behaviour”; the course Business Communication has a learning outcome that reads: “applying the rules of business etiquette and demeanour in the business environment”; and the

contents defined in the course syllabus also include business etiquette, which points to the possibility of overlap between the contents and learning outcomes in different courses.

Corrections should be made to the learning outcomes for study programmes where they are not appropriately defined (the learning outcomes mentioned earlier that ask from a student to “understand something” correspond to the level of study, but when compared to the learning outcomes for certain courses, it is not possible to establish that these individual learning outcomes correspond to the levels of the study programmes).

It is not clearly defined in the learning outcomes for graduate specialist study programmes whether the learning outcomes at the level of the study programme meet the requirement that students should gain skills that enable life-long learning (according to the Dublin descriptors, evidence: Self-evaluation Analytics, Table 2.1.a Unit of learning outcomes – Key).

Learning outcomes gained by completing the study programme are not stated in the diploma supplement (evidence: examination of a diploma supplement during the site visit).

Some learning outcomes were defined within the HEI’s participation in the CroQF project, but it is not clear which exactly outcomes and changes resulted from the HEI’s participation in the project.

In the re-accreditation procedure carried out in 2013 the Expert Panel recommended to the HEI to regularly check the alignment of the learning outcomes with the defined goals of the study programme (evidence: Report on the re-accreditation of Nikola Šubić Zrinski University College of Economics, Entrepreneurship and Management, available on the link: [https://www.azvo.hr/images/stories/Akreditacija/2012-2013/Visoka škola za ekonomiju poduzetništvo i upravljanje NSZ HRV.pdf](https://www.azvo.hr/images/stories/Akreditacija/2012-2013/Visoka_škola_za_ekonomiju_poduzetništvo_i_upravljanje_NSZ_HRV.pdf)).

Although some progress is evident in this area, the HEI should continue with this process.

Recommendations for improvement

The Expert Panel recommends to the HEI to revise the learning outcomes at the level of the study programme and courses in order to align them with the level of study (6 or 7) and with standards (using Bloom taxonomy, the Dublin descriptors, standards for formulating learning outcomes, etc.). The HEI should also continue with the process of

verifying and aligning learning outcomes for certain courses with the objectives and outcomes of the study programme.

Quality grade

Unsatisfactory 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

From the presented syllabi and test examples it is not possible to ascertain the evidence of the achievement of the anticipated learning outcomes on the study programmes. For example, the expected learning outcomes for the course Enterprise Economics are: planning employment and staff development, analyzing the functioning of the production system, interpreting the performance indicators, creating cost calculation, etc. (evidence: course syllabus examined during the site visit). The exam for this course consists of 20 questions. All 20 questions are multi-choice or fill-in-the-blank questions. None of the questions cover the learning outcome related to employment and staff development, and it is not possible to determine with certainty from the syllabus whether this is determined by another form of knowledge assessment (evidence: test examples examined during the site-visit of the Expert Panel). This was also determined for the course Financial Institutions and Markets, where the questions are too simple for the learning outcomes defined and they cannot confirm the achievement of the planned learning outcomes (evidence: the course syllabus and a test example examined during the site visit).

Given the fact that the overall mark is made up of different forms of knowledge, it is not possible to determine with certainty the extent to which such verification is conducted in a controlled environment. For some courses, only 25% of the total mark is obtained by a written test and the other 75% under uncontrolled conditions (team work, seminar papers, essays, interviews, etc.) (evidence: syllabi examined during the site visit). During the site visit, the seminar paper 'Theories of Motivation' was examined, which was purely theoretical and did not correspond to the learning outcome at the level of more than 2 (evidence: the seminar paper examined during the site visit).

Based on the examination of test materials, the Expert Panel could not establish to which learning outcome the questions in the tests or other methods of knowledge/skills assessment were related, so they could not determine how the HEI assesses achievement of all learning outcomes. Based on what the panel has seen, it is

possible for a student to pass a course without achieving all learning outcomes defined at the course level.

The Study Rules and Regulations (evidence: The Study Rules and Regulations available on the link http://www.zrinski.org/media/uploads/nikola-zrinski/dokumenti/pravilnik_o_studiranju.pdf), Article 45.a, defines elements for assessing student performance. According to that article, activities that make up the final mark are defined (class attendance, two unannounced tests, seminar paper and two midterm exams or a written exam for students who failed to pass the midterm exams). From this it can be seen that only 40% of the mark is gained under controlled conditions (a midterm or a written exam), which can affect the quality of proving of the achievements defined by the learning outcomes). Furthermore, Article 46 of the Study Rules and Regulations mentions the oral exam which was not specified in the preceding article, so the number of points is not clear and how it contributes to the overall student's performance. The maximum number of points assigned for each form of assessment is actually the number of points to be earned for each activity (25% of the points for class attendance + 10% of the points for the coursework + 25% of the points for the seminar paper + 20% of the points for one midterm exam + 20% points for the second midterm exam = 100% points).

For online study programmes, the knowledge assessment process should be precisely defined to ensure transparency and to prove that students have achieved the learning outcomes.

According to the recommendation of the Expert Panel in the re-accreditation carried out in 2013, it was necessary to make sure that knowledge is assessed in line with the defined learning outcomes and the qualification levels (evidence: Report on the re-accreditation of Nikola Šubić Zrinski University College of Economics, Entrepreneurship and Management, available on the link https://www.azvo.hr/images/stories/Akreditacija/2012-2013/Visoka_škola_za_ekonomiju_poduzetništvo_i_upravljanje_NSZ_HRV.pdf). The HEI needs to continue improving these processes.

Recommendations for improvement

After the learning outcomes are redefined and aligned with the respective levels of the study programmes, assessment methods should be revised and aligned with the necessary level of the learning outcome and the complexity of the knowledge expected of a student. In the knowledge assessment, it is necessary to ensure that the students achieve all learning outcomes. Grading transparency should be improved. The HEI should urgently initiate and implement constructive alignment.

Quality grade

Unsatisfactory 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

The Expert Panel received the information on the procedure of planning, proposing and accepting new study programmes, or revising/abolishing the existing study programmes from the HEI representatives during the site visit. The HEI does not have any published regulations or other documents which would regulate such a process, and such a document was not part of the documentation prepared for the site visit. It was not possible for the Expert Panel to establish from the document “Records of revisions of the study programme Specialist study programme Management of SMEs” dated September 2015 (evidence: document examined during the site visit) and the “Records of revisions of the study programme Professional study programme Entrepreneurship Economics” dated September 2015 (evidence: a document examined during the site visit) what the reasons for revisions were, who initiated them, the flow of the process or what exactly was revised, because the mentioned documents do not contain such information.

