**Overarching themes of the UP Strategic Plan**

* Improving teaching and learning at the UP
  + Using research as a means of teaching and learning
  + Interactive and student centered teaching
* Increase research
* Community service
* Student affairs services
* Capitalize on the alumni network
* Collaboration with the industry

**Major Topics of Data Collection / IPED**

* 1. **Institutional Characteristics**
     + General Information / *internal*:
       - Formal institutional data:
         * Public;
         * Legal entity;
         * Fiscal number;
         * PIC number and similar;
       - History (Year of establishment...)
       - Mission statement
       - Management structure
         * Management (rector, vice-rectors, pictures, contact info...)
         * Board (members and their roles, pictures)
       - Administration offices
         * Human Resources Office

Members and their roles (director, cleric...)

Services

Contact info

Depiction (picture)

* + - * + Office for Academic Issues

Members

Services

Contact info

Depiction (picture)

* + - * + Academic Development Office

Members

Services

Contact info

Depiction (picture)

* + - * + Financial and Accounting Office

Members

Services

Contact info

Depiction (picture)

* + - * + Procurement Department

Members

Services

Contact info

Depiction (picture)

* + - * + Internal Audit Unit

Members

Services

Contact info

Depiction (picture)

* + - * + Office for Student Services

Members

Services

Contact info

Depiction (picture)

* + - * + Office for Information Technology

Members

Services

Contact info

Depiction (picture)

* + - * + International Relations Office

Members

Services

Contact info

Depiction (picture)

* + - * + Language Center

Members

Services

Contact info

Depiction (picture)

* + - * + Center for Teaching Excellence

Members

Services

Contact info

Depiction (picture)

* + - * + Center For Human Rights

Members

Services

Contact info

Depiction (picture)

* + - * + Center for Gender Equality

Members

Services

Contact info

Depiction (picture)

* + - * + University Publishing Centre

Members

Services

Depiction (picture)

* + - * + Office for research and sponsored projects (see Human Resources for cross-reference)

Members

Services

Depiction (picture)

* + - * + Center for Career Development
    - Award Levels (University Qualifications):
      * Non-degree programs awarded
    - Bologna cycle: short cycle
    - National Qualification Framework (NQF) level: 5
      * + Credit bearing vs. non-credit bearing;
        + Number of ECTS credits;
        + Number of study years or semesters
      * BAs awarded:
        + Pre-university qualification (high school credentials);
    - Bologna cycle: 1st cycle
      * + NQF level: 6
        + Type of BA degree (Bachelor of Arts, Bachelor of Science, Professional Bachelor);
        + Number of ECTS credits;
        + Number of study years or semesters
      * MAs awarded:
    - Bologna cycle: 2nd cycle
      * + NQF level: 7
        + Type of MA degree;
        + Number of ECTS credits;
        + Number of study years or semesters
      * PhDs awarded:
    - Bologna cycle: 3rd cycle
      * + National Qualification Framework (NQF) level: 8
      * Type of PhD degree;
      * Number of ECTS credits;
        + Number of study years or semesters
    - Calendar system:
      * Semester based (Fall, Spring);
      * Academic year start & end date (October, September);
      * Examination periods (regular: January, June, September; extra: April, October);
      * New accreditations;
      * Existing accreditations;
    - Study Programs
      * Number of courses offered (compulsory/elective)
      * Detailed curricula, syllabuses, staff
      * Disaggregated by faculties, departments, study level
    - Faculties and Institutes
      * Faculties (Academic Units)
    - Name, affiliation, departments, academic & administrative staff (dean, vice-deans), study/research fields, study programs, institutes affiliated with
      * Institutes
    - Name, affiliation, members (director, assistant), research fields, activities, projects, publications, faculty associated to
    - Student charges:
      * Tuition (Regular students, non-regular students, national students, international students, degree);
      * Fees (Exam fees, certificate fees, transcript fees, other fees);
      * Room and board/ *internal*(cost, national students, international students, canteen costs);
  1. **Internationalization:**
     + - Number of MoUs:
         * By each department;
         * Total
         * Peer institution
         * Validity time span
         * Areas or nature of cooperation
       - Strategic partners;
       - Student/staff exchange programs;
         * Number of students;

Direction (incoming, outgoing);

* + - * + Number of staff;

Direction (incoming, outgoing);

