



Accreditation Expert Group Report on Higher Education Programme

For educational programmes implemented within the first and second levels of higher education and Georgian language preparation educational programme

Name of Educational Programme, Level of Education

Business Analytics and Data Science 3-Year Joint Programme (with New Jersey City University - NJCU, USA)

Name of Higher Education Institution **Caucasus University**

Evaluation Date(s)

17th April 2026

Report Submission Date

5th May 2026

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Information about a Higher Education Institution ¹

Name of Institution Indicating its Organizational Legal Form	Caucasus University New Jersey City University (USA)
Identification Code of Institution	Caucasus University LLC – 205050567 New Jersey City University - 185129
Type of the Institution	University

Expert Panel Members

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¹ In the case of joint education programme: Please indicate the HEIs that carry out the programme. The indication of an identification code and type of institution is not obligatory if a HEI is recognised in accordance with the legislation of a foreign country.

I. Information on the education programme

Name of Higher Education Programme (in Georgian)	ბიზნეს ანალიტიკისა და მონაცემთა მეცნიერების 3-წლიანი ერთობლივი პროგრამა (ნიუ ჯერსის სიტი უნივერსიტეტთან ერთად - NJCU, აშშ)
Name of Higher Education Programme (in English)	Business Analytics and Data Science 3-Year Joint Programme (with New Jersey City University - NJCU, USA)
Level of Higher Education/programme	Bachelor's Studies
Qualification to be Awarded ²	Bachelor of Business Administration Bachelor of Science in Business Analytics and Data Science
Name and Code of the Detailed Field	0413 Management and Administration
Indication of the right to provide the teaching of subject/subjects/group of subjects of the relevant cycle of the general education ³	
Language of Instruction	English
Number of ECTS credits	200
Programme Status (Accredited/ Non-accredited/ Conditionally accredited/ Newly proposed/International accreditation) Indicating Relevant Decision (number, date)	New
Additional requirements for the programme admission (in the case of an art-creative and/or sports educational programme, passing a creative tour/internal competition, or in the case of another programme, specific requirements for admission to the programme/implementation of the programme)	
The quota for MD students requested by the HEI (In the case of Medical Doctor one-cycle educational programme)	

² In case of implementing a joint higher education programme with a higher education institution recognized in accordance with the legislation of a foreign country, if the title of the qualification to be awarded differs, it shall be indicated separately for each institution.

³ In case of Integrated Bachelor's-Master's Teacher Training Educational Programme and Teacher Training Educational Programme

II. Accreditation Report Executive Summary

▪ General Information on Education Programme

The 3-Year Joint Programme in Business Analytics and Data Science, delivered jointly with New Jersey City University (NJCU, USA) represents a first-level higher education programme aimed at preparing specialists equipped with appropriate competencies for professional activity in the field of business analytics and data analysis.

The programme allows students to study at Caucasus University for two years (150 ECTS credits) and then spend one year at New Jersey City University (50 ECTS credits). After acquiring the requisite credits at Caucasus University students will travel to New Jersey, starting from the fall semester of the final, 3rd year, and continue their studies taking courses delivered in a face-to-face format at NJCU. Upon successful completion of the courses, students will be awarded the following degrees: a Bachelor of Business Administration by Caucasus University and a Bachelor of Science in Business Analytics and Data Science by New Jersey City University.

▪ Overview of the Accreditation Site Visit

The site visit took place on Friday 17th April 2026 at the University's campus in Tbilisi and online under a hybrid format. Arrangements were well organised, and the panel met with senior managers, academic and administrative staff, students and graduates.

▪ Brief Overview of Education Programme Compliance with the Standards

- The first standard complies with requirements
- The second standard complies with requirements
- The third standard complies with requirements
- The fourth standard complies with requirements
- The fifth standard complies with requirements

▪ Recommendations

- None

- **Suggestions**

- It is suggested to consider deterministic and probabilistic business valuation models not just part of data analysis course, but as separate decision analysis course. (1.5)
- It is suggested to introduce marketing analytics models such as product valuation, customer valuation, pricing, etc. as part of current marketing courses or to introduce new marketing analytics course. (1.5)
- It is suggested to give greater consideration to the financial implications and ultimate programme sustainability in the event of low recruitment. (4.5)
- It is suggested to further enhance stakeholder involvement at earlier stages of the quality assurance cycle, e.g. in the formulation of programme learning outcomes and benchmark setting, building on their existing engagement in feedback and evaluation processes. (5.1)
- It is suggested to ensure that the outcomes of feedback processes are communicated to stakeholders as a means of closing the feedback loop. (5.3)
- It is suggested to develop strategies that ensure appropriate completion of all evaluation processes by stakeholders, including for the research component. (5.3)

- **Brief Overview of the Best Practices**

- The innovative nature of the joint programme in the national context
- The high-quality range of material resources available for the programme
- Use of reserved funds to ensure programme viability in the early phase of delivery
- The work undertaken to digitize quality assurance procedures and integrated key processes into an electronic system

- **Information on Sharing or Not Sharing the Argumentative Position of the HEI**

The institution submitted its argumentative position, which the panel considered in June 2026. The institution responded to recommendations that had been included in the draft report under Standards 1.1, 1.2 and 1.4, surrounding the emphasis on business analytics in the programme. The panel accepted the institution's response regarding these recommendations and omitted them and the corresponding text from the final report. The result of which meant that Standard 1 also complies with requirements.

- **Quantitative Data Analysis of the educational programme in accordance with the requirements of the accreditation standards, for example:**

- **Staff and Supervisors** - Number of the staff involved in the programme (including academic, scientific, international and invited staff), including the staff holding PhD degree in the sectoral direction; ratio of the academic/scientific staff and invited staff; ratio of the affiliated and academic staff; ratio of Master's students to supervisors; supervisors' workload scheme;

The institution intends for 40 staff to be involved in the delivery of the programme. This includes 25 academic staff, the distribution of which is as follows Professor (8), Associate Professor (9), Assistant Professor (8). There will be 15 affiliated academic staff involved in delivery of the programme, the distribution of which is as follows Affiliated Professor (5), Affiliated Associate Professor (7), Affiliated Assistant Professor (3). A total of 8 international staff will be involved in delivery of the programme.

- **Scientific/Research Indicators** - Scientific/research index of the individuals, involved in the programme (for the last 5 years): quantitative data papers published in peer-reviewed journals

with an international index; Staff participation rates in local and international conferences; other scientific/research indicators;

The staff envisaged to be involved in delivery of the programme have published a total of 234 articles in the last 5 years. This comprises 43 publications in local journals, 45 in international journals, 9 presentations at local conferences and 21 at international conferences.

- **Academic Staff Turnover Rate** (for the last 5 years) (e.g. the number of retired staff, the number of staff who left the institution and the number of new staff, etc.);

As this is a new programme there has been no turnover rate of staff involved in its delivery to date.

- **Data on the Individuals Enrolled** (for the last 5 years; in case of active programmes); number of student places announced for the programme; student progression by academic years;

As this is a new programme no students have yet been enrolled at the institution.

- **Analysis of other quantitative data** provided in the self-assessment and annexes.

There were no other relevant quantitative data to comment on at the time of writing the report.