In addition to the submitted evidence, the HEI also provided student surveys, and explained to the Expert Panel that the procedure can be initiated based upon student surveys, but there are no questions in the student surveys that could be connected to the changes in the programme. Also, in alumni surveys, there is only one question that could be related to the initiation of these processes. In this respect, about 70% of respondents were satisfied with the study programme, they think they are well-prepared for employment in their field of study and that they have received professional knowledge, knowledge applicable in practice, and that the study has had a positive impact on their career development (evidence: alumni survey examined during the site visit). However, the respondents were not asked if they had any suggestions about the changes and what changes they would like to see introduced.

The University College participated in the CroQF project, but it is not evident to what extent the existing programmes were revised based on that, or how this has increased the quality of learning outcomes, etc.

Recommendations for improvement

Formalizing the procedures of planning, proposing and accepting new, or revising/abolishing existing study programmes through regulations or other procedures. These procedures should include stakeholders from the business sector who are competent for providing suggestions related to study programmes (launching new study programmes or revising existing study programmes).

Quality grade

Minimum level of quality

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

Analysis

It was determined during the interviews with HEI representatives that the quality system envisages the monitoring of student workload through surveys and teacher experience. There are not any formal processes for checking student workload regularly, although the Expert Panel recommended the formalization of ECTS allocation during the re-accreditation procedure carried out in May 2013. The ECTS allocation was revised for the final theses in accordance with the recommendations of the Expert Panel in the re-accreditation procedure carried out in May 2013 (evidence: Report on the re-accreditation of Nikola Šubić Zrinski University College of Economics, Entrepreneurship and Management, available on the link https://www.azvo.hr/images/stories/Akreditacija/2012-2013/Visoka_škola_za_ekonomiju_poduzetništvo_i_upravljanje_NSZ_HRV.pdf). It is important that the revision of ECTS credits is carried out separately for regular and online studies, because the student activities and workloads in these programmes differ.

Recommendations for improvement

It is necessary to continually check the alignment of ECTS credits with actual student workload separately for regular and online study. Through the quality management system, it is necessary to define regular checking and alignment mechanisms.

Quality grade

Minimum level of quality

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

Analysis

The University College has regulations in place concerning student practice (evidence: the Regulations examined during the site visit), the instructions for practice and the Expert Panel examined two student practice records. All documents are satisfactory, although the student practice records are not standardized. In one record, activities are recorded by day, with an indication of duration of the activities, while the other examined records only provide a list of activities without indicating the duration of a particular activity.

Recommendations for improvement

The student practice records should be standardized. The activities should be described in more detail to provide insight into the activities performed during student practice. It should also contain a short mentor's report. The HEI should continue with the formalization of student practice agreements with companies and institutions.

Quality grade

Satisfactory level of quality

2.7. 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

Lifelong learning programmes are partially implemented through the Petar Zrinski Open University, which is a component of the Zrinski Educational Group. The University College has defined the following programmes: Independent Business Manager; Environmental Management, Waste Management; Managers of EU-funded projects; Assistant in EU Projects; Franchise Network Manager and Business of Small Enterprises. Some of these programmes are also listed on the web pages of the Open University (evidence: link <http://www.zrinski.org/petar/programi-obrazovanja/>). During discussions with stakeholders during the site visit, the Expert Panel was informed that some of these programmes are not active or have not started yet (e.g. Waste Management, Franchise Network Manager). However, the Expert Panel believes that the specificity of the University College is that it is a component of the educational group through which lifelong learning programmes are implemented. Therefore, the conclusion is that the programmes are aligned with business orientation and meet the criteria.

Recommendations for improvement

Continue developing lifelong learning programmes that will be active and aligned with the HEI's strategy.

Quality grade

Satisfactory 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, clear, published and consistently applied.

Analysis

Enrolment criteria for the evaluated standard are based on the state regulations requiring a vocational school diploma or a matriculation exam (*State Matura*). Enrolment criteria are published on the web site of the University College (www.zrinski.org) and they are available to the public, while detailed information on the procedure can be obtained in the student administration office.

Students who completed a four-year high school education enrol in the University College by passing matriculation/*State Matura* exam or the entrance exam, while the students who completed three-year secondary education take the entrance exam. Candidates who have not completed their high-school education in the Republic of Croatia must take the entrance exam, and students transferring from another higher education institution enrol in the HEI according to the Rulebook on the Conditions and Procedure for Transition from Other Higher Education Institutions. The entrance exam consists of an essay and a motivation letter. According to the information provided to the panel by the University College, from 2017, students who completed three-year high school education (vocational schools) are obligated to pass differential exams (Croatian language, Foreign language, Mathematics, Informatics, Accounting and Entrepreneurship) in order to facilitate course attendance for students who have completed three-year high school education. A mentoring system was also introduced that should facilitate their successful integration in the programmes. Their mentors can be teachers, assistants, and senior students.

Recommendations for improvement

Considering that one of the methods of enrolment is by taking an entrance exam consisting of an essay and a motivational interview, a recommendation for improvement is to clearly indicate the points that a student can earn in this way, since the examination of the presented evidence (three entrance exams conducted in 2016), revealed that an uneven scoring scale was used, where in two cases the maximum number of points is 500 and in one case it is 600 points) as well as that different scoring scales were used. The panel recommends that more detailed guidance be provided to the candidates about the entrance exam or essay writing (e.g. the length of an essay) on the University College web site to conduct a more objective evaluation, and about possible appeal procedures that can be filed by candidates who are not satisfied with the outcome of the entrance exam. The Expert Panel also recommends including a psychologist in the interview, who would with their professional competences help the lecturers to make the candidate's assessment as best and as objective as possible.

Although the University College emphasized that an obligation was introduced in 2017 to pass certain differential exams (Croatian, Foreign language, Mathematics, Informatics, Accounting and Entrepreneurship), in order to allow students who have completed a three-year high school education to attend courses on the basis of evidence presented to the panel and discussions with stakeholders (evidence: information collected during the site visit of the Expert Panel) it was established that it is not being carried out. For the purpose of improvement, this condition should be formalized, and such students should be required to pass certain differential exams/courses as an obligatory prerequisite for continuing their education and their integration into the study programme.

Since the English course is delivered at the same level for all students, for the purpose of improvement, it would be useful, in addition to an essay and a motivational interview, to introduce and test the knowledge of English and provide lower-level students with additional education during the first year of study, to help them successfully attend the Business English course and to facilitate their integration in their study programmes.

Quality grade

Minimum 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

Through their digital ZStudent platform and by continuous gathering and statistical analysis of completion and drop-out data for each year of study and each study programme (undergraduate professional study programme Entrepreneurship Economics, specialist study programme Project Management and specialist study programme SME Management) the University College ensures effective mechanism for monitoring each student's performance. The results of these analyses were presented in the documentation (evidence: Self-evaluation Analytics, Table 3.4. Progress in the study programme from the first to the second year of study, and Table 3.5. Completion of the study programme), and in the conducted surveys presented as evidence. The procedures carried out by the HEI are clear and available, and they are used for improving the existing programmes.

