

Report on the Internal Periodic Assessment of the Quality
Assurance System
Academic Year 2022-2023

1. INTRODUCTION

The implementation of the Internal Periodic Assessment of the Quality Assurance System at RIT Croatia (Audit) is defined by the RIT Croatia Quality Assurance Policy and the RIT Croatia Quality Assurance System *Rulebook* from 2022. Internal periodic assessment is implemented annually starting with 2022. Based on the abovementioned Policy and Rulebook, the Internal Periodic Assessment of the Quality Assurance System is conducted for the academic year 2022-2023 by the Internal Periodic Assessment Committee consisting of five (5) members independent in their work. The Committee is elected for a period of three (3) years.

The goals of the Internal Periodic Assessment of the Quality Assurance system are:

- a) determining the level of development of the quality assurance system relative to the Standards and guidelines for quality assurance in the European Higher Education Area (ESG) and the Standards of the Middle States Commission for Higher Education (MSCHE).
- b) determining the efficiency of the entire RIT Croatia quality assurance system.

1.1 The Internal Periodic Assessment Committee

The Dean of RIT Croatia has appointed the individuals in charge for Internal Periodic Assessment of the Quality Assurance System with a Decision on the Internal Periodic Assessment Committee dated July 1st, 2022:

- Ivona Labaš, M.S., Director of Strategic Development, Facilities and ITS, coordinator and member
- Besim Agušaj, Ph.D., College Professor, member
- Evelina Miščin, Ph.D., College Professor with Tenure, member
- Kristina Šorić, Ph.D., College Professor with Tenure, member
- Marija Šušak Mišetić, M.S., Academic Affairs and Student Services Manager, member

In accordance with the Rulebook, the Internal Periodic Assessment Committee has completed the first three phases of Audit, namely: planning; data, documentation and feedback collection; Assessment and reporting. The Audit report will be submitted to the RIT Croatia Academic Senate for comment and approval. The final step of the Audit is follow-up. After the Academic Senate approves the report, the Quality Assurance Council (QAC) prepares an Action Plan for the Improvement of the Quality Assurance System in the follow-up phase.

2. RIT CROATIA GENERAL INFO

2.1. Organization and brief history of RIT Croatia

RIT Croatia, formerly known as the American College of Management and Technology (ACMT) was established in Croatia in 1997 as a result of cooperation between a prominent American university, Rochester Institute of Technology (RIT) and the Ministry of Science and Education of the Republic of Croatia, who at that time initiated the establishment of private higher education institutions. The Ministry's initiative to bring a prominent American university such as RIT to Croatia had a goal to offer American style higher education in Croatia and enrich opportunities for students in Croatia.

As an international campus of a prominent American university, RIT Croatia is one of the two higher education institutions in Croatia whose students are awarded dual degrees upon completion of an undergraduate program, an internationally recognized American degree issued by the Rochester Institute of Technology, and a Croatian degree issued by RIT Croatia.

Today, RIT Croatia offers programs of study at two campuses, in Dubrovnik and Zagreb. RIT Croatia offers the following undergraduate programs: Service Management (Dubrovnik), International Business (Zagreb), Information Technology/Web and Mobile Computing (Dubrovnik and Zagreb) and New Media Design (Zagreb). In addition, as part of RIT Croatia's life-long learning initiatives, there is an opportunity for students to earn the Master of Science degrees from Rochester Institute of Technology, at RIT Croatia's Zagreb campus: Master of Science program in Organizational Leadership and Innovation and Master of Science in Information Technology and Analytics.

Additionally, RIT Croatia is a scientific-research institution, listed within the National Scientific Organizations Registry for the fields of social sciences, humanities, natural and technical sciences since December, 2020.

RIT Croatia was established in 1997, and RIT Croatia Alumni Community today has more than 2,500 active members. For a number of years, the community's achievements have been viewed as an example of good practice by higher education institutions in the Republic of Croatia. The Alumni Community is an influential network which connects all generations of former students in order to establish their permanent and mutual cooperation, and to help preserve the spirit of RIT Croatia.

Considering that RIT Croatia operates as an international campus of the parent institution, all operations are overseen by the Rochester Institute of Technology. As a founder, RIT fully coordinates the work of RIT Croatia through a separate organizational unit in charge of all international campuses of the university. All of the activities of RIT Croatia are overseen by a Board of Governors. The Board is made of experts representing both American and Croatian business and academia. The Board meets twice a year to review the college's financial performance, as well as its strategic goals.

RIT Croatia is led by the President & Dean and the Associate Deans. All are members of the Senior Leadership team which, in addition to them, consists of managers of the Marketing and Communications Department, Career Services, Alumni Relations, Study Abroad & International Student Department, Finance & Accounting Department, Human Resources Department, Director of Recruitment & Enrollment Department, and Director of Strategic Development, ITS & Facilities.

The academic side consists of six areas and academic services. Area heads, as well as the Academic Service manager, along with members of the Senior Leadership team, make up RIT Croatia's Quality Assurance Council. All full-time faculty and longtime adjunct faculty are members of the Academic Senate, together with student representatives. In addition to them, student ombudsmen are in charge of student related matters. Academic resources include libraries on both campuses as well as RIT's Wallace Online Library. Students also have at their disposal fully equipped computer labs as well as fitness centers on both campuses.

At RIT Croatia a special attention is paid to the relevance of materials and learning methods, hence Advisory Boards have been formed for each study program. Advisory Board members are professionals from successful Croatian and international companies and their knowledge of industry, trends and novelties is vital for the continuous quality control of each study program. This model has been working successfully at RIT for years, where advisory boards meet three to four times a year to inform RIT about the latest business needs and trends.

Rochester Institute of Technology – RIT

RIT is a private, non-profit university with more than 19,000 full-time and part-time students in undergraduate, graduate and doctoral study programs. It is one of the largest private universities in the United States with more than 135,000 alumni around the world. RIT offers more than 200 different study programs in arts and design, business, engineering, mathematics, criminal law, photography, environmental protection, hospitality and service management, computer science, information technology, bioinformatics and many other fields at eleven colleges.

RIT's reputation has been recognized by many leading university guides, industries and internationally acclaimed publications. For example, U.S. News & World Report puts RIT in the top 50 most innovative higher education institutions in 2023, placing Saunders College of Business undergraduate studies at 67th place in the competition of more than 500 national study programs. Also, RIT is among the top 100 national universities focused on scientific research in the US.

RIT undergraduate, graduate and postgraduate study programs are offered at eleven colleges:

- College of Art and Design
- Saunders College of Business
- Golisano College of Computing and Information Sciences
- Kate Gleason College of Engineering
- College of Engineering Technology
- College of Health Sciences and Technology
- College of Liberal Arts
- National Technical Institute for the Deaf
- College of Science
- Golisano Institute for Sustainability
- School of Individualized Study

2.2. RIT Croatia Vision, Mission and Strategy

RIT Croatia, Strategic Plan (2023 – 2027)

FUTURE READY

In 2022, RIT Croatia adopted its Strategic Plan for the period 2023-2027.