III. Summary Table of Compliance of the programmes with the standards

	Standard	Evaluation
1.	1.1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme	Complies
1.1	Programme Objectives	Complies
1.2	Programme Learning Outcomes	Complies
1.3	Evaluation Mechanism of the Programme Learning Outcomes	Complies
1.4	Structure and Content of Educational Programme	Complies
1.5	Academic Course/Subject	Complies
2.	Methodology and Organization of Teaching, Adequacy of Evaluation of Programme Mastering	Complies
2.1	Programme Admission Preconditions	Complies
2.2	The Development of Practical, Scientific/Research/ Creative/ Performance and Transferable Skills	Complies
2.3	Teaching and Learning Methods	Complies
2.4	Student Evaluation	Complies
3.	Student Achievements and Individual Work with Them	Complies
3.1	Student Consulting and Support Services	Complies
3.2	Master's Student Supervision	Select Appropriate
4	Providing Teaching Resources	Complies
4.1	Human Resources	Complies
4.2	Qualification of Supervisors of Master's Student	Select Appropriate
4.3	Professional Development of Academic, Scientific and Invited Staff	Complies
4.4	Material Resources	Complies
4.5	Programme/Faculty/School Budget and Programme Financial Sustainability	Complies
5	5. Teaching Quality Enhancement Opportunities	Complies
5.1	Internal Quality Evaluation	Complies
5.2	External Quality Evaluation	Complies
5.3	Programme Monitoring and Periodic Review	Complies

Guidelines and Standards (See link)

[Accreditation Standards for Higher Education Programmes](#)

[Guideline for Assessment of Accreditation Standards of Higher Education Programmes](#)

[Suggestions on the evaluation of the methodology for determining the threshold number of student quotas on a higher education institution educational programme of a certified medical doctor](#)

[Assessment criteria](#)

Definitions:

Recommendations - should be considered by the HEI in order to comply the programme with the requirements of the standard

Suggestions - non-binding suggestions for the programme development

IV. Compliance of the Programme with Accreditation Standards

1. Educational Programme Objectives, Learning Outcomes and their Compliance with the Programme

A programme has clearly established objectives and learning outcomes, which are logically connected to each other. Programme objectives are consistent with the mission, objectives and strategic plan of the HEI. Programme learning outcomes are assessed on a regular basis to improve the programme. The content and consistent structure of the programme ensure the achievement of the set goals and expected learning outcomes.

1.1 Programme Objectives

Programme objectives consider the specificity of the field of study, level and educational programme, and define the set of knowledge, skills and competences a programme aims to develop in graduate students. They also illustrate the contribution of the programme to the development of the field and society.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The Business Analytics and Data Science 3-Year Joint Programme with New Jersey City University (NJCU), USA is characterized by clearly established programme objectives and learning outcomes that are logically interconnected and aligned with the level and specificity of the field. The programme is designed to ensure that graduates acquire the knowledge, skills, and competencies required to operate effectively in contemporary data-driven business environments. The relationship between programme objectives and learning outcomes is coherent, and the structured design of the curriculum supports their achievement. Furthermore, Programme Learning Outcomes are assessed on a regular basis, and the results of these assessments are used to inform continuous programme improvement.

The programme objectives appropriately reflect the interdisciplinary nature of business analytics and data science, combining elements of business administration, analytical thinking, and technological competencies. They are designed to develop graduates who are capable of applying data-driven approaches to business challenges while demonstrating critical thinking, communication skills, and ethical responsibility. The objectives also illustrate the programme's contribution to the development of the field and society by preparing professionals who can support informed decision-making in both local and international contexts.

Importantly, the programme objectives are aligned with the mission and vision of Caucasus University and the Caucasus School of Business, which emphasize the preparation of competitive, highly qualified, and ethically grounded graduates, as well as the aspiration for international recognition. This alignment is reflected in the programme's focus on global perspectives, responsible management, and the integration of international academic standards, further reinforced by the dual degree structure with an international partner institution.

Based on the analysis of the self-evaluation report (SER) and supporting documentation, the programme demonstrates a high level of compliance with the requirements of this component of the standard. The objectives are clearly formulated, coherent, and aligned with the degree level

and field of study. They reflect the integration of business knowledge, analytical competencies, and technological skills that are essential in modern data-driven environments.

The programme also demonstrates alignment with labor market needs, particularly in response to the growing demand for specialists in analytics and data science. The inclusion of practical components and real-world problem-solving supports the development of applied competencies and enhances the overall relevance of the programme.

Overall, the programme objectives are relevant, well-structured, and aligned with institutional priorities and international expectations. They contribute to both the advancement of the field and broader societal needs.

Evidences/Indicators

- o Rule for implementation of educational programmes;
- o Bachelor's Programme;
- o Syllabi of courses provided by the programme;

Recommendations:

- o None

Suggestions for the Programme Development

- o None

Evaluation

Component	Evaluation
1.1 Programme Objectives	Complies

1.2 Programme Learning Outcomes

- The learning outcomes of the programme are logically related to the programme objectives and the specifics of the study field.
 - Programme learning outcomes describe knowledge, skills, and/or the responsibility and autonomy that students gain upon completion of the programme.
-

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The Programme Learning Outcomes (PLOs) of the Business Analytics and Data Science 3-Year Joint Programme with New Jersey City University are well-defined and demonstrate clear alignment with the programme objectives, the level of study, and the interdisciplinary nature of the field. The outcomes are designed to ensure that graduates acquire a balanced combination of knowledge, skills, responsibility, and autonomy required in contemporary data-driven business environments.

The PLOs reflect a coherent progression from foundational knowledge to advanced application. They emphasize the development of analytical and technical competencies, including the application of data analytics and machine learning methods to address business problems and support decision-making processes. At the same time, they incorporate critical thinking and quantitative reasoning, enabling graduates to evaluate complex information and propose data-driven solutions.

Importantly, the learning outcomes aim to integrate core business knowledge with analytical expertise, enabling graduates to operate effectively in multidisciplinary and team-based environments. This is complemented by a focus on data management skills, including the ability to collect, process, and interpret diverse datasets to generate actionable insights.

The programme also places emphasis on communication skills, ensuring that graduates can effectively present analytical concepts to both technical and non-technical audiences. In addition, the outcomes address the ability to work in diverse organizational and global contexts, recognizing the influence of broader societal and stakeholder considerations on business decisions.

A notable strength of the PLOs is their focus on ethical responsibility. Graduates are expected to recognize ethical issues, adhere to standards of data privacy and fairness, and understand the societal implications of analytics, aligning the programme with international expectations for responsible and sustainable practices.

The panel found that the outcomes are clearly articulated, logically structured, and appropriately reflect the knowledge, skills, and level of responsibility expected from graduates of a bachelor's programme in this field.

The alignment between programme objectives and learning outcomes is evident, ensuring coherence within the overall programme design. The PLOs cover key competency areas, including analytical thinking, technical proficiency, communication, teamwork, and ethical responsibility,

supporting the development of graduates capable of applying their knowledge in real-world and international contexts.

Furthermore, the learning outcomes are relevant to current labor market demands and reflect international standards, particularly given the joint nature of the programme with an international partner institution. The emphasis on applied skills and problem-solving enhances the programme's contribution to both the field and society.

The programme learning outcomes demonstrate an appropriate integration of analytical, technical, and business-related competencies and provide a clear reflection of the interdisciplinary nature of the programme. The outcomes support the development of graduates capable of applying analytical methods within diverse business contexts and align well with the programme objectives and intended graduate profile.

Evidences/Indicators

- ☐ Programme;
- ☐ Mechanism for evaluating programme learning outcomes;

Recommendations:

- ☐ None

Suggestions for the Programme Development

- ☐ None

Evaluation

Component	Evaluation
1.2 Programme Learning Outcomes	Complies

1.3 Evaluation Mechanism of the Programme Learning Outcomes

- Evaluation mechanisms of the programme learning outcomes are defined; the programme learning outcomes evaluation cycle consists of defining, collecting and analyzing data necessary to measure learning outcomes;
- Programme learning outcomes assessment results are utilized for the improvement of the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The evaluation mechanism follows a comprehensive cycle that includes defining, collecting, and analyzing data necessary to measure the achievement of learning outcomes. Both direct and indirect assessment methods are employed, enabling a holistic evaluation of student performance and programme effectiveness.