It is evident that the number of students studying and the number of students who lost the right to study is higher than the number of students who graduated for all years indicated in the tables (evidence: Self-evaluation Analytics Table 3.5., Pass-rate at the study programme for the Entrepreneurship Economics and Management of Small and Medium-Sized Entrepreneurs).

Recommendations for improvement

The Expert Panel recommended to the HEI to continue monitoring student performance in order to identify potential problems and modify certain parts of a study programme accordingly, regardless of whether a change would be introduced at the level of a course, or an additional system of student mentoring programme would be introduced (mentors could be lecturers or successful students in senior years) in order to stop the negative trend of low pass rates in the study programmes (evidence: Self-evaluation Analytics, Table 3.5).

Quality grade

Satisfactory level of quality

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

Analysis

The University College encourages the use of various teaching methods such as ex-cathedra teaching, exercises, seminar assignments, case studies, project and problem based teaching. Students are encouraged to participate in individual and team work as

well as to find and analyse information from various sources. In teaching, the use of advanced technologies (smart boards) is encouraged and monitoring of contemporary trends is apparent from the distance learning programmes – online teaching that adapts teaching to a diverse student population (part-time students, students with disabilities). The University College links theoretical knowledge and practical application of the knowledge gained in its curriculum and syllabus through the course 'Integral Business Management', which lasts four semesters. It creates an opportunity for students to open and run their own business, for problem solving and applying their theoretical knowledge in practice, by instilling in them independence and responsibility. The HEI has a business incubator (BIZ Incubator) designed to enable the students active in the business incubator to put their entrepreneurial ideas into practice, and acquire the necessary competences for managing a small and medium-sized enterprise. By organizing joint lectures for full-time and part-time students, and on the basis of evidence based on surveys on satisfaction with this type of teaching and discussion with students and other stakeholders, an increase in the pass rate and the satisfaction of students with this type of class organization was observed.

Recommendations for improvement

The Expert Panel recommended to the HEI to continue working on the implementation of various teaching methods adapted to a diverse student population studying at the HEI (full-time students, part-time students, older students and students from vulnerable and underrepresented groups) for the purpose of sustaining a high level of quality achieved so far. In addition to the infrastructure, BIZ incubator should provide the students with other resources, such as a programme involving up-to-date content, lectures and mentoring student projects that the HEI can provide in cooperation with the business community, entrepreneurs and alumni.

Quality grade

High level of quality

3.4. The higher education institution ensures adequate student support.

Analysis

Based on the information provided and obtained during the tour of the University College, the panel established that the HEI has an adequate level of administrative and technical staff providing support to students. The services are available to full-time, part-time and online students. This is particularly true for the student administration office where students can get information about the enrollment procedure as well as other necessary administrative support.

Lecturers are available to students through formal communication channels, i.e. the ZStudent platform and during regular consultation hours (and via e-mail), while consultation place and hours are published on the ZStudent platform. Due to the size of the University College, there are informal channels of communication through which students can also contact lecturers outside the formal consultation hours about supervision and potential problems they might encounter. Students are informed about the available support services. Lecturers provide supervisory support to students and encourage them by providing them with career counseling and feedback on the student-run companies or challenges they encounter by working as entrepreneurs (part-time and employed students).

Each group selects their own spokesperson, through which they voice their concerns and raise issues with competent departments/bodies.

There is a student ombudsman but during the interview with students it was evident students were not familiar with this function or the person performing this function.

Recommendations for improvement

In order to improve this standard, the Expert Panel recommended to the University College to consider involving a psychologist who would provide appropriate psychological counseling to the students, which the current services are unable to provide, and who would also be involved in the entrance exam. The names of student representatives (spokespersons) should be made public on the internal ZStudent platform so that all students would know who their representative is.

The panel recommends the HEI to familiarize the students with the role and activities of the student ombudsman (during the introductory lectures, first day, etc.).

Quality grade

Satisfactory level of quality

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

Analysis

Based on the available data and the site visit to the HEI, the Expert Panel established that the HEI has ensured infrastructure, including physical access to the University College and separate accessible toilet facilities for persons from under-represented groups (students with disabilities).

Teaching and knowledge assessment are adjusted to the students from the above mentioned groups. For example, the HEI offers online learning programmes and ensures adequate conditions for students with disabilities to attend ex-cathedra lectures by securing a personal assistant, as well as by adjusting examination methods to such students.

The University College provides a discount on tuition fees for the students from areas of special state concern of the Republic of Croatia as well as for all the inhabitants of Osijek-Baranja and Vukovar-Srijem County.

Recommendations for improvement

Information on the possibility of enrolment for vulnerable and underrepresented groups, as well as the enrollment methods for these persons should be published on the University College web site (www.zrinski.org). In particular, this refers to people with disabilities who have certain difficulties such as reading, spelling, writing disabilities. For such groups, clear criteria and evaluation methods for both the entrance exam and other knowledge assessment methods should be published on the web site of the University College.

Quality grade

Satisfactory level of quality

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

Analysis

On the basis of the evidence provided (Erasmus Charter, Decision to Appoint Erasmus Coordinator, Participant Report Form) and data on incoming and outgoing mobility (evidence: Self-evaluation Analytics, Table 3.6 Total student mobility in the last five academic years) the Expert Panel has established that the University College participates in, as well as implements applications for mobility projects within the Erasmus+ programme. Students are informed of such opportunities through the web site of the University College, through lectures held by the Erasmus Coordinator, and through leaflets and flyers that can be obtained at the University College. In addition to the information about the programme, the HEI also publishes the documents on the web site, which students can download and which must be completed for application. In addition to providing students with the necessary information, the Erasmus Coordinator helps them when applying for an exchange programme. The students can contact the University College at any time and the HEI services provide them with the necessary assistance.

The University College checks whether study programmes are compatible with the courses taught at the HEI, i.e. the curriculum delivered at the University College, and in such a way, provides the students with an opportunity of taking an exam at a foreign HEI or subsequently, at the University College.

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

Recommendations for improvement

Although there are optional lectures to stimulate student mobility that are currently being held by Erasmus Coordinator, the panel recommends the HEI to further improve this type of information provision to students. Lecture delivery should be made more formal and such lectures should be delivered at least twice per semester. The panel recommended to the HEI to actively involve the University College students who participated in the Erasmus programme in the lectures, so they could share their experiences with their colleagues. Likewise, if there are foreign students studying at the University College, it would be a good idea to ask them to share their experiences and to present their educational institution.

In addition to the surveys, the Expert Panel recommends to the HEI talk with students who participated in exchange programmes upon returning to the University College to establish whether there are any deficiencies that a student might have encountered as well as to continually objectively evaluate partner institutions and develop a network of partner institutions within the Erasmus + programme based on the data obtained.

