



The report of the expert panel in the re-accreditation procedure of the Zagreb School of Business

Re-accreditation of the Zagreb School of Business

Evaluation of the higher education institution

Goal of the evaluation:

The re-accreditation of the higher education institution was taken in line with the Article 22 of the Act on Quality Assurance in Science and Higher Education (Official Gazette 45/09), and in line with the Article 17 of the Ordinance on the Content of a Licence and Conditions for Issuing a Licence for Performing Higher Education Activity, Carrying out a Study Programme and Re-Accreditation of Higher Education Institutions (OG 24/10).

Name of the higher education institution: Zagreb School of Business

Address: Ulica grada Vukovara 68, 10 000 Zagreb, Republic of Croatia

Zagreb, December 14th, 2011

1. Members of the expert panel

The members of the expert panel in the re-accreditation of the Zagreb School of Business were:

President: dr. sc. Dario Silić (Bina Istra and ZŠEM)

members: prof. Andreas Polk (Berlin School of Economic and Law)
prof. Jurgen Bruns (University of Applied Science, Hochschule Niederrhein)
dr. sc. Diana Plantić Tadić, (Vern Polytechnic)
Đeni Paskojević, student (American College of Management and Technology)

The decision on appointing the members expert panel for the re-accreditation of the Zagreb School of Business was passed by the Accreditation Council of the Agency for Science and Higher Education at its 20th session which took place on October 8th 2011.

2. Contents

1. Members of the expert panel
2. Contents
3. Re-accreditation of the Zagreb School of Business

Introduction

- a. Short description of the evaluated institution
 - b. Description of the expert panel's work: way and organization of work, sources of additional information, chronology
4. Detailed analysis based on standards and criteria for the initial accreditation or re-accreditation
 - a. Higher education institution management and quality assurance
 - b. Study programmes
 - c. Students
 - d. Teachers
 - e. Scientific and research activities
 - f. Mobility and international cooperation
 - g. Resources: Administration, Space, Equipment and Finances
 5. Final report and recommendations by the expert panel
 - a. Advantages (strong points)
 - b. Disadvantages (weak points)
 - c. Recommendations for improvement of quality
 6. **Addition** – Estimation of quality – filled in forms for the estimation of quality

3. Re-accreditation of the Zagreb School of Business

Introduction

a) Short description of the institution

The Zagreb School of Business is owned by the Public Open University Zagreb (POUZ) a public institution for education, culture and publishing with a long tradition of adult education. The Public Open University Zagreb made a decision to found the accredited Zagreb School of Business (in the remainder: ZSB) for providing professional studies as College for Marketing and Communications, accredited by the Ministry of Science, Education and Sports on October 11th 2006.

In the academic year 2006/2007 ZSB enrolled the first generation of students, with the aim of becoming a leader in educating marketing and communications professionals. ZSB delivers a three-year programme for full-time and part-time students, at the address of the founder. The institution had 443 students in the generation 2010/2011 (327 in Marketing and 116 in Communications) and 31 teachers out of which 10 are employed full-time and 21 are external associates. In 2010/2012 the overall ratio was 14, 3 students per teacher.

ZSB is a self-funded institution and does not receive funds from the state budget, or the local government. Teaching takes place in the Public Open University Building, the area of which is 1039,2m², to be used for the activity of providing higher education, and additional spaces and facilities are to be used in the future.

The institution is governed by a five-member Managing Board; three of the members are appointed by the founder (Public Open University), one by the Expert Council (Board of Experts), and one representing the administrative staff, appointed by the Dean. The Dean is the manager and the leader of the institution, and is appointed and dismissed by the Expert Council. The former period saw a number of different deans, which was a consequence of the undefined ownership structure and political influence, but the current dean, appointed in February 2011, brought the institution to stability and has the faculty managing the institution without being influenced by the ownership structure and politics.

The Expert Council is an expert body the members of which are the dean, vice-deans, department heads, full time teachers, one representative of part-time teachers and external associates, and one student representative appointed by the dean.

In the 2010/11 generation, 18.6% of students have graduated from comprehensive high school programmes, with 81.4% graduating from vocational programmes. In the past 3 years, 120 students graduated from marketing and communications.

ZSB's mission is to provide students with competences for complete leading of marketing and communications, adjusting the study programme with the economy and the overall working environment, continuously improving of the quality of educational processes.

b) Description of the expert panel's work: way and organization of work, sources of additional information, chronology

On the basis of the public call published by ASHE, the Accreditation Council appointed panels to perform the re-accreditation of higher education institutions. In line with the ASHE criteria, a five-member expert panel was selected, composed of 2 foreign teachers, 2 teachers from the country, and 1 student. The members of the ZSB re-accreditation expert panel have all the necessary competences in all the areas of ZSB's work. The participation of a student member facilitated the communication with students and improved the panel's ability to understand the problems of ZSB's students.

During the training and before visiting ZSB, the panel appointed a president to speak on behalf of the panel, communicate common opinions, comments and recommendations for improvement.

The quality grade, in line with the Criteria for Quality Assessment of Polytechnics and Colleges, the Panel brought unanimously, as well as all other grades and decisions. There was no disagreement on any of the final grades. Thus, the Report contains the opinions of the panel as a whole, and each member has confirmed his or her agreement by signing all the criteria.

During the re-accreditation procedure, we consulted the following documents:

- the Self- Evaluation composed by ZSB in line with the document *Instructions for Drafting Self-Evaluation of Polytechnics and Colleges* and delivered to ASHE prior to the launch of the re-accreditation procedure, as the main the document to assess the quality of their work and indicate any potential issues;
- Criteria for Quality Assessment of Polytechnics and Colleges;
- Ordinance on Work Issues, Teachers' Training Plan, Internal Audit, students' magazine, Ordinance on Conditions of Enrolment and Transfer from Other Study Programs, Ordinance on Internal Organization and the Systematization of Work, Ordinance on the Professional Study Programme, Ordinance on the Quality Assurance System, Ordinance on Internships, Ordinance on Mentorship, Code of Ethics, results of student surveys from the first and second semester of 2010/11, that is, the documents asked for and submitted during the re-accreditation procedure.