In order to successfully prepare students for the future, this strategic plan rests on four key pillars: the right people, top-quality programs, enhanced research, and top-quality standards. The holistic approach to the college experience nurtured at RIT Croatia relies on contemporary study programs delivered in a highly stimulating environment and complemented with intriguing research.

Vision and Mission

Through future ready education and research excellence, we add value to society. We inspire a growth mindset, preparing individuals to become leaders, lifelong learners and responsible global citizens.

The Strategic Plan centers around four areas with specific goals for each:

People

1. Increase internationalization of student body
2. Improve student retention rate
3. Increase student satisfaction
4. Attract & retain strong faculty & staff
5. Increase international faculty & industry adjuncts
6. Increase alumni engagement

Programs

1. Attain university status
2. Launch new undergraduate & graduate degree programs
3. Establish a lifelong learning program
4. Increase experiential learning opportunities

Research

1. Increase research output
2. Enhance research quality

Standards

1. Attain advanced phase of quality assurance system

Achieving the set goals unfolds through the organizational units of RIT Croatia, and each is required to report on achievements to the institutional leadership. Information on the status of goals of the Strategic Plan are shared with the institution as a whole at least once per year during the annual planning cycle. The dean also informs the Board of Governors of the status of goals in the Strategic Plan at its regular sessions in May and October. The Strategic Plan is accessible on the institution's website.

Rochester Institute of Technology – RIT Strategic Plan 2018.–2025.

Since RIT Croatia forms an integral part of RIT, the activities of RIT Croatia contribute to the achievement of the RIT Strategic Plan.

In autumn 2015, RIT developed a new 10-year strategic plan. The university is proud of the scope of engagement in that process, which included the active participation of students and faculty in Rochester and at the international campuses – with the participation of alumni, employees, business partners, retirees and friends of the university.

Since the original plan encompassed a 10-year period, in 2018 the plan was comprehensively revised so as to ensure continuous progress.

Vision & Mission

At Rochester Institute of Technology, we shape the future and improve the world through creativity and innovation. As an engaged, intellectually curious, and socially conscious community, we leverage the power of technology, the arts, and design for the greater good.

Recognizing that the most successful strategic plans cover a limited range of areas, the focus of the revised plan has been placed on the following dimensions:

1. **People** – to realize our ambitious strategic vision, we must extend and intensify our call for imaginative, innovative, and collaborative people—for students, faculty, and staff who are eager to learn, practice, and teach transformative innovation.
2. **Programs** – development of academic programs at all degree levels that are the first of their kind and that capitalize upon core strengths in technology, art, and design; extension of experiential learning opportunities that encourage students to pursue additional interests: expansion in the number and range of doctoral programs offered; strengthening administrative practices and policies.
3. **Places** – Innovative scholarship and education will require a different kind of campus—one with flexible spaces that foster and stimulate creativity, discovery, and collaboration. RIT campus will be transformed into a place where anything is possible.
4. **Partnerships** – RIT has a long history of successful partnerships. We will remain committed to our local community, and search for promising new partners at the national and global levels. International partners will increasingly provide enriching experiences for our students and faculty and will become a source of talented undergraduate and graduate students.

Each of the four dimensions contains a group of strategic goals that have been called “success factors”. Achieving these strategic goals will significantly influence both RIT and higher education as a whole. Each success factor includes a number of specific goals that depict RIT’s strategic path for the next decade. The annual achievement report also includes the activities of RIT Croatia.

2.3. Quality Assurance System at RIT Croatia

By being a global campus of the American university, Rochester Institute of Technology (RIT), which is chartered by the Legislature of the State of New York and accredited by the Middle States Commission on Higher Education (MSCHE), as well as a fully accredited Croatian institution of higher education, RIT Croatia's internal system of quality assurance is designed to meet the requirements of both countries. To remain compliant with the accreditation in both countries, the higher standard of two accreditation bodies is applied. In the case of the undergraduate study program in International Business, which also has professional accreditation from the Association to Advance Collegiate Schools of Business, also known as AACSB, the AACSB standards are applied if they exceed those of the accreditation bodies in the United States and Croatia. RIT prides itself in its commitment to quality assurance and this has been reflected in its current ranking of 105 out of 443, in the category of *Best National Universities*, as determined by the most prominent US university ranking entity, US News and World Report. RIT Croatia successfully participated in RIT's 5-year AACSB reaccreditation in 2020 and RIT's 8-year MSCHE reaccreditation in 2017.

Quality assurance is embedded in all teaching, research and professional activities conducted by RIT Croatia, as well as in RIT Croatia's Strategic Plan – *Future Ready* (2023–2027). Adherence to RIT Croatia's internal quality standards, and RIT's feedback and monitoring mechanisms, is the backbone of RIT Croatia's organizational culture of excellence and commitment to continuous improvement. Academic quality-related policies, procedures and expectations are communicated to students and the staff primarily via the Student Handbook, Faculty Handbook, Rulebook on Election to Educational Titles and Work of Instructors, and the Strategic Plan. Academic and overall RIT Croatia quality is reviewed semi-annually by the Board of Trustees.

The entire RIT Croatia leadership is responsible for and entrusted with the implementation and monitoring of the quality assurance system (ESG 1.1). The key objective of the quality assurance system is to ensure that RIT Croatia operates according to the highest higher education quality standards, in alignment with the Act on Quality Assurance in Science and Higher Education and the ESG. The highest institutional management, the Senior Leadership team, handles quality assurance, primarily from the strategic perspective. The Senior Leadership team meets once every three weeks. The team consists of managers of the Marketing and Communications Department, Career Services, Alumni Relations, Study Abroad & International Student Department, Finance & Accounting Department, Human Resources Department, Director of Recruitment & Enrollment Department, and Director of Strategic Development, ITS & Facilities.

On the other hand, the Quality Assurance Council, that handles quality assurance from an operational perspective, meets once monthly and it is composed of the Senior Leadership team members, the Associate Deans, and the Academic Affairs Department manager. The Quality Assurance Council was, until February 2022, known as Administrative Council. Its responsibilities remained the same and were formalized to reflect the Council's responsibility for quality assurance from the operational perspective.

