



**Report on the re-accreditation of the  
COLLEGE OF MARKET COMMUNICATIONS AGORA**

**Zagreb**

**14 April 2011**

## **Composition of the expert panel**

Pursuant to the Article 22 of the Act on Quality Assurance in Science and Higher Education and the Article 30 Paragraph 1 Item 4 of the Statute of the Agency for Science and Higher Education, the Accreditation Council of the Agency for Science and Higher Education at its 12th session on January 11<sup>th</sup> 2011 passed the decision to appoint a panel of experts for the re-accreditation of the College of market communications AGORA, as follows:

1. **Dr. iur. Kerstin Berberich** (FH JOANNEUM, University of Applied Sciences, Graz)  
– chair
2. **Prof. Rainer Stachuletz** (Berlin School of Economic and Law; State Bank of Vietnam) – member
3. **dr. sc. Vlado Brkanić** (RRiF College of Financial Management) – member
4. **dr. sc. Ambroz Čivljak** (American College of Management and Technology Dubrovnik) – member
5. **Đeni Paskojević**, student (American College of Management and Technology Dubrovnik) - member

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## **INTRODUCTION**

### **Short description of the evaluated institution**

The College of market communications AGORA was established in December 2003 in Zagreb. Its professional study programmes offered are:

- "Market communications management", BA, full-time and part-time
- "Market communications design", BA, full-time
- graduate programme "Creative market communications management" (starting in autumn 2011).

History: Since 2004 it implements the professional study programme MARKET COMMUNICATIONS MANAGEMENT in cooperation with the WERBE AKADEMIE from Vienna, recognized by the International Advertising Association USA. Three years later it began with the implementation of the professional study programme MARKET COMMUNICATIONS DESIGN. Both study programmes have a permanent accreditation from the Croatian Ministry of Science, Education and Sports. Since 2009, the graduate professional study programme CREATIVE MARKET COMMUNICATIONS MANAGEMENT also has a permanent accreditation from the Croatian Ministry of Science, Education and Sports.

These study programmes are oriented primarily towards the branch of market communications that in the beginning of the 21<sup>st</sup> century witnessed an expansion in Croatia with more than 1,100 companies whose basic activities are in the branch of market communications. This branch consists of around 10,000 employees in different companies, their departments, services, etc. that are primarily responsible of market communications.

Since AGORA's establishment until the middle of the year 2007, College of Agora was working in the rented office space in Zagreb, Kruge 48, and in July that year it relocated into a completely refurbished building in Trnjanska cesta 114, also in Zagreb, which, based on a contract on financial leasing with Hypo-leasing Croatia, became its accounting property.

In the autumn of 2008 College of Agora became a full member of EFCCE – The European Foundation for Commercial Communication Education with headquarters in Brussels that gathers 27 universities and colleges from the European Union. And since the same year AGORA is licensed as an Apple Authorised Training Centre.

## **Description of the expert panel's work**

The expert panel, in line with the document *Procedure for Re-accreditation of higher education institutions*, analysed the self-analysis document drafted by COLLEGE OF MARKET COMMUNICATIONS AGORA and visited the institution on April, 14<sup>th</sup> 2011.

During the site-visit the members of the panel had separate meetings with the management, teachers, assistants, students, representatives of various committees and other staff and students as well as the panel did a tour of facilities (e.g. lecture rooms, libraries) in line with the previously defined *Visit Protocol*. These meetings gave the panel members a direct insight into activities and work conditions at AGORA.

During the site-visit, the experts were also presented with additional sources of information:

### Sources of additional information

- Strategic plan
- Ordinance on Professional Study Programmes and the Graduate Specialist Professional Study Programme
- Agora Statute
- Ordinance on Work and Internal Organisation
- Manual for Students' Educational Career (Students' Vademecum)
- Teachers' Manual – Pedagogy Memorandum (Teachers' Vademecum)

# DETAILED ANALYSIS BASED ON STANDARDS AND CRITERIA FOR THE RE-ACCREDITATION

## 1. Institutional Management and Quality Assurance

- 1.1. The institution conducts systematic strategic planning by which it engages its stakeholders in understanding its current position and in defining its vision, goals and strategy in line with its mission.

The institution is only at the early stage of implementation of a systematic strategic planning: It has a vision and a mission (cf. e.g. self-evaluation report p3-4) and mentions some goals (cf. e.g. self-evaluation report p5).