Direct assessment is based on the measurement of student achievement within core mandatory courses. The programme defines clear performance benchmarks, according to which learning outcomes are considered achieved when at least 80% of students in a group (with a minimum of ten students) meet the minimum competency threshold and successfully complete the course. Where multiple groups exist, results are aggregated using average values, and programme-level achievement is confirmed when the overall average across grouped courses meets or exceeds the defined benchmark. The evaluation process is supported by clearly identified assessment components, including quizzes, midterm and final examinations, assignments, projects, and presentations. A structured plan for monitoring learning outcomes specifies the courses, assessment tools, and evaluation periods.

Indirect assessment complements this approach by incorporating broader performance indicators such as student enrollment trends, programme completion rates, mobility rates, graduate employment data (including employment in the field), and feedback from key stakeholders, including students, academic staff, alumni, and employers. These data are collected through surveys and other engagement formats, such as roundtable discussions, ensuring diverse stakeholder involvement in the evaluation process.

The evaluation process is conducted periodically and systematically, with annual monitoring of both direct and indirect indicators. The programme has defined target benchmarks for each learning outcome, and evaluation results are regularly compared against these targets. Academic and invited staff are actively involved in the assessment process, and the results of learning outcome evaluations are communicated to relevant stakeholders, ensuring transparency and shared understanding.

Importantly, the results of the assessment are actively used for programme improvement. Based on the analysis of evaluation findings, the programme identifies areas for enhancement and plans subsequent development actions, thereby ensuring a continuous improvement cycle.

Based on the review of the self-evaluation report and supporting documentation, the evaluation mechanism of the Programme Learning Outcomes fully complies with the requirements of the standard.

The programme demonstrates a well-structured and clearly defined assessment system that integrates both direct and indirect evaluation methods. The use of measurable benchmarks, systematic data collection, and regular monitoring ensures that learning outcomes are assessed in a reliable and consistent manner. The inclusion of diverse assessment tools and stakeholder feedback further strengthens the comprehensiveness and validity of the evaluation process.

A key strength of the programme is the explicit linkage between evaluation results and continuous improvement. The systematic analysis of assessment data and the use of findings to inform programme development demonstrate a mature and effective quality assurance approach.

Additionally, the active involvement of academic staff and external stakeholders, along with transparent communication of results, supports a culture of accountability and shared responsibility for programme quality.

Overall, the evaluation mechanism is robust, transparent, and effectively implemented, ensuring that the programme continuously monitors and enhances the achievement of its learning outcomes in line with institutional goals and international standards.

Evidences/Indicators

- ☐ Educational Programme;
- ☐ Map of Programme Objectives and Learning Outcomes;
- ☐ Mechanism for Evaluating Learning Outcomes;

Recommendations:

- ☐ None

Suggestions for the Programme Development

- ☐ None

Evaluation

Component	Evaluation
1.3 Evaluation Mechanism of the Programme Learning Outcomes	Complies

1.4. Structure and Content of Education Programme

- The Programme is designed according to HEI's methodology for planning, designing and developing of education programmes.
 - The Programme structure is consistent and logical. The content and structure of the programme ensure the achievement of programme learning outcomes. The qualification to be granted is consistent with the content and learning outcomes of the programme.
-

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The programme is designed in accordance with the higher education institution's established methodology for planning, designing, and developing education programmes. This is reflected in the systematic approach to curriculum development, the clear and appropriate distribution of ECTS credits, and the alignment between programme components, learning outcomes, and the qualification to be awarded. The overall design demonstrates consistency with institutional requirements as well as international academic practices.

The programme structure is coherent and logically organized, ensuring a clear progression of learning. It begins with general university courses that develop transferable skills, continues with core business disciplines, and advances to specialized courses in data science. The sequencing of courses and the use of prerequisites support cumulative knowledge development and contribute to the effective achievement of Programme Learning Outcomes.

The curriculum reflects an interdisciplinary approach, integrating business knowledge with analytical and technological competencies. The content and structure of the programme are generally aligned with the intended learning outcomes. The combination of analytical and business-oriented courses ensures that graduates develop both technical competencies and contextual understanding, enabling them to interpret data and support decision-making processes in organizational settings. The inclusion of a capstone component further supports the integration and practical application of acquired knowledge.

The qualification to be granted is broadly consistent with the content and learning outcomes of the programme, reflecting an interdisciplinary focus on business and analytics. The international dimension of the programme, implemented through the 2+1 model with a partner institution, further enhances its academic quality and supports the development of globally competitive graduates.

The programme demonstrates a well-balanced integration of business and analytical components. The curriculum provides students with opportunities to apply analytical methods in a variety of business contexts, while the overall structure supports the development of interdisciplinary competencies consistent with the programme title, learning outcomes, and intended graduate profile.

Evidences/Indicators

- ☐ Programme;
- ☐ Rule for implementation of educational programmes;

Recommendations:

- ☐ None

Suggestions for the Programme Development

- ☐ None

Evaluation

Component	Evaluation
<u>1.4 Structure and Content of Educational Programme</u>	Complies

1.5. Academic Course/Subject

- The content of the academic course / subject and the number of credits ensure the achievement of the learning outcomes defined by this course / subject.
 - The content and the learning outcomes of the academic course/subject of the main field of study ensure the achievement of the learning outcomes of the programme.
 - The study materials indicated in the syllabus ensure the achievement of the learning outcomes of the programme.
-

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Overall, the learning outcomes of academic courses are aligned with the programme's objectives, and each course's content mostly matches the programme's intended learning goals. The content of each individual course mostly corresponds to the learning outcomes of the course and the credits assigned to each course reflect its content and outcomes, though the student workload can be considerable. The ratio between contact and independent hours for each course and the overall number of contacts hours corresponds to the content and learning outcomes of the course.

The study materials indicated in the syllabi are sufficient to enable the achievement of the learning outcomes of the programme, given that compulsory literature and other teaching and learning resources listed in the syllabi correspond to the field of study. Course syllabi are created according to standardized university guidelines and offer detailed information on the course's status, format, goals, outcomes, content, and both required and supplementary reading materials.

The evaluation system provided in the syllabi shows maximum scores for different types of exams and its components and shows the ranges of scores for partial answers. Interviews with stakeholders (students, academic staff and invited lecturers) demonstrated that the evaluation system is transparent for students.

The Bachelor's Programme of Business Analytics and Data Science 3-Year Joint Programme with New Jersey City University comprises compulsory and optional courses, university-required courses, and university-elective courses. Information about these courses is detailed in the course syllabi, which include the following key components: learning objectives, learning outcomes, distribution of contact and independent study hours, assessment methods, teaching methods, and course content with reference literature.

The credit volume for each course, based on its specifics, ranges from 2.5 to 5 credits. The distribution of contact and independent study hours is balanced. Each learning outcome is evaluated according to a defined assessment system, and the syllabus includes mandatory literature that supports the learning outcomes of the course. Regardless, most of the courses provide fundamental knowledge, and practical cases in business administration. In addition, the programme is equipped with data science tools for data analysis. However, no course has content that consists of business analytics models, which the panel considers should be major part of the programme. For example, the data analysis course presents all deterministic optimizations models just in one lecture, probabilistic models (like Monte Carlo simulations) are also presented during one lecture. It is suggested to reorganize these topics into a separate core, or at least elective course/courses, which can present standard business problem solutions (deterministic and/or probabilistic).