The panel recommended to the HEI to try to secure a more adequate and larger room for the Erasmus Coordinator, because it was noticed during the visit that the present one is too small.

Quality grade

Satisfactory level of quality

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

Analysis

It was established that the University College undoubtedly participates in incoming mobility programmes (evidence: Self-evaluation Analytics, Table 3.6. Total student mobility in the last five academic years and interviews with the University College

representatives). Based on the Erasmus Charter and Inter-Institutional Agreements, there are formal conditions for incoming mobility. Information on the University College as well as the enrolment and study opportunities, and the contact information of the Erasmus Coordinator are published in English on the web pages of the University College. Classes for such students take place in the form of consultations, and the Expert Panel has not received an example of literature or syllabus offered to the incoming students by the University College.

Immediately before leaving the University College, students complete a survey on the satisfaction with studying at the University College. The surveys proposed (evidence: Participant Report Form) show a high level of satisfaction of foreign students with the conditions of studying at the University College.

Recommendations for improvement

In addition to consultations, the recommendation was made to the HEI to involve incoming students in the regular teaching processes as much as possible. For the purpose of ensuring high-quality teaching, the HEI is recommended to test the knowledge of English and the abilities of HEI's lecturers to teach in English, and integrate incoming students in teaching processes in accordance with the results obtained.

The HEI is recommended to secure the necessary literature in English for incoming students, because the present library resources are severely limited and there is practically no literature available in English (evidence: Self-evaluation Analytics, Table 4.10. Library equipment level).

The Expert Panel recommends to the HEI to publish the learning outcomes on the web site of the University College in English, both at the programme level and at the level of individual courses, for the purpose of securing transparent and publicly available information provision to foreign students on the outcomes of study programmes and courses enrolled.

The panel recommended to the HEI to maintain contact with foreign students – by e-mail or telephone – after they return to their countries, in order to promote the University College and their study programmes at their institutions. This is recommended because the HEI's mobility potential has not been fully developed, as only five mobilities were recorded in the last five academic years (evidence: Self-evaluation Analytics, Table 3.6. Total student mobility in the past five academic years).

Quality grade

Minimum level of quality

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

Analysis

The assessment criteria and methods are published in the course syllabi, and uploaded to ZStudent system, where all students can access them throughout an academic year. During the introductory course for each course, the lecturers present the methods and criteria for evaluation and assessment to students. The syllabi contain a detailed description of the necessary conditions that students must meet in order to get a mark in a course. The University College evaluates the assessment (marking) by way of student surveys and appeals procedures, and implements the results of evaluations in the following assessment cycles.

The evaluation procedures and methods are adapted to students with disabilities. The method of evaluation of online students is also prescribed and defined in the syllabi. Students are familiar with the methods of assessment of their achievements and marking methods.

Evaluation and marking of student achievements is also defined by the Regulations on Studying (Articles 45, 45a and 46) as well as the Rules and Regulations on Online Study (Articles 17, 18 and 19). Alignment of both regulations and evaluation has not been established, thus reducing the transparency of this procedure. It is necessary to harmonize the Regulations and all other acts and documents resulting therefrom. This is also explained in detail in point 2.3. of this report.

Recommendations for improvement

Based on the examination of evidence (submitted tests) for different courses, the panel believes that the written part of exams for most of the courses does not support the achievement of the learning outcomes defined at the level of the courses. Exams are mostly repetitive, based on recognizing and choosing from among several answers. The panel believes that a written part of an exam should contain various types of questions and that it would be good to include actual case studies in certain exams, which would enable that the exams lead to the achievement of the learning outcomes defined for each course.

By examining seminar papers that represent the second part that makes a certain percentage of the final mark in a course (a maximum of 25% of the mark, while mid-

term exams account for 40% of the mark) the panel considers that they do not meet and cover the level of outcomes defined for each course, which needs to be improved.

Quality grade

Minimum level of quality

3.9. The higher education institution guarantees the issuance of Diploma Supplements and adequate qualification information.

Analysis

Upon the completion of their studies, students receive appropriate documents (diploma and Diploma Supplement), which describe their qualification, as well as the level, content and status of the study programme. The panel noticed that learning outcomes are not indicated in the presented diplomas and Diploma Supplements.

Recommendations for improvement

The Expert Panel recommend to the HEI to indicate learning outcomes in diplomas and Diploma Supplements to ensure transparency and facilitate academic and professional recognition of educational qualifications.

Quality grade

Satisfactory level of quality

3.10. The higher education institution is responsible for the employability of graduates.

Analysis

At the end of the study programme the University College analyzes employability of their students by conducting internal surveys provided as evidence during the site visit.

This is carried out through the Alumni association, which currently has approximately 20 members. In the Self-evaluation for the re-accreditation carried out in 2017 and through conversations with stakeholders, the panel found out that the HEI maintains contact with students who graduated from the University College by phone and e-mail (evidence: example of written communication during the site visit).

Also, from the Self-evaluation for 2017, and during the conversations with the stakeholders (no alumni were present), the panel learned that the University College

provides support to students in terms of counseling and career planning. For that purpose, the BIZ incubator was created.

Recommendations for improvement

For the purpose of improving and gaining relevant information that could make a significant contribution to course delivery, the association should be improved, because out of 140 alumni, only 20 are members of the association. Furthermore, it would be very useful to establish a relevant database of employers of these students, who could identify positive aspects and the areas that need improvement. This would also provide a more realistic insight in the labour market demands, because based on the available information (evidence: Self-evaluation Analytics, Table 3.7. Graduate/alumni employment in the last three calendar years) it is not possible to establish relevant indicators of their employability, as only the number of graduates is available.

In order to achieve better monitoring and greater involvement of alumni, the Expert Panel recommends to the HEI to organize a Career's Day in the form of informal gatherings, in order to obtain the necessary information from alumni and employers and to enable current students to obtain the necessary information from their former colleagues who are now working on the market. This would also enable contact between employers and students, and this would certainly be one of the ways in which the University College could provide support to students in planning their future careers.

The Expert Panel recommends to the HEI to actively involve alumni and entrepreneurs in the work of the BIZ incubator because it was noticed during the visit to the business incubator and the interviews with stakeholders that only lecturers and current students are involved in the work of the BIZ incubator. If alumni and employers would be involved in the work of the BIZ incubator the students would gain better insight into practice and market experience of stakeholders. By providing their expertise, knowledge and skills they could make a significant contribution to the management of student enterprises started within the incubator.