- 1.2. The institution has developed effective organizational structures and processes and has formalized them in its legal documents.

AGORA is a relatively small organization, with a limited number of staff. The organizational structure on the one hand is clearly laid out (cf. e.g. self-evaluation report p3-4). On the other hand - although some processes are effective - there is room for improvement regarding the information to the students on the reasons why something is organised in some way.

- 1.3. Each study programme offered by the institution is aligned with its mission. Study programmes are also aligned with the Bologna reform and the Baseline of the Croatian Qualifications Framework.

The study programmes are aligned with the Bologna reform and the Baseline of the Croatian Qualifications Framework.

The mission is kept very general (...”education of the highest quality and thereby to establish itself as an incubator of creativity in market communication branch in Croatia”, cf. self-evaluation report p4), the vision of AGORA” is the education of market communication generalists for design and management of market communications” (cf. self-evaluation report p3).

The offered study programmes are in line with the institution’s mentioned vision, but the expert panel is not sure, based on the self-evaluation document, on the specificities of the mission and correspondent details of study programmes.

- 1.4. The institution has implemented effective systems of quality assurance and continuous quality improvement, with the goal that a culture of excellence will pervade all aspects of its internal operations and shape its standing with external stakeholders.

The institution mentions a department of quality (cf. self-evaluation report p3) that organises and implements quality protocols in the realisation of study programmes and quality assurance via “VADEMECUM” (cf. self-evaluation report p7). Further it

refers to the Professional Council as the most important working body that draws, accepts and defines the ways and procedures for further activities in the quality assurance.

During the visit the panel learnt that quality assurance is connected to ISO, which is an industry standard. There was no further information on the higher-education specific quality assurance, except the above mentioned.

**1.5. The institution has implemented formal mechanisms for monitoring and improvement of the quality of teaching.**

There is only evaluation of lectures, and for everything else there is only informal feedback (extracurricular activities etc.)

**1.6. In keeping with its mission, the institution has established formal rules for the highest level of ethical conduct and inculcates these values in its students and staff.**

There is the Vademecum for students, with the 0 points for cheating upon evaluation, and a Vademecum for teachers. Within the study programmes there is a lesson of Business Ethics in all programmes except the programme "Market communication design".

The monitoring of the ethical activities is done by the Department for quality and by the Dean, and it is verified on meetings of Professional council (cf. self-evaluation report p60). It is reported periodically on Professional Council per semester and in the annual report at the end of the academic year that has a programme character for actions and improvements in the following academic year (cf. self-evaluation report p4).

## **2. Study Programmes**

**2.1. The institution proposed enrolment quotas which are justified by the needs of society and in line with the institutional resources for quality teaching and with the analysis of pass rate.**

The number of students seems to correspond to the needs of society as well as to the given resources: Although acceptance rate (there are not too many applicants) and pass rate (90% of all enrolled students) are quite high (cf. self-evaluation report p4,7,11-12,49).

The panel was told by the management that all alumni found a job and the unemployment rate of alumni of the two bachelor programmes looked up in the official state statistics is zero (cf. e.g. self-evaluation report p49). There are no statistics on how many alumni of the bachelor programmes continued with a master programme elsewhere.

2.2. The institution established regulations for review and recognition of prior learning and qualifications.

Within the enrolment policy the institution (applicants are from Gymnasium and Vocational high school) has the impression that the “previous knowledge is not a large obstacle for extremely successful results achieved in work so far” (cf. self-evaluation report pp44, 47).

2.3. Student learning outcomes set by the teachers and stated at the level of a study programme and its courses clearly describe knowledge and skills of the graduates.

The student learning outcomes are not specified in a satisfying manner and the syllabi could be more elaborate.

2.4. Teachers at a study programme ensure that the assessment of student learning, regardless of its modality, is aligned with stated learning outcomes, represents the full range of learning being assessed, and assesses learning at the level of rigor appropriate to the qualification.

The examining process seems well set-up and varied (cf. self-evaluation report p47), but the panel got the impression that probably the education standards in general are not high enough: Students told us, that theoretical exams exist only in the business administration lectures, while in the design lessons they have to produce e.g. a design.

2.5. Allocation of ECTS reflects the realistic estimate of student workload

The allocation of ECTS is defined (cf. self-evaluation report p13-14). But the panel got the impression that in practice ECTS are not an issue and are considered irrelevant. Students too, are not informed on them at all.

2.6. The content and quality of each study programme conforms to internationally recognized standards, ensuring the international recognition of its qualification.