The panel also found that the marketing courses lack sufficient market analytics topics, such as valuation of products (some advance conjoint analysis models), valuation of customers models, price optimization, marketing channel valuation, and social network valuation, etc. The panel suggest including these topics in current marketing courses (e.g. fundamentals of marketing, consumer behavior) or to introduce a new course in marketing analytics.

Evidences/Indicators

- o Programme description
- o Syllabi
- o Interview with stakeholders

Recommendations:

- o None

Suggestions for the Programme Development

- o It is suggested to consider deterministic and probabilistic business valuation models not just part of data analysis course, but as separate decision analysis course.
- o It is suggested to introduce marketing analytics models such as product valuation, customer valuation, pricing, etc. as part of current marketing courses or to introduce new marketing analytics course.

Evaluation

Component	Evaluation
1.5. Academic Course/Subject	Complies

2. Methodology and Organisation of Teaching, Adequacy of Evaluation of Programme Mastering

Prerequisites for admission to the programme, teaching-learning methods and student assessment consider the specificity of the study field, level requirements, student needs, and ensure the achievement of the objectives and expected learning outcomes of the programme.

2.1 Programme Admission Preconditions

The HEI has relevant, transparent, fair, public and accessible programme admission preconditions and procedures that ensure the engagement of individuals with relevant knowledge and skills in the programme to achieve learning outcomes.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The institution considers that it has defined transparent, fair, public, and accessible admission prerequisites and procedures for the programme, which ensure the involvement of students with appropriate knowledge and skills in the programme who are capable of achieving the programme learning outcomes.

The prerequisite for admission to the 3-Year Joint Program in Business Analytics and Data Science is the Unified National Exams. The conduct of Unified National Exams is ensured by a legal entity of public law - the National Assessment and Examinations Center. This includes passing English as the foreign language on the National Exams.

Exceptions to the general rule of enrollment in a higher education institution are allowed only in the manner prescribed by law. A person authorized to enroll in the programme without passing Unified National Exams if they are able to demonstrate competency of English at the B2 level (IELTS-6.0; TOEFL-78; other relevant international certificate of B2 level) or if they pass the corresponding B2 level exam administered by the university. Enrollment in the programme via mobility is also possible in the manner prescribed by legislation.

The panel found that staff and students from comparable programmes understood the institution admission processes and academic and other prerequisites. The panel were therefore confident that robust admissions processes would be in place and potential new applicants could access information clearly and fairly.

Evidences/Indicators

- o Bachelor's Program;
- o University website.
- o Modern literature presented in the library and electronic databases;
- o Teaching environment equipped with modern and latest technologies created for students;

Recommendations:

- o None

Suggestions for the Programme Development

0 None

Evaluation

Component	Evaluation
2.1 Programme Admission Preconditions	Complies

2.2. The Development of Practical, Scientific/Research/Creative/Performing and Transferable Skills

Programme ensures the development of students' practical, scientific/research/creative/performing and transferable skills and/or their involvement in research projects, in accordance with the programme learning outcomes.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The institution informed the panel that the joint programme is designed to systematically develop students' professional, practical, and research competencies and that the programme is structured in such a way that the student starts connecting theoretical knowledge with real-world, practical business experience from the very first course. This approach similarly integrated into subsequent courses, allowing the student to become involved in independent and/or team research and project activities. The institution consider that each teaching component facilitates the development of specific practical skills necessary for effective activity in a modern business environment.

The panel confirmed that initial stages of the programme help students to build foundational knowledge in Calculus, Linear Algebra, Business Statistics, and Financial Accounting as a basis to develop analytical and quantitative thinking. The institution stated that this is supported by courses including, Principles of Management, Organizational Behavior, Business Law, and Principles of Marketing that develop students' practical skills such as teamwork, solving organizational problems, analyzing the commercial environment, negotiation, and communication. In these courses, students perform case analysis and assignments based on real business processes, which provides them with an opportunity to perform professional roles in a safe learning environment and develop practical strategies for decision-making.

Notwithstanding recommendations made elsewhere in this report in relation to the business analytics content within the programme, the panel recognized the business analytics content that is present in the programme, especially in the year taken at New Jersey City University. The institution informed the panel that it considers courses in Data Analysis, Business Analytics, and Artificial Intelligence components, such as Data Analysis and Business Modeling, Programming Foundations for Business Analytics and Data Science and others allow students to work practically with databases, programming foundations, forecasting algorithms, modeling techniques, and visualization tools. Also that students' final stage, "Capstone Project in Data Science," combines a research project where students independently plan research design, collect data, create analytical models, correct errors, and present results in an academic format.

The panel identified a sufficient emphasis on transferable skills including professional English language courses, academic writing and business communication sessions. As well as inherent transferable skills that are developed by the varied pedagogical and assessment approaches deployed as part of the programme. The panel agreed with the institution that these also support project management, leadership and strategic management, among other skills.

Evidences/Indicators

- o Memorandums;

- ☐ Practical assignments defined by syllabi;
- ☐ Results of student surveys on current programmes.
- ☐ Self-evaluation report
- ☐ Site visit interviews

Recommendations:

- ☐ None

Suggestions for the Programme Development

- ☐ None

Evaluation

Component	Evaluation
<u>2.2. The Development of practical, scientific/research/creative/performing and transferable skills</u>	Complies

2.3. Teaching and Learning Methods

The programme is implemented by use student-oriented teaching and learning methods. Teaching and learning methods correspond to the level of education, course/subject content, learning outcomes, and ensure their achievement.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The panel found that the institution deploys a wide range of teaching and learning methods across the programme. These are informed by programme development and the nature of modules and reflected in course syllabi. Staff, as evidenced by interviews at the site visit, also have demonstrable autonomy to adapt their own teaching and learning methods to ensure that classes are student-centred and make use of active learning approaches.

Methods used across the full breadth of the programme include: Verbal Method; Demonstration Method; Presentation; Practical Work; Group Work; Project-Based Study; Problem-Based Study; Learning by Doing; Case Study; Simulation Study; Discussions/Debates; and Electronic learning. Students from comparable programmes confirmed that departmental and university staff deploy a wide range of approaches to the teaching and learning in their classes that benefit students with a range of learning needs. Staff from New Jersey City University also provided staff with evidence of their institution's particular pedagogical philosophy, which the panel considered had the potential to strengthen the programme.

Evidences/Indicators

- ☐ Programme syllabi
- ☐ Self-evaluation report
- ☐ Site visit interviews

Recommendations:

- ☐ None

Suggestions for the Programme Development

- ☐ None

Evaluation

Component	Evaluation
2.3. Teaching and learning methods	Complies

2.4. Student Evaluation

Student evaluation is conducted in accordance with the established procedures. It is transparent, reliable and complies with existing legislation.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Student assessment is carried out in accordance with established procedures and is applied equally to all students. The panel identified that the assessment system is fair, transparent, reliable, and compliant with applicable legislation. Assessment criteria, including a detailed distribution of points, are specified in the course syllabi and are also available on the electronic portal. A variety of assessment methods are used, including presentations, essays, quizzes, and homework assignments. The minimum passing threshold for examinations, as well as procedures and deadlines for retaking exams, fully comply with current legislation.

Students have the opportunity to appeal their examination results either by submitting a written application in person or electronically through a special form developed by the examination center. If necessary, they may also submit relevant documentation and supporting evidence. Students are familiar with the appeal mechanism and consider the process to be reliable, objective, and transparent.

Interviews with both lecturers and students confirmed that students regularly receive feedback on their examination results. Several lecturers noted that they conduct mid-term reviews, organize feedback sessions, and also ask students to evaluate whether the course meets their expectations. This practice enables timely identification and resolution of potential issues.