Before the site visit the panel was trained by ASHE, and informed about the procedures, tasks and the goal of the re-accreditation procedure. The site visit, in line with the protocol, took one working day.

In addition to the panel, the site visit team also included the coordinator and the translator, both employees of the Agency for Science and Higher Education.

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. The breaks between meetings were used by the panel to exchange opinions and note down comments and conclusions relevant for quality assessment in line with the criteria. At the end of the site visit we provided final grades to all the criteria listed. Each member stated his or her opinion for

each criteria and all available documents and visit minutes were reconsidered in order to ensure that all available information is taken into account, and that grades are well assessed. The panel used the site visit to tackle issues arising from the Self-Evaluation and receive clarification from the management, the team that draft the Self-Evaluation, teachers, commission for quality, vice-deans, chair heads and students, in order to gain insight in all aspects of each criterion, and clarify the answers from the Self-Evaluation, or gather additional information. In order to check the information presented in the Self-Evaluation, we asked for additional documents, and held an additional meeting with the management in order to check the criteria once more after collecting information from the teachers, students and relevant services. The information from students were collected on a separate meeting as well as during classes, when the teachers were asked to leave the classroom in order to enable to students to talk freely to the panel and provide opinions on the institution's work and problems.

4. Detailed analysis based on standards and criteria for the initial accreditation or re-accreditation

In the remainder we present the grades from 1 to 5 for each of the criteria. The grades reflect the results and the opinions of the panel members as based on all the documentation available and all the evidence collected during the site visit. The list of the criteria can be found as an appendix to this document (the filled forms for quality assessment) while the Report lists criteria by number only and contains opinions and recommendations. These have not included the whole variety of information received, nor the total of the panel's opinions, and sometimes only one or few segments of the panel's opinions have been reported. In addition to what has been listed in the following chapters, we would thus like to warmly recommend the higher education institution to continue improving all aspects of its work and the quality criteria not specifically mentioned in this report, which are necessary to even further improve the quality of work at the institution.

a) Higher education institution management and quality assurance

Criterion 1.1. (I would suggest to name the Criteria, otherwise you have to go back every time to find to which subject 1.1, 1.2 etc refer)

Grade 2: Starting phase of implementation

The vision and mission are clearly defined. The basic learning outcomes are not clearly defined or formulated. When the institution started working, this type of programme was practically non-existent in Croatia, and the main role-model was the Bocconi University. The staff believes the current management to be stable and more dedicated to strategic planning and developing the institution. Currently they are doing market research, as well as a survey of the student needs and wishes, the results of which will define the type of the graduate programme the school is to launch; a specialisation in the field of marketing and communications. The statistics show that the Republic of Croatia lacks highly specialised experts in marketing and communications; the interest of students to continue their studies should be mentioned here - these students now continue at other institutions.

Recommendation: Work on clear and formal definitions of learning outcomes and monitoring the learning and programme outcomes. Define a formal mid-term and long-term development strategy. Separate the quality goals from the strategic goals and clearly formulate them. Finalize the necessary changes to the statute as to ensure that the ownership structure does not affect the teaching component of the institution's development, e.g. the strategic and developmental goals.

Criterion 1.2.

Grade 2: Starting phase of implementation

The Self-Evaluation and meetings with staff and management indicate that services are efficiently organized. Although different services exist, the tasks and goals of each service are not clearly defined.

The Ordinance on the Internal Organization and the Work Systematization, Ordinance on Work, Ordinance on the Quality Assurance System and internal audits presented by the institution contribute to the improved organization and work efficiency. Student surveys and evaluations of the teachers' work are used to improve quality and respond to problems.

Recommendation: Define more clearly the organizational structure of the institution and formalize the goals and tasks of the each structure. Finalize the plan to separate the academic from the business approach, which previously caused problems to the institution. Implement the existing plan, which seems beneficial to the institutional development.

Criterion 1.3.

Grade 3: Partly implemented

Programme and learning outcomes are not clearly nor formally defined, nor monitored periodically. The ECTS system is implemented in all courses [but it is not yet in line with the Bologna process which requires 30 hours workload for 1 ECTS. \(This might prevent international student exchange\)](#)The curricula mostly match the expectations of the Bologna process, but the institution has failed to implement all the Bologna requirements so far.

Recommendation: Work on the gradual convergence of the system to the Bologna principles, in order to improve student mobility and approach the Bologna standards. ZSB's work is in line with the Basic Concepts of the Croatian Qualifications Framework. The study programmes are not fully in line with the mission of the institution, since it still has not established the graduate programme in marketing and communications.

Criterion 1.4.

Grade 4: Mostly implemented

The internal quality assurance seems efficient. The system and the structure of quality management have been defined. Everyone from students, to department heads, Quality Commission and the Dean contribute to quality improvement. ZSB has an Ordinance on Quality Assurance.

The Managing Board clearly defined the quality policy as well as the plan which identifies the persons responsible for the implementation of the quality plan, the deadlines and the reporting requirements.

Recommendation: Continue on the same path and ensure that the Quality Commission is efficient in upholding and improving quality. It is necessary to regularly and formally inform the teachers, students and the administrative staff on the results and the comments arising from the questionnaire, as well as the measures taken to improve the quality and their results.

Criterion 1.5.

Grade 4: Mostly implemented

Formal mechanisms exist and seem effective.

The Quality Commission meets continuously when necessary, and when creating reports. Thematic sessions on the teaching quality are organized twice a year and also contribute to the teaching quality. Student surveys and teachers' reports also contribute to collecting information on the teaching quality and provide opportunity to timely react when corrections are necessary. Monitoring the quality indicators, such as a SWOT analysis, or teaching and administrative staff evaluations contribute to quality improvement.

Recommendation: Continue on the same path and ensure that the Quality Commission is efficient in upholding and improving quality. Formalize more clearly the Ordinance on Surveys, Data Analysis and Corrective Measures connected to the teacher and student survey.

Criterion 1.6.

Grade 5: Fully implemented

Ethical standards are developed. The institution has a Code of Ethics. All teachers are obliged to clarify any changes to this ordinance to the students.

The students are informed on the Code and the consequences of actions not in line with it. ZSB has an Ordinance on Mentorship which identifies people the students can go to with complaints or problems.