The panel learnt about the process of defining the outcome (e.g. comparison to only a small number of foreign study programmes and the recommendations by EFCCE, comparison of final projects of students to the competences demanded of WERBE ACADEMIE VIENNA, and Donau Universität Krems (cf. self-evaluation report pp14,15)).

On the basis of the information provided to ASHE by the National Information Centres on the Educational System of the Republic of Austria (ENIC NARIC Austria, Federal Ministry for Science and Research) it was established that the *Werbe Akademie Wien* is not recognised as a higher education institution in the Republic of Austria.”

Bilateral cooperation with higher education institutions e.g. ESP Paris, Design Akademie Berlin, Universidad Navara Pamplona, Leeds University- Department of Art & Design Leeds, FH Mannheim, is planned, but there are no activities mentioned in the report to realize them(cf. self-evaluation report p64).

Thus, the international recognition of its standards and qualification is not proved.

2.7. Teachers select teaching strategies that are appropriate to the nature of the material being learned and responsive to various student learning styles. Selected teaching methods encourage students to be autonomous, responsible learners.

The panel recognized that there is good variation of teaching styles (cf. e.g. self-evaluation report p15). However, students are not sufficiently introduced to scientific literature, varied textbooks and scientific journal databases in order to be considered truly autonomous learners at the level of higher education, especially regarding economics.

2.8. Programme faculty made available appropriate amount of supplemental resources, including electronic databases and other sources, which aid knowledge acquisition.

The institutions mentions its library (cf. e.g. self-evaluation report p68). However, this library is quite small and students are completely uninformed about journal databases and sources of literature outside compulsory readings.

2.9. As appropriate to learning outcomes, students have opportunities to reinforce and apply their learning in the context of practical applications, such as through internships, business partnerships, community service, or similar arrangements.

Practical classes – PRACTICUM are obligatory between second and third year of studying on Agora, in duration of at least 200 hours (cf. e.g. self-evaluation report pp5,11-12,16,36-38,65). However, students do not get support in the process of finding practicum places in companies.

2.10. The institution [and/or the faculties of the institution] has defined and adopted formal processes by which new study programmes are proposed, approved, and implemented. These procedures monitor development, innovation and improvement of the existing study programmes and also include other stakeholders.

The panel didn't realized any formal processes. Only informal procedures existed (cf. e.g. self-evaluation report p14).

### 3. Students

3.1. Information packages (web pages, brochures, leaflets etc.) clearly inform potential students about the level of study programmes, qualifications and academic titles as well as possibilities for further education and employment.

The available information packages could be providing more detailed information on qualifications, study programme content etc.

3.2. Admission criteria and procedures are publically stated and consistently applied. They are regularly reviewed for their effectiveness in predicting student success in a programme.

The only information on the admission criteria is that applicants are from gymnasium and vocational high school (cf. no.2.2). The panel was told that there is an additional test and in any case a personal interview with the dean. The Dean told the panel, that not every applicant is taken. There is no further information in the self-evaluation report.

3.3. The competencies of applicants that are evaluated to determine acceptance are aligned with the demands and expectations in the future career of the graduates.

During the site visit, the panel was told that e.g. artistic skills are tested.

3.4. The institution supports students in their extracurricular activities (student standard).

The institution does not offer any extracurricular activities. Thus, there are no sports activities offered nor there is a student restaurant at the institution.

3.5. The institution offers counselling, mentorship and professional orientation to ensure personal and professional development of the students.

The level of support given to students on Agora is only mentioned in a very general manner (info packages in printed and virtual form, active and practical system of mentorship in teaching and field and practical teaching, counselling on the choice of specialisations; cf. e.g. self-evaluation report p48). Moodle is available 24h a day and the panel was told that students can make a consultation-hour.

3.6. The institution publishes its methods and procedures for student assessment and uses various methods for student monitoring. They include feedback to the teacher aimed at improving student knowledge and offer students possibility of appeal.

There are various methods of assessment, and there is a lot of mentoring on practical courses, but the panel did not receive much evidence on mentoring in theoretical management courses. Neither there was any evidence on the possibilities of formal appeal.

3.7. The institution keeps statistics on the employability of its graduates and maintains contact with alumni.

The institution only has a small number of alumni yet. They have established the club, but current students only have private connections to the alumni, there are no common events etc.

To improve this situation is mentioned to be a main goal within the academic year 2010-11 (cf. e.g. self-evaluation report pp4, 49).