The university ensures that academic staff are familiar with regulatory documents related to academic integrity, plagiarism prevention, the use of generative artificial intelligence, and other ethical issues. Students' academic works are regularly checked using Turnitin and other relevant software. The university has developed a guide for the use of these systems, which is available on the website and accessible to all. In addition, the website provides information on academic writing standards, ethical norms, and other important regulatory documents.

Since the programme is implemented in collaboration with New Jersey City University, differences between European and American educational assessment systems are taken into account. In particular, the Pass/Fail criterion used in the American system is not applied to the

students of this programme. The syllabi of courses delivered at New Jersey City University clearly define the assessment criteria (including grading scales) and the methodologies used.

In conclusion, it can be stated that the assessment system and methodology, as well as the level of awareness of all involved parties regarding academic and ethical standards, fully comply with the requirements of this component.

Evidences/Indicators

- o Syllabi of the courses;
- o Regulation on the conduct of examinations;
- o Procedure for appealing assessment results;
- o Godliness for ethical norms;
- o Interviews;
- o Website.

Recommendations:

- o None

Suggestions for the Programme Development

- o None

Evaluation

Component	Evaluation
2.4. Student evaluation	Complies

3. Student Achievements, Individual Work with Them

The programme ensures the creation of a student-centered environment by providing students with relevant services; promotes maximum student awareness, implements a variety of activities and facilitates student involvement in local and/or international projects; proper quality of scientific guidance is provided for master's student.

1.3 Student Consulting and Support Services

Students receive consultation and support regarding the planning of learning process, improvement of academic achievement, and career development from the people involved in the programme and/or structural units of the HEI. A student has an opportunity to have a diverse learning process and receive relevant information and recommendations from those involved in the programme.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

Student advisory and support services at Caucasus University are well developed and encompass a variety of structural units. Students are served by the student services and academic process monitoring department, the registry office, the career development and employment promotion department, the student ombudsman's office, the student events service, the international relations department, and the respective school administration.

Students have the opportunity to receive academic consultations from both academic staff and the school administration. Consultation hours with academic personnel are defined in course syllabi.

According to the university's self-evaluation report, the career development and employment promotion department regularly disseminates targeted information to student groups regarding both professional development and employment opportunities. This was also confirmed during meetings with students, who noted that the university frequently organizes employment forums and shares information about current vacancies with both students and alumni. Several students also confirmed that they secured employment by responding to vacancies shared by the university. In addition, the department facilitates student participation in paid internship opportunities offered by various companies.

The university ensures student involvement in the activities of the school council, supporting their participation in decision-making processes. During the site visit, it was evident that students were well informed about the new programme as well as ongoing university processes. They also noted that the university is continuously developing student services and educational programmes provide them with sufficient knowledge and skills for employment.

The international relations department conducts informational meetings throughout the academic year regarding exchange programmes and actively supports student participation in international projects and initiatives. The university maintains partnerships with numerous European universities, enabling students to participate in exchange programmes as well as international summer schools.

Caucasus University has a student ombudsman's office, which provides neutral, impartial, and independent support to all students. Communication with the ombudsman is confidential and protected. According to the provided data, there were 6 cases addressed to the ombudsman in the 2023-2024 academic year, 12 in 2024-2025, and 5 in 2025-2026. In addition, informational meetings are regularly conducted to raise student awareness about the functions of the ombudsman's office.

The university hosts both institutionally established and student-led clubs and organizations, which promote student integration around shared interests. Additionally, student excursions, including international trips, are regularly organized.

Overall, the learning environment, available services, and the academic and administrative staff involved in programme implementation are oriented toward serving students' best interests. Accordingly, within this component, the institution is evaluated positively.

Evidences/Indicators

- ☐ Self-evaluation report;
- ☐ Report regarding ombudsman's activities;
- ☐ Information regarding international activities and partnerships;
- ☐ Activities carried out by the career development and employment promotion department;
- ☐ Interviews;
- ☐ Website.

Recommendations:

- ☐ None

Suggestions for the Programme Development

- ☐ None

Evaluation

Component	Evaluation
3.1 Student Consulting and Support Services	Complies

3.2. Master's Student Supervision

- A scientific supervisor provides proper support to master's student to perform the scientific-research component successfully.
 - Within master's programmes, ration of students and supervisors enables to perform scientific supervision properly.
-

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

This standard is not applicable.

Evidences/Indicators

- Component evidences/indicators, including the relevant documents and interview results

Recommendations:

- Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the Programme Development

- Non-binding suggestions for programme development

Evaluation

Component	Evaluation
3.2. Master's Students Supervision	Select Appropriate

4. Providing Teaching Resources

Human, material, information and financial resources of educational programme ensure sustainable, stable, efficient and effective functioning of the programme and the achievement of the defined objectives.

4.1 Human Resources

- Programme staff consists of qualified persons, who have necessary competences in order to help students to achieve the programme learning outcomes.
 - The number and workload of programme academic/scientific and invited staff ensures the sustainable running of the educational process and also, proper execution of their research/creative/performance activities and other assigned duties. Quantitative indicators related to academic/scientific/invited staff ensure programme sustainability.
 - The Head of the Programme possesses necessary knowledge and experience required for programme elaboration, and also the appropriate competences in the field of study of the programme. He/she is personally involved in programme implementation.
 - Programme students are provided with an adequate number of administrative and support staff of appropriate competence.
-

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

During the visit, it was observed that the programme staff is composed of highly qualified individuals who possess the necessary competencies to support students in achieving the programme's learning outcomes. The staff members are engaged in the programme in full compliance with the relevant legislation and internal regulations of the higher education institution (HEI). Their qualifications align with the specific requirements of their roles, ensuring that the staff's expertise is directly relevant to the programme's objectives and in accordance with current legal standards.

The qualifications of academic and scientific staff are substantiated by their contributions to the field, including scientific papers. Additionally, staff members may showcase their practical projects, which further validate their competence in the relevant field. Invited staff members are also highly qualified, with their expertise, knowledge, and experience directly supporting students' ability to meet the programme's learning outcomes.

During the visit, students and alumni from comparable programmes expressed that the support provided by the administration was excellent. The panel determined that the programme is due to be supported by an adequate number of administrative and support staff who possess the necessary qualifications and competencies to effectively fulfill their roles. The qualifications of these staff members are well-aligned with their specific functions, ensuring efficient operations within the programme. The number of administrative and support personnel is appropriate, and their responsibilities are clearly defined in job descriptions.

The Head of the programme possesses the necessary knowledge, experience, and expertise required for the development and successful implementation of the programme. The qualification of Head of the programme is supported by relevant education in the field of study, practical experience, and both scholarly contributions and creative works. The Head of the programme is

actively involved in all aspects of their programme, including assessment, ongoing development, and implementation. She also participates in student advising and engages in various events and activities planned within the programme to ensure continuous improvement and alignment with academic standards.

The functions and responsibilities of the Head of the programme are clearly defined, and their qualifications are documented in their personnel file. The effectiveness of her leadership is assessed through interviews and feedback from faculty, staff, and students.

The 3-Year Joint Programme in Business Analytics and Data Science includes both academic and invited staff with extensive theoretical and practical experience. In total, 40 academic and invited personnel are involved in the educational programme, including 25 academic staff.

Caucasus University:

Professor: 6 (5 Affiliated),

Associate Professor: 7 (7 Affiliated),

Assistant Professor: 6 (4 Affiliated),

Invited Lecturer: 15.

NJCU:

Professor: 2,

Associate Professor: 2

Assistant Professor: 2.

