

This document is an updated version of the 2023–2024 report, featuring revised hyperlinks to verify past events following the launch of our new website



SELF EVALUATION REPORT
REPORTING PERIOD: SEPTEMBER 2023 – AUGUST 2024

Ad Destinatum Persequor!

STANDARD 1: INSTITUTIONAL POLICIES FOR QUALITY ASSURANCE

INDICATOR	DOCUMENTATION
1.1. The institution has a quality assurance policy that is published and publicly available.	Act of the institution or another act in which the quality policy is regulated; Link to a post on a website.
Response In 2024 UACS drafted the Quality Assurance Policy. It is planned to formally adopt the Policy in January, 2025. However, even prior to the adoption of this Policy, UACS had a robust system in place to ensure the highest standards of education and institutional performance. Plans for 2025: To adopt the Quality Assurance Policy of UACS and publish it on the website.	
Evidence/Attachments • DRAFT Quality Assurance Policy of UACS: https://docs.google.com/document/d/1IzaJDs2w0Cx_fqQ_rec4pvfP06zuc_-e/edit?usp=drive_link&ouid=111616819715805039353&rtpof=true&sd=true	
1.2. The institution has an effective and logical system for ensuring the quality of education. It uses various tools to assess and improve the quality of education and regularly conducts evaluation that includes the courses, the teaching staff, the work of support/student services and the overall level of satisfaction during studies. The activities are carried out based on the determined calendar of activities.	Information about the tools used to evaluate and improve the quality of higher education (evaluation period, access, etc.); Questionnaire from all conducted self-evaluations or other tools used for self-evaluation; Annual calendar of activities related to quality assurance.
Response UACS is dedicated to using a variety of feedback systems to guarantee the quality of education. Students are asked to fill out questionnaires for each course and instructor once a semester, which enables thorough assessments of the quality of instruction and course material. Students also comment on how satisfied they are with the records office, career centre, finance industry, and IT services, among other support services. To ensure and enhance the quality of teaching, the University undertakes the following activities: 1. Monitoring Student Grades and Progress: One of the primary indicators of teaching quality is student success during the academic year. UACS monitors this by evaluating the average grades of individual students, as well as the overall average grades of the student cohort for a given academic year. This analysis helps identify any anomalies or exceptional performances, enabling to propose and implement appropriate measures for improvement. Student progress data encompasses a variety of metrics, including GPA, year-to-year progression, probation status, graduation rates, and dropout rates. 2. Analysis of the results of practical teaching: In order to graduate, a student is obliged to attend practical teaching (internship) during each academic year. UACS Career Center is in charge of assisting and providing internships for the students. After the completed activity, the student must submit a certificate for completed internship, in which the acquired knowledge and skills from the real working environment are recorded and evaluated by the employer. The opinions and suggestions from the employer can help in improving and updating certain activities, as well as retaining the practices that result in positive outcomes. 3. 360° Evaluation: UACS provides 360° Evaluation, i.e., horizontal and vertical evaluation between the students, faculty, staff, and management. The evaluation is performed once a year. Through this evaluation, the students have the opportunity to share their opinions for	

the faculty members in a certain academic year, as well as for the overall services at the University, Records Office, Finance Office, Networking Office, Library, and IT Office. In addition, the 360° evaluation means that all UACS members evaluate each other, i.e., peer-to-peer evaluation is performed.

4. **Quality Circle Meetings:** Each school within UACS has Quality Circles, consisting of representatives of the Dean's Administration, representatives from the Student Office, and representatives of students from each year of study, to facilitate discussions about courses, professors, and various services. This collaborative forum allows for open dialogue and constructive feedback, fostering a continuous improvement culture within the institution. By involving both faculty and students, the Quality Circles ensure that diverse perspectives are considered in the evaluation and enhancement of educational quality. This thorough method of obtaining student input aids UACS in consistently enhancing its support networks and course offerings.
5. **Seminars and workshops for teaching improvements:** Through the teaching improvement seminars and workshops, the faculty members have the opportunity to receive continuous support, for sharing good practices and training. These activities are provided at least once in the academic year.
6. **Socialization Seminar:** Through the Socialization Seminar, the new faculty members can learn about the teaching process at UACS, UACS culture, the grading system and how to use the Moodle platform, and they can share ideas and experiences with other participants as well. The Socialization Seminar is usually organized semi-annually.
7. **University Self-Evaluation:** The University conducts a self-evaluation for each academic year, which records the strengths and weaknesses of the University in terms of leadership, strategies, focus on all stakeholders, measurement of learning outcomes, academic and administrative staff, and the educational process. A self-evaluation report is adopted every third year.
8. **Business Council:** UACS provides updated programs compatible with the dynamic working environment nowadays. For that purpose, the University is in constant contact with the members of the Business Council. This body has a role as a Board for collaboration and trust with the public of UACS. The UACS Business Council includes 170 companies, organizations, non-government organizations, and government bodies that are united by one goal – to provide better education for the young students. With the recommendation from the Business Council, UACS creates better and updated study programs, learning outcomes, and learning environment.

Evidence/Attachments

- Student Progress Data, Cohorts 2023-2024
<https://drive.google.com/drive/folders/15SAAiA31GNc1Y2su4hTuoh8C77oKtzt3>
- Student Satisfaction Info
<https://drive.google.com/drive/folders/1XMnaljnU33hqwjprK54WJFGZFAUMEGH>, and
<https://drive.google.com/drive/folders/1YC88nBGHgmRQuEtA-xdxm7mklytnNtjo>
- Trainings and Seminars info
<https://drive.google.com/drive/folders/1GgMBWUikftXZsE54wFg1CoHoYHnmG3MZ>
- Self-evaluation reports are available on the official website of UACS
<https://www.uacs.edu.mk/public-information> (scroll down on the menu to see the self-evaluation reports starting from 2012/2013)
- The Business Council Info <https://www.uacs.edu.mk/supporting-bodies#business-council> and <https://drive.google.com/drive/folders/1VVAi-S1a9F8lemSYVMquK4Xw8ND5DBL>
- Rectors Report <https://www.uacs.edu.mk/files/public-info-files/reports/rectors-report-2023-2024.pdf> or also available on drive
https://drive.google.com/file/d/1h1uz3QYufOzPrg3aoz9AQYFgfdwnHfh8/view?usp=drive_link

Plan for 2025: Annual Calendar of Activities related to Quality Assurance	
1.3. The administration of the institution is dedicated to the development and improvement of the quality of education. There is a culture of coordination and cooperation between stakeholders in the process. The institution encourages and ensures the involvement of students, employers and other relevant institutions/organizations in the process.	Concrete examples and results, best practices; Relevant reports or recommendations; Examples of the involvement of students, employers and other relevant institutions/organizations in the quality assurance process.
Response UACS is committed to advancing and raising educational standards. The university enhances the course offerings by taking into account the demands of the Macedonian market as well as the procedures of the top universities in the world. Every study program, some of which are accredited by ACBSP, is recognised and compliant with the Republic of North Macedonia's legitimate legal rulings. Employers, students, and other relevant stakeholders are encouraged and guaranteed to be included in the program-creation process by UACS. Examples of more significant institutional structures that guarantee their participation include the following: - Evaluation of Faculty members - Evaluation of all UACS services - Employment contracts (evaluations below 70% are subject to termination of contracts) - Complaints Policy - Student satisfaction (survey on courses and academic staff) - Info on internship and employment - Cohorts matrix - Student learning outcomes - Business Council (company representatives) work alongside UACS in revising the study programs' scope prior to the accreditation submission. The council provides feedback on how well the study programs fit the economy's and society's transportation needs. They provide feedback on specific courses and syllabi. - Delta Mu Delta support (DMD members propose changes in programs, activities to satisfy project requirements, inspirational talks, job shadowing, international cooperation and events). Plans for 2025: Exit interviews	
Evidence/Attachments • Student Satisfaction info https://drive.google.com/drive/folders/1XMnaljnU33hqwjprK54WJFGZFAUMEGH, and https://drive.google.com/drive/folders/1YC88nBGHgmRQuEtA-xdxm7mklytnNtjo • Trainings and Seminars info https://drive.google.com/drive/folders/1GgMBWUikftXZsE54wFg1CoHoYHnmG3MZ • Info on internship and employment https://docs.google.com/document/d/10lnHkU1ls01DTqwqPnZFdQaRrtH5wjuN/edit • Examples of the involvement of students, employers and other relevant institutions/organizations in the quality assurance process (Quality Circles) https://drive.google.com/drive/folders/1Ukz2Q0kG2jKcAzBaEi01oF0_KI_2c4ZM and https://drive.google.com/drive/folders/1zQD9Yo7krDcqNJu9BXqA_xBh61pXjHWy?usp=drive_link • Delta Mu Delta Reports https://drive.google.com/drive/folders/1YHUOGXytQj-5nigrLzoBelL5qCj6On4u ,	