Recommendation: Continue on the same path.

b) Study programmes

Criterion 2.1.

Grade 2: Starting phase of implementation

The Self-Evaluation indicates quota for full and part-time students in the 2010/11 generation, while none were defined for the previous two. The number of students matches the quotas in

2010/11. In this generation, more students come from professional (105) than comprehensive (24) secondary schools.

However, the definition of quotas is not clear, that is, there are no formal documents outlining the procedure of defining the optimal enrolment quotas.

Recommendation: Formalize and explain the way in which enrolment quotas and criteria are defined and the way they will be defined in the future. Give more importance to the analyses of the national labour market and the needs for professionals. Align the quotas with the institutional resources and adapt them to the needs of the society.

Criterion 2.2.

Grade 4: Mostly implemented

ZSB has a small portion of foreign students (mostly from Bosnia and Herzegovina).

The institution accepts students from different institutions when and if it considers it possible within the existing resources necessary to fulfil the obligations of each student. An expert committee, appointed by the Dean, controls if the enrolment criteria are met. Croatian students do not have to pass the State Matura, and the focus is on other components of the enrolment procedure, such as the interview, the student motivation, additional exams if the student lacks ECTS points, etc.

Recommendation: Further formalize the enrolment conditions and criteria and further rely on establishing the optimal conditions for enrolment to ZSB. Consider the State Matura results when enrolling students, and try to administer an exam to all students who have not taken the State Matura.

Criterion 2.3.

Grade 3: Partly implemented

The basic learning and programme outcomes were defined for each syllabus. ZSB plans to organize working groups in order to define and monitor the programme and learning outcomes. This will enable them to timely react to any problems and foster changes and adjustments in line with the student and labour market needs.

Recommendation: Work on clear and formal definitions of learning outcomes and monitoring the learning and programme outcomes. Monitor and update the learning and programme outcomes using a *Programme Outcomes Check List*. Clearly define and monitor the learning and programme outcomes.

Criterion 2.4.

Grade 4: Mostly implemented

The programmes have been designed to support the strategic goals. The methodology of assessing learning outcomes is done via tests, essays and oral and written exams. ZSB is not oriented solely on the final exam, but it also takes into account the class activity, essays, team work, practical work and exercises which provide students with knowledge necessary to work in marketing and communications.

Recommendation: Continue on the same path. Monitor of the knowledge is assessed in line with the established learning outcomes and qualification level.

Criterion 2.5.

Grade 4: Mostly implemented

Each course awards ECTS points. Average student workload on ZSB is 4,9 hours per day over the calendar year, and 6,66 hours per day over the academic year.

Recommendation: Formalize the way in which ECTS are awarded and assess if they really match the student workload. Regularly control and update the ECTS for every course in order to ensure that the workload is correctly assessed (see. [Criterion 1.3](#))

Criterion 2.6.

Grade 2: Starting phase of implementation

During the curriculum design ZSB compared itself not only to the comparable Croatian institutions, but also to the higher education institutions in EU countries, Stockholm University, Bocconi University, Southern International University New Orleans. According to the data on student mobility, a very small portion of students goes to other higher education institutions, especially the foreign ones, and only foreign students at the institution are from BiH. Although the staff claims that 80% of required reading is in English, there are no courses regularly delivered in any foreign language, including English.

Recommendation: Try to implement other standards, especially the Bologna standards, in order to increase student mobility. Try to see how certain courses, for example, those in economics, compare to the same courses on other institutions. Try to promote and implement foreign languages and deliver courses in foreign languages, primarily in English. Compare to similar institutions delivering professional, and not university programmes, in order to implement comparable programs and increase mobility.

Criterion 2.7.

Grade 5: Fully implemented

The teachers use different teaching methods in order to encourage students to think critically, innovatively and creatively. Active computer use (*EduNet, studomat, wiki etc.*) and use of databases contributes to an effective and modern teaching style. Teachers used pedagogical and didactic methods of acquiring knowledge and skills, such as essays, lectures, demonstrations, exercises, etc.

Recommendation: Continue on the same path.

Criterion 2.8.

Grade 3: Partly implemented

The school enables students to use the sources of information via an educational library. The library is big, but still does not provide access to scientific databases. There is a plan to

purchase additional computers to enable this, but currently only few are available in the library. Some students and teachers are self-trained in using the *wiki* platform, but the institution did not provide any training on this.

Recommendation: Enable students to use Croatian and foreign databases. Finalize equipping a computer room in which students and teachers could engage in research and consult databases.

Criterion 2.9.

Grade 2: Starting phase of implementation

All ZSB students have to have some practical experience, e.g. at least 10 working days in an internship in their field. Students need to find a placement themselves, and the institution can help them via services of their contracted partners (Vjesnik - newspaper, PR agencies, Zagreb holding etc.). It is also possible to collect these 10 days by participating in various projects in marketing and communications. ZSB does not have, but plans to establish a career centre in order to support students in finding work placements and jobs. The internships are regulated by an Ordinance.

Recommendation: Further formalize the agreements with companies on work placements. Establish a career centre in order to support students in finding work placements and jobs. Longer internships would help students in their professional development.

Criterion 2.10.

Grade 2: Starting phase of implementation

ZSB is working on improvement of teaching quality and student satisfaction on the existing programmes. The basic learning outcomes are not clearly defined or regularly monitored. This will enable timely response to any problems and foster changes and adjustments in line with the student and labour market needs.

There is no formal procedure of defining new programmes.

Recommendation: In defining and introducing new programmes, consider the Croatian labour market and economy needs. Finalize the accreditation procedure and introduce graduate programmes in marketing and communications the student ask for in order to continue their education at the same institution. Formally define the basic programme and learning outcomes and regularly control them. Regarding new programmes, define and formalize the rules necessary to develop such programmes, and connect them to changes in the facilities, equipment, teachers and use of funds.

c) Students

Criterion 3.1.

Grade 2: Starting phase of implementation

Students and the public are informed on ZSB primarily via the institutional website. ZSB also supports a students' magazine, which also provides information on the institution.