This diverse and experienced team ensures high-quality education for the programme. The ratio of academic staff to the invited lecturers is 25/15. The ratio of academic, scientific, and visiting staff to the number of active students is not provided in the documentation, considering the programme is yet to enroll students. Similarly, no staff turnover rate is provided, as the programme is new.

As is evident from the presented lists, the academic staff possess strong educational backgrounds and extensive experience. They have participated in international projects, completed various training programmes, and published numerous publications and articles. As for the invited lecturers, they possess significant work experience in their respective fields and have completed various training programmes. In particular, the panel considered that the joint nature of the programme allowed Caucasus University to leverage experience and expertise from partners at New Jersey State University, and vice-versa, that had the potential to enhance the programme and research collaborations over time.

The document provided by the university indicates that the individuals involved in the programme have achieved 234 scientific research outputs over the past five years. Among the scientific research outputs are the following: 43 papers published in local journals; 45 works published in international journals; 9 reports presented at local conferences, 21 reports presented at international conferences; 116 other scientific research contributions.

Number of the staff involved in the programme (including academic, scientific, and invited staff)	Number of Programme Staff	Including the staff with sectoral expertise ⁴	Including the staff holding PhD degree in the sectoral direction ⁵	Among them, the affiliated staff
Total number of academic staff	25			
- Professor	7	6	7	5
- Associate Professor	10	8	9	7
- Assistant-Professor	8	6	4	4
- Assistant				
Visiting Staff	15	13	2	–
Scientific Staff				–
Including International Staff	2	2	2	

Evidences/Indicators

- o Personal files of academic and invited staff;
- o Rules for academic and invited staff workload;
- o Self-evaluation report;
- o Interview results;
- o School regulations;
- o CU website

Recommendations:

- o None

Suggestions for the Programme Development

- o None

Evaluation

Component	Evaluation
4.1 Human Resources	Complies

⁴ Staff implementing the relevant components of the main field of study

⁵ Staff with relevant doctoral degrees implementing the components of the main field of study

4.2 Qualification of Supervisors of Master's Students

The Master's students have qualified supervisor/supervisors and, if necessary, co-supervisor/co-supervisors who have relevant scientific-research experience in the field of research.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

This standard is not applicable

Number of supervisors of Master's theses	Thesis supervisors	Including the supervisors holding PhD degree in the sectoral direction	Among them, the affiliated staff
Number of supervisors of Master's thesis			
- Professor			
- Associate Professor			
- Assistant-Professor			
Visiting personnel			—
Scientific Staff			—

Evidences/Indicators

- o Component evidences/indicators, including the relevant documents and interview results

Recommendations:

- o Proposal (s), which should be considered by the HEI, the programme to meet the requirements of the standard

Suggestions for the Programme Development

- o Non-binding suggestions for programme development

Evaluation

Component	Evaluation
4.2 Qualification of Supervisors of Master's Students	Select Appropriate

4.3 Professional Development of Academic, Scientific and Invited Staff

- The HEI conducts the evaluation of programme staff and analyses evaluation results on a regular basis.
 - The HEI fosters professional development of the academic, scientific and invited staff. Moreover, it fosters their scientific and research work.
-

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The University conducts, analyzes and actively utilizes the results of the evaluation of the programme staff and staff satisfaction surveys. The university implements internal quality assurance mechanisms and efficiency evaluation systems to regulate the Quality Evaluation of the Educational Process. These mechanisms ensure that the educational process meets established standards and supports continuous improvement.

For evaluating the educational process quality, the University employs a number of mechanisms. In relation to educational process monitoring, it conducts semester evaluation of the lecturers, instructors, and professors by the students. It also organizes student, staff, graduate, and employer surveys regarding general satisfaction and concerning educational programmes and processes; The institution also conducts evaluation of the material and human resources required for educational purposes.

The documents and information shared during the interviews offered valuable insights into the use of results for further improvement and the staff support mechanisms in place. These findings highlight a notably positive approach toward continuous development and staff engagement. Management and teaching staff benefit from a wide range of training opportunities, grants, and research exchange programmes. The resources allocated to the programme are envisaged by the panel to be adequate to support its proper development.

Notable progress has been observed in promoting internationalization, particularly in the support of research and participation in academic events abroad. During the interviews, a clear description of current actions and well-conceived plans for further development were presented. This direction is commendable, and efforts to strengthen it further are highly encouraged.

Within the framework of cooperation with local and foreign universities, the academic and invited staff of the University have the opportunity to participate in various international events. Caucasus University holds international scientific conferences almost every year and publishes a collection of conference papers. As highlighted during the interview with the academic staff, students evaluate their lecturers at the end of each course. The results of these evaluations hold significant value for the academic staff, providing meaningful insights that contribute to their professional development and the enhancement of the educational process.

It was also revealed during the interview that, based on the evaluation results, the university actively supports academic staff by providing them with regular information about various projects and grants. Engagement in these initiatives is encouraged, with participation depending on their individual workload.

Caucasus University operates a training center that provides tailored training programmes for staff in relevant fields of activity. These programmes are designed based on the university's assessment of existing needs, ensuring that employees receive targeted and effective skills development.

In addition, the university actively supports the professional growth and development of its employees by financing external training and workshops. Additionally, the university has implemented and funded various initiatives, including events, training, seminars, and master classes, to ensure continuous skills enhancement and career development for its staff.

Evidences/Indicators

- ☐ Memoranda, agreements;
- ☐ Academic Staff Scientific Productivity Evaluation;
- ☐ QA evaluation reports;
- ☐ Programme self-evaluation report;
- ☐ Interview results;
- ☐ Information on Scientific Activities of Academic Staff;
- ☐ Information about Completed Projects.
- ☐ International mobility statistics;
- ☐ CU website.

Recommendations:

- ☐ None

Suggestions for the Programme Development

- ☐ None

Evaluation

Component	Evaluation
<u>4.3 Professional development of academic, scientific and invited staff</u>	Complies

4.4. Material Resources

Programme is provided by necessary infrastructure, information resources relevant to the field of study and technical equipment required for achieving programme learning outcomes.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

During the visit, it was observed that the university provides a well-established and comprehensive range of resources to support its educational programmes. The new joint programme will be equipped with a sufficient quantity and quality of library, material, laboratory, informational, and digital resources that the panel consider are essential for achieving the intended objectives and learning outcomes of the programme. The institution ensures regular updates to the programme's library, materials, and digital resources to ensure these levels are maintained.

The library holds all core literature specified in the syllabi, along with additional teaching materials, including a wide array of electronic resources. This comprehensive collection supports the achievement of the programme's learning outcomes. Furthermore, students have access to modern scientific periodicals, digital resources, and international electronic library databases, which help them stay informed about the latest scientific advancements in their field, further contributing to their academic and professional development.

Informational and digital resources are readily available to both students and staff, ensuring equitable access to the tools needed for success. The availability and proper utilization of these resources are clearly communicated to students, who are well-informed about how to make the best use of them for their academic work.

The university provides students and academic staff with unrestricted access to its infrastructure, and material, and technical resources, which are integral to achieving the learning outcomes outlined in its educational programmes. These resources are fully aligned with the programme's objectives and the panel consider will contribute to the effective delivery of the curriculum.

The library also features an electronic catalog, a reading hall with appropriate equipment, such as computers, chairs, and tables, and a multifunctional copier that can be used with the assistance of library staff. In addition, students can access the internet and international electronic resources, such as EBSCO HOST, Legal Source, MEDLINE, Scopus, and others. The library also provides access to a variety of scientific journals, including Cambridge Journals Online, SAGE Journals, and Taylor and Francis, among others.