3.8. The institution ensures that students have appropriate opportunities to participate in its decision-making processes and into the resolution of matters affecting their experience.

There is formalised student representation in the bodies (cf. e.g. self-evaluation report p48). However, since students do petitions when they have problems one may conclude that this representation is not sufficiently effective.

3.9. The institution regularly informs the public about its study programmes, learning outcomes, qualifications and employment opportunities.

There are a lot of marketing and promotion activities in the public. However, the panel realized that more could be done in terms of information and regular alumni interviews.

3.10. Students can express their opinion and proposals for improvement. They are informed about the implemented measures.

Students do express opinions, since this is only a small community, but the communication is not fully two-way.

#### 4. Teaching staff

- 4.1. Number and qualifications of the teachers are in line with strategic goals of the institution and adequately cover core disciplines.

Since this is a professional institution, this is so – but there is not a sufficient number of full time teachers.

The institution mentions as a strategic goal in the following, four-year term, starting with the academic year 2010-11, the employment of adequate teaching personnel with full-time and cumulative working hours until reaching optimal employment of 20 teachers in teaching or scientific-teaching positions (cf. e.g. self-evaluation report pp4-5, 50). Thus, the institution recognizes that currently there is not a sufficient number of full time teachers (there are only four full-time employees (one college professor, three lecturers (cf. e.g. self-evaluation report p54) for about 155 students in the autumn of 2011 told by management.

- 4.2. The institution carries out the policy of growth and development of human resources, especially taking into account potential retirements and sustainability of the study programmes.

According to the recently designed graduate programme there is planned growth according to the number of students.

The development of human resources seems to be left to themselves (cf. e.g. self-evaluation report p51). Thus, the panel did not realize a policy of development of human resources, although we were told that there are some PhD candidates.

But, again, there should be much more planning regarding development of human resources and employment of a larger number of full-time teachers (cf. e.g. no. 4.1).

- 4.3. Institution demonstrates the employment of sufficient numbers of full-time teachers at a study programme to ensure the quality and continuity of the learning.

The lack of the number of full-time teachers is recognized by the institution itself (cf. e.g. no. 4.1. and 4.2.).

- 4.4. The institution takes into account the number of full-time teachers, maintaining the optimal ratio between students and full-time teachers.

The institution mentions in this point a statement of a student on the small number of students per teacher (cf. e.g. self-evaluation report p47). This is verified by the given information on not full-time employed teaching staff. But, again – the number of full time teachers overall is small (cf. no. 4.2.-4.4.). However, the school Management holds that, since they are conducting a professional program, the external teachers have the advantage of bringing new ideas and knowledge in the field of design and market communications, which would be difficult to achieve with fully employed teachers.

- 4.5. The institution has well-developed policies for both teaching and non-teaching staff that ensure their development as needed to advance the institution's mission.

There are no formalised policies for teacher development (cf. e.g. no. 4.2). Non-teaching staff is outsourced (cf. e.g. self-evaluation report p54).

- 4.6. The institution developed and accepted clear procedure for teachers' advancement. Such procedures are implemented in a fair manner, with the possibility of appealing advancement decisions.

There is a state-regulated procedure which is followed, but as there are only few professors there are only few examples. External lecturers mainly are practitioners that are promoted in teaching and teaching grades: The institution does have to invest in their development additionally (cf. e.g. no. 4.2).

- 4.7. Policies governing the assignment of teachers' workload provide for a fair and equitable distribution of effort and include teaching, research and student consultations.

The teachers' workload mentioned during the on-site visit (540h) and in the self-evaluation report is not too big, but only refers to teaching (cf. e.g. self-evaluation report p54). Thus, there should be enough time for student consultations, which was confirmed by students. However, as most teachers are just part-time teachers the panel was not sure how well balanced it is. There was no written policy about governing that.

However, extracurricular activities (competitions etc.) do require additional effort.

- 4.8. The institution ensures and takes care that its teachers hold a substantial commitment to their teaching responsibilities and that these obligations are not compromised by a teacher's commitments external to the institution.

As most of the teaching staff is composed of external teachers, it is expected that the teachers in this school have external commitments. There is no information on external commitments of the fully employed staff.

## 5. Scientific and Professional Activity

- 5.1. The institution has formally adopted policies governing existing and planned research activities, which establish procedures for conducting research and for setting research priorities in keeping with its mission and strategic plan.

