

EXTERNAL EVALUATION REPORT

**Supporting and Developing the
Structures for the QA at the Private
Higher Education Institutions in Kosova**

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Summary

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- Purpose of the Projects' External Evaluation
- Evaluation Methodology
- Findings and Recommendations
- Questions and Answers

The Purpose of the External Evaluation

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- The main objective
 - ▣ Assess the impact of the project and achievements to date with regards to expected results and planned activities.
- The specific objectives :
 - ▣ Assess the importance of project activities and how the project is perceived by beneficiaries,
 - ▣ Assess future activities or support that be given to QA offices in particular of the 10 PHEP in order to improve their QA systems and processes, and
 - ▣ Recommend future support to sustain the quality assurance in PHEP, as it is a dynamic process.

Evaluation Methodology

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- **First phase – Preparation and Desk research**
 - ▣ Project documentation review
- **Second phase – The actual evaluation**
 - ▣ Questionnaires
 - Semi-structured interviews with 10 PHEP- 47 questions structured in 5 sections based on the outcomes of the project.
 - Online survey with students (1000 Students) - Google browser -22 questions, structured in four main sections - general information, quality assurance structures, and their involvement and future recommendations
- **Third phase – Report Writing**
 - ▣ Data Analysis
 - ▣ Report Writing

Findings and Recommendation

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- Awareness-raising and deep need analysis regarding the Quality Assurance at the PHEP
- Capacity Building
- Developing the QA system at the Private Higher Education Institutions in Kosova
- Dissemination
- Sustainability
- Quality control and monitoring

Awareness-raising & Dissemination

Dissemination

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- QA@PHEP website served as a source of information and experience
- Needs analysis questionnaires – identified strengths and weaknesses
- Information days were highly evaluated from PHEPs and students
 - ▣ QA office (55%), brochures and poster (42%), administration (24%), and web page (14%).

“the consortium meeting and information days were the first time when all 10 PHEP met together”

Capacity Building

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- Training for managers and academic staff
 - ▣ QA officers received a continuous support from the institution and their suggestions to improve the quality of programs, student's evaluation methods were taken seriously by management and academic staff
- “QA officers are empowered and given more competencies” Ms. Zhushi
- Training for administration
 - ▣ QA officers acknowledged that the administration is playing an important role for delivering qualitative results

Capacity Building

- Training for students
 - 23 respondents from the online survey participated at the training indicated improvement in the quality assurance structures
 - 69% (78 out of 113) of them confirmed their involvement into the quality assurance processes,
 - 94% (74 out of 78) received and completed evaluation forms through which they evaluated teaching and evaluation methods, and study programs;
 - 54% (42 out of 78) have participated at the discussion panels for college accreditation

Capacity Building

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- 79 (94%) out of 84 respondents who heard about the QA@PHEP
 - ▣ 52% indicate that student services advanced
 - ▣ 57% indicate that career center services improved
 - ▣ 57% indicate improvement in the student's evaluation methods
 - ▣ 59% indicate improvement of the study programs and
 - ▣ 62% indicate advancement of the research programs.

Developing the QA system @PHEP

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- 10 Quality Assurance offices were equipped
- Partial financial support for improving and strengthening quality assurance structures was instrumental for all PHEPs
- Study visits played a crucial role
 - ▣ institutionalizing the QA and involvement of all structures
 - ▣ changing the approach, when new study programs are introduced
- Manual for QA procedures and policies is finalized, printed out and will be distributed at the conference.

Sustainability

- All institutions realize the importance of the quality assurance structures, systems and their implementation towards achieving the overall aim.
- All PHEP are committed to sustain the QA offices and their staff, after completion of the project.
- Better structured, standardized and well functioning QA offices are confirmed by 72% of respondents from the online survey and from the director of KAA, Ms Zhushi

Quality control and monitoring

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- After every workshop, training and study visit evaluation forms were send to all participants, ensuring that project is addressing the needs of the sector and suggestions of the participating institutions are taken into consideration

Recommendation from PHEPs

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- Supporting the R&D department in every institution and strengthening career center activities;
- Organize teacher training programs for new teaching methods;
- support on finding ways to establishing e-libraries;
- Organizing study visits in region with regards to sharing experiences in QA whilst considering the specifics of the study programs;
- Establishing the Association of Private Higher Education Providers which will be the voice and promoter of PHEPs;
- Support on establishing mechanisms and procedures for evaluating research work;
- Additional training on student evaluation process;
- Training on how to manage the library;

Recommendation from the project partners

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- Find ways to increase student's participation in the evaluation process
- Draft evaluation forms to ensure that students will give relevant and objective answers in order to contribute to the improvement of QA process and study program;
- Students should be more objective when they are given to evaluate subject professors, study programs and the QA structures of the PHEP;
- The methodology for student evaluation to be based in the learning outcomes of every subject;
- The subjects the study program to be based on the competencies that the student is expected to have after finalizing its studies;
- QA@PHEP project to have the second phase whereas more PHEPs can be included in the process.

Recommendation from Students

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- Establishing online library (62%)
- Advancing student's service center (55%) and advancing the career center (33%)
- Student's union to be more active (52%)
- Increasing students' participation in decision making processes (44%)
- Advancing QA office (42%)
- Improving methods for student evaluation (31%)
- Establishing labs for specific subjects as necessary (30%)
- Advancing the department for Research and Development (29%)
- Linkages between PHEP and business community (26%)
- Creating a climate of cooperation between students and professors (22%)

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Thank you!

Questions and Answers