Quality grade

Minimum level of quality

IV Teaching and institutional capacities

4.1. The higher education institution ensures adequate teaching capacities.

Analysis

The teaching capacities were assessed based on the data submitted by the University College (evidence: Self-evaluation Analytics, Table 4.1.b.; 4.2. Employment of teachers and associates in the last five years). Staff structure is as follows: six full-time teachers, out of which one is a college professor, two are senior lecturers and three lecturers. Courses are for the most part taught by external associates (19), of which one is a college professor, one a senior lecturer, 16 are lecturers and one full professor. By examining the Self-evaluation Analytics, two things come across as problematic: the age structure of full professors; three of them are more than 60 years old, one is 58, while two of them are 30, which brings into question the sustainability of the programmes in which they are course leaders, especially the long-term sustainability. It is also evident that three new teachers were employed in 2016, but it was also established during the site visit that two employment contracts were terminated in 2017 (evidence: employment contracts and termination of employment contracts), which represents a significant fluctuation of full-time teaching staff in such a small institution.

Several full teachers have more than 570 NH (evidence: Self-evaluation Analytics, Table 4.3, Teachers at the higher education institution in the current academic year) which makes their workload extremely high, especially as they perform various management functions and they need further education and advancement (scientific and research activity).

Furthermore, it is evident that these teachers are extremely overburdened because they are the leaders in at least six courses in one study programme, while some of them are leaders of as many as 9-12 courses (evidence: Self-evaluation Analytics, Table 4.4 Teachers in the study programmes in the current academic year).

Of all full-time teachers, only one has a doctoral degree, while others are still expected to do their PhD, but it was not stated when exactly this is planned. During the visit, as well as in the personnel development plan, two vice deans (currently active as lecturers) are mentioned. The University College plans to further educate them in 2018 by sending them to the doctoral study, for which the University College has to ensure conditions.

According to the data from the Self-evaluation, formal aspects concerning the ratio of the number of students are met, in which the student/teacher ratio is 22.7. It is worthy of note that there are inconsistencies in the number of data on the number of assistants, which was submitted in the Self-evaluation in which two assistants were indicated, which was not indicated in the Self-evaluation Analytics.

Recommendations for improvement

In the first re-accreditation cycle (evidence: Report on the re-accreditation of Nikola Šubić Zrinski University College of Economics, Entrepreneurship and Management available on the link [https://www.azvo.hr/images/stories/Akreditacija/2012-2013/Visoka škola za ekonomiju poduzetništvo i upravljanje NSZ HRV.pdf](https://www.azvo.hr/images/stories/Akreditacija/2012-2013/Visoka_škola_za_ekonomiju_poduzetništvo_i_upravljanje_NSZ_HRV.pdf)) it was clearly stated that the University College needs to employ more staff (then there was nine full-time employees), which was particularly emphasized in the accreditation of the specialist graduate professional study programme Project Management. Since then, two full-time employees have left the University College, and the HEI has not employed new ones, or announced an ad for employment of new teachers. Teachers workload should be reduced (less courses and teaching hours) so they would have sufficient time to enrol in a PhD programme and for engaging in scientific activity. Teachers should also be encouraged to publish papers in journals other than the E4E journal published by the University College. As two senior lecturers are soon to retire, the HEI needs to further develop the staff and encourage their advancement in senior lecturers or college professors, for which they need to complete PhD studies, as well as to reduce their teaching workload in order to ensure their professional development.

Quality grade

Minimum level of quality

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

Analysis

In its work, the University College carries out most of its programmes by engaging external associates, of which one is a full professor, one a college professor, one a senior lecturer, and 16 are lecturers (evidence: Self-evaluation Analytics, Table 4.4 Teachers in the study programmes in the current academic year). Also, by looking at the same evidence, it is not possible to determine whether the competences of external associates are adequate, and it cannot be established from the proposals of the study programmes because of a lack of data in the tables (evidence: Proposals of the study programmes available during the site visit). During the meeting with external associates, as well as other representatives of the HEI (IT service, attending lectures),

and from the documentation examined during the visit, among the education provided by the University College to external associates, a strong emphasis was placed on the training for the use of the online learning system ZStudent, and the education on CroQF and learning outcomes, carried out by the Vice-dean for teaching affairs.

Recommendations for improvement

By examining the proposals of the study programmes, the Expert Panel has established that the learning outcomes were not adequately defined, especially in relation to the level of the study. Therefore, additional training of teachers and external associates on the methodology for defining the learning outcomes is needed, so they would be aligned with the level of study. Also, in the submitted CVs of the course leaders, there is a clear lack of data on professional and scientific papers that would make them competent course leaders, especially in the recommended period of the last five years. The University College should employ external associates who are qualified to be course leaders at the HEI.

Quality grade

Minimum level of quality

4.3. The higher education institution has an objective, transparent and excellence-based procedure of teacher employment.

Analysis

Based on the information submitted in the Self-evaluation, the staff employment procedure was described. However, it was not clearly explained how the excellence or selection criteria are defined. The Expert Panel tried to find the answer to this question during the meetings with the HEI representatives, but did not succeed in doing so during the meetings or based on the evidence submitted to the panel during the site visit (evidence: job advertisement).

Recommendations for improvement

The HEI should clearly define minimum selection criteria, and strive for employing full-time teachers. In doing so, the HEI should give priority to persons with a higher level of education and better scientific and teaching references in the area of business economics, taking into account the necessary conditions for electing teachers into teaching grades for colleges.

Quality grade

Unsatisfactory level of quality

4.4. Teacher advancement and re-appointment is based on objective and transparent procedures.

Analysis

Based on the Self-evaluation, it is evident that the University College is familiar and complies with the legal criteria for the advancement and reappointment of teachers. By interviewing the teaching staff, the Expert Panel has not established the existence of additional criteria that would differ from those prescribed by law. Special criteria would include participating in projects, cooperating with students through writing papers based on their final theses.

Recommendations for improvement

The University College should as soon as possible provide financial and material conditions and time to enable the full-time teachers to further engage in project work, writing books and textbooks, lectures, additional work with students through extracurricular activities related to the field of study. Depending on the resources provided, there should be clear criteria for advancement that are stricter than the minimum criteria prescribed by law, and that are in line with the strategic guidelines of the University College.

Quality grade

Minimum level of quality

4.5. The higher education institution provides support to teachers in their professional development.

Analysis

It was stated in the Self-evaluation that the University College provides significant support to teachers through training for the work in the online environment, as well as pedagogical, psychological and methodology training. Based on the information obtained during the site visit, the Expert Panel concluded that the emphasis was placed on the training of teachers to work in the online system ZStudent. It is clear from the Self-evaluation that the University College is involved in other projects, in order to educate teachers in the area of entrepreneurship, cooperation between the education and business sectors, as well as in the area of the Croatian Qualifications Framework. It is also stated in the Self-evaluation that teachers are encouraged to engage in research in their field of study, by publishing papers in categorized journals and conferences.