Business Council https://drive.google.com/drive/folders/1jYtoyfqt_hxPMoPIbbAu2ag1nEwk6maY?usp=drive_link	
1.4. A special body responsible for the development and implementation of the quality assurance policy functions within the institution.	Act of forming the body; Reports of its work or minutes of the sessions held.
Response: A dedicated body, Quality Assurance and Self-Evaluation Committee, within UACS, is responsible for the development and implementation of the Quality Assurance Policy. This Committee should ensure a systematic approach to upholding and improving educational standards, organize faculty training, and engage in various activities aimed at the continuous enhancement of the quality of the education at UACS. The body was established in November 2023, taking over responsibilities previously held by the Quality Control Center, which was established in 2018. This transition underscores the institution's ongoing commitment to enhancing its quality assurance processes. Plans for 2025: Annual (Plan) Calendar of Activities	
Evidence/Attachments - Decision for Establishing Quality Assessment and Self-Evaluation Committee, https://drive.google.com/drive/folders/1mziNu7vW3i4KC8oC0-QXlebtOvuL59Bn - Reports of his work or minutes of the sessions held, https://drive.google.com/drive/folders/1W_5dIT5mMEo3980ji18CiGtEtVdWCoN?usp=drive_link	
1.5. The institution regularly analyzes the information resulting from the quality assurance system, including statistical information, and takes measures to improve study programs based on that information. The self-evaluation report is published on the institution's website.	Report of the self-evaluations carried out in the last five years; Action plan or other relevant document for the implementation of the conclusions and/or recommendations from the self-evaluations; Link to reports from evaluations conducted in the last five years
Response To improve its study programs, the institution regularly evaluates data—including statistical data—generated by its quality assurance system. This data is taken from students' 360 evaluations, quality circles, facilities and equipment surveys, internship and employment opportunities, learning outcomes, and the business council. UACS conducts this on semi-annual and/or on yearly basis. The annual self-evaluation report is posted on UACS's website for public access, guaranteeing accountability and transparency in its procedures. Up to August 2023, the Annual Self-Evaluation Report was done in accordance with ACBSP standards. For the period from September, 2023 to August, 2024, two reports were made: one in accordance with the ACBSP standards and one in accordance with Macedonian requirements. Future plans: Starting from September 2024, it is anticipated that only an annual self-evaluation report based on Macedonian requirements will be prepared, as ACBSP accreditation requires three-year reports.	
Evidence/Attachments Link to reports from evaluations conducted in the last five years can be found on https://www.uacs.edu.mk/public-information (scroll down to the Latest Reports section)	

1.6. Quality assurance in the institution is a continuous process that does not end with the report from the external evaluation or with the further monitoring of the institution. The recommendations of the previous external evaluation have been implemented. The progress achieved since the last external evaluation is clearly demonstrated.	External evaluation report from the previous period; Action plan; Report on measures taken and activities for the implementation of the Action Plan.
Response SBEM is accredited by the international Accreditation Council for Business Schools and Programs and has undergone multiple evaluations by the ACBSP, which assesses business schools based on academic quality and continuous improvement. As part of the accreditation process, SBEM has participated in Quality Assurance Reviews (QAR) to ensure compliance with these standards, taking necessary actions such as implementing curricular changes, enhancing faculty development, and incorporating advanced assessment tools like Peregrine, an education technology company that supports continuous improvement through its learning solutions for higher education and professional development. ACBSP process: Upon receipt of an official letter from ACBSP outlining notes and conditions, UACS is granted a period of three years to address and rectify these issues. Once the necessary improvements have been made, a Quality Assurance Report is prepared and submitted via a platform specifically developed for ACBSP's use. The submitted report is then evaluated by the reviewers, who provide feedback based on UACS's efforts via email. To maintain this accreditation, the university is required to submit a Quality Assurance Report every three years.	
Evidence/Attachments - ACBSP Reaffirmation Letter for Self-Study Report https://drive.google.com/file/d/1fPF5oqMOxdGeOm3qNUn80JL6OVznoGW/view?usp=sharing - Report on measures taken and activities for the implementation of the Notes from 2021, ACBSP Reporting Online Portal https://drive.google.com/file/d/1Ce4tmCZTZKFprCa13rPDmpslddagVbA/view?usp=sharing and https://drive.google.com/file/d/1asS0YXOVftIEJN3p3PI5wVfbKstVubWr/view?usp=drive_link and https://accreditation.acbsp.org/ - Peregrine https://drive.google.com/drive/u/0/folders/1X60FJrbn5x9rAL_Hp3QcirtrZJPv7fYu - QAR Response Letter https://drive.google.com/file/d/1Z7NLzCvgrnGC-OvY-kr1ejoljheH72yg/view?usp=sharing	
STANDARD 2: CREATING, APPROVING AND MONITORING STUDY PROGRAMS	
INDICATOR 2.1. The institution has adopted act(s) or rules which regulate the procedure for preparing and approval of study programs for first, second and a third cycle of studies (if applicable).	DOCUMENTATION Relevant act
Response University American College Skopje has established a comprehensive regulatory framework that governs the procedures for the preparation and approval of study programs across all cycles of education – first, second, and third. In 2024 UACS drafted a formal Program and Curriculum Development Policy & Procedure. This Policy, together with the additional acts and rules ensure	

that each study program meets the highest standards of academic quality and relevance. The framework includes stakeholder consultations, alignment with academic and industry standards, and rigorous internal reviews. The approval process involves departmental assessments, faculty committee scrutiny, and final endorsement by the University Senate, guaranteeing that all study programs are robust, comprehensive, and responsive to the evolving educational and professional landscapes.

Plans for 2025:

[To adopt the Program and Curriculum Development Policy & Procedure](#)

Evidence/Attachments

- DRAFT Program and Curriculum Development Policy & Procedure:
https://docs.google.com/document/d/1GMY3w9FOIYN6XOUkQpD0DAOc3siP6IZ/edit?usp=drive_link&oid=111616819715805039353&rtpof=true&sd=true

2.2. The content of the study programs carried out in the institution is well thought out and described. It is relevant to the purpose of the program and the achievement of the learning outcomes. The objectives of the subjects are defined and aligned with the outcome of the educational process (learning outcome). The study programs are designed in the direction of the unhindered development of the student and enable students to acquire academic knowledge and skills, including those that can be transferable, meaning that they can influence their personal development and can be applied in the development of their future professions.

**Study Program (All accredited study programs for the first, second, and third cycles, if applicable, and those that have been conducted in the last five years are to be submitted);
 Course Programs (Syllabi) for all study programs and all courses;
 Description of Established Learning Outcomes for all study programs;
 Specific Examples and Results, Best Practices.**

UACS consistently ensures that the content of its study programs is meticulously curated and effectively described. Each program is crafted to align with the institution's mission, ensuring relevance and purpose in fulfilling the desired learning outcomes.

The objectives of all courses within these programs are clearly defined and in compliance with the overarching educational goals, ensuring that students achieve the specified learning outcomes.

The design of our study programs emphasizes comprehensive development of our students. The programs are structured to facilitate the acquisition of academic knowledge and practical skills, fostering not only intellectual growth but also personal and professional development. The curriculum integrates transferable skills, which are important in shaping students' future careers and contributing to their overall personal development.

Our commitment to quality education is reflected in our continuous evaluation and enhancement of study programs, ensuring that they remain relevant, effective, and conducive to the development of our students. Through this approach, UACS prepares students to meet the demands of their chosen professions and excel in their personal endeavors.

More specifically:

1. Curriculum Design: Having Macedonian, International accreditations, UACS's study programs are designed to combine the best of American and European educational standards. This ensures that the content is well thought out and relevant to the program's purpose.
2. Learning Outcomes: The university's programs are structured to achieve specific learning outcomes. For example, UACS offers dual degree programs with international universities, such as the University of Rome "Tor Vergata" and the Rennes School of Business. These programs are designed to provide students with both academic knowledge and transferable skills.
3. Student Development: UACS emphasizes participant-centered learning, learning through practice, internships, and visiting lectures by distinguished professionals.

4. International Accreditation: UACS is the only internationally accredited university in the Republic of Macedonia, accredited by the ACBSP (Accrediting Council for Business Schools and Programs) in the USA. This accreditation ensures that the programs meet high educational standards and are relevant to the students' future careers.

5. Support from Business Council: UACS is supported by a Business Council consisting of more than 150 companies, organizations, and institutions. These entities provide guest lectures and internships for students. They also give feedback in designing study programs and course syllabuses.

Evidence/Attachments:

- Study Programs Info <https://www.uacs.edu.mk/files/documents/studiski-programi-po-edinici.pdf>
- Info about dual degree programs with international universities, such as the University of Rome "Tor Vergata" and the Rennes School of Business <https://www.uacs.edu.mk/programs/undergraduate/school-of-business-economics-and-management>
- Info about International Accreditations <https://www.uacs.edu.mk/files/reaffirmation-letter-uac-skopje-2021.pdf>
- Course Programs (Syllabi) for all study programs and all courses; <https://drive.google.com/drive/folders/1-mnns3hapbOrOYwTnX4v397zlluF2c6N> , <https://drive.google.com/drive/folders/1N9I-eAmskGNu0UfXXIZy8kZXW51WeGnM>, https://drive.google.com/drive/folders/1OWR0X1C2oLyNA76Ij5PN04UMJ3vukU0f?usp=drive_link
- Description of Established Learning Outcomes <https://drive.google.com/drive/folders/1YvxZs5NMg8Lhr8yqcxVhaK8afkrf-yAO>,
- Specific Examples and Results, Best Practices, https://drive.google.com/drive/folders/1MDNo3nqJcYljtcVoGEbRY_3zEsnor2 , <https://drive.google.com/drive/folders/1s-dV-mIIHJj6rKjtVgdwtzGMmyackT>

2.3. Study programs respond to the development needs of society and the economy.

Concrete Examples

Within the elaborations for the re-accreditation of the study programs, the goals of the study programs are specified in detail, based on which the study programs meet the development needs of society and the economy.

In addition, through its Business Council and membership in different bodies (AmCham, Macedonian HR Association, etc.), UACS regularly collaborates with industry leaders to ensure that its study programs meet the current and future needs of the job market. The curriculum is designed to be dynamic and adaptable, incorporating contemporary trends and advancements in various fields.

UACS emphasizes experiential learning through internships, real-world projects, and community service. Courses such as Business Ethics, Circular Economy, Digital Creativity and Production, Global Understanding and Intercultural Communication, Creative Mindset prepare students to contribute meaningfully to societal and economic development by providing them with practical skills and knowledge in the areas of corporate social responsibility, circularity, etc.

Through its collaboration with the Business Council consisting of leading companies from various sectors, including banks, telecommunication companies, and small and medium enterprises UACS collaboration ensures that the programs are aligned with industry and society needs and that students have opportunities for internships and job placements.

By organizing classes conducted by international lecturers from renowned universities, UACS provides international exposure for its students. This global perspective helps students understand and respond to the development needs of society and the economy on a broader scale.