Recommendation: Work on further formal informing on the education goals, student workload and employment opportunities. Students have to be informed in advance what is expected of them - the necessary knowledge and the workload. Use the students to promote the institution, as well as various communication channels to inform the public about the school.

Criterion 3.2.

Grade 3: Partly implemented

The enrolment criteria are public, although they seem general. Matura is taken into consideration, but not as a condition for enrolment. According to the data provided, 120 students graduated from the institution in the past 3 years, but there is no information on the number of them who found employment. The institution is working on listing alumni (introducing a book with their data and career information) which would enable it assess if their careers match their education.

Recommendation: Further formalize and list the enrolment criteria. Look into the possibilities of taking the Matura as a condition for enrolment in order to converge to enrolment conditions at other institutions. Look into the possibilities of improving the enrolment criteria, especially when graduation rates and future employment (alumni) are considered. Introduce more strict enrolment criteria, since taking the exams one has not taken before and interviews are not the most effective criteria for enrolling students.

Criterion 3.3.

Grade 2: Starting phase of implementation

There were no formal analyses of the prospective students' competences in relation to labour market needs, Croatian economy and educational opportunities. The institution does have some information on the industry branches in which its alumni find employment, but this information is not formally analysed in relation to prospective students' competences.

Recommendation: Formalize further the necessary competences of students to be checked upon enrolment, taking into account the labour market needs, Croatian economy and educational opportunities. Establish a database on alumni employment, comparing the data with the competences of prospective students in order to look into the possibilities of improving the enrolment criteria. Favour the institutional reputation, based on the quality of alumni, over a commercial approach. Upon enrolment, test the students' communication skill and continuously raise the strictness of the criteria.

Criterion 3.4.

Grade 4: Mostly implemented

The institution supports its students in all activities, taking into account the existing limitations - material and financial. It has made agreements with a number of other institutions in order to improve the conditions for the students. However, due to limited spatial capacities and financial resources, relative to the ZSB size, further investments in such activities (for example, additional facilities) is limited. The institution raises the student

standard by making agreements with other institutions (on discounts and rent). The institution does not have a student restaurant nor sports facilities, while the library and the learning space are adequate and appropriately located.

Recommendation: Continue on the same path and provide additional support to students. Look into the possibility of opening a student restaurant and further support students in finding accommodation and participating in sports and other activities. Try to create a campus atmosphere.

Criterion 3.5.

Grade 2: Starting phase of implementation

The institution has an ordinance on tutoring, which enables each student to get a tutor, while professional counselling is more often done on an individual level. A career guidance and development centre is planned to be established. The teachers are on students' disposal regarding professional guidance.

Recommendation: Establish a career guidance and development centre in order to support students in finding work placement and internships, as well as guide and counsel them in finding employment. The centre should provide advice in the business context, on career planning and development, writing resumes and testing, organize professional workshops, present the labour market needs, assist students in finding jobs and internships, etc.

Criterion 3.6.

Grade 4: Mostly implemented

The methods and the procedures seem clear, as the students receive their final marks on the basis of tests, final exams, presentations and essays. Each represents a total of various components within a subject. The students are at the beginning of each course provided with detailed information on the way each component counts for the final mark. The appeals procedure is in place, as well as the students' ombudsperson. The students have been informed on the details of the appeals and hearing procedure.

Recommendation: Continue on the same path.

Criterion 3.7.

Grade 1: Not implemented

The institution does have a plan and is working on listing alumni (introducing a book with their data and career information). According to the belief of the institution, most students are part-time students who are already employed, while a part of the full-time students find work in their family business are thus never registered by the Croatian Employment Service. The management also believes students need a graduate programme because the labour market fails to recognize bachelors.

Recommendation: Finalise the alumni database and monitor their employment by industry branches.

Criterion 3.8.

Grade 4: Mostly implemented

The institution has a Student Council which represents students and advises the Dean on the decisions relevant for students. The institution enables students to communicate their opinions or complaints regarding the decisions which affect them, directly to the Expert Council, tutors, teachers, or via anonymous surveys and, of course, the Student Council.

Recommendation: Introduce further formal rules on decision-making in the Student Council and introduce the right to veto the decisions of the management which bear special importance to the students.

Criterion 3.9.

Grade 2: Starting phase of implementation

The public is informed on the institution through various channels. The ZSB website provides basic information on the study programmes and the functioning of the institution. It also supports a students' magazine which provides additional information on the development of institution. ZSB also informs the public through media and a brochure.

Recommendation: Improve the quality of public information on the study programmes, learning outcomes, qualifications and employment opportunities. In addition to the Internet, use other communication channels in order to further develop a positive public image of the institution, advertise in the media and continue producing the brochure aimed at general public.

Criterion 3.10.

Grade 4: Mostly implemented

In addition to talking to the Expert Council, tutors, teachers, etc. the students evaluate the institution, each course and all services via an anonymous survey. These are carried out at the end of each semester. The ZSB Quality Commission uses the surveys to control and monitor the quality of delivering the study programmes. Students can also use the student mailbox to express comments or praise, or directly contact the vice-dean for teaching or a department head. The panel asked for and received the last 2 surveys filled out by students, which clearly list the criteria to evaluate the teachers, teaching quality etc.

Recommendation: Continue on the same path and further formalize the feedback to students on the changes implemented on the basis of their requests and survey results. Produce annual analyses of all surveys regarding individual courses, institutional services, overall student

satisfaction, internships and practical work, and compare the graphical results to those from previous years in order to identify trends and opportunities for quality improvement

d) Teachers

Criterion 4.1.

Grade 3: Partly implemented

The institution has developed its own staff and engaged external teachers. It encourages teachers to acquire teaching grades and further qualifications. Currently the institution has a small number of higher teaching grades, for example, there are no college professors employed full time, and 2 of them are employed as external associates. According to the information provided by the management, in the beginning the institution relied on external associates, and in March 2010 they launched an employment policy (by then they had only 2 teachers employed full-time); they have tried to keep the teacher:student ratio below 1:30, and currently have 12 teachers employed full time.

Recommendation: Motivate teachers to acquire higher teaching grades. Increase the number of teachers employed full-time. The institution needs to have at least two teachers who are able to teach the same course, to ensure replacement and avoid problems in the quality of teaching.