RIT Croatia's Academic Senate is a body that facilitates faculty participation in the shared governance system. The role of the Academic Senate is to propose and approve new academic policies and procedures, as well as changes to existing policies and procedures, with the aim of providing the formal framework for monitoring and continuously improving the quality of study programs. Also, the Academic

Senate approves curriculum changes in existing and of the new study programs. All full-time faculty and long-term adjuncts are members of the Academic Senate. Next to the faculty, 15% of all members of the Academic Senate are student representatives. Since all members of the Academic Senate participate in the work of the standing committees of the Academic Senate, the student representatives are also represented in the membership of each committee. The Academic Senate of RIT Croatia has six standing committees:

1. Effective Teaching Committee is responsible for continuous monitoring of teaching pedagogy and the mechanisms used in the evaluation of all courses. The Committee is authorized to make recommendations to the RIT Croatia governing bodies and provide guidance to faculty on improving conditions and teaching methods with an emphasis on creativity, innovation and new technologies.
2. Research and Scholarship Committee is responsible for monitoring all research activities affecting RIT Croatia as a whole. Key activities include organizing research seminars, developing procedures for financing faculty professional development and research activities. This Committee also collects data on individual or group research projects and publications, produces annual research achievement reports, and ensures compliance of procedures with national requirements, as well as with RIT's ethical principles.
3. Faculty Affairs Committee is responsible for policy recommendations concerning faculty professional conduct and grievance processes as well as compensation and workloads. This Committee reviews all policies and procedures concerning the extended part-time and adjunct faculty of the college and keeps abreast of changes to the national tenure and promotion policies and the Act on Science and Higher Education.
4. Student Affairs Committee develops a set of recommendations to the Senate in order to provide more clarity as to expectations for student academic conduct, collegiality, and civility. This Committee also makes recommendations for the work of Student Government and activities to improve student life. It is particularly involved in issues of honor, i.e. academic dishonesty and student misconduct.
5. Academic Policy Committee is the academic policy committee of the Senate. The key activity is ensuring that key academic policies and procedures are aligned and in effect. The committee is also tasked with reviewing existing and developing and proposing new academic policies and procedures, with the aim of ensuring the quality of academic activity of RIT Croatia. This Committee also serves as a liaison with governing bodies and key stakeholder groups of RIT Croatia.
6. Curriculum Committee studies curricular proposals from an RIT Croatia perspective, maintains appropriate inter-college relationships with regards to curriculum, assures that existing undergraduate and graduate curricula are periodically reviewed, and makes proposals to the Academic Senate for curriculum approval or discontinuance (ESG 1.1).

Quality assurance in teaching is sustained through various forms of assessment and via feedback instruments. Some of the key ways in which this is achieved are the assessment of student learning outcomes, course evaluations, and student engagement and satisfaction surveys. Course management systems and tools such as MyCourses and Turnitin support teaching quality and student performance.

Assessment of student learning outcomes is an ongoing process at RIT Croatia. RIT's Office of Educational Effectiveness Assessment (EEA) works with the academic leadership team at RIT Croatia to ensure that

program student learning outcomes and general education student learning outcomes are assessed on a regular basis. Learning outcomes assessment is carried out annually and RIT Croatia is benchmarked against the main RIT campus and other RIT global campuses.

Each semester all students have an opportunity to evaluate all of their courses and the faculty instructing the course. Following completion of the course, students evaluate them and results of these anonymous evaluations are accessible to the faculty, the appropriate faculty area heads, and the associate dean. Areas of concern are addressed immediately. For new courses, or a course instructed by a faculty member for the first time, an early course evaluation is administered in the fifth week. Class teaching observations are carried out by the faculty area heads and associate dean on a regular basis, and faculty peer observations are also encouraged to share best practices.

The RIT Croatia Student Satisfaction Survey is administered annually, following which the results are analyzed and areas of concern addressed. For example, in the student satisfaction survey that was administered in spring 2018, it was observed that student satisfaction levels regarding the quality of teaching and instruction on Zagreb campus was lower than that on Dubrovnik campus, 60% satisfied versus 70%. Since Dubrovnik campus has a higher percentage of full-time faculty versus adjunct faculty, when compared with Zagreb, resources are being allocated for the hiring of two additional full-time faculty in the Information Technologies – WMC study programs, 1 additional in mathematics, and 1 additional in general business. Aside from the official course evaluations and RIT Croatia surveys, students have plenty of opportunities to address course content and general concerns through the faculty members' mandatory office hours, or via the semi-annual 'Coffee With The Deans', where the dean and associate dean host an open forum for student feedback on all aspects of their RIT Croatia experience. Throughout the academic year, students can also at any time reach out to a faculty member, academic advisor, associate dean, dean, or ombudsperson.

The MyCourses course administration system is accessible to all students, and its use is a requirement for all faculty instructing at RIT Croatia. Students can track their academic performance in a given course throughout the term, and faculty members can also use it to post and link reading materials. The Starfish system, which is used in conjunction with MyCourses, allows the faculty member to send 'early alerts' to students who are falling behind in the course, as well as 'kudos' to those who are performing well. Academic advisors are included in the process and can follow up with students if needed.

Academic integrity is a key component of learning at RIT Croatia and RIT Croatia's Academic Honesty Policy details the expectations and standards that students must adhere to, and the consequences if they do not. Faculty utilize the Turnitin system to check submitted assignments, papers, and projects for plagiarism, and confirm that students are completing their own work.

With all undergraduate study programs delivered by RIT Croatia having a mandatory cooperative education as a part of the study program requirement, regular contact with industry and future employers of RIT Croatia graduates is maintained. The requirement of documented employer and student feedback, following cooperative education, is key in the assessment of curricular strengths and weaknesses. A very active and engaged alumni body and alumni association also ensures feedback on industry future trends and needed curriculum adjustments. Alumni and other industry partners are regularly on campus for presentations and workshops.

At RIT Croatia a special attention is paid to the relevance of materials and learning methods, hence Advisory Boards have been formed for each study program. Advisory Board members are professionals from successful Croatian and international companies and their knowledge of industry, trends and novelties is vital for the continuous quality control of each study program. This model has been working successfully at RIT for years, where advisory boards meet three to four times a year to inform RIT about the latest business needs and trends.

All aspects and goals of the Strategic Plan – *Future ready* (2023–2027) are quality oriented in nature. Through the achievement of the 13 goals set in the Strategic Plan, the quality of all areas of RIT Croatia will be enhanced. Achieving the set goals unfolds through the organizational units of RIT Croatia, and each is required to report on achievements to the institutional leadership. Information on the status of goals of the Strategic Plan are shared with the institution as a whole at least once per year during the annual planning cycle. The dean also informs the Board of Governors of the status of goals in the Strategic Plan at its regular sessions in May and October.

2.3.1. Quality Assurance System development

The aim of the quality assurance and improvement system is to build an institutional mechanism to systematically define, monitor and evaluate all quality assurance elements, and to execute activities, initiatives and development programs with the permanent goal of improving the quality of all elements of operations at RIT Croatia. This system encompasses participants from all structures of RIT Croatia (administrative staff, faculty, and students), and external participants with whom RIT Croatia maintains ongoing cooperation and collects feedback that is then applied in quality improvement activities. It also ensures that RIT Croatia operates according to the highest higher education quality standards, in alignment with the Act on Quality Assurance in Science and Higher Education and the ESG. Because of this, there was a need to further formalize an already existing system and align it with national and European guidelines.

First step in this process was to form a **Quality Assurance Council**. Since RIT Croatia's Administrative Council had a primary responsibility for quality assurance from an operational perspective, it was a logical decision to rename this body into Quality Assurance Council. This change happened on February 1st, 2022. The newly named Quality Assurance Council is composed of the Senior Leadership team members, the Degree Programs chair, the General Education & Research chair, and the Academic Affairs Department manager.

