



KOLEGJI - COLLEGE
BIZNESI
Prishtinë

MANUAL FOR EVALUATION OF TEACHING PERFORMANCE, STUDY PROGRAM AND COLLEGE

The manual for evaluating the teaching performance, study program and college, "BIZNESI College" - Prishtina, was drafted pursuant to the Decision of the High Teaching Scientific Council, based on the Law no. 04 / L-037 "On Higher Education in the Republic of Kosovo"; and Statute of the College Article 81; on all other applicable legislation and which has been approved by the Decision of the High Teaching Scientific Council dated 29 January 2021 of Biznesi College approving the following:

MANUAL FOR EVALUATION OF TEACHING PERFORMANCE, STUDY PROGRAM AND COLLEGE

INTRODUCTION

BC Mission

Biznesi College continues its positive academic tradition, creates transformative academic environments and experiences to realize the full potential of its students, implements advanced teaching standards, scientific research and contributes to the economic development of the country in general.

Definition of Evaluation

Evaluation is an ongoing process that aims to understand and improve student learning. This includes making our expectations clear and public; setting appropriate criteria and high standards for quality learning; systematic collection, analysis and interpretation of evidence to determine how well performance complies with those expectations and standards; and using the resulting information to document, explain, and improve performance.¹

Importance of Evaluation

Evaluation is an integral part of the guidance, as it determines whether or not the educational goals are met. Evaluation influences decisions about grades, placement, promotion, learning needs, curricula and in some cases funding. Evaluation inspires us to ask some difficult questions: "Do they teach the targeted curriculum?", "Do students learn the target curriculum?", "Is there another way to teach more effectively, in order to promote improved learning and understanding?"

Academic and Non-Academic Spheres

Evaluation in the academic and non-academic spheres should address the following:

¹ Thomas A. Angelo, Bulletin AAHE, November 1995, p. 7,
<https://www.aahea.org/index.php/aahea-bulletin>

1. **Academic evaluation** - shows the department's mission, student learning outcomes (SLO), measurement tools, success criteria, data collection/results for the result, use of the results to improve the SLO guidance program, main difficulties and academic goals for the next year.

Improving services (internal) - Do our students meet the student learning outcomes described in the curriculum? Do our results correspond to the needs of students and society? Do our services match the expectations of our academic community?

Responsibility (external and internal) - provides evidence of learning and student achievement for the group of accreditation experts, local and state government groups and other community stakeholders.

2. **Non-academic evaluation** - shows the executive summary of the unit, priorities, operational goals and objectives, evaluation tools, success criteria, results, plans for using evaluation results to improve services, major difficulties and next year's operational goals and objectives.

Improving services (internal) - Does our unit meet the described goals and objectives each year? Do our goals correspond to the needs of the College, students and society? Do our services match with the expectations of our community?

Responsibility (external and internal) - will present evidence of the College mission and goals for achieving them to the group of accreditation experts, local and state government groups, and other community stakeholders.

Evaluation goal

The goal of the evaluation is defined as follows:

1. **To improve.** The evaluation process should provide feedback to determine how the unit can be improved.
2. **To inform.** The evaluation process should inform heads of departments and other decision makers about the unit's contributions and impact on student development and growth.
3. **To prove.** The evaluation process should summarize and demonstrate the unit's achievements to students, teachers, administrative staff, and community stakeholders.
4. **To support.** The evaluation process should provide support for decision-making activities such as entity review and strategic planning, as well as external accountability activities such as accreditation.

Evaluation Objectives and Roles

Efforts to create a continuous atmosphere of appreciation will be made by doing the following:

- Coordination and documentation of the evaluation process (planning and reporting) for study programs, academic support and educational support.
- Ensure that student learning outcomes, goals and objectives, and program outcomes are appropriately placed and published in assessment plans.

- Assist in identifying relevant evaluation methods and criteria for success.
- Develop and document evaluation plans, evaluation reports and schedules for academic programs, academic support and educational units.
- Serve as a resource for issues related to evaluation.
- Facilitate peer review and communication regarding evaluation reports.