Criterion 4.2.

Grade 2: Starting phase of implementation

The institution has the Ordinance on Internal Organization and the Systematization of Work. It launched the procedure of amending the Ordinance (the institutional commitments towards its staff) with the aim of encouraging further education of full-time teachers. It adopted an education plan (further training and education, participation in conferences etc.) while the ordinances formally encourage them to participate in professional and scientific conferences and by providing free days and reimbursement of expenses and fees.

Recommendation: Introduce a formal timetable for teachers, which would, in addition to lectures, include research activities, publishing etc. If necessary, reduce the teaching load of teachers who engage in additional research and publishing activities. This could also include increasing the number of fully employed teachers. If possible, fund doctoral courses for teachers. Define and formalize a human resources development plan in line with the future development of the institution.

Criterion 4.3.

Grade 3: Partly implemented

The staff structure provided in the Self-Evaluation indicates that the employed teachers hold various teaching grades, mostly teachers and senior teachers, and only a few of external associates are college professors.

The institution has a number of external associates (21) and 12 full-time teachers and pays attention to keeping the ratio under 1:30. Some teachers are overburdened.

Recommendation: Increase the number of full-time teachers appointed into teaching grades of senior teachers or college professors. Remove, where possible, the working load connected to activities which are not directly related to teaching. Assure that the number of teachers is sufficient to uphold the necessary quality and continuity of learning.

Criterion 4.4.

Grade 4: Mostly implemented

The institution is dedicated to improving the quality of the teaching staff and plans to increase the teachers' quality. The teacher-student ratio is good (1:30).

Recommendation: Increase the number of full time teachers with teaching grades of teachers, senior teachers or college professors. Keep the optimal ratio in the future if the student numbers increase.

Criterion 4.5.

Grade 3: Partly implemented

The institution is working on raising the quality of both teaching and administrative staff. The general dynamics of employment has been slowing down in the 2008-11 period (46 teachers in 2008, 4 full-time and 42 part-time, in 2011, 31 teacher - 10 full-time and 21 part-time), according to the Self-Evaluation data. Since the existing capacities are limited, this also concerns the future employment and it is visible that the number of part-time teachers is falling relative to the number of those employed full-time. The institution adopted an education plan (further training and education, participation in conferences etc.) while the ordinances formally encourage them to participate in professional and scientific conferences and fora by providing free days and reimbursement of expenses and fees. It finances a part of the costs of the doctoral education of its staff.

Recommendation: Increase the number of full-time teachers, analyse the needs in other services and employ the necessary staff in order to alleviate the teachers' workload (where necessary). Define and formalize transparent rules for further training and education of teaching and administrative staff aligned with the institution needs and development plans.

Criterion 4.6.

Grade 2: Starting phase of implementation

The institution plans to increase the quality of the teaching staff competences. Financing a part of the costs of the costs of the staff doctoral education is one of the examples. The institution did not practice sending its teachers to other institutions nor has it provided awards for teachers with best evaluations. Its formal policy of staff advancement is not transparent.

Recommendation: Formalize the advancement policy and introduce the appeals procedure; as a basis, use the appointment to teaching grades, research, publications, cooperation and exchanges with other institutions, participation in projects with businesses, etc. Introduce additional, formal and transparent requirements for appointment to teaching grades which would build on the minimal legal conditions and be disseminated to everyone.

Criterion 4.7.

Grade 2: Starting phase of implementation

According to the chart in the Self-Evaluation, some teachers are overburdened. The assignment of the working load is suboptimal.

Recommendation: Monitor the workload of teachers, especially regarding teaching and other work not directly connected to teaching and research. Define a clear and transparent division of work and reduce the overburdened teachers in a timely manner.

Criterion 4.8.

Grade 4: Mostly implemented

The work contracts oblige the institution to involve teachers in all tasks connected to teaching, mentoring, assessment, communication with students etc. If the teachers choose to accept additional work at a different institution, they need to receive a formal approval of the dean.

Recommendation: Continue on the same path and motivate teachers to deliver guest lectures on other institutions in order to gain experience. This will be enabled by reducing the teacher workload.

e) Research and professional activity

Criterion 5.1.

Grade 1: Not implemented

The institution is developing a strategy for its professional work, as well as a research policy and support to researchers. The existing activities are not satisfactory, and the school is aware of this. The institution launched publishing activities in 2010.

The Self-Evaluation data does not mention any projects connected to research and professional work.

Recommendation: Motivate all employees to increase their participation in professional and research activities. Develop a strategy which would provide for improved results of the research and professional activities. Cooperate with other colleges, institutions and companies in Croatia and abroad in order to increase research and professional activities. Formalize the research and professional work policy and develop a related plan and a strategy.

Criterion 5.2.

Grade 1: Not implemented

The institution is the starting phase when it comes to mechanisms of fostering professional work, scientific policy and support to researchers. There are no effective mechanisms connected to professional and research activity, and the institution is aware of this.

The tables indicate that teachers have published in journals in the past five years. The publishing was done on an individual, not the school level.

Recommendation: Motivate all employees to participate in professional and research activities, as well as publishing. Define and formalize the policy of professional and research work. Cooperate with other colleges, institutions and companies in Croatia and abroad in order to increase research and professional activities. Consider the possibility of awarding and encouraging professional and research activities.

Criterion 5.3.

Grade 1: Not implemented

The institution has defined an agenda (programme) for professional and research activity. Cooperation with other institutions and businesses (Vjesnik, a couple of PR agencies, Zagreb Holding) seems limited.

Recommendation: Define a research and professional agenda, short as well a long-term one. Formalize the research and professional work policy and develop a related plan and a strategy. Cooperate with other colleges, institutions and companies in Croatia and abroad in order to increase research and professional activities. Consider the possibility of awarding and encouraging professional and research activities.

Criterion 5.4.

Grade 2: Starting phase of implementation

The publications in the past five years have resulted solely from individual efforts, without a clear institutional strategy. ZSB is aware of this and is developing such a plan. Launching publishing activities in 2010 is also an activity in this direction.