Evidence:

- List of International (Visiting) Lectures, https://drive.google.com/drive/folders/1C7gMhxC-trUJsOKSIWiZJMM1UYCIX1m - Selected Syllabuses (Business Ethics, Digital Creativity and Production, Global Understanding and Intercultural Communication, Creative Mindset) https://drive.google.com/drive/folders/1jL35ppyir4QPqpfeivaHEfyLtuzSHeEP	
2.4. Study programs are developed/revised in cooperation with students and other relevant stakeholders (business community, state authorities and other organizations). The collected information is analyzed, and the program is adjusted in order to avoid its obsolescence. The process creates an effective environment for learning and supporting students.	Concrete examples and results for collaborating with students and others interest holders, best practices; Relevant reports or recommendations; Minutes of meetings held with students and other participants in the the process of modifying study programs;
Through its quality circles, 360 degree evaluation, alumni surveys and Delta Mu Delta Pi Alpha involvement UACS involves students, while through the Business Council and membership in different organizations UACS involves industry leaders, and various organizations in the development and revision of study programs. Feedback from these groups is collected and analyzed to ensure that the programs remain current and effective. UACS annually produces self-evaluation reports which among others, include analyses of collected information on different programs. Documented minutes of meetings held with students and other participants in the process of modifying study programs provide evidence of active collaboration. In addition, UACS employs a three-tiered approach to produce industry-relevant higher education programs and curriculum: Formal alignment/accreditation by professional associations: UACS's BSc in Audit and Accounting is a ACCA Accredited Program. It also has concluded formal agreements with employers for student internships. Helping Students Bridge the Gap: UACS's Delta Mu Delta Pi Alpha chapter is an example of a chapter where the Honorary Members (distinguished individuals from the industry) cooperate with the DmD members, prepare joint events, hold inspirational talks, engage students in important events where the students learn and acquire many different skills (e.g., E-commerce Conference, etc.) Faculty Relevance: UACS also employs an adjunct faculty model with active industry professionals, funds professional association memberships (AmCham, HR Association, etc.) and conference attendance, ensuring faculty maintain relevance in their fields. Plans for 2025: Exit Evaluation for Students Decision whether to include peer to peer evaluation in the 360 degree evaluation process Establish interdisciplinary student club(s), e.g. Digitalization Club, Innovation and Design Club	
Evidence/Attachments: - Self-Evaluation Reports, Link to reports from evaluations conducted in the last five years can be found on https://www.uacs.edu.mk/public-information (scroll down) - Meeting Minutes: UACS documents the minutes of various meetings, including those with students, faculty, and industry leaders; For example, the minutes of the Faculty Council Meetings and Quality Circle Meetings, Meetings with the Business Council, https://drive.google.com/drive/folders/1VVAi-S1a9F8IemSYVMquK4Xw8ND5DBL , https://drive.google.com/drive/folders/1Dbo9bVL6hQnuSNdK8Z3NRz86jOzKFWWR , https://drive.google.com/drive/folders/1spsnv4g1O03HCq7E5-Acx5kFVM4kpT0g?usp=drive link	

2.5. Study programs use external expertise and references. The program is aligned with the best foreign practices and experiences.	Course programs (syllabus) for all study programs (with shown basic and supplementary literature); List of external/foreign teachers or experts involved in study programs for the last five years. Concrete examples of the alignment of study programs with the best foreign practices and experiences.
UACS is guided by the 3-I Principles: · International Faculty; · International student body; · International curricula, textbooks, and teaching supplements. UACS tries to achieve this by incorporating external expertise and aligning its programs with best foreign practices and experiences. UACS collaborates with academics, industry professionals, and visiting lecturers from institutions worldwide. The integration of external expertise provides students with diverse perspectives and up-to-date knowledge in their respective fields. Examples of this practice include: 1. International Week: Usually held in April every year 2. Visiting Lecturers: UACS regularly invites visiting lecturers from international universities to conduct classes and workshops. 3. Guest Speakers: Industry professionals are often invited to speak on current trends and practices, providing students with practical knowledge and real-world applications of their studies. 4. Research Collaboration: Faculty members at UACS collaborate with international researchers on various projects, enriching the academic environment and contributing to the global exchange of ideas (ERASMUS, CEEPUS, etc.) Alignment with Best Foreign Practices: UACS aligns its study programs with the best foreign practices by incorporating international standards and benchmarks. This alignment ensures that the programs are not only competitive but also meet the expectations of global employers and academic institutions. The following practices exemplify this alignment: 1. Dual Degree Programs: UACS offers dual degree programs in partnership with international universities, such as the University of Rome "Tor Vergata" and the Rennes School of Business. These programs provide students with the opportunity to earn degrees recognized both locally and internationally. 2. International Accreditation: UACS is accredited by the Accrediting Council for Business Schools and Programs (ACBSP) in the USA. This accreditation guarantees that the programs adhere to high educational standards and best practices observed worldwide. 3. Curriculum Development: The curriculum at UACS is continuously updated to reflect the latest advancements and trends in various fields. This process involves benchmarking against leading international programs and incorporating feedback from external reviewers and industry experts. Use of References: The study programs at UACS utilize a wide range of references, including textbooks, research papers, case studies, and industry reports, to ensure a comprehensive and well-rounded education. These references are carefully selected to provide students with a solid theoretical foundation and practical insights. Examples include: 1. Textbooks and Literature: Courses at UACS use textbooks and supplementary literature from leading authors and publishers, ensuring that students have access to high-quality academic resources.	

2. Research Papers: Faculty members incorporate recent research findings into their teaching, exposing students to cutting-edge knowledge and developments in their fields.
3. Case Studies: Real-world case studies are used extensively in the classroom to illustrate practical applications of theoretical concepts and to develop critical thinking and problem-solving skills among students.

Evidence:

- Info about dual degree programs with international universities, such as the University of Rome "Tor Vergata" and the Rennes School of Business <https://www.uacs.edu.mk/programs/undergraduate/school-of-business-economics-and-management> (scroll down to the International Programs section)
- Info about International Accreditations <https://www.uacs.edu.mk/accreditations-quality-assurance>
- Course Programs (Syllabi) for all study programs and all courses; <https://drive.google.com/drive/folders/1-mnns3hapbOrOYwTnX4v397zlluF2c6N>, <https://drive.google.com/drive/folders/1N9I-eAmskGNuOUfXXIZy8kZXW51WeGnM> https://drive.google.com/drive/folders/1OWR0X1C2oLyNA76Jj5PN04UMJ3vukU0f?usp=drive_link

2.6. The study programs clearly define the overall expected work engagement of the student and include well-structured external activities (trainings, practical work and other activities that do not take place in the institution, but allow the student to gain experience in the field of his studies). The workload allows the student to participate in external activities during the studies. Practical teaching is adequately valued in the workload and its implementation is regularly monitored.

Showing the expected workload of students (for all study programs shown in number of hours (classes, lessons, etc.), ECTS and expected workload for mastering subject programs);
An overview of the inclusion of practical instruction in the subject areas study programs;
Report on Practical Work/Internship and External Activities (training, practical work and other activities not taking place in the institution, but allow the student to gain experience in area of his studies) in the last five years for all studies applications

UACS is dedicated to providing a comprehensive educational experience that balances academic rigor with practical experience. The study programs at UACS are designed to clearly define the overall expected work engagement of students and to include well-structured external activities. This approach ensures that students gain valuable experience in their field of study while managing their academic workload effectively.

Overall Expected Work Engagement: The study programs at UACS clearly outline the expected work engagement for students, detailing the number of hours required for classes, lessons, and independent study. The workload is measured in European Credit Transfer and Accumulation System (ECTS) credits, ensuring transparency and consistency in the evaluation of student engagement. Each course syllabus includes a breakdown of the expected workload, helping students manage their time and academic responsibilities effectively.

External Activities: UACS places a strong emphasis on practical teaching and external activities, such as trainings, internships, and practical work. These activities are an integral part of the curriculum and are designed to provide students with hands-on experience in their field of study. Examples of well-structured external activities include:

1. Internships: UACS collaborates with various industry partners to offer internship opportunities for students. These internships allow students to apply theoretical knowledge in real-world settings, gain practical skills, and build professional networks.
2. Practical Work: Many courses incorporate practical work components, such as lab sessions, fieldwork, and projects. These activities help students develop technical skills and understand the practical applications of their studies.
3. Trainings and Workshops: UACS organizes trainings and workshops led by industry experts and professionals. These sessions provide students with up-to-date knowledge and skills relevant to their field.

Workload Management:

The workload at UACS is designed to allow students to participate in external activities without compromising their academic performance. The curriculum is structured to provide a balanced distribution of academic and practical components. This ensures that students can gain practical experience while effectively managing their coursework.

Valuation and Monitoring of Practical Work:

Practical work at UACS is adequately valued in the overall workload and is regularly monitored to ensure its effectiveness. The institution employs the following measures to maintain high standards in practical teaching:

1. Assessment and Evaluation: Practical activities are assessed and evaluated as part of the overall course grade. This ensures that students take these activities seriously and recognize their importance in the learning process.
2. Feedback Mechanisms: UACS has established feedback mechanisms to gather input from students, faculty, and industry partners. This feedback is used to refine and enhance the practical components of the study programs.