Joint responsibilities of BC staff and members of the BC evaluation team

Representatives appointed by each study program, by the administration and by the students form the Evaluation Team. Team members collaborate to achieve the academic, student, and College goals and objectives, and they are as follows:

- Understand and promote the importance of the role of assessment in student learning.
- Periodically record current evaluation activities and data collection methods.
- Disseminate information to the wider College community about evaluation policies, practices, and activities.
- Promote the professional and academic development of staff (training and education) in the field of assessment.
- Seek resources to create and maintain a culture of appreciation.
- Review annual evaluation plans and reports and provide information (recommendations and suggestions) for study programs.
- Ensure continuous improvement through the proper use of evaluation results

Roles and performance expectations of the College evaluation team

The following roles and tasks of College Team Members have remained constant since their inception and they are listed below:

- Serve as a liaison for College study programs.
- Assist in assessing the adequacy and measurement of current objectives, student learning outcomes, and study program outcomes.
- Facilitate the development, coordination and documentation of evaluation plans and reports for college units and related support units.
- Assist in identifying assessment instruments for college study programs.
- Provide peer review feedback to other members of the Evaluation Team.
- Attend and participate in planned professional growth opportunities.

Statement of evaluation responsibilities

The evaluation statement is to improve academic programs and non-academic support services. These ongoing processes will refine the College's structures to meet the highest standards, quality and excellence in student learning. Responsibilities are listed as follows:

Administrators

Responsibility for evaluation is a process of the whole institution and is transferred from the managerial, academic, administrative and support staff. While the primary responsibility for performance appraisal in teaching and discipline rests with teachers, the role of management remains to integrate them in responding to the challenges associated with evaluation through the allocation of resources. Management is charged with:

1. Encourage and support the evaluation of results at all levels, including curriculum planning and development efforts.
2. Facilitate changes in subjects and programs as designed by the teacher in response to findings during subject evaluation.
3. Encourage reciprocal dialogues and activities that support the development of assessment efforts and teacher skills throughout the curriculum.
4. Expand and support curriculum changes for courses or study programs where challenges have been identified through institutional evaluation activities.

Full-time / part-time teaching staff

The purpose of the assessment is to understand and improve the learning outcomes from the educational activity of the College. It is in the interest of teachers to provide quality guidance through professional development and responsible learning outcomes by evaluating their actions. Assessing student learning outcomes is the first and most important responsibility of teachers. Part-time teachers share professional commitments with full-time teachers, as many of the evaluation activities are similar. However, given their limited knowledge, part-time teachers are not expected to be very active in planning and implementing course evaluation activities, curriculum and institutional levels. In support of these activities, part-time teachers should be active in evaluation through the following activities:

1. Conducts classroom evaluation in order to focus on student learning and implement instructional strategies that support the improvement of student learning outcomes.
2. Reports the use of evaluation in the classroom in order to share ideas and strategies with colleagues and to support institutional documentation and accreditation efforts.
3. Participate in planning and conducting specific course and/or program evaluation and work with colleagues to improve the learning outcomes of the course and program.
4. Collaborates with the College evaluation team through active support of the overall evaluation and other evaluations.

Students

Students must be active participants in evaluation. The basic responsibility of students is to participate in both evaluations, direct (tests, activities, projects, seminars, etc.) and indirect evaluation activities (interviews, surveys, focus groups, etc.). Other roles that students can take on in evaluation are as follows:

1. Participation in institutional exams, surveys and focus groups.
2. Participation in focus groups and surveys in their subjects and programs as students and as alumni.
3. Participate in national surveys on student learning and student satisfaction as required of them.
4. Provide feedback on the activities and services of the College.
5. Facilitate and participate in peer review activities.

Process of evaluation through questionnaires

The evaluation process through questionnaires for teacher evaluation, subject and study program is carried out according to the following procedures specified:

1. Drafting the annual schedule for evaluation
 1. The Central Quality Assurance Commission and the Quality Assurance Office draft the annual Schedule for Evaluation through questionnaires
2. Preparatory activities
 1. The quality assurance office prepared the evaluation questionnaire
 2. The Central Quality Assurance Commission approves the evaluation questionnaire
 3. The coordinator/chair of the committee for quality assurance at the faculty level informs the teacher in advance about the implementation of the questionnaire;
3. Groups are appointed for conducting the evaluation
4. Training of groups for conducting the assessment through questionnaires
5. Carrying out the evaluation through questionnaires
 1. The questionnaire is completed by students in the last weeks of each semester;
 2. During the time the student completes the questionnaire, the teacher should not be present in the classroom or amphitheater;
 3. Completion of questionnaires by students is anonymous and confidential;
6. Collection of questionnaires
 1. Immediately after completing the questionnaires, the coordinator/chairperson or one of the members of the Quality Assurance Committee completes the minutes in presence of the teacher and the same is signed by the teacher;
 2. Completed questionnaires and minutes are inserted in an envelope;
 3. The envelope is sealed in presence of the teacher, as well as sealed and signed by

the coordinator/chairperson or one of the members of the Quality Assurance Committee at the level of the Study Program and is also signed by the evaluated academic staff;