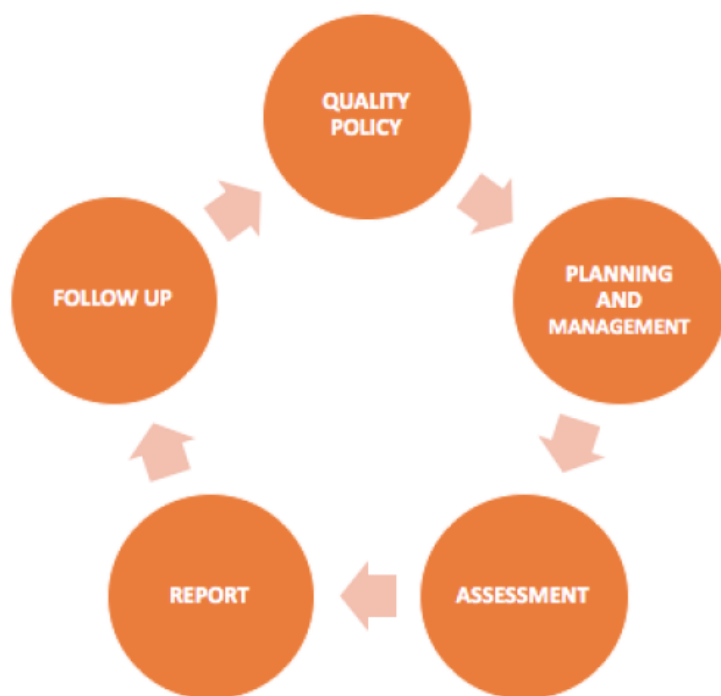
The second step in the formalization process required RIT Croatia to develop three (3) documents that will formalize the Quality Assurance System and provide a backbone for Internal Periodic Assessment of that system. RIT Croatia's *Quality Assurance Policy*, *Quality Assurance System Rulebook*, and *Internal Periodic Assessment of the Quality Assurance System Rulebook*, were developed during April and May 2022. The documents were reviewed and approved by the Academic Senate on June 15th 2022.

RIT Croatia's **Quality Assurance Policy** formalizes institutional mechanisms for systematic definition, implementation, assurance, evaluation, improvement and quality management, in accordance with the highest quality standards in higher education, based on the Law on Quality Assurance in Science and

Higher Education, the Standards and guidelines for quality assurance in the European Higher Education Area (ESG), as well as the standards of the Middle States Commission on Higher Education (MSCHE).

The **Quality Assurance System Rulebook** defines the purpose, scope, structure and responsibilities of the Quality Assurance System (QAS) bodies within the Quality Assurance System (QAS) at RIT Croatia. It regulates the areas of evaluation and improving quality, as well as organization and actions related to the system of higher education quality at RIT Croatia.

The Internal Periodic Assessment of the Quality Assurance System (Audit) Rulebook defines how the internal audit is conducted at the institution level, in order to determine the efficiency of the quality assurance system relative to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the Standards of the Middle States Commission for Higher Education (MSCHE). The internal periodic assessment of the RIT Croatia quality assurance system (Audit) is carried out once a year based on the following PDCA (Plan-Do-Check-Act) model:



Once the above mentioned processes were completed, the Dean appointed the **Internal periodic assessment committee (IPAC)** on July 1st, 2022. The Committee consists of five (5) members and is elected for a period of three (3) years. The Committee began its work in July 2022 and successfully completed the Internal Periodic Assessment of the Quality Assurance System for the academic year 2020-2021.

3. INTERNAL PERIODIC ASSESSMENT OF THE QUALITY ASSURANCE SYSTEMS

3.1. Internal Periodic Assessment – Goals

The internal periodic assessment of the RIT Croatia quality assurance system (Audit) is conducted at the institution level, in order to determine the efficiency of the quality assurance system relative to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the Standards of the Middle States Commission for Higher Education (MSCHE).

The goals of the internal periodic assessment of the quality assurance system (Audit) are:

- a) Determining the level of development of the quality assurance system relative to the Standards and guidelines for quality assurance in the European Higher Education Area (ESG) and the Standards of the Middle States Commission for Higher Education (MSCHE).
- b) Determining the efficiency of the entire RIT Croatia quality assurance system.

3.2. Internal Periodic Assessment Committee

The Dean of RIT Croatia has appointed the persons in charge for Internal Periodic Assessment of the Quality Assurance System with a Decision on the Internal Periodic Assessment Committee dated July 1st, 2022 as follows:

- Ivona Labaš, M.S., Director of Strategic Development, Facilities and ITS, coordinator and member
- Besim Agušaj, Ph.D., College Professor, member
- Evelina Miščin, Ph.D., College Professor with Tenure, member
- Kristina Šorić, Ph.D., College Professor with Tenure, member
- Marija Šušak Mišetić, M.S., Academic Affairs and Student Services Manager, member

3.3. Internal Periodic Assessment - Areas of Assessment

Determining the level of development of the quality assurance system relative to the Standards and guidelines for quality assurance in the European Higher Education Area (ESG) and the Standards of the Middle States Commission for Higher Education (MSCHE), and the efficiency of the entire RIT Croatia quality assurance system is completed through assessment of the quality assurance areas. The areas are the following:

1. Mission and goals
2. Ethics and integrity
3. Governance, leadership and policy for quality assurance

4. Design and approval of programs
5. Student-centered learning, teaching and assessment
6. Student admission, progression, recognition and certification
7. Teaching staff
8. Planning, learning resources and student support
9. Information management
10. Public information
11. On-going monitoring and periodic review of programs
12. Cyclical external quality assurance

In the process of internal periodic assessment of the quality assurance system (Audit), each area of evaluation can be found in one of four (4) development phases: preparatory, initial, developed and advanced.

I. preparatory phase

The quality assurance system is being prepared (documentation under construction, internal arrangements completed).

II. initial phase

The quality assurance system is in place, but not in function (basic QAS documents prepared).

III. developed phase

The quality assurance system is operational, internal assessment (Audit) has been completed and the system is being further developed based on the internal assessment (Audit) results.

IV. advanced phase

The quality assurance system is continuously improved based on the results of the internal and external assessments.

3.4. Internal Periodic Assessment - Process

Internal periodic assessment of the quality assurance system (Audit) is conducted by the Internal periodic assessment committee (IPAC).

Internal periodic assessment of the quality assurance system (Audit) consists of four (4) steps described in detail in RIT Croatia's Internal periodic Assessment of the Quality Assurance System Rulebook:

1. Planning - the first step of the internal periodic assessment of the quality assurance system in which the Committee develops the assessment activities and prepares the plan for data, documentation and feedback collection.
2. Data, documentation and feedback collection – collection of data and documentation needed from all organizational units at RIT Croatia and interviews with representatives of organizational units of RIT Croatia and external stakeholders (need based).
3. Assessment and reporting – preparation of the initial report based on information collected.
4. Follow-up – based on the conclusions and recommendations from the initial report, the Quality Assurance Council (QAC) prepares an action plan for the improvement of the quality assurance system and follows through all the implementation steps.

3.5. Internal Periodic Assessment – Plan and Activities

In accordance with the Rulebook, the Internal Periodic Assessment Committee has completed the first three phases of the academic year 2022-2023 audit, namely: planning; data, documentation and feedback collection; assessment and reporting. The Audit report will be submitted to the RIT Croatia Academic Senate for comment and approval. The final step of the Audit is follow-up. After the Academic Senate approves the report, the Quality Assurance Council (QAC) prepares an Action Plan for the Improvement of the Quality Assurance System in the follow-up phase.