In the examined period, there was only one instance of outgoing mobility, and five instances of incoming mobility (evidence: Self-evaluation Analytics, Table 4.5. Total teacher and associate mobility in the past five academic years). It is evident that teachers at the HEI do not use the opportunity for mobility sufficiently. Non-teaching staff members participated in outgoing mobility three times (evidence: Self-evaluation Analytics, Table 4.6. Non-teaching staff mobility in the past five academic years). In the examined period of the last five years, there were only four instances of outgoing mobility, which is assessed as insufficient, especially when taking into account that the University College participated in a number of mobility-related projects in the examined period (evidence: Self-evaluation Analytics, Table 4.7. Projects related to mobility and higher education in the past five academic years).

It is evident that teachers have published a total of 26 papers in the past five years, out of which 15 papers were published in the journal of the University College (E4E), and only nine papers were published in other journals (evidence: Self-evaluation Analytics, Table 5.1. Bibliography in the past five years), which is less than one paper per teacher a year.

Recommendations for improvement

Despite the allegations in the Self-evaluation, having examined the proposals of the study programmes, the Expert Panel has established a need for further teacher training, particularly in the area of learning outcomes, as well as methods for ensuring that these learning outcomes are really achieved. It is particularly important to stress that the learning outcomes should be aligned with the levels of study, avoiding lower-level outcomes. The University College particularly stressed the fact that they had launched the first online study programme in Project Management. However, by examining the study programme, as well as the method of presentation of the contents, the Expert Panel established that it is not a fully adjusted online study programme, and that it can be characterized as a hybrid study programme at best. In the future, the HEI would have to: a) treat and advertise this study programme as a hybrid study programme; or b) train teachers and other auxiliary staff in order to create an online study programme, or engage external providers. Furthermore, teachers working at this University College should participate in mobility programmes more in order to improve their competences, as well as to develop cooperation with other educational institutions abroad.

Regarding the promotion of scientific research, it is evident that the HEI only encourages publication of papers in the journal of the University College, E4E, which is not indexed. The Expert Panel recommends to the HEI to encourage publication in other categorized journals, and particularly emphasizes that publishing predominantly

in a single journal published by the institution is not a guarantee of scientific research excellence. Personnel development plans (evidence: documents available during the site visit) indicate that the HEI plans to encourage younger teachers (both lecturers) to enrol in doctoral studies in 2018, while the University College should allow them enough time (reducing their teaching workload) and provide them with the necessary material and financial resources. The panel especially advises that they should enrol in a PhD study programme in the area of Business Economics, which would be in line with the study programmes and strategic goals of the University College.

Quality grade

Minimum level of quality

4.6. 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

As it was stated in the Self-evaluation (evidence: Self-evaluation Analytics, Table 4.8. Premises) there are six lecture halls at the University College. All of them are equipped with computers and projectors, and four of them are equipped with an audio video system, as well as a smart board. Furthermore, there is an informatics classroom with 21 modern computers and a room for Integrated Business Management, equipped with elementary infrastructure including 10 computers, a laser printer, a photocopier and a telephone. There is also a room for students, as well as four teacher's offices equipped with a total of 8 computers.

Recommendations for improvement

It is clear that the HEI has adequate resources, especially concerning the fact that there are only 26 full time students and that the classes are taught to full time students only two days in a week in the morning (exercises), while classes for all students, the majority of which are online students, are organized in the afternoon. Even when we take into consideration lifelong learning programmes, the HEI has adequate technical capacities for the delivery of their study programmes.

Quality grade

Satisfactory level of quality

4.7. 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 is a part of the community of institutions called Education Group Zrinski and serves the following members: Katarina Zrinski Private Grammar School and Economic School, Nikola Subic Zrinski University College of Economics, Entrepreneurship and Management, and Petar Zrinski Open University.

There is a comfortable and well-lit reading room for visitors within the library with 10 seats and one computer for individual work. The Internet access is enabled by network and WLAN. The library has a modest collection of books in the field of study, with emphasis on entrepreneurship and management. It subscribes to 18 professional journals in the areas of Accounting, Law and Tax, Management and Entrepreneurship (evidence: Self-evaluation Analytics, Table 4.10. Library equipment).

The only academic database that the HEI library has access to is Hrčak, and there are no other academic databases which the teachers and students could use in their research. Between the period in which the Self-evaluation was drafted and the site visit, a new employee was hired in the library, so it was difficult to establish whether the new employee has sufficient knowledge, experience and skills for carrying out the activities mentioned in the Self-evaluation, which had been performed by the previous librarian. Likewise, literature in English should also be provided with regard to strategic guidelines and potential student incoming mobility within the Erasmus + programme.

Recommendations for improvement

With regard to the present activities of the University College as well as strategic guidelines for the coming period, the panel recommends to the HEI to provide access to relevant international academic databases and literature in the area of Economics, Entrepreneurship and Management, as well as literature for foreign students.

Considering the development of the online study programmes and the needs of dislocated students, the panel recommends the HEI to consider publishing their own textbooks in digital format or procuring them for their students.

Quality grade

Minimum level of quality

4.8. The higher education institution rationally manages its financial resources.

Analysis

The University College is financed from its own funds (tuition fees, lifelong learning and projects) while expenditures include staff salaries and operating cost (evidence: the Self-evaluation Analytics, Table 4.11. Financial evaluation – income and Table 4.12. Financial evaluation – expenses). During the interview with teachers the Expert Panel learned that the HEI generates income from projects developed for the towns of Pag, Novalja, etc., although it is not possible to precisely establish the income and expenses related to those projects from the tables in the Self-evaluation Analytics.

Without a thorough analysis of the structure of revenues and expenses, it is evident that the difference between revenues and expenses is low, so business sustainability within these conditions is questionable, especially in the case of additional employment which is necessary (which was already recommended in the accreditation of the specialist professional graduate study programme in Project Management, given the fact that there the HEI had nine full time teachers, when it was recommended to the HEI to employ two more teachers in order to have 11 full-time teachers, and now this number has decreased to 6) or potential costs of training of two lecturers (i.e. paying the costs of their doctoral studies). It is particularly important to carry out an analysis of the economic justification of certain study programmes, since the University College is unable to fill the enrollment quotas, which would ensure higher income while employing the same number of teachers.

The Expert Panel recommends to the HEI to seek financial resources through various projects, while they stress that the HEI should secure funding for inter-financing.

Recommendations for improvement

The Expert Panel recommends to the HEI to try to generate additional funds through various sources: projects, commercial studies, lifelong learning, and the optimal use of University College resources. It is quite obvious that maximum enrollment quotas at the study programmes are not filled, so the Expert Panel recommends to the HEI to enrol students in the study programmes every other year. Financial sustainability of this University College must be based on financial sustainability of its core activity – the study programmes – which obviously cannot ensure that due to an insufficient number of students enrolled. It is necessary to take into account the prescribed standards for the student/teacher ratio.