Evidence/Attachments:

- Instructions on credit valuation and calculation of academic credits
<https://drive.google.com/drive/u/0/folders/1s-dV-mIIIHJi6rKijtVgdwtzGMmyackT>
- Information of the inclusion of practical work/internship in the subject areas study programs (examples):
 - CSR
<https://www.uacs.edu.mk/csr-community-impact>
 - Career development class: job interview simulations
https://www.instagram.com/uacskopje/p/C5Yh55qMTYo/?img_index=1 and
<https://www.uacs.edu.mk/news-archive/uacs-career-day-2024>
 - Talks beyond chat gpt
<https://www.uacs.edu.mk/news-archive/talks-beyond-chat-gpt>
 - Financial acumen meets flavor: A corporate analysis showcase
<https://www.uacs.edu.mk/news-archive/financial-acumen-meets-flavor-a-corporate-analysis-showcase>
 - Breaking the Stigma Together
<https://www.uacs.edu.mk/news-archive/breaking-the-stigma-together>
 - SCSIT open call for collaboration on Capstone Project
<https://www.uacs.edu.mk/news-archive/uacs-scsit-open-call-for-collaboration-on-capstone-projects> and <https://www.uacs.edu.mk/news-archive/uacs-scsit-students-successful-defense-of-their-capstone-projects>
 - A Stage of Expression: Final speeches in speech communication class
<https://www.uacs.edu.mk/news-archive/a-stage-of-expression-final-speeches-in-speech-communication-class>

- Visegrad+ Project: Ukrainian Refugees in Central Europe
https://www.instagram.com/uacskopje/p/Cynq6eUs48i/?img_index=1
- Blended Intensive Programme as part of the HUMINT International Student Conference 2024
<https://www.uacs.edu.mk/news-archive/uacs-participates-in-the-blended-intensive-programme-as-part-of-the-humint-international-student-conference-2024>
- School of Architecture and Design Biennial Exhibition 2024
<https://www.instagram.com/p/C8ZK2NCo1Yk/>
- Christams Bazaar
<https://www.facebook.com/americancollege/videos/1302842114466804>
- Bridging Theory and Practice: UACS Accounting Students Gaining Hands-On Experience with Oracle NetSuite ERP
<https://www.uacs.edu.mk/news-archive/bridging-theory-and-practice-uacs-accounting-students-gaining-hands-on-experience-with-oracle-netsuite-erp>
- Competition for Best Unpublished Literary Work 2024
<https://www.uacs.edu.mk/news-archive/awards-ceremony-of-the-competition-for-best-unpublished-literary-work-2024-of-the-department-of-creative-writing-at-the-university-american-college-skopje-in-cooperation-with-the-publishing-house-ars-lamina> and <https://www.uacs.edu.mk/news-archive/literary-competition-award-ceremony>
- Many Other
<https://www.uacs.edu.mk/news-archive/>

- Report on Practical Teaching and External Activities (training, practical work and other activities not taking place in the institution, but allow the student to gain experience in area of his studies) in the last five years for all studies applications

<https://docs.google.com/document/d/1-KbVXQKXvzA8IfpPTK8skplLPQyKsgA-/edit>

2.7. Information about the study program published on the institution's website corresponds to the official records. The information is also published in the language in which the program is performed.	Link to the website where the specified information is published
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Response UACS ensures that the information about its study programs published on the institution's website is accurate and corresponds to the official records. Accuracy of Information UACS places a high priority on maintaining accurate and up-to-date information about its study programs on the official website. This includes details such as program descriptions, course offerings, learning outcomes, admission requirements, and contact information. The information published online is regularly reviewed by the Networking and PR Department and updated to reflect any changes in the curriculum or program structure. The alignment of online information with official records is ensured through the following practices: 1. Regular Checks: UACS (more precisely PR Department) conducts regular checks of the website content to ensure consistency with the official records. Any discrepancies are promptly addressed and corrected.
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2. Cross-Verification: Information published on the website is cross-verified with official documents, such as the study program accreditation documents, curriculum guides, and faculty handbooks.
3. Updates and Announcements: Any updates or changes to the study programs are communicated promptly through official channels, including the website, to ensure that all stakeholders have access to the most current information.

Examples and Evidence:

1. Website Links: The UACS website (<https://www.uacs.edu.mk/>) provides detailed information about each study program, including program objectives, course descriptions, faculty profiles, and admission criteria. The information is available in both English and Macedonian.
2. Accreditation Documents: The study programs' accreditation documents, available on the website, provide official records that correspond to the information published online.
3. Annual Reports: The UACS Annual Reports, available on the website, include comprehensive details about the study programs, ensuring transparency and consistency with the official records.

Evidence/Attachments:

- Link to the website where the specified information is published, <https://www.uacs.edu.mk/public-information>

2.8. Higher education institutions monitor and periodically revise their study programs in order to achieve the set goals and meet the needs of students and the social community. The audit is aimed at continuous improvement of study programs. All concerned participants should be informed about the activities that are planned or undertaken based on the audit.

Reports on Conducted Lectures or Information on Student Attendance; Indicators and Conclusions; Overview of revised study programs in the last five years with information about the nature of the amendment, the reasons for the changes, and expected results.

Response

Monitoring and Revision:

When applying for re-accreditations, UACS conducts audits of its study programs to ensure they align with the institution's mission and vision.

To enhance the quality of study programs and their implementation methods, criteria are defined for evaluating existing and proposing new study programs. Certain indicators are taken into account, such as: alignment of study and course programs with American and European universities, societal needs, student/teacher ratio, required spatial infrastructure considering the specifics of the study program, equipment, student workload, teacher workload, student assessment in line with learning outcomes, etc. More specifically, the re-accreditation process of study programs is done every 5 years, when a review of existing study programs is conducted, and they are aligned with internal criteria. Every three years, evaluation reports are submitted according to the requirements of international accreditation. According to their requirements, teaching contents must be continuously adapted to changes in the environment and according to the needs of students. All identified needs for improvements derived from the 360 evaluation system and the measurement of learning outcomes are implemented in them.

Continuous Improvement:

The review process at UACS is aimed at continuous improvement of study programs. By analyzing feedback from students, faculty, and external stakeholders, UACS identifies areas for enhancement and implements necessary changes.

Communication of Activities:

UACS ensures that all concerned participants are informed about the activities planned or undertaken based on the audit. This includes communicating changes to study programs, new

initiatives, and any other relevant information through official channels such as the UACS website, and meetings.

Examples and Evidence:

1. Accreditation of Study Programs: UACS's study programs are accredited by the Macedonian Agency for Quality of Higher Education and Accrediting Council for Business Schools and Programs (ACBSP), ensuring that they meet high educational standards.

2. Latest Annual and Financial Report: The annual report provides a comprehensive overview of UACS's activities, achievements, and areas for improvement, serving as a valuable resource for stakeholders.

<https://www.uacs.edu.mk/files/uaks-izvestaj-2023.pdf> and <https://www.uacs.edu.mk/files/uaks-izvestaj-2024.pdf>

3. UACS Organizational Structure: The organizational structure ensures efficient management and coordination of study programs, facilitating effective monitoring and revision processes.

<https://www.uacs.edu.mk/public-information> (scroll down under General Information section)

4. Masters and PhD Programs: The detailed information about Masters and PhD programs, including completed and ongoing programs, demonstrates UACS's commitment to offering diverse and high-quality educational opportunities

<https://www.uacs.edu.mk/programs/graduate/school-of-business-economics-and-management>

<https://www.uacs.edu.mk/programs/graduate/school-of-architecture-and-design>

<https://www.uacs.edu.mk/programs/graduate/school-of-political-science>

<https://www.uacs.edu.mk/programs/doctoral-school> etc.

5. Information on Student Attendance can be obtained from the [Gradekeeper system](#), per course.

6. Overview of revised study programs in the last five years with information about the nature of the amendment, the reasons for the changes, and expected results.

https://drive.google.com/drive/folders/1-V2_r5faJOROOAZLA2Cs3Ni0gfKUYTxJ?usp=drive_link

2.9. Statistics (number of courses held, number of students, grades, number and reasons for dropping out, etc.). They are regularly monitored and systematically analyzed.

Statistical data (number of courses held, number of students, average grades per subject, number and reasons for students dropping out, etc.), by academic years, in the last five years.

Response

UACS keeps statistical info about:

1. Number of Students: detailed records of student enrollment, including the number of students enrolled in each program and **some** demographic information.
2. Grades: grade data are analyzed to evaluate academic performance and identify areas for improvement.
3. Courses: course offerings by academic years and units.
4. Research projects: information about research projects is currently maintained by the respective UACS units involved in each project. [Future plans: To evaluate the necessity and effectiveness of implementing a centralized database to streamline the documentation, management, and retrieval of research data across all UACS units. If deemed efficient, we will proceed with the implementation of this centralized database for research projects.](#)
5. Number and Reasons for Dropping Out: the University monitors dropout rates and informally investigates the reasons behind student attrition. [Future plans: to develop a system for formal collection of information on the dropping out reasons and develop strategies for retention and support.](#)

At present, the information about dropping out of students is submitted to the management of UACS, including Rectors Office. [Future plans: To submit the information about dropout rates and the dropping out reasons to the Deans or the Academic Councils and/or Quality Assurance and Self-](#)

Evaluation Committee, so they can provide suggestions for corrective measures and help develop or improve the strategies for retention and support.

The Quality Assurance and Self-Evaluation Committee: UACS recently changed the Decision for establishing the Quality Assurance and Self-Evaluation Committee in order to include in its authorities annual review of the above data and proposal of appropriate corrective measures to the relevant instances at UACS.

The data is systematically analyzed to identify trends, strengths, and areas for improvement. This analysis informs decision-making processes and helps UACS to continuously enhance its educational offerings.

Future plans:

To assess the need and evaluate the pros and cons of obtaining and analyzing additional demographic data about students, all for the purpose of achieving the set goals and meeting the needs of students and the community.