Recommendation: Work on encouraging and implementing professional projects, particularly in cooperation with businesses. Contact national and foreign companies in order to develop and sustain cooperation. Formalize such cooperation through cooperation agreements.

f) Mobility and international cooperation

Criterion 6.1.

Grade 1: Not implemented

Although the school has implemented the Bologna mobility tools (such as ECTS points), none of its students continued their studies abroad. Some students have continued their studies on other Croatian institutions because ZSB does not offer graduate programmes. ZSB has no agreements for student exchange with foreign institutions (see criterion: 3.1)

Recommendation: Encourage student mobility, for example, within the Erasmus programme. Introduce changes which can encourage student mobility, for example, align the curricula to make it comparable to those of other institutions, and introduce courses in foreign languages, particularly English.

Criterion 6.2.

Grade 2: Starting phase of implementation

ZSB teachers have no opportunities to visit other institutions apart from the Novi Sad Faculty of Economics and Engineering Management, with which they have signed a cooperation agreement. They also had a brief experience of teacher exchange with the Prague University.

Recommendation: Enable teachers to spend periods abroad and teach on other institutions internationally. Use the Erasmus programme for teacher exchanges and formalize cooperation agreements with other institutions, and not just the Novi Sad Faculty. Encourage teachers to take part in exchanges and cooperation with other institutions and businesses in order to gain experience. Introduce teaching in English to a number of courses.

Criterion 6.3.

Grade 1: Not implemented

ZSB has a cooperation agreement with the Novi Sad Faculty of Economics and Engineering Management. It also participates in the Balkan Business Case Challenge.

Recommendation: Establish cooperation agreements with international institutions and associations and develop international relations with institutions, schools, associations and businesses.

Criterion 6.4.**Grade 1: Not implemented**

The institution does not have any foreign students (apart from those coming from BiH), since it is only starting to develop international cooperation with similar institution, and it does not yet offer conditions necessary to accept foreign students (such as courses in English).

Recommendation: Establish cooperation agreements with foreign institutions in order to enable students from other institutions to study on ZSB. Participate in the Erasmus programme. Implement changes which will ease the incoming mobility, such as aligning the curricula to make it comparable to those of other institutions, and introduce courses in foreign languages, particularly English.

Criterion 6.5.**Grade 1: Not implemented**

The institution does not participate in the EU Lifelong Learning Programme.

Recommendation: Look into opportunities to participate in the Lifelong Learning Programme.

Criterion 6.6.**Grade 1: Not implemented**

ZSB has a cooperation agreement with the Novi Sad Faculty of Economics and Engineering Management. It also participates in the Balkan Business Case Challenge. It has an agreement with Vjesnik, a number of PR agencies and Zagreb Holding.

Recommendation: Introduce lectures and courses in English, which is a pre-condition for arrival of foreign students and teachers, and thus for international cooperation.

g) Resources: Administration, Space, Equipment and Finances

Criterion 7.1.**Grade 3: Partly implemented**

The institution has 5 equipped classrooms and a small hall with 200 seats. There is 1 computer classroom. The computer classroom is well equipped (24 laptops and 35 desktop computers) and regularly updated. The library is also equipped with two computers. In addition to the existing library (1009 book titles and 2558 textbooks) and a learning space, the institution plans to equip an additional computer room to be used by students for work and research.

Recommendation: When possible, modernize the classrooms and the learning space for students. Equip a room for meetings and increase the number of Croatian and foreign books and journals in the library.

Criterion 7.2.

Grade 3: Partly implemented

Computer classrooms have modern equipment which is updated regularly. The site visit showed that these classrooms do seem to conform to the current standards in information technology.

Recommendation: Enable students to use the computer classroom without interruptions. Finalize the plan to equip an additional room in the library equipped with computers for research and work.

Criterion 7.3.

Grade 3: Partly implemented

Computer classrooms have modern equipment which is updated regularly. Everyone in the institution uses the computer equipment, which enables more efficient and quicker communication. The *EduNet* platform provides information on the necessary content of each courses, as well as discussions and *on-line* communication with teachers. The students also use the student information system (Studomat) and other platforms (Wiki), which are both helpful in their education and communication.

Recommendation: Invest efforts in an efficient technical support, for example, provide a 24-hour daily technical support for the institution. Extend the existing platforms in order to further improve the communication with students and make it more efficient.

Criterion 7.4.

Grade 3: Partly implemented

The institution has student surveys which serve to collect necessary information on the need to implement changes. The survey results are analysed, primarily by the Quality Commission. The institution also has a student mailbox, which enable them to praise the good things and send their complaints and comments. The institution does not have a survey for teachers.

Recommendation: Collect and analyse information on the opportunities to work more efficiently (in connection to teaching, research, publications etc.) Establish the workload of each teacher and external associate and decrease the workload of those who are shown to be overburdened. Formalize a plan of corrective measures aimed to increasing quality based on the information provided by teachers, administrative staff and students. Administer a survey for teachers and establish contacts with alumni who are now employed in order to collect information on their employment etc.

Criterion 7.5.

Grade 3: Partly implemented

The institution has a library of 333 meters square and with 35 seats. It is equipped with two computers. There is staff (4 people employed by the Open University) who help students in using the library and the databases in order to find the necessary information in time. The institution also plans to equip an additional room for work and research.

Recommendation: Increase the number of available Croatian and foreign books and journals in order to support learning and research. Finalize the computer room for work and research. Modernize the library and the learning room (chairs, desks etc.) Provide access to electronic databases, Croatian and foreign.

Criterion 7.6.

Grade 4: Mostly implemented

According to the Self-Evaluation data the institution employs technical (1) and administrative staff, while there are 8 full-time teachers, assistants and expert associates. The talks with the students and the administrative and teaching staff indicate that the ratio of teaching and non-teaching staff is appropriate and that the number of administrative staff is sufficient for the institution of this size.

Recommendation: Formalize the ratio between teaching and non-teaching staff, regularly monitor it in order to see if there is a need to increase the number of any of those two groups.

Criterion 7.7.

Grade 4: Mostly implemented

According to the profit and loss statement for the 2009 - 2010 period, ZSB's earnings are bigger than expenses, which significantly increases the profit withheld by the institution and the available cash. According to the management, ZSB is financially stable and tries to invent surpluses in the development and growth of the institution.