Since a comprehensive Internal Periodic Assessment of the Quality Assurance System was completed in 2022, the IPAC has decided for a more focused approach for the 2022-2023 assessment period. There were two Elements that the IPAC focused on:

5. *Student-centered learning, teaching and assessment* - Namely the standards, quality and efficacy of online class delivery
6. *Student admission, progression, recognition and certification* - Focus on student retention

The below Gantt chart illustrates the timeline of the entire project and its tasks.

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	May 22-28	May 29 - June 25				June 26 - July 30				July 31-August 27				August 28 - October 1				October 2 - 15			
Planning																					
Developing the plan of activities																					
Review of the rulebook																					
Review of the report examples																					
Meetings by elements determining the documentation																					
Mapping documents and elements in one master																					
Publishing the plan of activities																					
Determining the requests for the responsible persons																					
Sending information about the process to all																					
Data collection																					
Submission of the required documentation and data																					
Contacting responsible persons																					
Check list of the submitted documents																					
Uploading the documents on Google drive																					
Interviews																					
Meetings by elements																					
Writing drafts of reports by elements																					
Composing the questions for the interviews																					
Determining the dates for interviews																					
Conducting interviews																					
Assessment and report																					
Assessment																					
Report																					
Follow - up																					
Action plan																					
Communication																					

The Audit Committee met regularly to discuss the ongoing process and plan for future steps. Below is a list of meeting held in the entire process:

Meeting topic	Date	Attendees
Review of the audit documentation (rulebook, policy)	May 26th, 2023	Internal Periodic Assessment Committee, Associate Dean
Review of the report examples	May 26th, 2023	Internal Periodic Assessment Committee
Plan of activities & Gantt	June 2nd, 2023	Internal Periodic Assessment Committee
Elements 5-6, determining documentation needs	June 7th, 2023	Internal Periodic Assessment Committee
Finalizing the documentation needs and determining requests for individual departments	June 9th, 2023	Internal Periodic Assessment Committee
Initial review of collected documentation	June 19th, 2023	Internal Periodic Assessment Committee
Status meeting, Element 5	June 28th, 2023	Internal Periodic Assessment Committee
Status meeting, Element 6	July 4 th , 2023	Internal Periodic Assessment Committee
Finalizing list of questions for the additional interviews	July 25th, 2023	Internal Periodic Assessment Committee
Interview with faculty representatives (Element 5)	August 22nd, 2023	Internal Periodic Assessment Committee, faculty representatives (Peric, Havelka, Zagar, Kuznin)
Interview with student body representatives (Element 5)	August 22nd, 2023	Internal Periodic Assessment Committee, Student Government representatives (Zuric, Primorac, Novosel, Penava)
Interview with the Academic Advisors (Element 5&6)	August 22nd, 2023	Internal Periodic Assessment Committee, Academic Advisors (Franic, Busa)
Interview with Student Government representatives and student body representatives (Element 6)	August 22nd, 2023	Internal Periodic Assessment Committee, student representatives (Kocovic, Danic, Simek, Rakocevic, Breka, Grgivic, Klapez, Bajs, Gojceta, Radonjic)
Finalizing assessment reports by elements	September 5th, 2023	Internal Periodic Assessment Committee
Review of the final report	September 25th, 2023	Internal Periodic Assessment Committee

3.6. Documentation and materials

The Internal Periodic Assessment of the Quality Assurance System is based on available documentation provided by all RIT Croatia's organizational units as well as on follow up interviews conducted with relevant stakeholders. All documents that were reviewed in the process, as well as all interview topics are listed below:

- Strategic Plan Future Ready 2022-2027
- RIT Croatia Faculty and Staff Code of Ethics
- RIT Croatia Nondiscrimination Statement
- RIT Croatia Core Values
- Internal rulebooks and documents related to discrimination and harassment (Faculty and Staff)
- Internal rulebooks and documents related to discrimination and harassment (Students)
- Student Handbook 2022-2023
- Student Academic Honesty Policy 2022-2023
- Ombudsperson - statistics for 2022-2023
- Decision on Appointment of the Person Authorized to Receive and Deal with Complaints Related to the Protection of Employees' Dignity
- Faculty Handbook 2022-2023
- Employee Rulebook
- Rulebook on Internal Whistleblowing Procedure
- Statute in effect 2022-2023
- RIT Croatia Quality Assurance Policy
- RIT Croatia QAS Rulebook
- RIT Croatia Internal Audit Rulebook
- Sample Course Syllabi 2022-2023
- Institutional grading guidelines
- Advising process documentation
- RIT student progression, retention
- COOP handbook 2022-2023
- Student mobility stats for SA and Erasmus 2022-2023
- ERASMUS Mobility Rulebook
- IT and Library infrastructure details
- RIT Croatia Disability Policy
- Academic and faculty advising process descriptions
- RIT Erasmus Outgoing Student Handbook
- Student government and student clubs support details
- Student progression, success and drop-out rates – statistics 2022-2023
- Student satisfaction survey for 2022-2023
- Academic advising JDQ
- Program outlines 2022-2023
- Performance Indicators - Graduation and retention rates per program 2022-2023
- Web content per program

3.7. Internal Periodic Assessment – Report

The draft report on the Internal Assessment of the Quality Assurance System of RIT Croatia was prepared by the Audit Coordinator, Ivona Labaš. The draft report consisted of: Introduction, RIT Croatia general info, the procedure for performing internal audit and the results of internal audit.

On the basis of draft reports, information obtained in interviews with stakeholders and analyzed documentation on the RIT Croatia's internal Google Drive, the Internal Assessment Committee has produced a "Report on the Internal Assessment of the Quality Assurance System and Recommendations for Improvement". This report consists of four parts:

1. Introduction
2. RIT Croatia General Info
3. Internal Periodic Assessment of the Quality Assurance System
4. Internal Periodic Assessment of the Quality Assurance System - Results

Chapter 4 contains strengths, situation observation and description, evaluation/development phase, and recommendations for each of the Elements of Assessment that was completed in this audit process.

4. INTERNAL PERIODIC ASSESSMENT OF THE QUALITY ASSURANCE SYSTEM – RESULTS

4.1. Element 5 - Student-centered learning, teaching and assessment (ESG 1.3, MSCHE 3, MSCHE 5)

(Includes standards and guidelines from the “Standards and guidelines for quality assurance in the European Higher Education Area (ESG)” and “Standards of the Middle States Commission for Higher Education (MSCHE)”)

Standard

The institution should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

The institution provides students with learning experiences that are characterized by rigor and coherence at all levels, and are consistent with higher education expectations. Assessment of student learning and achievement demonstrates that students have accomplished educational goals consistent with their program of study.