The institution is quite weak as far as research is concerned. There is no evidence of producing new knowledge or development of science or arts: it is all about applied knowledge.

Still, there is a lot of professional activity, but, again, no professional or research projects according to the self-analysis. Participation of teachers and students at international competitions etc. exist, but it is not formalised (cf. e.g. self-evaluation report pp48,51).

This is shown by the following concept “...professional work is positioned in a way that it is being realised through individual professional activities of teachers in their professional and business surroundings, then in cooperation with teaching workshops, in cooperation with related institutions of higher education inside EFCCE, and individual professional projects contracted by the College” (cf. e.g. self-evaluation report p59).

As there were no projects applied for at the level of HE institution at all, there were projects done at that level (cf. e.g. self-evaluation report p61). In addition, there are no junior researchers among the staff (cf. e.g. self-evaluation report p54) and there are no research papers related to teaching (p58).

Research productivity is indicated by publications of different kinds, including conference proceedings (cf. e.g. self-evaluation report p63).

5.2. The institution has implemented appropriate mechanisms to ensure the efficient operation of its research activities.

There are no formal mechanisms (cf. e.g. self-evaluation report p60).

5.3. In planning and implementing its research agenda, the institution clearly envisions and provides for cooperation with other scientific organisations and industry both within and beyond Croatia.

The institution has no research agenda (cf. e.g. self-evaluation report p60).

5.4. The institution supports professional activities in line with its mission and monitors their evidence.

In the self-evaluation report such support is not mentioned. According to a student there is not even much support for students searching for an internship (cf. e.g. self-evaluation report p16).

## 6. International Cooperation and Mobility

6.1. In keeping with the international context of study programmes, students have opportunities to complete some portion of their programme abroad.

The students do have opportunities to go abroad, but so far only in Vienna at the Werbe Akademie”. However, Werbeakademie Wien“ is not accredited as a HEI in Austria.

“Furthermore, it is possible to complete the PRACTICUM in foreign teaching workshops in the USA; France, Belgium, England, which was done by several students. All these forms of foreign education of Agora students are a result of bilateral agreements, protocols, and arrangements.”

There are plans to offer more opportunities in the future (cf. e.g. self-evaluation report pp64, 65), especially with other EFCCE-members. Thus, there is no full-fledged student exchange up to now.

**6.2. The institution encourages international cooperation and mobility of its teachers and analyses implementation of their experience in its activities.**

There is no planned or formalised exchange: There are foreign guest lecturers many from Vienna, but there is no implemented work mobility for their own teachers (cf. e.g. self-evaluation report pp64-66).

**6.3. The institution is involved in international associations of similar institutions and actively contributes to joint goals.**

The institution is a member of EFCCE – European Foundation for Commercial Communication Education, but it is the only association they are involved with.

Up to now, there are no further, tighter cooperation or joint modules with similar institutions: AGORA defines more activity in this field as a strategic goal (cf. e.g. self-evaluation report pp5,64).

**6.4. The institution has ensured conditions for attracting students from abroad.**

A precondition for attracting foreign students is to offer lessons in English. Usually this is done in master programmes more often than in bachelor programmes. Currently, there are only students from the region, but no international students from other European countries. Further, tighter cooperation or joint modules with similar institutions are on the list of strategic goals (cf. e.g. self-evaluation report pp5,64).

**6.5. The institution has developed cooperation in EU Lifelong Learning Programme.**

There is evidence of none. This programme is not mentioned at all in the self-evaluation report.

**6.6. The institution has developed other forms of inter-institutional cooperation through European projects, bilateral agreements, joint programmes, etc.**

As already mentioned, the institution does have an agreement with the Werbe Akademie in Vienna and is a member of EFCCE and further, tighter cooperation or joint modules with similar institutions are on the list of strategic goals (cf. e.g. self-evaluation report pp5,64).

## 7. Resources: Administration, Space, Equipment and Finances

7.1. The institution provides appropriate resources for all enrolled students sufficient to support their effective learning. These resources include classrooms, laboratories and equipment, library resources, computers, individual and group study spaces, and others in keeping with the institution's multiple learning modalities.

The institution offers all relevant facilities. However, space in general is narrow, the library is substandard (e.g. space, equipment with literature), whereas IT equipment is excellent.

7.2. In keeping with its research agenda, the institution ensures that laboratory equipment and usage protocols comply with recognized international standards.

Not applicable.

7.3. The institution provides the equipment and technical support for its use to ensure that all aspects of the organization can make the most of current and varied technologies.