Recommendation: Formalize the short and long-term expenses and earnings plan in order to efficiently predict the future development.

5. Final report and recommendations by the expert panel for the Accreditation Council

Taking into account all the information analysed, the answers provided by the institution to our questions, the site visit, and all the other information available within the re-accreditation procedure, we hold that ZSB has the following strong and weak points in its work:

a) Advantages (strong points)

In relation to quality assurance and management, the vision, mission and the fundamental institutional values are clearly defined. The institutional organization seems efficient. The Ordinance on the Internal Organization and the Work Systematization, Ordinance on Work, Ordinance on the Quality Assurance System and internal audits of the institution contribute to the improved organization and work efficiency. Student surveys and evaluations of the teachers' work are used to improve quality and respond to problems. The internal quality assurance seems efficient. The system and the structure of quality management have been defined. ZSB has an Ordinance on Quality Assurance. The Managing Board clearly defined the quality policy as well as the plan which identifies the persons responsible for the implementation of the quality plan, the deadlines and the reporting requirements. Ethical standards are well developed. The students are informed on the Code and the consequences of actions not in line with it. ZSB has an Ordinance on Tutoring which identifies people the students can go to with complaints or problems.

The study programmes are in line with the strategic goals. The teachers use different teaching methods in order to encourage students to think critically, innovatively and creatively. ZSB is not oriented solely on the final exam, but it also takes into account the class activity, essays, team work, practical work and exercises which provide students with knowledge necessary to work in marketing and communications. Each course awards ECTS points. Active computer use (*EduNet, studomat, wiki etc.*) and use of databases contributes to an effective and modern teaching style. Teachers used pedagogic and didactic methods of acquiring knowledge and skills, such as essays, lectures, demonstrations, exercises, etc.

In relation to students, the institution supports all of their activities within the present material and financial constraints. It has established agreements with a number of institutions in order to improve the studying conditions. The institution raises the student standard by making agreements with other institutions (on discounts and rent). It has an Ordinance on Tutoring which enables students to have their individual tutors. In addition to communicating their opinions or complaints via the Student Council, the Expert Council, tutors, teachers, etc., the students are able to evaluate the institution, services, each course and teacher via anonymous surveys which are carried out each semester. The ZSB Quality Commission uses the surveys to control and monitor the quality of delivering the study programmes. Students can also use the student mailbox to express comments or praise, or directly contact the vice-dean for teaching or a department head.

The work contracts oblige the institution to involve teachers in all tasks connected to teaching, mentoring, assessment, communication with students etc. The institution has developed its own staff and engaged external teachers. It encourages teachers to acquire teaching grades and further qualifications. ZSB is working on increasing the quality of the teaching staff and plans to increase the teachers' quality. The teacher-student ratio is good (1:30). The institution adopted an education plan (further training and education, participation in conferences etc.) while the ordinances formally encourage them to participate in professional and scientific conferences and fora by providing free days and reimbursement of expenses and fees. It finances a part of the costs of the doctoral education of its staff.

In relation to school resources, the computer classrooms are equipped with modern equipment which is periodically updated in line with the needs. The site visit showed that these classrooms do seem to conform to the current standards in information technology. Everyone in the institution uses the computer equipment, which enables more efficient and quicker

communication. The *EduNet* platform provides information on the necessary content of each courses, as well as discussions and *on-line* communication with teachers. The students also use the student information system (Studomat) and other platforms (Wiki), which are both helpful in their education and communication. The library is satisfactory. Staff help students in using the library and the databases in order to find the necessary information in time. The ratio of the teaching and non-teaching staff seems appropriate and the number of the non-teaching staff seems sufficient when the size of the institution is considered.

According to the profit and loss statement for the 2009 - 2010 period, ZSB's earnings are bigger than expenses, which significantly increases the profit withheld by the institution and the available cash. According to the management, ZSB is financially stable and tries to invest surpluses in the development and growth of the institution.

However, we have noticed that development was not sufficient regarding some criteria. These weak points indicate the problems ZSB needs to tackle and create the necessary preconditions for improvement in these respects. In the remainder we list the weak points we have identified, while ZSB should consider not only these, but all recommendations and improve wherever improvement is possible.

b) Disadvantages (weak points)

Regarding the management of the institution, the basic programme and learning outcomes are not clearly and formally defined nor periodically monitored. Although different services exist, the tasks and goals of each service are not clearly defined. There is no clear and formal strategic long-term plan of the institutional development.

With regard to study programmes, the definition of quotas is not clear, that is, there are no formal documents outlining the procedure of defining the optimal enrolment quotas. ZSB has a small portion of foreign students (mostly from Bosnia and Herzegovina).

Croatian students do not have to pass the State Matura, and the focus is on other components of the enrolment procedure, such as the interview, the student motivation, additional exams if the student lacks ECTS points, etc.

According to the data on student mobility, a very small portions of students goes to other higher education institutions, especially the foreign ones, and only foreign students at the institution are from BiH. No courses are permanently delivered in foreign languages, and English would be particularly important in this regard.

The library is big, but still does not provide access to scientific databases.

ZSB does not have a career office which would support students in finding employment or practical placement. There is no formal procedure of defining new study programmes. The lack of a graduate programme means that students are not able to continue their education on ZSB.

With regard to students, there are no formal analyses of the prospective students' competences in relation to the labour market needs, Croatian economy and educational opportunities. The institution does have some information on the industry branches in which its alumni find employment, but this information is not formally analysed in relation to prospective students' competences.

The institution does not have a student restaurant or sport facilities. It also lacks a centre which would provide career guidance and counselling, and professional guidance is done mostly at the individual level.

With regard to teachers, there is no transparent and formal advancement policy. The institution currently lacks teachers appointed to higher teaching grades, for example, there are no college professors employed full-time.

The general dynamics of employment has been slowing down in the 2008-11 period. According to the chart in the Self-Evaluation, some teachers are overburdened. The assignment of the working load is suboptimal.

With regard to professional and research activities, the current state of affairs is not satisfactory, and the institution is aware of this. There are no professional or research projects.