7. Ensuring evaluation process and materials
 1. Envelopes sealed with the questionnaire and minutes are sent in real time (immediately) to the Quality Assurance Office;
8. Final evaluation activities
 1. After the completion of the evaluation through the questionnaire, the Commission for quality assurance at the level of the study program, in cooperation with the Head of the quality assurance office, holds a meeting in which the evaluation envelopes are opened, as well as the results of the questionnaires are inserted, processed and tabulated;
9. Drafting of Evaluation Report
 1. After processing and tabulating the data, the Commission for quality assurance at the level of the study program, drafts the minutes of the evaluation results which is signed by the members of the commission, and submits the same in hard copy to the Office for quality assurance, while it sends an electronic copy to the official e-mail address of the Chairman of the Central Commission for Quality Assurance and the Head of the Office for Quality Assurance;
 2. The members of the Commission for quality assurance at the level of the Study Program are obliged to maintain the confidentiality of the evaluation results until the moment of their publication;
 3. Any attempt to deviate, manipulate or falsify the evaluation process is punishable and sanctioned in accordance with the relevant legislation and regulations in force.
10. Communication of results from the Evaluation Report
 - 10.1. Each assessed teacher receives his/her results from the QAO electronically.
 - 10.2. Students receive information about assessment orally about the reports from the Dean and teachers, citing feedback from previous student groups and subsequent improvements. QAO reminds teachers of the need to present reports to students orally.
 - 10.3. The cooperation and experience of students is very important so that the assessment leads to continuous quality improvement.
 - 10.4. Heads of Study Programs get all the results for their program.
 - 10.5. The Dean and Vice-Deans receive all the results for the College.
11. The results of the teacher performance evaluation are also sent to the Curriculum Review Commission, which takes these results into account in case of their review;
12. The Central Commission for Quality Assurance, after reviewing and analyzing the results of the overall evaluation, makes recommendations to the management and decision-making bodies for taking measures to improve the situation or for certain decision-making in accordance with the relevant Statute and Regulation;

13. After processing the results and receiving the recommendations from the Central Commission for Quality Assurance, a joint meeting is organized with the participation of the leading structures of the College (Dean, Vice Dean, Head of the Office for Quality Assurance, Head of the Office for Academic Affairs, Heads of the Study Programs) in order to implement quality assurance measures, in accordance with the relevant Statute and regulations.

Organizing the evaluation process through reports

1. The inter-collegiate report is carried out by the regular academic staff of the Study Program evaluating the performance of colleagues, regarding:
 - 1.2. Collegial cooperation of academic staff;
 - 1.3. Collegial communication;
 - 1.4. Interpersonal relationships; and
 - 1.5. Ethical collegial behavior.
2. The evaluation report by the Management is carried out by the Dean based on factual evidence and objective judgment, regarding:
 - 2.1. Regular attendance of academic staff (10%);
 - 2.2. Regular examinations and consultations of academic staff (5%); and
 - 2.3. Ethical behavior with students and colleagues of the academic staff (5%).
3. The report of scientific publications and participation in local or international scientific conferences is realized by the Central Commission for Quality Assurance at the level of the College based on factual evidence, related to:
 - 3.1. Publishing at least 1 (one) scientific paper on the platforms according to the Administrative Instruction of MEST no. 01/2018 on the principles of recognition of international platforms and peer-reviewed journals (Web of Science, Scopus, EBSCO, World Cat, DOAJ) (15%); and
 - 3.2. Participation or publications in at least 1 (one) conference, congress and workshop (5%).
 - 3.3. The report of the contribution to the College and the contribution to the society is compiled by the quality commission at the level of the study program based on the factual evidence, related to:
 - 3.4. Active contribution to at least 1 (one) committee, working group or group of experts of the College (10%);
 - 3.5. Participation in at least 1 (one) community activities (volunteer work, workshops, expertise, etc.) (5%).

Academic staff performance evaluation

The evaluation of the performance of the regular and part-time academic staff in BIZNESI College is carried out twice a year, respectively at the end of each semester, before the exam term.

The evaluation of the performance of the academic staff is based on the results of the questionnaires and reports attached to this guide. The performance evaluation criteria are presented in the table below.

Evaluation criterion	Percentage	
Evaluation by students	(25%)	
Inter-collegiate evaluation	(15%)	
Evaluation by the Dean	(15%)	
Scientific publications and participation in conferences	(25%)	
Contribution to the College and contribution to the community	(20%)	
Total	(100%)	

Publication of evaluation results

A standard clause in the e-mail with the evaluation data should make it clear that the evaluation results are sensitive data and should therefore be treated in a confidential manner. If less than 30% of the students or less than five students have completed the questionnaire, the results should only go to the teacher (due to lack of validity). To help interpret the evaluation results, the Quality Assurance Office provides a template for each question for all faculty courses. 10% of the best evaluation results are made available to the general public through the College website. 10% of the best results are defined as 10% of the courses of each Study Program with the best average results during the overall evaluation (i.e. Question: "How do you rate the teacher in general? Consequently, it is possible that a person is represented more than once in the top 10%.).