Quality grade

Minimum 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

The bibliography presented in the table 5.1. Bibliography shows low professional and scientific research activity (in the last five years only one publication of the highest category was published, which presents 0,17 publication per teacher in five years and one other publication according to the Ordinance on Appointment to Scientific Grades which accounts for 0,17 publication per teacher in five years). Moreover, teachers published 15 publications in the HEI's own journal (the HEI should encourage teachers and associates to publish in various fields).

All teachers have double roles (dean, vice dean, quality assurance, etc.), while a few of them also have 15 to 20 teaching hours per week. The HEI does not have efficient procedures for encouraging high-quality professional and/or scientific publication. Teachers have too many obligations which could lead to low/er quality.

For seven years, HEI has been organizing the International Conference on Entrepreneurial Learning – ICEL (see SE pp. 89). The HEI should take into account that the number of participants is decreasing (evidence: Table 5.4. Work in conference organization committees in the last five years).

Recommendations for improvement

Encourage HEI teachers to publish their work in recognised international journals. Employ new teachers so all teachers would gain more time for research (articles, projects, etc.). Introduce more promotional activities for attracting participants at the ICEL, and start the process of indexing proceedings of ICEL in internationally recognised databases.

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 HEI monitors and takes into consideration the needs of society, local community and labour market in planning its professional and/or scientific and research activities, which can be seen in developing and implementing online learning and courses that are becoming increasingly important, such as project management.

With HEI journal and conference (ICEL) the HEI ensures the system of knowledge and technologies transfer to others. The HEI also implemented some projects (mainly national and KA1 – Mobility); however, the HEI should put in more effort to get international projects related to entrepreneurship, preferably in the capacity of coordinator.

Every year the HEI participates in the organization of a humanitarian project 'Entrepreneurial for Christmas' with the aim of including educational institutions and business entities in raising funds and products for Caritas homes for children without parental care. By doing so, the University College promotes entrepreneurial and socially responsible behaviour (evidence: SE pp. 92).

Recommendations for improvement

Support teachers in writing EU project applications, also in the capacity of coordinator (not partner).

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

During the site visit, a list of awards and recognitions was presented to the Expert Panel, such as 'Zahvalnica Međuzupanijskega sajma' and 'Zahvalnica Agencije za strukovno obrazovanje'.

As mentioned before, the HEI also implemented some projects (mainly national and KA1 – Staff Mobility); however, there is no evidence of an international project related

to entrepreneurship. The HEI should participate in an international project, as coordinator, if possible.

Teachers and associates should be more engaged in participating at national and international conferences. In the last five years only five publications were published, which accounts for 0,83 publications per teacher in five years (see Table 5.1.).

In the last five years 4 (out of 8) teachers were members of the editorial board of the journal (evidence: Table 5.5 Editorialship in journals in last five years and <http://journal.zrinski.org/>). However, this is Zrinski journal – *Obrazovanje za poduzetništvo - E4E*, and besides this it does not have the web site in English or the international editorial board.

Recommendations for improvement

Support teachers in attending international scientific conferences. Extend editorial board of journal *Obrazovanje za poduzetništvo - E4E* with international experts. Strive to index journal *Obrazovanje za poduzetništvo - E4E* in Scopus and WOS.

Quality grade

Minimum level of quality

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

Analysis

Undergraduate and graduate students are involved in HEI's projects, such as 'Developing Skills for Future Jobs' and 'iDeaLab'. Moreover, students are also involved in publications with teachers. At the site visit three articles were submitted to the panel that were written by teachers together with students, and all of them were published in journal Zrinski - *Obrazovanje za poduzetništvo - E4E*. There was no evidence at the site visit that the HEI recognizes and rewards professional and/or scientific achievements of its employees (it was listed on the list of evidence but it was empty).

Recommendations for improvement

Strive to publish in internationally recognised journals. The HEI should support teachers in publishing in internationally recognised journals and for writing application and project implementation.

Quality grade

Minimum level of quality

APPENDICES

1. Quality assessment summary;

2. Site visit protocol.

<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>		X		
<i>II. Study programmes</i>		X		
<i>III. Teaching process and student support</i>		X		
<i>IV. Teaching and institutional capacities</i>		X		
<i>V. Professional and/or scientific activity</i>		X		

Quality grade by standard

<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.		X		
1.2. The higher education institution implements recommendations for quality improvement from previous evaluations.			X	
1.3. The higher education institution supports academic integrity and freedom, prevents all types of unethical behaviour, intolerance and discrimination.			X	
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).		X		
1.5. The higher education institution understands and encourages the development of its social role.			X	

Quality grade by standard

<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.			X	
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.	X			
2.3. The higher education institution provides evidence of the achievement of intended learning outcomes of the study programmes it delivers.	X			
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.		X		
2.5. The higher education institution ensures that ECTS allocation is adequate.		X		
2.6. Student practice is an integral part of the study programmes.			X	
2.7. 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.			X	

Quality grade by standard

<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, clear, published and consistently applied.		X		
3.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.			X	
3.3. The higher education institution ensures student-centred learning.				X
3.4. The higher education institution ensures adequate student support.			X	
3.5. The higher education institution ensures support to students from vulnerable and under-represented groups.			X	
3.6. The higher education institution allows students to gain international experience.			X	
3.7. The higher education institution ensures adequate study conditions for foreign students.		X		
3.8. The higher education institution ensures an objective and consistent evaluation and assessment of student achievements.		X		
3.9. The higher education institution guarantees the issuance of Diploma Supplements and adequate qualification information.			X	
3.10. The higher education institution is responsible for the employability of graduates.		X		

Quality grade by standard

<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. The higher education institution has an objective, transparent and excellence-based procedure of teacher recruitment.	X			
4.4. Teacher advancement and re-appointment is based on objective and transparent procedures.		X		
4.5. The higher education institution provides support to teachers in their professional development.		X		
4.6. 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	
4.7. 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		
4.8. The higher education institution rationally manages its financial resources.		X		

Quality grade by standard

<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		

PROTOKOL POSJETA/VISIT PROTOCOL

Reakreditacija Visoke škole za ekonomiju, poduzetništvo i upravljanje Nikola Šubić Zrinski/Re-accreditation of College of Economics, Entrepreneurship and Management Nikola Šubić Zrinski

**Ponedjeljak, 11. prosinca 2017./
Monday, 11th December 2017**

Agencija za znanost i visoko obrazovanje/Agency for Science and Higher Education
Adresa/Address: Donje Svetice 38/5, Zagreb

12:00 – 13:00 Edukacija članova stručnog povjerenstva – kratko predstavljanje Agencije, upoznavanje sa sustavom visokog obrazovanja u Republici Hrvatskoj/ Training for the expert panel members – short presentation of ASHE, introduction to the higher education system in Croatia