Guidelines – student-centered learning and teaching

- respects and attends to the diversity of students and their needs, enabling flexible learning paths;
- considers and uses different modes of delivery, where appropriate
- flexibly uses a variety of pedagogical methods
- regularly evaluates and adjusts the modes of delivery and pedagogical methods
- encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher
- promotes mutual respect within the learner-teacher relationship
- has appropriate procedures for dealing with students’ complaints
- learning experiences characterized by rigor and coherence at all levels

Guidelines – assessment

- Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field
- The criteria for and method of assessment as well as criteria for marking are published in advance
- The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process
- Where possible, assessment is carried out by more than one examiner
- The regulations for assessment take into account mitigating circumstances

- Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures
- Assessment of student learning shows that students have accomplished educational goals
- A formal procedure for student appeals is in place.

4.1.1. Situation observation and description – online and remote learning

- Our focus on online delivery quality assurance is not accidental. RIT Croatia is among many educational institutions that are trying to articulate ideas about online learning concepts. The goal, for us, is to reach an understanding and recognition based on the consistent use of online learning tools.
- RIT Croatia has been working on remote and e-learning approaches for many years, long before Covid-19 forced all educational institutions to move in that direction.
- RIT's Polycom video conferencing technology has been in place for more than 10 years connecting primarily Dubrovnik and Zagreb classes on a daily basis and occasionally global RIT campuses.
- E-learning is not offered as an exclusive methodology for particular study programs, rather it is evenly distributed as a learning tool across all programs and is considered essential in overall teaching strategy and educational activities.
- Generally, students perceive assessment as consistent and fair and carried out in accordance with the procedures. However, they did voice their concerns related to the fact that professors allocate significantly less time when online exams are conducted. This is causing stress and anxiety and potentially may lead to lower exam scores. Sometimes students did not have time to read the questions twice. In an in-person exam, you can see the entire exam and then you can pace yourself. When online, you can't see the entire exam and don't know what answering strategy to apply. Some faculty offer exams where you can go back and review questions. When this finding was shared with faculty, they in essence agreed with this observation and also added that the sole goal of this approach was to reduce and minimize potential exam cheating (more time implied students would roam through their PCs and internet and ultimately engage in unethical behavior).
- According to faculty members who were interviewed, training of academic staff in the domain of e-learning is not enough for their needs and is organized on an ad hoc basis (as needed). It has to be noted that faculty might be unaware of all the resources available.
- Course expectations and specific rules addressing online course delivery are clearly communicated at the very beginning of each semester. Evaluation criteria and methods are also transparent and consistent throughout all courses.
- Compared to in-person syllabi, online course syllabi are adjusted to accommodate the specifics of the online environment. The syllabi contain detailed information that helps students navigate in an online eco-system.
- Students stated that professors were responsive, accessible, and open for communication, while office hours' time slots were respected.
- Overall, the class size (number of students enrolled in a specific online course) was adequate and meets the standard of an in-person class size. Students, however, mentioned that class size does matter since larger classes created an atmosphere where students could be less focused and less engaged, and vice versa, smaller classes were more engaging and productive.
- Technology utilized to deliver online courses is fair and has improved since Covid-19 teaching experience. Yet we concluded that improvements can be made to attain superior class experience.

Examples are: low camera/ microphone quality for class delivery from faculty offices, lights and background not appropriate in faculty offices, internet speed when students and faculty connect from home is very slow and signal weak, personal desktop-laptop computers slow etc.). For students, this was an important question since technology issues affect the class experience even if there is only one student that has tech-related issues. An additional burden is that faculty are not feeling comfortable delivering lengthy classes due to prolonged seating – investing in technology that can allow them to deliver class while moving around the room would significantly improve the experience.

- Students that have learning accommodation that allows them to keep their cameras turned off (due to anxiety), were not making themselves visible and that was limiting the faculty's ability to engage them in class activities.
- Faculty noticed that year level also had an impact on students' online experience. For freshmen, the experience was less appealing. They were new to the institution and wanted to have more in-person contact with both faculty and fellow students. It is different when they are juniors or seniors - for them, online means more flexibility in managing their time.
- One key finding was that, according to faculty, students prefer Zoom vs Polycom technology (better experience).
- For students, physical distance (the social aspect of class experience) was not an issue. Students knew other students as well as faculty through other classes that were delivered in person. From that perspective, they did not feel a lot of difference between online and in-person classes.
- Group work during online classes is perceived by students as more difficult than in-person but it worked well when groups worked offline too. Breakout rooms are also helpful for some courses, as they mimic the classroom feel.
- Students also reflected on online course scheduling. Some students had "poor schedules", namely they did not have any break between an in-person and online course. In essence that meant that they didn't have the time to go home and attend an online class from the comfort of their home. This left them hanging around the campus since labs, classrooms or common areas were not available for them to connect. Consequently, they ended up following classes in unsuitable work environments (cafe bars, or loud and crowded spaces). This was even more problematic when taking exams. It has to be noted that the schedule itself is not fixed and it is in fact predetermined by students. In this process, students have an opportunity to pick and choose between several sections of the same course. The conclusion can be made that the students are not taking (or understanding) all the scheduling aspects into consideration when selecting their classes.
- For WMC students, online programming courses were deemed to be more difficult, especially for students with no experience in online class delivery, and they were reluctant to participate. When it comes to programming courses, interaction with faculty is crucial and as such easier when the class is in person (as one student noted: IT courses with lab requirements need to be in-person, especially the lab portion of the class).
- Students emphasized the advantage of recording online classes for later access. This helps them revisit the lecture multiple times. This proved to be very beneficial with "numbers-based" courses like finance, financial and managerial accounting, statistics, math-heavy courses etc.
- After reviewing the assessment of student learning, the results show that students have accomplished educational goals.
- In 2022/2023 academic year, 17.4% of courses were held online (59 out of 339 delivered sections)

4.1.2. Recommendations – online and remote learning

- Increase awareness about available training programs for faculty in the domain of e-learning and work on strategies to continuously improve available training based on the latest trends. This should cover not only the technical aspects but also effective online teaching strategies, engagement techniques, and assessment methods. It should also ensure they stay updated with the latest best practices.
- Encourage faculty to use a variety of interactive teaching methods to keep students engaged during online sessions. This could include group discussions, polls, breakout rooms, and collaborative activities.
- Enhance the design of online course syllabi to include clear instructions and expectations for students.
- Consider offering recorded lectures for all online delivered courses, as they have proven to be beneficial for students. This helps with content review and accommodates various learning preferences.
- Consider ways to optimize class sizes for online courses, ensuring that students can actively participate and engage in discussions.
- Address students' concerns about time constraints during online exams by considering strategies that balance exam integrity and student well-being. This could include providing sufficient time for reading questions, enabling question review, and clearly communicating time expectations for each section of the exam.
- Continue to invest in upgrading and improving the technology infrastructure for online course delivery. Address issues related to the availability of extra camera and microphone equipment, and hardware problems that affect the online class experience. Consider limiting faculty to deliver classes only from designated rooms where technical capabilities are suited for online delivery.
- Educate students on minimum requirements that are needed for online courses to ensure they have all the prerequisites needed to attend online courses (quiet space, min internet connection, working camera and microphone, etc). Students need to understand the prerequisites before enrolling in an online class.
- Continue providing students with the option of using available classroom space to attend online classes while on campus in order to provide them with a quiet space for better concentration without surrounding distractions.
- Recognize the unique needs of freshmen students and consider ways to enhance their online learning experience. Provide opportunities for them to connect with faculty and peers, fostering a sense of community and belonging.
- Consider additional approaches to collecting feedback from students and faculty about their online teaching and learning experiences. Use this feedback to make iterative improvements to the online education delivery model.
- Polycom video conferencing equipment phasing out could be considered. Zoom technology is working perfectly as a standalone and no third party solution is needed for the current online delivery models.
- Evaluate establishing a hiring model for online courses. Identify top-quality faculty experienced in online delivery and use the opportunity to hire them to work remotely. This also contributes to the overall internationalization goals of our Strategic Plan.