Subsequent measures

Not only the evaluation process but the adequate use of the evaluation results will lead to quality description. Follow-up measures refer to either the single teacher or the study program, if needed.

Evaluation report

For each year, each study program prepares an Evaluation Report. In this report, the study program analyzes the results of subject and teacher evaluation, provides information on quality assurance measures, and designs plans to improve quality.

The Vice Dean for Academic Affairs provides a reporting model of approximately two to three pages, without narrative parts, aiming at improvement / accompanying measures,

The report does not contain personalized data (exception: public data as 10% of the best rating) and should be sent to all members of the study program.

Performance review meetings for internal evaluation

Upon receipt of the Evaluation Report, the Vice Dean for Academic Affairs and Quality Enhancement and those responsible for the study program of the respective faculties meet in a special meeting to review the performance of the internal evaluation, Performance Evaluation:

Evaluation	Grade
Poor	1.00 – 1.99
Not good	2.00 – 2.49
Intermediate	2.50 – 2.99
Medium	3.00 – 3.49
Very Good	3.50 – 3.99
Excellent	4.00 – 5.00

The aim of BIZNESI College is that within the first three years in 80% of the subjects and teachers of this evaluations to have excellent performance.

Promotion of academic staff

Teacher evaluation results are part of all promotion procedures (promotion to a higher academic grade, promotion to a retained position, etc.). The relevant regulation for the promotion of academic staff will specify the minimum level of evaluation required for promotion to a certain degree. The Quality Assurance Office provides the results of the evaluation of the last year through the respective commissions.

The College will promote staff following evidence of high performance in teaching, scientific publications, intercollegiate relations, and contribution to the College and the community.

Faculty councils, each year, will propose the promotion of their academic staff by accompanying it with a report which includes evaluation results and high performance;

Advancement of academic staff

Evaluation results are an essential part of all evaluation interviews. Employees and their supervisors can agree on remedial measures such as pedagogical training or peer counseling.

- The College will offer training programs for new academic staff (new professors and assistants) in the first two years of work in order to support them;
- Attendance at trainings of academic staff is mandatory;
- The College will also provide supportive training programs for regular academic staff, depending on performance scores.

Repeating of poor performance

If teachers belong to the group of those with lower than average results twice in two years, the Vice Dean for Academic Affairs and Quality Enhancement invites them to an evaluation interview and proposes remedial measures, respectively additional training to improve teaching. If the teacher does not fulfill this agreement, or if his/her performance does not improve; The Vice Dean for Academic Affairs and Quality Enhancement initiates his/her meeting with the

Dean. Possible measures after the meeting are:

- Written warning from the Dean of the respective academic unit.
- In case of disregard of the warning, submission of the measure to the Ethics Commission,
- Depending on the type of reprimand, wage deduction will be initiated
- Other measures in accordance with the regulation on disciplinary measures and procedures against academic staff and the Code of Ethics.

Measures against poorly performing academic staff

Poor teacher performance is considered the result of the evaluation when the academic staff is evaluated with an overall score below 50% (fifty percent) of the subject and teacher evaluation, inter-collegiate evaluation, evaluation by the dean, evaluation of scientific publications, contribution to the College and society.

1. In case of poor performance (1.00-2.99), the following measures are initiated against the academic staff:
2. In case of poor evaluation for the first time, a verbal warning is issued by the Dean of the College;
3. In case of recurrence of poor performance for the second time in a row, a written warning is issued by the Dean and other measures are warned;
4. In case of recurrence of poor performance for the third time, the measure imposed is
 - a) Non-advancement for one year in the academic aspect;
 - b) Submission to the Ethics Council;
 - c) Other measures in accordance with the Statute and Regulations of the College.

In case of continuous repetition of poor performance, the measure of non-extension of the contract in the College is imposed.

All these measures will be included in the Regulation on the procedures for selection, re-election and promotion of the academic staff of BIZNESI College and in the Regulation on disciplinary measures against the academic staff of the College.

Appealing of academic staff

Complaints and remarks of the academic staff regarding the results of the evaluation can be addressed in written to the Vice Dean for Academic Affairs.

Head of HTSC - Dean

Prof Dr. Shyqeri Kabashi