* + - * + Duration
        + Study level
        + Award received (yes, no);
        + Industry placement
      * Joint degrees/cooperation programs;
    - Degree programs offered for international cooperation (EN...);
      * + Language of instruction (SQ, EN...);
        + Disaggregate by faculty, cycle level, etc.
  1. **Admissions**
     + Number of available places per faculty for students;
     + Selection process (acceptance rate);
       - Number of applicants
       - Number of accepted students
       - Number of accepted students that enroll at UP
     + Test scores
       - Results from university admission examination
         * Passing rate, disaggregated by faculty
       - Results from MATURA examination
       - Grade report from high school
     + Under-represented students
       - Quota, % met (students from war families, martyrs, ethnic minorities, Presheva, Bujanovc)
       - Minority students
       - Disability percentage
       - First-generation students
  2. **Enrollment (Fall and 12-Month):**
     + Number of students enrolled:
       - Total
       - By year, faculty/department
       - BA, MA & PhD
       - Full-time, part-time
     + Ethnicity
       - Local students (of Kosovar citizenship) and their nationality
       - International students
       - Diaspora return (Kosovar parents)
       - Presheva quote
       - Disaggregated by geography (municipalities, countries) at all three study levels;
       - Disaggregated by rural/urban at all three study levels
     + Underserved community (PWD, women, ethnic minorities, LGBTI);
     + Gender
     + Age
     + Distance education
     + Number of family members (siblings, parents/children) currently enrolled (useful for future policies on reduction of tuition fees);
     + Drop rate / First-year students’ retention rate (the percentage of first-year student who continue their studies at the UP the next year)
       - Disaggregate by underserved communities (women, PWD, ethnic minorities)
  3. **Completions**
     + Disaggregated by faculty, demography, underserved, first-generation students, gender, age group;
       - Number of degrees conferred by level – BA, MA, PhD;
       - Time to degree (number of semesters);
       - GPA
  4. **Graduation Rates, Student Success, and Outcome Measures**
     + Graduation rates (the percentage of students who graduate in a given time. Demographic breakdown included);
       - Graduation rates within 3 years
       - Graduation rates within 3-4 years
       - Graduation rates within 4-6 years
     + Transfer out
       - Rate of students who continue post-undergraduate studies
     + Exams (% of students who use non-regular exam periods);
     + Final Exam
  5. **Student Support Activities**
     + Financial Aid and Scholarships
     + Scholarships awarded
       - GPA-based or other scholarship;
       - as incentives to integration (PWD, minorities), certain deficit areas (like math, energy...), to rural population, genre balance quota..
     + time to graduation;
     + disaggregated by faculty;
     + demographics
     + genre
     + Tuition discharges
     + Students of Veteran families
     + Student services & student life
     + Student organizations (name, members...)
       - # of students who participate in student organization / clubs / extracurricular activities
     + Student representation at university
     + Sports and recreation
     + Career/ job fairs
     + Career Development Center Indicators
       - # students registered in Career Development Center (CDC) database
       - % students who find internships, jobs through the CDC database
       - # jobs posted on CDC database
       - # of students employed at time of graduation
       - # of students employed six months after graduation
       - # of students employed 12 months after graduation
     + Student affair offices
     + Student affairs professionals
     + Strategic plan for student affairs services

* 1. **Human Resources**
     + Non-academic staff / administrative staff, disaggregated by:
       - Type of services (student services, technician, lab facilitator...)
       - Ethnicity
       - Gender
       - Years working at the UP
       - Specific certificates & trainings (professional certificates etc.)
       - Administrative staff-to-student ratio
       - Total
       - By department
       - Administrative staff-to-academic staff ratio (in case of central services like finance office, central admin office...)
       - Total
       - By department
     + Full-time & Part-time academic staff, disaggregated by:
       - Academic rank
       - Ethnicity
       - Gender
       - Years working in academia, years working at the UP
       - Institution where the degree was obtained (university, country, degree level)
       - Specific certificates & trainings (professional certificates etc.)
       - Academic staff-to-student ratio
         * Total
         * By department
         * By cycle level
     + Job announcement statistics
       - Complete vs. failed (as indication of lack of human resources for that position, like for TAs in certain fields, say math, energetics...)
     + Professional development
       - Number/percentage of academic staff obtained professional development training
         * By department
       - Number of available professional development programs
       - Lifelong learning
       - % of administrative staff participating in professional development activities
  2. **Finance**
     + Revenue streams
       - MEST
       - Tuition
       - Research &Projects
       - Other (Endowments / Gifts, Service Revenue, Consulting)
     + Expenses
       - Academic and general
         * Instruction & research
         * Student support
         * Libraries
         * General & Administrative
         * Faculty and staff benefits
         * Student aid
       - Auxiliary enterprises
       - Sponsored Programs
       - Expenses per student (total expenses/number of students)
       - Expenses for research (publications fees, conference fees, short research visits);
       - Expenses for student affairs services
       - Expenses for administrative staff
  3. **Academic Libraries**
     + Libraries
     + # of book titles labeled by study fields
     + # of books donated, disaggregated by source
     + Electronic subscriptions
     + Books accessed
  4. **Projects (Funded Research, Capacity Building, Structuring, etc.)**
     + National vs. International;
     + Faculty;
     + Type of project (structural, programmatic, research);
     + Award amount ($);
     + Timeline;
     + Contact person;
     + Academic Impact& Indexing;
     + Award source (government, private entity, foundation etc.);
       - Expenses for research (publications fees, conference fees, short research visits);
       - Publications (see next section for cross-reference)
       - Co-financing
       - Consortium Members / Project Partners
       - Team members (see Human Resources for cross-reference)
       - Donor (like USAID, EU, DAAD...)
       - Donor Program (like TLP, FP7, and Erasmus+...)
       - Beneficiaries
     + Institution