Evidence/Attachments:

- Info about student enrollment, including the number of students enrolled in each program and grades, number and reasons for students dropping out can be found on: <https://drive.google.com/drive/folders/1s-dV-mIIHJj6rKjtVgdwtzGMmyackT>

STANDARD 3: STUDENT-CENTERED LEARNING, TEACHING, AND EVALUATION

INDICATOR	DOCUMENTATION
3.1. The institution has developed a mechanism that ensures that programs are executed in a way that motivates students to take an active part in the creation of the learning process and that student assessment (grades) reflects this process.	An outline of the institution-level instruction delivery system; Act/Rules/Standards or Indicators of Quality in Teaching; Specific examples of students' active participation in the learning process

Response

UACS has developed a robust mechanism to ensure that programs are executed in a way that motivates students to actively participate in the creation of the learning process. This mechanism includes various elements, such as:

1. **Institution-Level Instruction Delivery System:** Some courses offer a blended learning approach, combining traditional classroom instruction with online platforms to facilitate interactive and flexible learning. This system includes workshops and seminars, peer-learning sessions, and project-based learning activities.
2. **Quality Standards in Teaching:** The teaching is conducted in accordance with the higher education curricula and programs accredited by the Ministry of Education and for some schools by the international ACBSP accreditation. Classes are conducted in classrooms through a combination of lectures, problem-solving, and group work. Students ask questions and participate in class discussions, which constitutes a significant part of the learning process. UACS conducts per course and annual faculty evaluations, supports continuous professional development, and the integration of innovative teaching methodologies.
3. **UACS Quality Enhancement and Self-evaluation Committee** organizes semi-annually (at minimum) training for the teaching staff on innovative teaching methodologies, etc. (In 2024, 3 workshops were held: 1) teaching methodologies, 2) use of AI in teaching and 3) new possibilities in the on line moodle platform)
4. **Examples of Students' Active Participation:**

● Collaborative Projects: Students engage in group projects that require them to work together to solve real-world problems, fostering teamwork and critical thinking. ● Feedback Systems: UACS has implemented continuous feedback systems where students provide input on course content and teaching methods, which are then used to make improvements. ● Student-Led Seminars: Students are encouraged to lead seminars and discussions on topics of interest, promoting active involvement and deeper understanding of the subject matter (Business Law, Business Ethics, Delta Mu Delta Pi Alpha Events) ● Capstone Projects: Students participate in capstone projects that involve research, presentations, and practical application of their knowledge, ensuring that their learning experience is comprehensive and reflective of their active engagement (SBEM offers 3 courses with capstone projects, i.e. Business Planning and Strategy, Marketing Management and Corporate Finance. The other schools have graduation thesis which are used for the purposes of capstone projects.) 5. Requirements and expectations from students: ● Regular attendance; ● Timely arrival; ● Taking notes; ● Active participation in lectures and exercises; ● Completion of homework (where applicable) and assignments; ● Preparation for lectures and review of covered material; ● Respect and mutual understanding with other students and the teacher; ● Compliance with the internal rules and procedures of the University 6. Assigned tasks and practical work: Preparation of presentations, debates, homeworks, other home assignments is the best way to ensure proper understanding of the material, as well as to highlight parts that require additional exercises and efforts. Students receive short take home assignments that need to be completed during the semester. The formal (usually end of semester) project is prepared according to a given project instructions and presented on the last day of classes by the student/s.	
Evidence/Attachments ● DRAFT UACS's Quality Assurance Policy https://docs.google.com/document/d/1lzaJDs2w0Cx_fqQ_rec4pvfP06zuc_-e/edit?usp=drive_link&ouid=111616819715805039353&rtpof=true&sd=true	
3.2. The institution respects the diversity of students and their needs, and allows for flexible learning approaches. Different models of teaching implementation are used where possible, as well as a multitude of pedagogical methods.	An overview of the implementation of the curriculum for each study program separately; Description of the methods of instruction for all study programs; Concrete examples of innovative methods in teaching delivery.
Response To achieve this, UACS employs flexible learning approaches that cater to different learning styles and preferences. The institution recognizes that students have varying backgrounds, abilities, and aspirations, and it strives to create an inclusive learning environment that supports everyone. Flexible Learning Approaches: Blended learning models that combine traditional in-person classes with online components, allowing students to balance their academic, personal, and professional commitments, are used. The use of digital platforms and resources enables students to access	

course materials and participate in discussions at their own pace, ensuring that they have the opportunity to engage with the content in a way that suits them best.

Different Models of Teaching Implementation: UACS employs various teaching models to enhance the learning experience and ensure that it meets the needs of all students. These models include:

- **Lectures:** Traditional lectures are complemented by interactive elements such as group discussions, case studies, and real-life examples to foster a deeper understanding of the subject matter.
- **Workshops and Seminars:** Hands-on workshops and seminars provide students with opportunities to apply theoretical knowledge in practical settings, encouraging active participation and collaboration.
- **Project-Based Learning:** Students engage in projects that require them to solve real-world problems, promoting critical thinking, creativity, and teamwork.
- **Mentorship and Peer Learning:** UACS encourages mentorship and peer learning programs that allow students to learn from each other and from experienced professionals in their fields of study.

Multitude of Pedagogical Methods: UACS utilizes a variety of pedagogical methods to cater to different learning preferences and enhance the overall educational experience. These methods include:

- **Interactive Teaching:** Instructors use interactive teaching techniques such as live polling, quizzes, and group activities to engage students and promote active learning.
- **Flipped Classroom:** In the flipped classroom model, students review course materials before class and use classroom time for discussions, problem-solving, and collaborative learning activities.
- **Collaborative Learning:** Group projects and collaborative assignments encourage students to work together, share ideas, and develop teamwork skills.
- **Technology-Enhanced Learning:** UACS leverages technology to enhance the learning experience, using tools such as online discussion forums, virtual simulations to support diverse learning styles.

Evidence/Attachments

- Info about Innovative methods of teaching and assessment_2024,
https://drive.google.com/drive/folders/1MDNo3nqJcYlJtciVoGEbRY_3zEsnor2
- Code of Ethics of UACS
https://drive.google.com/file/d/1Ej3nfY09SUQFUipuRSkhbjTXK7CIA8NH/view?usp=drive_link, Part III Academic Staff, pages 6&7.
- Info about Socialization Trainings for New Lecturers (usually held semiannually)
<https://drive.google.com/drive/u/0/folders/18JWn55MyLUTZ4pnNbEx1P4bj4S87P6Vv>
- Info about selected case studies and simulations used during teaching:
https://docs.google.com/document/d/1qLuYyT0cohBEIZUu7i0RDISZAuj_m1GE/edit?usp=drive_link&oid=111616819715805039353&rtpof=true&sd=true

3.3. The institution regularly adapts its teaching methods. Instruction is based on interactive and student-centered learning. The learning approach is focused on the student, developing their skills and competencies. The approach is interdisciplinary, case-based tailored to the cycle of studies. The study program includes project-based learning.

Examples of case studies used in teaching, completed teaching projects or other methods relevant to the study program, etc.; Examples/report on monitoring instruction and addressing weaknesses; Examples of Adaptation of Teaching Methods

Response

- According to the requirements of international accreditation, the School of Business Economics and Management submits evaluation reports every three years. According to

these requirements, **teaching contents must be continuously adapted to changes in the environment and according to the needs of students.** All identified needs for improvements derived from the 360 evaluation system and the measurement of learning outcomes are implemented in them.

- All UACS units are integrated into an educational system that places students at the heart of the learning experience. The teaching approach is outcome-oriented, emphasizing the knowledge, skills, and competencies students will have acquired by the time they complete their studies. The **Learning Outcomes** are measured formatively, summatively, externally, and internationally and are related to the Dublin descriptors from the study programs and the methods for teaching realization and student assessment. These are criteria on which continuous review is based by the ACBSP accreditation board. In this direction, international accreditation contributes to the harmonization of study programs with more developed universities and improves the quality of study programs, as well as increases the visibility of UACS in the European higher education area, improves student mobility, etc.
- UACS is also part of **the Peregrine Global Testing Services** network, which conducts external testing of students who are in their third year. This means that the results of our students are compared with the results of the same tests taken by students from universities in the United States and other countries around the world, i.e., from countries that also apply the Peregrine testing methods. This procedure allows the university to analyze and reassess the curriculum, teaching methods, achievements, successes, as well as the strengths and weaknesses of the teaching contents and the overall quality of education. Peregrine testing reports identify areas where students show the best results, as well as areas that need improvement, ensuring continuous advancement of study programs.
- Teaching plans and contents are reviewed annually, before the start of each academic year. The curriculum is prepared through an interdisciplinary approach and is expressed through various professional components that complement the core content of the course.
- Teaching is linked to practical work, i.e., it is organized through project activities related to real problems and mandatory practice.
- Most of the courses use of case studies and practical problems (see attachment/evidence – Info about case studies and simulations being used during teaching)
- To gain skills for solving practical problems, modern tools and technologies are used, and events are organized, such as **UACS Entrepreneurship Week and Hackathons, Financial Accounting Competition, Oratory and Communication Skills Competition**, etc. This implies active engagement from students throughout the learning process, as well as a different engagement from the teaching staff towards organizing teaching with increased practical work and market relevance of students' knowledge.
- The learning process is also advanced through the use of **digital technologies**. The development of digital content follows best practices for developing digital teaching materials using innovative methods (such as interactivity, gamification, personalization) and commonly accepted formats in line with existing international standards for digital teaching content.
- The Moodle platform is actively used as an electronic support system for learning. Through this system, students have access to learning materials, and it is also used for communication between students and professors.
- Students are given greater opportunities to become independent in the learning process. In the implementation of study programs, students acquire professional knowledge and competencies but also gain additional generic competencies (communication, teamwork, critical thinking, creativity, learning skills, etc.).

Evidence/Attachments

1. Example of Use of CPC in Fundamentals of Accounting

Common Professional Component (CPC Coverage in terms of hours and %)

1. Functional:

- Marketing 1; 2%
- Business Finance 1; 2%
- Accounting 28; 62%
- Management (Organizational Behavior, Human Resources Management, Operational Management) 4; 9%

2. Business Environment:

- Legal Framework of Operations 1; 2%
- Economics 1; 2%
- Business Ethics 2; 4%
- Global Dimension of Operations 1; 2%

3. Technical Skills:

- Informatics 1; 2%
- Statistical/Quantitative Techniques 2; 4%

4. Integrative Area:

- Business Policy/Strategy 1; 2%
- Practical Work (Understanding and Integrative Experience) 2; 4%

Total 45 hours ; 100%

2. Info about case studies and simulations being used during teaching:
https://docs.google.com/document/d/1qLuYyT0cohbEIZUu7i0ORDISZAuj_m1GE/edit?usp=drive_link&oid=111616819715805039353&rtpof=true&sd=true

3.4. Everyone who participates in the assessment of students (teachers, associates, etc.) is familiar with the existing methods of testing and examination and receives support in developing their own skills in this field;
Assessment involves a variety of formal assessment tools, lab exercises, assignments, projects, etc.