13:00 – 13:30 Ručak/Lunch

13:30 – 14:30 Edukacija članova stručnog povjerenstva – upoznavanje s Postupkom reakreditacije, Standardima za vrednovanje kvalitete, pisanjem završnog izvješća/ Training for the expert panel members – introduction to the re-accreditation procedure, standards for the evaluation of quality and writing the final report

14:30 – 14:45 Pauza/Break

14:30 – 19:00 Priprema povjerenstva za posjet Visokoj školi za ekonomiju, poduzetništvo i upravljanje Nikola Šubić Zrinski (Samoanaliza)/Preparation of the expert panel members for the site visit (working on the Self-evaluation)

Utorak, 12. prosinca 2017./
Tuesday, 12th December 2017

Visoka škola za ekonomiju, poduzetništvo i upravljanje Nikola Šubić Zrinski/ College of
Economics, Entrepreneurship and Management Nikola Šubić Zrinski
Adresa/Address: Selska cesta 119, Zagreb

8:45 – 9:00 Kava s upravom – neslužbeno/Coffee with the management - informal

9:00 – 10:00 Sastanak s dekanom, prodekanima i tajnikom (*bez prezentacija*)/Meeting with the dean, vice deans and secretary (*no presentations*)

10:00 – 10:30 Sastanak s radnom grupom koja je priredila Samoanalizu /Meeting with the working group that compiled the Self-Evaluation

10:30 – 11:45 Sastanak članova Stručnog povjerenstva (***Analiza dokumenata***)/Internal meeting of the panel members (***Document analyses***)

11:45 – 13:00 Sastanak s nastavnicima (u stalnom radnom odnosu, nisu na rukovodećem položaju)/Meeting with full-time employed teachers (open meeting)

13:00 – 14:30 Radni ručak Stručnog povjerenstva/Working lunch

14:30 – 15:45 Sastanak sa studentima (otvoren sastanak za sve studente)/Meeting with students (open meeting)

15:45 – 16:15 Sastanak članova Stručnog povjerenstva (***Analiza dokumenata***)/Internal meeting of the panel members (***Document analyses***)

16:15 – 17:15 Sastanak s vanjskim dionicima - predstavnicima strukovnih i profesionalnih udruženja, poslovna zajednica/poslodavci, stručnjaci iz prakse, organizacijama civilnog društva, vanjski predavači/Meeting with external stakeholders -representatives of professional organisations, business sector/industry sector, professional experts, non-governmental organisations, external lecturers

Hotel, Zagreb

17:30 – 20:00 Sastanak Stručnog povjerenstva – refleksija o viđenom i priprema za idući dan posjeta/Joint meeting of the expert panel members – reflection on the day and preparation for the second day of the site visit

Srijeda, 13. prosinca 2017./
Wednesday, 13th December 2017

Visoka škola za ekonomiju, poduzetništvo i upravljanje Nikola Šubić Zrinski/ College of
Economics, Entrepreneurship and Management Nikola Šubić Zrinski
Adresa/Address: Selska cesta 119, Zagreb

9:00 – 10:00 Sastanak s predstavnicima Visoke škole o mogućim otvorenim pitanjima (prema potrebi – dekan, prodekani, nastavnici visokog učilišta)/Meeting with the representatives of the College on potential open questions (per request - dean, vice deans, teachers)

10:00 – 11:30 Obilazak Visoke škole (knjižnica, uredi studentskih službi, studentski poduzetnički inkubator, informatička služba, učionice) i prisustvovanje nastavi/Tour of the college (library, student services, student incubator, IT services, classrooms) and participation in teaching classes

11:30 – 12:00 *Sastanak članova Stručnog povjerenstva /Internal meeting of the panel members*

12:00 – 12:15 Završni sastanak s dekanom, prodekanima i tajnikom/Exit meeting with the dean, vice deans and secretary

Hotel, Zagreb

12:30 – 13:30 Ručak/Lunch

13:30 Sastanak Stručnog povjerenstva - Izrada nacrtu završnog izvješća i rad na dokumentu Standardi za vrednovanje kvalitete/Joint meeting of the expert panel members - Drafting the final report and working on the document Standards for the evaluation of quality

Četvrtak, 14. prosinca 2017./
Thursday, 14th December 2017

Hotel, Zagreb

9:30 Sastanak Stručnog povjerenstva - Izrada nacrtu završnog izvješća i rad na dokumentu Standardi za vrednovanje kvalitete / Joint meeting of the expert panel members - Drafting the final report and working on the document Standards for the evaluation of quality

SUMMARY

By examining the available Self-evaluation and the Self-evaluation Analytics, as well as evidence provided during the site visit, the Expert Panel established certain deficiencies in staff in terms of the number, qualifications and competences of teachers for programmes that are being delivered at the University College. Furthermore, the panel established that there is a low demand for certain programmes, as well as a lack of financial resources for employing more staff if additional funding sources are not provided (projects, tuition fees, life-long learning, donations, etc.).

For the purpose of sustainability of this University College the panel proposes to the HEI to consider the following:

- Increasing the number of students up to the maximum quota to generate revenues necessary for improving the staff structure as well as financial aspects of the HEI's sustainability. Enrolment procedure should be carried out in accordance with the procedures and criteria prescribed by the regulations.
- Considering the possibility of enrolling students in the graduate study programmes every other year to use the resources required for delivering two study programmes in an optimal manner, as well as to fill the quotas on the study programmes and ensure additional time for scientific research and development to teachers.
- At this stage, the Expert Panel does not recommend to the HEI to launch any new study programmes, since even the existing programmes do not attract enough interest from students.
- In trying to attract more students, special attention could be paid to practice-based education, as well as an exceptionally good relationship between students and the University College, which is considered to be the strength of this HEI, which can also be used in advertising.
- Teacher workload should be reduced to further facilitate their international mobility for the purpose of their professional development, but also for international networking and participation in the activities of international higher education institutions.
- It is important to provide younger teachers with time as well as material and financial resources for attending doctoral studies, which is particularly important for ensuring sustainability of the teaching staff of the University College.
- The HEI should provide additional training on learning outcomes and the systematic application of the knowledge obtained for the improvement of syllabi and their transparency. This particularly refers to alignment of the learning

outcomes and the study level, as well as transparency of establishing how these learning outcomes are achieved.

- The Expert Panel recommended to the HEI to build and maintain relationships with the alumni community of the University College, both in terms of monitoring the careers of students who graduated from the University College and making them again part of the University College activities such as Career Days, BIZ Incubator, etc.
- The HEI is successfully working on establishing and maintaining relations with the business community in cooperation with institutional partners such as HGK (Croatian Chamber of Commerce) and HOK (Croatian Chamber of Trades and Crafts), but it is necessary to extend that cooperation to the economic and entrepreneurial sectors so that such external stakeholders would also be available to the University College students, (for example on Career Days, as lecturers and mentors in BIZ Incubator, as well as guest lecturers for all University College students).