Staff (see Human Resources section for cross-reference) and activity description (see Internationalization section, its Staff or Academic Exchange subsection for cross-reference)

Students (see SEMS for cross-reference) and activity description (see Internationalization section, its Student Exchange subsection for cross-reference)

* 1. **Research**
     + - Publications Bibliography
     + Type of publication (journal, conf./workshop proceeding, conf./workshop, book chapter, report, ..)
     + Impact (Impact factor or other index) and which indexing institution/company
     + Paper title, authors and their affiliations (institution, address, country) including email addresses if available
     + Paper abstract if available
     + Name of conference/workshop/journal/..
     + Publishing house
     + Year of publication
     + Comments (like if accepted but yet in the publication process...)
     + Sponsorship if other from author(s)’ institution(s), like the ref. no. of the project or its title etc. as mentioned in the paper (as footnote in the front page or as part of the Acknowledgements section)
       - Research projects (see previous section for cross-reference)
       - Physical infrastructure (see next section for cross-reference)
     + Meeting rooms
     + Student classrooms for research
     + Labs for experiments
  2. **Buildings and physical infrastructure**
     + Nr. of buildings in the campus and their naming, affiliation, capacity in terms of seats, destination (staff office, meeting room, research meetings, senate room, classroom, academic unit/institute it belongs to)
     + Lab infrastructure
     + Name of lab, description, destination, study program and/or courses associated with, contact person, affiliation, equipment, source of financing (internal or donation/project), total estimated cost
     + Dormitories
       - Name, contact person, capacity in terms of rooms, room status (free/occupied), (destination for students local or international during summer school, international guests like professors from abroad, etc.
     + Canteen
       - Here also some relevant data like daily menu, cost per meal, availability, affiliation...
  3. **Honors and Awards**
     + To staff (like MEST annual researchers of the year, annual ICT Awards, etc.)
     + To students (like Distinguished Students annual award by UP, student’s ICT Awards, etc.)
  4. **Alumni**
     + Name
     + UP related data of the former graduated student like
     + Graduation field, graduation level, start-finish graduation year
     + Current affiliation data like
     + Institution where employed
     + Job Position
     + History (previous employees if applicable)
  5. **Cooperation with Industry**
     + Industry Advisory Boards (like at FECE...)
       - Members, Support activities like placement for student interns
     + VentureUP (name, affiliation, description, mission, activities, contact person...)
     + ICK (similar as above)

**17. Benchmarking**

* Benchmarking performance metrics
  + Programs offered
    - Inter-disciplinary study programs and certificates
  + Faculty to student ratio
  + Number of students
  + Average class number
  + Women in STEM fields
  + Research productivity
  + Student organizations
  + Budget
  + Endowments/gifts
  + Expenses per student
  + Expenses for research
* Benchmarking peers:
* University of Tirana
* University of Podgorica
* University of Belgrade
* The Aristotle University of Thessaloniki
* University of Zagreb
* University of Ljubljana

Following marked with AX (Analytics nr. X) are some initial analysis to perform over the above-gathered data depending on the university priority settings.

**A1. Harmonization with the Bologna process**

* + 1. Continues evaluation process
    2. Competence based teaching
    3. Student mobility

**A2. Student enrollment trends**

**A3. Student success trends**

**A4. Staff recruitment trends**

**A5. Research trends**

High impact educational practices - The following teaching and learning practices have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts (Association of American Colleges and Universities).

* **First-Year Seminars and Experiences -** The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies.
* **Common Intellectual Experiences**
* **Learning Communities -** The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom.
* **Writing-Intensive Courses -** These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines.
* **Collaborative Assignments and Projects -** Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences.
* **Undergraduate Research -** Many colleges and universities are now providing research experiences for students in all disciplines. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.
* **Diversity/Global Learning -** Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address diversity, world cultures — often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power.
* **Service Learning, Community-Based Learning -** In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences.
* **Internships -** Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.
* **Capstone Courses and Projects -** Whether they’re called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they’ve learned.