The panel consider that the physical resources of the university further contribute to the effective management of educational and administrative processes. Caucasus University continued educational activities in the 2017-2018 academic year in its new building located in Tbilisi, Paata Saakadze N1. The total area of the building is 11,179 sq.m., of which 5,021 sq.m. is teaching area. An investment of 12 million GEL was made in the renovation works and equipping of the said building with new inventory, as well as greening and arranging the yard. The following mandatory areas are allocated in the university building: 63 auditoriums, foyer up to 170 sq.m., conference hall, recreation spaces, administrative spaces, and storerooms, space for group work sanitary

nodes, library (265 sq.m.), laboratories, archive, 2 cafeterias (380 sq.m.). The mentioned ensures the effective conduct of educational and administrative processes.

The university has an effective electricity supply system; separate sanitary nodes are arranged in the building, which are constantly supplied with water and properly maintained. The university campus is adapted for persons with disabilities (ramps, elevators, etc.). All classrooms have the possibility of both natural and artificial lighting. A central heating system is installed. The security service "Magistri" protects the campus, and video cameras are installed on the inner and outer perimeter for safety purposes. Firefighting, safety, and medical assistance mechanisms are developed.

The university has laboratories and computer equipment corresponding to the academic educational programme, which answers modern requirements, is connected to the internet, and is available for students, academic, invited, and administrative personnel. Computers are provided with appropriate software tools/applications. Auditoriums and computer classes are provided with a local network and internet.

The university is currently equipped with modern computer means and copying equipment. Currently, University has 9 computer classes with personal computers, multimedia projectors, or smart boards. All auditoriums and the library are equipped with such projectors and computers. Administration and practically all employees are provided with computers and internet access.

New Jersey City University material and technical resources include:

- First common dormitory – Vodra Hall (1963)
- Forrest A. Irwin Library (1968), renamed Congressman Frank J. Guarini Library in 2000.
- Student Union Building (1976), named Michael B. Gilligan Student Union Building in 1985.
- Sports and Fitness Center (1994), dedicated in 2005 to the honor of John J. Moore, 1956 graduate and Board Chair 1989–2005.
- New, two-story Visual Arts Building with a sculpture garden featuring a work by internationally recognized artist Maya Lin (2003).
- George Karnoutsos Arts and Sciences Hall designed by Michael Graves, named after 1955 graduate and retired philosophy professor George Karnoutsos to mark his donation of 2.5 million dollars to the university (2006).

The university community has diversified significantly, as has its infrastructure — today the campus includes 27 buildings on a total of 51.46 acres.

In 2002, NJCU and Brookdale Community College (Wall, NJ) began cooperation in the "Communiversities" format, the goal of which was offering Bachelor's and Master's degree completion programmes for residents of central and south New Jersey.

In 2007, NJCU opened its Harborside learning space — for business courses, located in the waterfront financial district of Jersey City.

In September 2015, the NJCU School of Business opened — a state-of-the-art, custom-designed building at Harborside Plaza 2, on Hudson Street, near the PATH station and light rail stop. The two-story building includes:

- 18 classrooms
- Two Data Science centers
- Trading Floor Simulator
- Auditorium, offices, study zones, and student lounge
- Large conference center on the waterfront offering excellent views of Lower Manhattan

Overall, the panel found that both institutions, through the partnership, have amply material resources to effectively deliver the programme.

Evidences/Indicators

- ☐ Self-Evaluation Report
- ☐ On-site visit
- ☐ University library e-catalogue

Recommendations:

- ☐ None

Suggestions for the Programme Development

- ☐ None

Evaluation

Component	Evaluation
4.4 Material Resources	Complies

4.5 Programme/Faculty/School Budget and Programme Financial Sustainability

The allocation of financial resources stipulated in the programme/faculty/school budget is economically feasible and corresponds to the programme needs.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The programme specification makes reference to the budget provisions, stating that the budget of the programme envisages revenues received from students and that all the expenses required for full functioning of the programme will be met. Financial projections are based on following data: 1) contact hours required for teaching; 2) number of course (mandatory, elective and foreign language); 3) payment of lecture hours; 4) material support of students during process; 5) expenditure of university administration; 6) expenditure of Development/ Accreditation/ Internationalization of the programme and; 7) an allowance for unforeseen expenditure during the programme.

The institution informed the panel that the programme is covered by the “University Reserve Fund”, which is to ensure to cover all expenses for the fully functioning of the programme, when the number of enrolled students are at minimum. In case of amendment to the programme, the programme budget is adjusted according to the amendment.

The budget of the programme is approved by the President of Caucasus University, and this is confirmed by an order that includes the financial projections.

The Caucasus University are required to pay a fixed annual fee to New Jersey City University, as indicated in the budget. While Caucasus University informed the panel that they would run the programme irrespective of student numbers, New Jersey City University consider that, while there is no fixed figure, a minimum cohort would be required to make delivery of the programme viable. The panel considers that Caucasus University needs to give greater consideration to the financial implications and ultimate programme sustainability in the event of low recruitment.

Evidences/Indicators

- ☐ Programme budget
- ☐ Self-evaluation report
- ☐ Site visit interviews

Recommendations:

- ☐ None

Suggestions for the Programme Development

- ☐ It is suggested to give greater consideration to the financial implications and ultimate programme sustainability in the event of low recruitment.

Evaluation

Component	Evaluation
4.5. Programme/ Faculty/School Budget and Programme Financial Sustainability	Complies

5. Teaching Quality Enhancement Opportunities

In order to enhance teaching quality, programme utilises internal and external quality assurance services and also, periodically conducts programme monitoring and programme review. Relevant data is collected, analysed and utilized for informed decision making and programme development.

5.1 Internal Quality Evaluation

Programme staff collaborates with internal quality assurance department(s)/staff available at the HEI when planning the process of programme quality assurance, developing assessment instruments, and implementing assessment process. Programme staff utilizes quality assurance results for programme improvement.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The internal quality evaluation system of the Business Analytics and Data Science joint programme is structured in line with institutional quality assurance policies and demonstrates alignment with the requirements of Standard 5.1. The system is based on a cyclical approach to quality management, where planning, implementation, evaluation, and follow-up actions are interconnected. During the site visit, the practical application of this cycle was evidenced through the use of a structured monitoring tool for learning outcome assessment, which documents the evaluation process and links identified results to subsequent actions at programme and course level.

The evaluation of programme learning outcomes is conducted through a combination of direct and indirect methods, supported by defined benchmarks and periodic measurement. The use of target benchmarks provides a basis for interpreting results and initiating review procedures. Where results do not meet expected levels, programme-level discussions lead to adjustments in teaching, assessment, or content. This demonstrates that evaluation results are used in decision-making processes, as required by the standard.

Collaboration between the academic unit and the central quality assurance office is formalized and continuous. The quality assurance office provides methodological support, coordinates processes, and consolidates data. Academic staff are involved in interpretation and implementation stages, and responsibilities are clearly defined. The preparation of the self-evaluation report reflects coordinated involvement of academic, administrative, and international partners, which supports alignment of approaches within the joint programme.

Stakeholder feedback is systematically collected and confirmed during interviews. Students and alumni are engaged in evaluation processes, including mandatory feedback mechanisms, which ensures regular data collection. At the same time, the feedback loop is not fully evidenced in all cases, particularly in terms of communicating results and implemented changes back to stakeholders. While engagement is present and functioning, it is primarily concentrated at the evaluation stage rather than creation.

Following the submission of documentation, the university has completed the digitalization of quality assurance procedures and integrated key processes into an electronic system. This includes the management of evaluation data, monitoring of learning outcomes, and administration of surveys. An important supporting element is that academic and administrative staff have undergone targeted training to use and implement these digital platforms, which contributes to

consistent application of the system. The digital environment improves data accessibility and supports more efficient analysis, although further refinement is required to ensure full functionality and consistent use across all programme components.