An overview of the methods of assessment and examination of students for each subject of the study program with an overview of various formal assessment tools, laboratory exercises, assignments, projects, etc.

Response

UACS is committed to maintaining high standards in the assessment of students by ensuring that **all participants in the assessment process are well-equipped with the necessary knowledge and skills**. This commitment is reflected in several initiatives aimed at training, developing, and supporting educators in their assessment duties.

Training and Support Initiatives:

1. Socialization Seminars for Educators:

- UACS organizes socialization seminars aimed at familiarizing new and existing educators with the latest methods of testing and examination. These seminars are usually held semi-annually and provide a platform for educators to learn about UACS culture and expectations, innovative assessment practices, share experiences, and discuss challenges. **A mentoring process** is also used for the new educators.

2. Trainings Organized by the Quality Assurance and Self-Evaluation Committee (QAC):

- Since 2024, the QAC has played a crucial role in organizing training sessions that focus on various assessment tools and techniques. These trainings cover a wide range of topics, including the design of exams, the use of rubrics, and the implementation of formative and summative assessments.

3. Use of Moodle:

- The teaching staff is trained to use the Moodle platform from basic functions such as uploading slides, lecture notes, laboratory exercise instructions, homework,

exam results, but also at a higher level, i.e., integrating the system with traditional teaching: organizing materials according to teaching plans, increasing communication on forums, introducing quizzes and tests, using numerous demos and interactive content, which greatly facilitates the mastering of essential concepts by students.

Assessment Tools and Techniques: Assessment at UACS involves a variety of formal assessment tools, lab exercises (depending on the school and the course), assignments, and projects. This diverse approach ensures that students are evaluated comprehensively and fairly. The methods of assessment and examination for each subject in the study program are outlined below:

- **Formal Assessment Tools:**
 - Mid -Term and Final written exams, quizzes are used to assess students' knowledge and understanding of the subject matter.
- **Laboratory Exercises (depending on the school and the course):**
 - Practical lab sessions are conducted to evaluate students' hands-on skills and their ability to apply theoretical knowledge in practical scenarios.
- **Assignments and Projects:**
 - Students are required to complete assignments and projects that encourage critical thinking, problem-solving, and collaboration. These tasks are designed to mimic real-world challenges and assess students' competencies in a practical context. Since September, 2024 UACS has a mandatory oral presentation of the Projects rule.

Implementation and Continuous Improvement: UACS recognizes the importance of continuous improvement in the assessment process. The following measures are taken to ensure the effectiveness and relevance of assessment methods:

1. **Overview of Assessment Methods:**
 - A comprehensive overview of the methods of assessment and examination for each course in the study program is maintained. This includes detailed descriptions of various formal assessment tools, exercises, assignments, and projects.
2. **Feedback and Development:**
 - Through the Quality Circles and other methods, students are encouraged to provide feedback on the assessment methods and suggest improvements. The QAC reviews this feedback and organizes additional training sessions as needed.
3. **Monitoring and Evaluation:**
 - The QAC will be more active in the future in identifying areas for improvement of the assessment practices that remain aligned with the best educational standards.

Evidence/Attachments

Syllabuses <https://drive.google.com/drive/u/0/folders/1N9I-eAmskGNu0UfXXIZy8kZXW51WeGnM>
 Decisions for Learning Outcomes <https://drive.google.com/drive/u/0/folders/1paxigWPmPAG-ZE6QdoUerxMi5KiZSKSz>
 Quality Circle https://drive.google.com/drive/u/0/folders/1Ukz2Q0kG2jKcAzBaEi01oF0_KI_2c4ZM
 Many additional documents provided/specified through this Report

3.5. The criteria and methods for evaluating and evaluating students are published in advance and known.

A link to a website or other document describing the criteria and methods of evaluation and evaluation.

Response

The criteria and methods for evaluating and evaluating students are published in advance and known.

The course results are publicly posted on Moodle, without disclosing the identity of the students. Teachers are responsible for organizing and reviewing the grades after midterm tests and explaining the grades to each student with facts and suggestions on how the student can improve their

performance. In addition, after finalizing the grades, students are invited for consultations where all the elements of the grade are explained to each student, i.e. the final grade for the course. Students are assessed through written and oral answers, class notes, standardized tests and essays (with varying levels of difficulty), homework assignments, projects addressing real-world problems, and their activity and engagement during class.

Parents are informed about the students' progress through the delivery of record sheets by the Student Affairs Office.

Evidence/Attachments

- Link to a website or other document describing the criteria and methods of evaluation and evaluation:
- Statute of UACS
<https://www.uacs.edu.mk/public-information> (scroll down to Articles of Association)
- Grading Info
<https://www.uacs.edu.mk/grading-system>
- Uniform Rules for Studying at UACS:
<https://drive.google.com/file/d/1FrcwVacQ0AoLRNGiO84IDAzn66l66b1J/view?usp=drive-link> and
<https://drive.google.com/file/d/1fm6uV8ttFXVze0fslsz7HkLko8WVpmgr/view?usp=drive-link>, also available on the web site, under Access to Public Information (Uniform Study Rules Section) <https://www.uacs.edu.mk/public-information>

3.6. Grading allows students to demonstrate the extent of learning outcomes achieved.

Students receive feedback which, if necessary, is related to advice on the further learning process.

Assessments are conducted consistently and fairly for all students, in accordance with existing procedures. The results meet the expected learning outcomes.

The grading method is tailored to the objectives of the courses. Where possible, the assessment is carried out by multiple examiners.

Average grades achieved by students per subject for all degree programs, per academic year for the last five years (if applicable);

Information on how to deliver feedback to students in the assessment section;

Concrete examples of innovative approaches to assessment;

Examples of courses where assessment is conducted by multiple examiners.

Response

Structure and Assessment of Knowledge:

During the course, two tests/assessments related to the material are mandatory, i.e., midterm and final exam. The tests contain questions with true/false options, multiple-choice answers, fill-in-the-blank questions, essay questions and critical thinking questions and/or problem solving questions, which are used to check the understanding of the subject matter and the ability to apply the learned concepts to solve problems related to accounting processes in a commercial enterprise. Some courses also have short quizzes during regular classes. Active participation means the effort and interest shown by students in class, including completing assigned homework. In this regard, one of the rules for all integrated units is: A student who is absent from 25% to 50% of the lectures has the right to take the exams but will be denied points for attendance and class participation. A student who is absent from more than 50% of the lectures goes directly to the make up exam.

To increase motivation and engagement in the learning process, students also have the opportunity to earn additional points. Active class participation is encouraged, and exceptional activity is rewarded with a bonus from 1% to 5% of the total points earned. To qualify for this bonus, the student must answer questions posed during the semester, provide comments directly related to the subject matter, and contribute to further discussion of the topic being covered.

Students regularly receive feedback on their work, during class, office hours/consultations or in a written form.

Many policies, including the Code of Ethics and the Uniform Rules for Studying 2024, mandate assessments to be conducted consistently and fairly for all students, without discrimination and/or prejudices.

The grading method is tailored to the objectives of the courses. An Example of Recommended Assessment Method

- Attendance and Participation 20%
- Class Activity for a Grade/Homework 10%
- Project 10%
- Midterm Exam 30%
- Final Exam 30%

Within this broad framework the educators have academic freedom to tailor their assessment to the need of the course and the learning objectives.

Students in the second cycle (specialist and master's studies) prepare theses at the end of their education to complete the cycle of studies.

Courses are offered where the lectures and the assessment is carried out by multiple examiners (Corporate Governance, Circular Economy, Microeconomics, Digital Marketing, Internet and Digital Communications, Innovation Management and Creativity, Advance Corporate Finance, Insurance Management, Fraud and ML Prevention).

Evidence/Attachments

- Info about GPA in the last 5 years
https://drive.google.com/drive/folders/1E_kYYn6y5FjeZz8cj4kaufqqvVqh1791
- Uniform Rules for Studying First Cycle 2024,
https://drive.google.com/file/d/1FrcwVacQ0AoLRNGiO84IDAzn66l66b1J/view?usp=drive_link
- Code of Ethics of UACS,
https://drive.google.com/file/d/1Ej3nfY09SUQFUipuRSkhbjTXK7CIA8NH/view?usp=drive_link
- Concrete examples of innovative approaches to assessment,
https://drive.google.com/drive/folders/1m7WnN1iqx_pAy2M6AS6qBbCtL-DA3url
- Info about selected case studies and simulations used during teaching:
https://docs.google.com/document/d/1qluYyT0cohBEIZUu7iORDISZAuj_m1GE/edit?usp=drive_link&oid=111616819715805039353&rtpof=true&sd=true

3.7. The institution has a formal complaint procedure including reports of corruption from students of all types of studies. The system is functional and efficient.