4.1.3. Evaluation - online and remote learning

I. PREPARATORY PHASE	II. INITIAL PHASE	III. DEVELOPED PHASE	IV. ADVANCED PHASE
<p>The quality assurance system is being prepared (documentation under construction, internal arrangements completed)</p> <p>Documentation:</p> <ul style="list-style-type: none"> (1) Template Syllabi (2) Institutional grading guidelines (3) Manual for myCourses, Starfish and SIS <p>Internal arrangements:</p> <ul style="list-style-type: none"> (1) Committee (2) Task delegation (4) Deadlines (3) Information sharing with stakeholders 	<p>The quality assurance system is in place, but not in function (basic QAS documents prepared)</p> <p>Documentation prepared:</p> <ul style="list-style-type: none"> (1) Template Syllabi (2) Institutional grading guidelines 	<p>The quality assurance system is operational, internal assessment (Audit) has been completed and the system is being further developed based on the internal assessment (Audit) results</p> <p>Internal assessment has been completed:</p> <ul style="list-style-type: none"> (1) All the data collected (2) All the data analyzed (3) Series of meetings (4) Recommendations created (5) Action plan created 	<p>The quality assurance system is continuously improved based on the results of the internal and external assessments.</p> <p>Continuous improvement:</p> <ul style="list-style-type: none"> (1) Running action plan activities (2) Monitoring implementation of recommendations (3) Testing (4) Measuring and analyzing (5) Checking (6) New recommendations

4.2. Element 6 - Student admission, progression, recognition and certification (ESG 1.4, MSCHE 4)

(Includes standards and guidelines from the “Standards and guidelines for quality assurance in the European Higher Education Area (ESG)” and “Standards of the Middle States Commission for Higher Education (MSCHE)”)

Standard

Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Guidelines

- Admission processes/criteria are implemented consistently and in a transparent manner
- Induction to the institution and the program is provided.
- Processes and tools to collect, monitor and act on information on student progression.
- Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students’ progress in their studies, while promoting mobility.
- Accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds.
- Appropriate recognition procedures rely on:
 - Institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention.
 - Cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC center with a view to ensuring coherent recognition across the country.

4.2.1. Situation observation and description – student retention

- Student retention has been a key focus for RIT Croatia. The intent is to provide support to students and ensure a high student satisfaction rate to have them persist through each semester and ultimately complete their degree program.
- RIT Croatia has made it a goal (Area 1, Goal 2) in their Strategic Plan to improve retention rates by 2027.
- Institutional Research in Rochester does an evaluation each semester of RIT Croatia’s graduation and persistence rates providing a clear picture of student success.
- RIT Croatia's persistence rates are above 80% per year indicating that students do return at a high rate year after year to complete their studies.
- RIT Croatia has a clear strategy in place to support student retention initiatives from when students enter college up until they graduate.

- Students are informed in their first weeks of class of all support, guidance, and social activities that are available to them in their RIT-365 Connections course as well as in the RIT Croatia Student Handbook which clearly outlines academic policies as well as support initiatives that exist on campus.
- Every RIT Croatia student is assigned an Academic Advisor who tracks their progression within their degree program and ensures that they are taking the right courses and getting additional academic support in order to promote their progression. Support tools include students having regular meetings with their academic advisors, free tutoring services, Writing Lab for English and a support course to assist with study habits. In addition to this, students are assigned a Peer Mentor to help them better integrate and support them in their first year of studies as well as a faculty advisor to assist them with study habits and career planning.
- Advisors noted that international students felt isolated due to the general language barrier and change of home environment.
- Advisors noted that students tend to leave when they were not the ones who chose the college. Also, if their English and math skills are not strong enough or they do not like the American approach to education with group projects, mandatory attendance, and multiple deliverables.
- Advisors noted that academically strong students felt celebrated through various awards and programs directed at their success.
- An Ombudsperson at RIT Croatia is there to assist students if they are experiencing challenges on their college journey as a confidential and unbiased staff member. The Ombudsperson helps students identify strategies to resolve issues and assists them in taking advantage of free counseling services with a Psychologist where appropriate.
- RIT Croatia has established an Honors Program to offer additional research opportunities to academically outstanding students. When they complete all program requirements, this is noted on their official American transcript.
- RIT Croatia has a number of feedback mechanisms in place to evaluate the quality of teaching and students satisfaction throughout the Academic Year.
 - RIT Croatia conducts an annual Student Satisfaction Survey in which students have the opportunity to provide feedback on all aspects of RIT Croatia, including their programs, courses, faculty, staff, and facilities.
 - RIT Croatia sends out course evaluations to students at the end of each semester for their feedback on the faculty teaching and the course content and delivery.
 - RIT Croatia sends out surveys to students taking a new course or a course being taught by new faculty to evaluate the course delivery and faculty teaching in order to make immediate changes where appropriate.
 - RIT Croatia has a Graduate Exit Survey that is distributed to all graduates and evaluates all aspects of their educational experience at RIT Croatia in order to make improvements for new generations.
 - The Dean and Associate Deans host a “Coffee with the Deans” each semester where students can come and informally talk about their concerns and share any feedback on their college experience at RIT Croatia.
- We often ask for student feedback – on policies, strategic plans, college activities, student life, etc. Advisors and students noted that students did not feel as though they saw significant change based on the feedback provided. This comment was very general and students would like to see what the outcomes of their feedback and initiatives are.
- Advisors noted that students expressed frustration with not all faculty having the same approach to teaching and fairness within the classroom. There was not an American approach to

student/faculty relationships in all cases which is inconsistent to the RIT Croatia philosophy. The faculty in question were not identified during interviews.