Overall, the programme meets the requirements of Standard 5.1. The internal quality evaluation system is defined and implemented, and there is evidence of its use in programme improvement. It is suggested that, in addition to maintaining current practices, the programme may benefit from further strengthening stakeholder involvement at earlier stages of the quality cycle, e.g. in the formulation of programme learning outcomes and benchmark setting, to complement their existing role in evaluation and feedback processes.

Evidences/Indicators

- o SER;
- o Programmes and Syllabi;
- o University Digital Platforms;
- o Stakeholder Evaluations;
- o QA Mechanisms;
- o Interview Results;

Recommendations:

- o None

Suggestions for the Programme Development

- o It is suggested to further enhance stakeholder involvement at earlier stages of the quality assurance cycle, e.g. in the formulation of programme learning outcomes and benchmark setting, building on their existing engagement in feedback and evaluation processes.

Evaluation

Component	Evaluation
5.1 Internal quality evaluation	Complies

5.2 External Quality Evaluation

Programme utilises the results of external quality assurance on a regular basis.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The programme demonstrates a structured and systematic approach to external quality evaluation, with evidence that results from external reviews are analyzed and integrated into programme development processes in line with the requirements of Standard 5.2. External quality assurance is embedded within the broader institutional quality framework and linked to internal decision-making mechanisms, rather than treated as a standalone compliance exercise.

The programme operates within a multi-layered external evaluation environment that combines national accreditation requirements, international accreditation processes, benchmarking activities, and developmental peer review. At national level, the programme complies with the regulatory framework of the National Center for Educational Quality Enhancement, and there is evidence that recommendations received during accreditation and authorization processes are formally reviewed and communicated to the relevant academic units. The Quality Assurance Office plays a coordinating role in consolidating external feedback and ensuring its consideration at programme and school level. The requirement to periodically prepare self-evaluation reports supports continuity in tracking how external recommendations are addressed over time.

The programme also demonstrates engagement with international quality assurance processes. Participation in the AACSB accreditation framework provides an additional layer of external evaluation and contributes to alignment with internationally recognized standards in business education. Evidence indicates that feedback received through this process is considered within institutional structures and informs programme-level discussions, particularly in relation to assessment approaches and internationalization aspects of the joint programme.

Developmental peer review is used as a targeted external evaluation mechanism, particularly during the programme design and elaboration phase. A notable example is the external review conducted by an international academic expert, which resulted in specific recommendations related to the structure of the curriculum, including the need to increase flexibility within elective components to respond to developments in the field. Site visit interviews confirmed that such recommendations are formally discussed within school-level governance structures and can lead to curricular refinements. This demonstrates that external peer input is considered and can influence programme development.

International benchmarking is used as an additional evaluative tool. The programme has been compared with analogous programmes at foreign higher education institutions, supporting alignment with international academic standards and labor market expectations. This contributes to the relevance of programme learning outcomes and structure.

The integration of external evaluation results into the internal quality assurance cycle is supported by institutional structures such as the Assurance of Learning framework and central quality assurance bodies. These structures facilitate the discussion of external recommendations and their incorporation into planning and review processes. Evidence from the site visit indicates that external feedback is considered within the broader Plan–Do–Check–Act cycle, contributing to programme development.

Evidences/Indicators

- ☐ SER;
- ☐ Programmes and Syllabi;
- ☐ QA Documentation;
- ☐ Interview Results;

Recommendations:

- ☐ None

Suggestions for the Programme Development

- ☐ None

Evaluation

Component	Evaluation
5.2. External Quality Evaluation	Complies

5.3 Programme Monitoring and Periodic Review

Programme monitoring and periodic evaluation is conducted with the involvement of academic, scientific, invited, administrative, supporting staff, students, graduates, employers and other stakeholders through systematic data collection, study and analysis. Evaluation results are applied for the programme improvement.

Summary and Analysis of the Education Programme's Compliance with the Requirements of the Component of the Standard

The programme demonstrates a structured and systematic approach to monitoring and periodic review in line with the requirements of Standard 5.3. Monitoring processes are clearly defined and implemented through a combination of direct and indirect assessment mechanisms, with the involvement of a broad range of stakeholders, including academic, administrative, and supporting staff, as well as students, graduates, employers, and international partners.

Programme monitoring is conducted through continuous data collection and analysis. Direct assessment is based on predefined benchmarks for student achievement in core components, and results are analyzed at programme and school level. Where deviations from expected performance are identified, the findings are reviewed by the Quality Assurance Office and relevant academic bodies, leading to adjustments in teaching, assessment, or course content. This demonstrates that monitoring results are used to inform programme development. At the same time, the evidence of systematic aggregation and longitudinal analysis of these results across multiple cycles remains limited.

Indirect assessment mechanisms are also implemented on a regular basis. Students evaluate academic courses and teaching staff at the end of each course, and additional surveys are conducted to assess satisfaction with institutional services. During the site visit, students confirmed their participation in mandatory evaluation processes, including the assessment of administrative units prior to the release of final grades. This ensures a stable and consistent flow of feedback data. However, while data collection is well established, the communication of results and implemented changes to stakeholders is not consistently evidenced, which limits the visibility of the full feedback loop. It is suggested to ensure that the outcomes of feedback processes are communicated to stakeholders as a means of closing the feedback loop.

The programme includes mechanisms for stakeholder involvement in monitoring processes. Feedback from graduates and employers is collected and considered in programme review. International partners are also involved, particularly given the joint nature of the programme, which supports alignment with international standards. Benchmarking against foreign programmes and the use of external peer input contribute to programme review and modernization. These activities demonstrate alignment with the requirement to compare the programme with international practice.

Monitoring results have identified specific areas requiring further development. Internal analyses indicate lower levels of participation in certain evaluation processes, particularly related to the research component, which affects the completeness of monitoring data. In addition, graduate feedback has highlighted gaps in specific support areas. These findings indicate that monitoring mechanisms are capable of identifying issues, and there is evidence that the institution responds to operational challenges identified through evaluation processes. It is suggested to develop strategies that ensure appropriate completion of all evaluation processes by stakeholders, including for the research component.

The programme also considers resource-related indicators within its monitoring framework. Identified needs related to infrastructure or learning conditions are addressed through institutional mechanisms, demonstrating a link between monitoring results and resource allocation. This supports the overall functioning of the programme and contributes to maintaining its implementation conditions.

The monitoring and review system is further supported by institutional structures such as the Assurance of Learning framework and school-level governance bodies, which analyze aggregated data and issue recommendations. The integration of monitoring results into the Plan–Do–Check–Act cycle ensures that findings are considered within planning and review processes. In addition, the programme is progressing toward the use of an integrated electronic system for monitoring and evaluation, which improves data management and supports more efficient analysis. The system is operational and supports the consistency of processes; however, there remains scope for further enhancement.

Evidences/Indicators

- o SER;
- o Programmes and Syllabi;
- o QA Documentation;
- o Interview Results;

Recommendations:

- o None

Suggestions for the Programme Development

- o It is suggested to ensure that the outcomes of feedback processes are communicated to stakeholders as a means of closing the feedback loop.
- o It is suggested to develop strategies that ensure appropriate completion of all evaluation processes by stakeholders, including for the research component.

Evaluation

Component	Evaluation
<u>5.3. Programme monitoring and periodic review</u>	Complies

Attached documentation (if applicable):

Signatures:

Chair of Accreditation Expert Panel



Matthew Kitching,

Accreditation Expert Panel Members



Tamta Lekishvili, signature



Keti Tskhadadze,

Tamaz Uzunashvili



Tamar Razmadze,