**An act regulating the procedure for student complaints;
Acts to prevent corruption of the institution;
A display of student complaints including allegations of corruption in the last five years with a percentage of positively and negatively resolved complaints;
Reporting of corruption in the institution.**

Response:

The institution has a formal complaint procedure_2017, while corruption from students of all types of studies is covered in the Code of Ethics. Principles 9 and 10 and in the Whistleblowing Policy

Evidence/Attachments

- UACS Complaints Procedure_2017, https://drive.google.com/file/d/1a4NSkMVIUtILG-NEb5JTqC-hUi9yWazP/view?usp=drive_link
- UACS Code of Ethics, in the evidence above

- UACS Whistleblowing Policy,
https://drive.google.com/file/d/1my_EcSNj8aY8in_iRrMpL5DTR3Upieff/view?usp=drive_link

STANDARD 4: Enrollment and Progression of Students, Diplomas and Certificates

INDICATOR	DOCUMENTATION
4.1. The higher education institution accordingly implements the pre-determined and published regulations covering all phases of study, i.e., enrolment, progression during studies, diplomas and certificates. The regulations are publicly available.	Act in which the issue is regulated; Link to the post webpage.
Response The Regulations governing the study conditions for the first, second, and third cycles of studies at the University American College Skopje (UACS) clearly delineate the conditions, criteria, rights, and procedures associated with enrollment and academic progression in undergraduate studies (first cycle), postgraduate studies (second cycle), and doctoral studies (third cycle). The Decision on Study Rules for the first, second, and third cycles further elaborates on the enrollment procedures, academic progress, transition between programs, examination policies, completion of studies, conditions for advancement, and the types of documents issued to students in accordance with the Law on Higher Education. Additionally, it addresses the protection of student rights, the responsibilities of authorities overseeing procedural and decision-making aspects, disciplinary accountability, and the rights and obligations of students within the disciplinary framework, as well as other rights and duties of students.	
Evidence/Attachments: • Study Rules for the first, second, and third cycles of studies https://drive.google.com/drive/u/0/folders/1wuVgJbuUiW8WWbdg-Wy_ede2kCd_hOZ4	
4.2. The institution has developed a functional procedure and/or tools for collecting and monitoring the student's progress and acts on the basis of the information received.	Information about the existence of appropriate tools for monitoring the student's progress; Proof that the system is functional.
Response The monitoring and documentation of students' academic progress are conducted in accordance with the framework established by the Law on Higher Education and the Rules Governing Study for the first, second, and third cycles of studies at the University American College Skopje (UACS). In compliance with the Law on Higher Education, UACS maintains a registry book of enrolled students, a main book of graduated students, and individual student files. The format and methods for maintaining both physical and electronic records for the registry of enrolled students and graduates are maintained in accordance to the Ministry of Education and Science guidances. In accordance with the aforementioned regulations, each student file is maintained in both paper and electronic formats, allowing for comprehensive tracking of all activities related to the student's academic journey. Additionally, a register of students is maintained, documenting all relevant information, general details, and milestones for each student throughout their studies. There is a division of responsibilities related to collecting and monitoring students' progress and suggesting improvements. UACS Registrar, which is responsible for maintenance and verification of all the information (prior to issuing and signing the official documents four -yes principle is implemented).	

UACS has a dedicated Career Center that actively supports students in securing internships, which are a required part of their academic program. UACS provides academic advising to guide students in their educational journey and professional development. UACS has established an Alumni Office to keep track of the student career progress after graduation. UACS annually publishes statistics on overall student progress and has established policies to support students on probation.	
Evidence/Attachments: - Published Student Progress Data https://www.uacs.edu.mk/public-information (under Latest Reports) - Student on Probation Policy https://drive.google.com/file/d/1-vmL69kTCWjXkPJYkMRPOXG53g1gfpSn/view?usp=drive_link	
4.3. The higher education institution has developed a procedure for the recognition of periods of study and prior learning, which includes the recognition of informal and formal learning, of students during their studies, including during student mobility.	Act in which the issue is regulated; List of students who have been recognized for informal and formal learning, including during mobility, for the last five years.
Response The Law on Higher Education and the Rules Governing Study for the first, second, and third cycles at the University American College Skopje (UACS) provide comprehensive guidelines regarding various academic processes. These include the procedures for transitioning from one program to another, repeating a semester, conditional advancement, the recognition of exams and educational activities completed at other educational institutions, continuation of studies following an interruption, as well as parallel, interdisciplinary, and individual studies. Information about transferring from education institutions within the country is held by the Records Office, while information pertaining to specific educational activities and mobility experiences outside of the country is systematically recorded by the International Programs Office. This file includes all current and past educational activities and mobility records. In addition, in accordance with the Rules Governing Studies, students are required to complete a mandatory internship, which is meticulously recorded for each individual student. UACS provides support to facilitate students' engagement in internship. Special records are maintained for this purpose. Referring to recognition of informal learning, in 2024 UACS started a process of analyzing the pros and cons for recognizing informal learning (communication between schools dated 22.11.2024)	
Evidence/Attachments: - Regulations on Equivalence of Qualifications https://drive.google.com/drive/u/0/folders/1YIlyGLI0zG2B5NEOyPiVz3L1j13i8Eeo - Regulations on Erasmus Mobility https://drive.google.com/drive/u/0/folders/1YIlyGLI0zG2B5NEOyPiVz3L1j13i8Eeo - Regulations on Credit Recognition https://drive.google.com/drive/u/0/folders/1YIlyGLI0zG2B5NEOyPiVz3L1j13i8Eeo - Internship progress https://drive.google.com/drive/u/0/folders/1YIlyGLI0zG2B5NEOyPiVz3L1j13i8Eeo	
4.4. After completing the studies, the students receive documentation that clarifies the acquired qualification, competencies and learning results, the degree, the content and the status of the	Diploma, certificate and diploma supplement

successfully completed studies. Documentation is clear, understandable and comprehensive.	
Response Upon completion of their studies, students receive documentation that details the qualifications, competencies, and academic results attained, as well as the degree conferred, the content of the program, and the status of their completed studies. The documentation issued by the University American College Skopje (UACS) complies with relevant legislation and is designed to be comprehensive and clear. This includes the diploma, which is presented in a straightforward, comprehensive, and easily understandable manner. UACS has a dedicated office dedicated to this matter.	
Evidence/Attachments: Diploma, certificate and diploma supplement https://drive.google.com/drive/u/0/folders/1dOyTWRMRFN9UlxMfyjVMHALGKEv54oHz	

STANDARD 5: TEACHING STAFF /FACULTY	
INDICATOR	DOCUMENTATION
5.1. The higher education institution provides competent teaching staff for the realization of the study programs. The qualifications of the teaching staff involved in the execution of the study programs are appropriate to the profile and concept of the studies as well as to the planned teaching subjects.	Biographies of the engaged teaching staff of all study programs in Europass format (with information on the last five years, profile information including completed study cycles and acquired title, data on accomplished scientific research work and results); Career selection decisions; Overview of subjects taught by the staff in the past five years in all study cycles of the institution (shown individually and in alphabetical order of the surname of the employee/engaged person).
Response The higher education institution ensures that its teaching staff possesses the necessary qualifications and expertise relevant to the study programs offered. This alignment guarantees that faculty members not only understand the specific academic profiles and concepts of the studies but also effectively deliver the planned subjects. By fostering a knowledgeable and skilled teaching environment, the institution supports students in achieving their educational goals and prepares them for future challenges in their respective fields.	
Evidence/Attachments: - Biographies of teaching staff and decisions on appointment to a position: https://drive.google.com/drive/u/0/folders/1M4bOQGhLYhHrXLGFvFnb70SRfkZ1P4Rr https://drive.google.com/drive/u/0/folders/1vAoUZaNYrFUIV6jQgdYr2BzANw_hsBOK https://drive.google.com/drive/u/0/folders/1UIzoXFWTP-Rez3yxxjApzmS7RdG-e70j https://drive.google.com/drive/u/0/folders/1qzDCVXtmGW-wZo0qo_G0Z6yi6-dZGTQu https://drive.google.com/drive/u/0/folders/1QjkiYi5W3f-mfwQY0yNIRCdLBgQ3h2iB https://drive.google.com/drive/u/0/folders/12ND2YpR4TN5DZ6kSL4pgqeZ23Izlp8ms - Rulebook on criteria and procedure for selection into teaching-scientific, scientific, teaching-professional, teaching and associate positions at the University American College Skopje https://drive.google.com/drive/u/0/folders/16QAjw3lg864zW_rMZtdVBYQpcF2cnJbS	

• Lists of teaching staff and courses: https://drive.google.com/drive/u/0/folders/1p7aXhKZxxCOZ3PMTYTXiTsNxugXd_7oX	
5.2. The published papers of the teaching staff in reference scientific publications in the last 5 years are relevant and contribute to the development of quality studies, that is, the scientific field.	An overview of the number of published works in reference scientific publications (according to Art. 2 item 21 of ZVO) of the teaching staff in the last five years shown grouped by categories provided for in Art. 2. item 21 (A-F) of ZVO. For each category, the results are presented in alphabetical order of the surname of the employee/engaged person, as well as the total number of papers for the higher education institution; List of published papers in reference scientific publications with a link to the publication/paper.
Response The teaching staff's active participation in research that greatly advances high-quality studies and the scientific community at large is evidenced by the publications they have made in respectable scientific journals during the last five years. These publications not only improve the institution's academic standing but also add value to the curriculum by incorporating the most recent discoveries and understandings, guaranteeing that students gain from the most recent advancements in their fields of study. UACS has a dedicated position for scientific research work. UACS has an HR office following the work of the academic staff.	
Evidence/Attachments: • Rulebook for support of scientific and research activities https://drive.google.com/drive/u/0/folders/16QAjw3lg864zW_rMZtdVBYQpcF2cnJbS • An overview of the number of published works in reference scientific publications of the teaching staff in the last five years: https://drive.google.com/drive/folders/1B0hCoMUI8oQ_6lJuUFAt6QDfY8sSjuy?usp=drive_link	
5.3. The workload of the teaching staff is balanced. The teaching staff is hired in accordance with the legal provisions. The number of hours of teaching staff per year is adequate for the realization of quality teaching.	Overview of the number of hours taught by the teaching staff and the subjects they taught in all cycles of studies (shown individually and in alphabetical order of the surname of the employee/engaged person for all cycles of studies (first, second and third cycle of studies, if applicable) applicable). Decisions on the schedule of work and work assignments for all cycles of studies in the last five years; Reports on teaching conducted for all study cycles in the last five years (if applicable); Proof that the institution has at least 10 people in teaching-scientific positions in a full-time employment relationship.

The teaching staff's workload is carefully planned to provide a fair division of duties, enabling the provision of high-quality instruction. The amount of teaching hours allotted annually is carefully calibrated to support successful instruction and student involvement, and faculty members are hired in accordance with all applicable legal regulations. This well-rounded strategy improves students' overall educational experience while also assisting in the professional growth of the faculty.