The institution is the starting phase when it comes to mechanisms of fostering professional work, scientific policy and support to researchers. There are no efficient mechanisms implemented in the area of professional and research activities. The institution has defined an agenda (programme) for professional and research activity. Cooperation with businesses and other institutions seems quite limited. The publications in the past five years have resulted solely from individual efforts, without a clear institutional strategy.

With regard to mobility, there is practically no mobility with other institutions, and when it exists it is mostly with Croatian institutions which, unlike ZSB, provide graduate programmes. Teachers do not spend periods on other institutions. ZSB has no agreements for student exchange with foreign institutions.

ZSB has a cooperation agreement with the Novi Sad Faculty of Economics and Engineering Management. The institution does not have any foreign students (apart from those coming from BiH), since it is only starting to develop international cooperation with similar institution, and it does not yet offer conditions necessary to accept foreign students (such as courses in English).

The institution does not participate in the EU Lifelong Learning Programme.

c) Recommendations for improvement of quality

Recommendations for the improvement of quality listed below encompass the most important recommendations out of those listed above, under each criterion, as identified by the panel while assessing ZSB. The institution should take into account all recommendations listed under criteria, regardless of the quality grade given.

Regarding quality management and assurance, it is necessary to invest further efforts into aligning the system of education with the principles and standards of the Bologna reform. It is necessary to work on clear and formal definitions and monitoring of programme and learning outcomes. Define a formal mid-term and long-term development strategy. Finalize the necessary changes to the statute as to ensure that the ownership structure does not affect the teaching component of the institution's development, e.g. the strategic and developmental goals. In other words, finalize the existing plan of the institution to separate the academic and the commercial approach which caused difficulties in the past.

Define more clearly the organizational structure of the institution and formalize the goals and tasks of the each structure.

Work on implementing graduate programmes in marketing and communications in order to enable students to continue their studies on ZSB.

It is necessary to regularly and formally inform the teachers, students and the administrative staff on the results and the comments arising from the questionnaire, as well as the measures taken to improve the quality and their results.

With regard to study programmes, it is necessary to formalize and explain the way in which enrolment quotas and criteria are defined and the way they will be defined in the future. Give more importance to the analyses of the national labour market and the needs for professionals. Align the quotas with the institutional resources and adapt them to the needs of the society.

Try to promote and implement foreign languages and deliver courses in foreign languages, primarily in English. Compare to similar institutions delivering professional, and not university programmes, in order to implement comparable programs and increase mobility.

Further formalize the agreements with companies on work placements. Establish a career centre in order to support students in finding work placements and jobs. Longer internships would help students in their professional development.

In defining and introducing new programmes, consider the Croatian labour market and economy needs.

With regard to students, further formalize the dissemination of information on the educational goals, student workload as well as future employment opportunities.

Formalize further the necessary competences of students to be checked upon enrolment, taking into account the labour market needs, Croatian economy and educational opportunities.

Establish a database on alumni employment, comparing the data with the competences of prospective students in order to look into the possibilities of improving the enrolment criteria.

Establish a career guidance and development centre in order to support students in finding work placement and internships, as well as guide and counsel them in finding employment.

Finalize the "alumni" database in order to monitor their employment by industry branches.

Improve the quality of public information on the study programmes, learning outcomes, qualifications and employment opportunities.

With regard to teaching staff, it is necessary to motivate and support teachers in acquiring further qualifications and appointment into teaching grades. In addition to this, it is necessary to increase the number of full-time staff and, where possible, decrease the teachers' workload arising from commitments not directly connected to teaching and research.

Introduce a formal timetable for teachers, which would, in addition to lectures, include research activities, publishing etc.

Assure that the number of teachers is sufficient to uphold the necessary quality and continuity of learning.

Define a clear and transparent division of work and reduce the overburdened teachers in a timely manner.

The institution should formalize the staff advancement policy as based on academic titles and grades, research, publications, cooperation with other institutions, projects with businesses, etc.

With regard to scientific and research activities, it is necessary to motivate staff to participate in them. Develop a strategy which would provide for improved results of the research and professional activities. Cooperate with other colleges, institutions and companies in Croatia and abroad in order to increase research and professional activities. Work on encouraging and implementing professional projects, particularly in cooperation with businesses.

Formalize the research and professional work policy and develop a related plan and a strategy. Consider the possibility of awarding and encouraging professional and research

activities. It is necessary to define a long and short term program for professional and research activities.

With regard to cooperation and mobility, it is necessary to encourage student mobility with other institutions, for example, via the Erasmus programme. Introduce changes which can encourage student mobility, for example, align the curricula to make it comparable to those of other institutions, and introduce courses in foreign languages, particularly English.

Offer your website in English language.

Encourage teachers to take part in exchanges and cooperation with other institutions and businesses in order to gain experience. Introduce teaching in English to a number of courses. It is necessary to establish cooperation agreements with other international institutions or associations and sustain international relations with institutions, colleges, associations and businesses.

It is also recommendable to establish cooperation agreements with foreign colleges in order to attract students from abroad to spend a study period on ZSB.

Look into opportunities to participate in the EU Lifelong Learning Programme.

With regard to resources, modernize the classrooms and the learning space as much as possible. Equip a room for meetings and increase the number of Croatian and foreign books and journals in the library.

Enable students to use the computer classroom without interruptions. Finalize the plan to equip an additional room in the library equipped with computers for research and work.

Modernize the library and the learning rooms as much as possible and provide access to electronic databases, Croatian as well as foreign.

Formalize the short and long-term expenses and earnings plan in order to efficiently predict the future development.

These recommendations list the problems which require increased efforts from the institution, which has to create the conditions necessary to solve them. The panel listed the main recommendations, but this list is not exhaustive and recommendations should be taken in account even if the connected criteria were assessed with good grades (4 or 5), and the effectiveness of the implemented changes should be monitored regularly.

In addition to the recommendations mentioned in this report, we advise the institution to continuously improve the quality criteria not listed above, which are necessary to even further improve the quality of its work. Regarding the criteria which have been mostly or fully implemented, we advise the institution to continue the good work and try on daily basis to monitor and improve it even further.

6. Addition – Estimation of quality – filled in forms for the estimation of quality