As already mentioned, the library is substandard, the IT equipment within the teaching process is excellent and the design related software all available to an acceptable portion.

As far as the relevant plans are concerned, the institution plans to add three more capacities: design and multimedia studio and roofed space for events and other teaching activities in the open, (cf. e.g. self-evaluation report p67).

7.4. The institution collects, analyses and uses information relevant to improvement of its activities.

There is a quality department (cf. e.g. self-evaluation report p2), but the controlling except of the evaluation of lectures was not explained further. There is a list of internal quality assurance steps taken, that did not lead to any activities (cf. e.g. self-evaluation report p8). The evaluations on lectures the institution collects are very detailed, but maybe they should be wider in scope. Moodle, which is also used for this purpose, is very good.

7.5. Size, usability and availability of the library as well as the level of equipment ensure adequate student supports in their learning and research.

As research does not seem to have a high a score in the ranking of objectives, it is to repeat that library is substandard but the relevant teaching IT equipment is good. Although students claimed for new design related software, they did not get yet.

7.6. As an aspect of its regular strategic planning cycle, the institution ensures that it has maintained an appropriate ratio of teaching and non-teaching staff.

There is no regular strategic planning cycle up to now. There is a strategic plan of 2010/11 (cf. e.g. self-evaluation report pp4-5).

Three non-teaching tasks are outsourced (accounting, cleaning, technical support; cf. e.g. self-evaluation report p54). This seems reasonable.

The question is if more administrative staff is necessary, as the organisation is far more complex in case the teaching is done by many externals.

There is a new employee in the student service, but she is not yet fully employed. It is mentioned that the school plans to employ more administrative staff and they should certainly do so.

7.7. Financial stability of the institution is harmonised with its mission and enables all students to graduate from their programmes. Sources of finance and all conditions related to financing are transparent and do not limit institutional autonomy when making decisions about teaching and research.

There is good financial stability, and the only possible risk is the lack of new students. However, the financial autonomy of the school might be threatened by the risk of unpredictable decisions, taking into account that the sole owner of the school and its founder is the dean.

Having in mind that the dean is the owner, the small number of employees and the familiar relations among the full-time employees, one might have a look at the employees' salaries and on the expenditure on business facilities on the financial evaluation sheet (cf. self-evaluation report pp76-77).

# **FINAL REPORT AND RECOMMENDATIONS BY THE EXPERT PANEL FOR THE ACCREDITATION COUNCIL**

## **Advantages**

AGORA is the only institution in Croatia offering education in market communication management and design. Thus, it has enthusiastic students, especially regarding the IT equipment and the software they work with.

Students take part in international competitions.

The management consents on fostering international activities in its strategic plan.

## **Disadvantages and recommendations for improvement of quality**

The panel got the impression that the education standards are not high enough in general. As there are no joint programmes or modules with other institutions on the same HEI-level up to now, the international recognition of its standards and qualification is not proved.

In this context, too, the department of quality could show more activity.

The panel regarded more scientific elements in the lectures as helpful to foster education towards autonomous learners at the level of higher education. One helpful step would be to offer e.g. scientific journal databases.

The institution should give more support to students, e.g.

- in the process of finding practicum places in companies.
- in their extracurricular activities, and not only in sports.

The management of the institution is asked to invest more in the general equipment, e.g. in the library (space, journals), in printers and in space. The management consented on the latter in its strategic agenda.

The institution has to provide conditions for attracting students from abroad:

This means they have to offer lectures or even the master programme in English. Marketing could easily and presumably effectively be done within the EFCCE-organization.

AGORA told the panel that on its` strategic agenda is to foster international cooperation (exchange of students, joint modules...). Also the institution could try to take part in EU-projects.

The management realized in its` strategic agenda to rise the rate of full-time teaching staff, that is difficult to hire as far as design related competence is concerned.

More administrative and full-time staff seems to be necessary to implement certain strategic goals in the near future.

The following activities are suggested, too:

- strengthening the role and activities of AGORA ALUMNI association,
- forming a centre / service / department for employment mediation,
- forming a department for organisation of programmes of life-long learning in the branch of market communication.

And in general, the institution is strongly recommended to start with scientific activity (e.g. by strengthening the publishing activities as a support for teaching), and to enforce professional activities.

### **Additional documents**

1. Visit protocol of College of market communications AGORA, Zagreb
2. Filled in form for the estimation of quality