- The University Withdrawal Exit Survey has been implemented to track and review feedback on students who have chosen to leave the institution. This survey allows us to have a better understanding of reasons behind leaving and potentially identify areas of concerns contributing to them leaving.
- Feedback received from students based on their UW Exit Survey indicated that reasons for leaving are tied to their primary interest being another program or the program they enrolled in not meeting their expectations.
- RIT Croatia has a number of social initiatives in place in order to enhance the student experience at RIT Croatia including student events throughout the year (BBQ, Charity Auction, Graduation Dinners, Dean's List Dinners, etc.) as well a number of student clubs on each campus for students to pursue extracurricular activities outside of their academic obligations.
- Students noted in their interviews that they were not able to reach club members for club related inquiries (no contact list for club presidents/members, unclear meeting times, lack of communication between clubs and students). They also noted that international students did not feel included in campus activities.
- Students noted that budgets for clubs and organizations took a long time to get approved with little direction which in turn slowed down the organization process. They indicated that some club budget requests were denied with no feedback provided by administration.
- Students noted that choosing their course schedules was a difficult process and resulted in dissatisfaction due to limited section options and times.
- Students noted in interviews that there is a lack of effective communication with students as not all students read email or use Instagram to know what events are taking place on campus for students. It has to be noted that the academic calendar available to students through the RIT Croatia website contains all the events and activities schedule and info. Students seem to be unaware of information readily available to them.
- Students indicated that they wanted more scheduled college organized social events for students in order for them to better integrate at all year levels.
- Students feel as though the tutoring process needs to be further developed as students don't know their tutors and some tutors assist multiple faculty members.
- Students would like to see Study Abroad initiatives enhanced where Global Scholars are better connected to share experiences and given an opportunity to be introduced to one another.

4.2.2. Recommendations – student retention

- Analyze the connection between the high school final grades and students leaving RIT Croatia to potentially identify patterns that can indicate gaps in the enrollment process. If necessary, consider introducing new Boot camps/summer schools for English, mathematics, IT, etc. for prospective students of lower academic standing to prepare them for their freshman year.
- Improve communication with students on available COOP options by using a variety of platforms in order for them to be better informed.
- There is a perception that we need to work on being more realistic and transparent when promoting our study programs (recruitment/enrollment process). Analyze current narratives in enrollment processes and share details with faculty and staff, to ensure everyone understands the narrative that goes out to prospective students.

- In both locations, students are struggling to find adequate student accommodation. RIT Croatia provides help and guidance in the process but not all students seem to be aware of the opportunities. Work on increased communication and continue providing support with finding appropriate accommodation for students.
- Consider organizing workshops for students on improving their time management, lean management, waste elimination, how to reduce/deal with stress, how to be more efficient and effective, how to improve communication skills, how to work in teams, and essential study techniques. Include Student Government in these initiatives.
- Continue providing support to foreign students with socializing (special events, integration into the community, student clubs)
- Ensure that student feedback always receives a response and that students understand the changes that have been a result of their feedback. Continue to involve the students (Student Government) in all change processes as partners and not only stakeholders.
- Consider organizing workshops for faculty on improving their soft skills (communication as a priority), to align their behavior with the American way of teaching and behaving (more relaxing, more respectful, more available, more open). Investigate opportunities for collaborating with RIT main campus on this topic.
- Establish a formal onboarding workshop or have precise instructions (formal procedure) for “mentors” who will help new faculty to get in line with our mission and values.
- Faculty seems to be unaware of scheduling operations and restraints. Consider ways to increase awareness of academic processes (scheduling and advising) and improve collaboration and communication between faculty and staff.
- Formalize a more efficient framework for supporting students’ clubs (more efficient procedure for establishing clubs, better and more consistent communication, closer collaboration, more space for students to share their thoughts). Establish simpler budget procedures when it comes to student clubs’ plans and programs. Work on transparency and clear timelines for all student club processes
- Ensure the students are aware of the proper point of contact for SG and for all active student clubs and administrative support for club activities. Consider publishing student club/student life contact list on campus notice boards and on the web
- Since RIT works on the principle of fairness, priority to choose class schedules early cannot be given selectively. Work on increasing awareness of requirements needed to successfully complete online courses (tech and space requirements), look into possibilities to restrict online course selection without prior consultation with advisors or similar.
- Work with Student Government to enhance campus life for students by organizing more/more diverse social events for students on campus (student suggestions: pet day, hobby day). Reevaluate existing social events and consider changes such as gala dinner (with food, music, dancing) for all the students, not only for senior students, as well as movie day, sports day.
- Explain better the purpose of tutoring. Motivate the students to ask for help and to learn how to benefit from tutoring more. Organize events where students can meet tutors and talk to them. Support more tutors and promote more tutoring. Explain to the students that tutoring sessions are not organized to solve their problems one day before an exam, the tutoring sessions should be attended regularly.
- Talk more about the fact that RIT Croatia students are part of a bigger community, RIT community. Continue working on raising awareness about the fact that RIT has several Global Campuses. Organize more online events where the students from all the campuses could meet and talk and share experiences. Consider organizing Dubai day, American day, and similar.

- Increase awareness about available tools that students can use to improve their learning process. For example, LinkedIn Learning can be used to work on time management, homework planning, project management, etc.
- Consider organizing workshops for professors on effective use of AI in education

4.2.3. Evaluation – student retention

I. PREPARATORY PHASE	II. INITIAL PHASE	III. DEVELOPED PHASE	IV. ADVANCED PHASE
<p>The quality assurance system is being prepared (documentation under construction, internal arrangements completed)</p> <p>Documentation:</p> <ul style="list-style-type: none"> (1) Admission procedure (2) Transfer process (3) Advising process (meetings, how we handle probations, suspensions) (4) Student award procedure (5) Certification process (6) IRB RIT student progression, retention (7) COOP handbook (8) Student mobility procedures <p>Internal arrangements:</p> <ul style="list-style-type: none"> (1) Committee (2) Task delegation (4) Deadlines (3) Information sharing with stakeholders 	<p>The quality assurance system is in place, but not in function (basic QAS documents prepared)</p> <p>Documentation prepared:</p> <ul style="list-style-type: none"> (1) Admission procedure (2) Transfer process (3) Advising process (meetings, how we handle probations, suspensions) 	<p>The quality assurance system is operational, internal assessment (Audit) has been completed and the system is being further developed based on the internal assessment (Audit) results</p> <p>Internal assessment has been completed:</p> <ul style="list-style-type: none"> (1) All the data collected (2) All the data analyzed (3) Series of meetings (4) Recommendations created (5) Action plan created 	<p>The quality assurance system is continuously improved based on the results of the internal and external assessments.</p> <p>Continuous improvement:</p> <ul style="list-style-type: none"> (1) Running action plan activities (2) Monitoring implementation of recommendations (3) Testing (4) Measuring and analyzing (5) Checking (6) New recommendations

4.3. Conclusion on the efficiency of the quality assurance system of RIT Croatia

After analyzing submitted documentation, information available on RIT Croatia's website, and the information collected through interviews during the first three phases of the Internal Periodic Assessment, the Internal Periodic Assessment Committee concluded that the assessed portions of the Quality Assurance System at RIT Croatia are in an Advanced Phase. It is the Committee's strong belief that the overall institution's quality will be significantly improved when all the activities in the follow-up phase have been completed.

Below is a chart summarizing the phase RIT Croatia has achieved for each aforementioned areas of the internal periodic assessment of the quality assurance system for the academic year 2022-2023:

STANDARD	PHASE
4.1. Element 5 - Student-centered learning, teaching and assessment (ESG 1.3, MSCHE 3, MSCHE 5)	Advanced Phase
4.2. Element 6 - Student admission, progression, recognition and certification (ESG 1.4, MSCHE 4)	Advanced Phase