In 2016, UACS adopted the Bylaw on Academic Administrative Load which regulates the number of contact hours for undergraduate and graduate programs, mentorships of Bachelor and Master theses, the expected number of contact hours that professors should have with students, the hours expected to be spent on research and research-related activities, and the number of hours that they are expected to spend on additional activities (administrative work, projects work, and other professional, or scholarly activities) in order to comply with the Labor Act of the Republic of North Macedonia and fulfill the criterion of 40 working hours per week.

However, UACS professors are expected to spend about 20 hours weekly at UACS premises. This equals to 12 teaching hours + consultation with students, and administrative activities. The performance and the overall faculty and staff's workload are monitored on a regular basis, according to the Bylaw on Academic-Administrative Load (AAL), explained in point a. This allows for constant improvement to be made, if necessary, and for assuring quality performance of all faculty members.

UACS takes AAL very seriously. Usually, before the beginning of the academic year, the HR Officer provides an AAL table, in order to present the planned workload of the faculty members to the Provost, and the Dean. This is aimed at giving the professors enough time to perform their activities:

1. Classroom teaching is, by definition, a sole responsibility of the elected and appointed faculty.
2. Student advising and counseling activities are conducted in two ways: 1) through regular consultation hours of professors, and 2) by organizing an advising week, which is further discussed in Standard 6.
3. Scholarly and professional activities - activities that will enhance the depth and scope of their knowledge and that of their disciplines, as well as the effectiveness of their teaching.
4. Community and college service activities – UACS faculty are always part of CSR activities. We participate in annual fundraising, various activities and training of high-school teachers. (For instance, M. Dimitrova, F. Ivanovski and M. Bojadjev trained a number of teachers on teaching Entrepreneurship in association with the Ministry of Economy-Agency of Entrepreneurship).
5. All faculty members are invited to participate in administrative activities - for the full-time employees, this is mandatory and it includes: Faculty Council meetings, Department meetings, research committees, etc.
6. Business and industry interactions: We encourage industry relations in two ways: 1) via Business council and meetings with the Business Council clusters, and 2) via direct links with the industry.
7. Special research programs and projects: We are proud that, through research grants and projects, mostly funded by the EU, hard-working individuals at UACS are awarded with additional financial incentives.
8. Thesis and dissertation supervision and direction, if applicable: All UACS faculty members participate as members of different Master Thesis Committees and are selected to serve as members of the Doctoral Committees.
9. Travel to off-campus locations and/or non-traditional teaching, if applicable: In this sense, we can point out that UACS faculty are encouraged to teach abroad.

Part-time faculty members are equal to full-time faculty in all their rights. As mentioned before, part-time faculty members are invited to all faculty and department meetings, while these meetings are mandatory only for the full-time faculty. Besides the teaching process, part-time faculty members (especially those with academic titles Assistant and Associate Professors) participate in research programs and projects, Master and Bachelor thesis supervision and, by interacting with

the business industry, they make an important contribution to the teaching process. Also, part-time faculty members are involved in syllabus development, organization of courses, and defining the workload according to the students' demands.

Evidence/Attachments:

- Rulebook on academic and administrative workload:
https://drive.google.com/drive/u/0/folders/16QAjw3lg864zW_rMZtdVBYQpcF2cnJbS
- An overview of the staff academic and administrative workload:
https://drive.google.com/drive/u/0/folders/11uIYs87lGTcGXpcNQOCz7m_MnBh3WJ1q

5.4. The higher education institution has clear, transparent and fair employment processes, through working conditions that recognize the importance of teaching work. The process is based on academic qualifications and merit and offers equal opportunities to all candidates. The institution's practice corresponds to the established criteria.

Act of the institution (for example, the Rulebook for selection in teaching-scientific positions that is applied or another act that regulates the procedure and criteria for selection in teaching-scientific, teaching-professional, scientific, teaching and associate positions);

Overview of persons selected in teaching-scientific, teaching-professional, scientific, teaching and associate positions (with an overview of the number of registered candidates, the number of selected candidates and the number of people who were not selected for all competitions in the last five years).

Link to the Bulletin in which the reviews for the selection of the teaching staff are published with a page number.

Response

The University is dedicated to upholding fair, open, and transparent hiring practices that highlight the importance of teaching positions. According to domestic laws, information about job openings is published. The procedure is fully transparent and the hiring decision is shared with all the candidates. All candidates are given equal chances to succeed because recruitment procedures are based on academic credentials and merit. By following set standards, the University not only draws in highly skilled instructors but also creates a welcoming atmosphere that celebrates diversity and encourages career advancement, all of which improve the standard of education that students get.

Evidence/Attachments:

- HRM Policy
<https://drive.google.com/drive/u/0/folders/1Do4cU2SGrhHw14wXc7VQaQ8Uka2w-EM6>
- Rulebook on criteria and procedure for selection into teaching-scientific, scientific, teaching-professional, teaching and associate positions at the University American College Skopje
https://drive.google.com/drive/u/0/folders/16QAjw3lg864zW_rMZtdVBYQpcF2cnJbS
- Overview of persons selected in teaching-scientific, teaching-professional, scientific, teaching and associate positions
<https://drive.google.com/drive/u/0/folders/1M4bOQGHLYhHrXLGFvFnb70SRfkZ1P4Rr>
https://drive.google.com/drive/u/0/folders/1vAoUZaNYrFUIV6jQgdYr2BzANw_hsBOK
<https://drive.google.com/drive/u/0/folders/1UIzoXFWTP-Rez3yxxjApzmS7RdG-e70j>
https://drive.google.com/drive/u/0/folders/1qzDCVXtmGW-wZo0qo_G0Z6yi6-dZGTQu
<https://drive.google.com/drive/u/0/folders/1QjkfYi5W3f-mfwQY0yNIRCdLBgQ3h2iB>

https://drive.google.com/drive/u/0/folders/12ND2YpR4TN5DZ6kSL4pgqeZ23Izlp8ms	
5.5. The institution has developed a procedure for ensuring adequate working conditions for the teaching staff. The staff has appropriate information equipment, access to relevant electronic databases from the area/study program, appropriate spatial conditions as well as other resources relevant to their work.	Act of the institution or another act regulating the provision of appropriate working conditions for the teaching staff; Inventory of functional IT, laboratory, etc. type of equipment in the facility; Inventory of information, laboratory, etc. type of equipment in the facility, provided in the last five years (with the value of the equipment and the source of financing); Review of relevant electronic databases from the field/study program to which access is provided in the institution; Overview and description of spatial conditions for the realization of the study programs.
Response UACS has put in place thorough protocols to guarantee that teaching staff members have suitable working conditions, which enhances their ability to perform their jobs effectively. Access to current information technology and pertinent electronic resources tailored to their academic programs is granted to faculty members. The academic staff is free to subscribe to various online periodicals. The UACS library has various literature available for the academic staff. In order to create an atmosphere that supports both teaching and research activities, the institution also places a high priority on suitable spatial circumstances and other necessary resources. This dedication to giving teachers the skills and resources they need improves education generally and gives them the confidence to succeed in their positions.	
Evidence/Attachments: • Information regarding the inventory of information, laboratory, etc. type of equipment in the facility https://drive.google.com/drive/u/0/folders/1Z_qE66zrTTRSTKnMwFhEKJwsJfPrV399 • Information regarding the inventory of information, laboratory, etc. type of equipment in the facility https://drive.google.com/drive/u/0/folders/1Do4cU2SGrhHw14wXc7VQaQ8Uka2w-EM6 • Policy and procedure for procurement of literature https://drive.google.com/drive/u/0/folders/1xd9YemotnBp17tGyZt00MHkNB0JAVIzl • Information regarding UACS library https://drive.google.com/drive/u/0/folders/1xd9YemotnBp17tGyZt00MHkNB0JAVIzl • Distance Learning Tools: Moodle and Microsoft Teams	
5.6. The institution offers opportunities for professional development of the teaching staff and to constantly motivate them; regularly organizes trainings for the teaching staff in the function of developing proactive and innovative teaching methods, for their pedagogical and technical skills. The institution regularly monitors the technical skills of the teaching staff.	An act of the institution or another act in which the professional development of the teaching staff is regulated. List of trainings for the teaching staff in the function of developing proactive and innovative teaching methods realized in the last five years and financed by the institution with a list of participants and program; List of trainings for teaching staff in function of development of proactive and innovative

	teaching methods realized in the last five years financed by other institutions/institutions/organizations with list of participants and program. Concrete examples and results, best practices of motivating teaching staff in the last five years; Report/analysis of technical skills of teaching staff (if applicable).
Response	UACS is committed to the professional growth of its Faculty members, offering them a variety of chances to improve their abilities and stay inspired. Frequent training sessions concentrate on enhancing pedagogical and technical competencies as well as creating proactive and creative teaching strategies. In order to keep faculty members abreast of the most recent developments in education, the institution also regularly assesses their technical proficiency. This dedication not only promotes a culture of ongoing development but also raises the standard of instruction provided to pupils as a whole. UACS apply a permanent support policy for the faculty. Support might include: • Sabbatical • Funding for a degree • Funding for conferences and research • Professional development events at UACS Before the beginning of each semester, UACS organizes a Socialization and Training Seminar for the induction of the new faculty. This Seminar is mandatory for the new members since it provides general information about UACS, all the important information about the UACS Bylaws, faculty's administrative duties, as well as information about using the Moodle platform. Besides the Socialization and Training Seminar, the Dean organizes a meeting with each new faculty member in order to explain to them the course syllabus, and grading, and provide them with examples how the course has been taught, show them the reading and teaching materials, and similar information. UACS provides course monitoring and evaluation through 360 degrees evaluation and quality circle meetings. UACS has established a Committee for Scientific Research Work and the Commission for Financing Scientific Research Activities and has adopted an act for support for scientific research activities. The Committee for Quality and Self-evaluation organizes trainings on different quality improvement topics (teaching methodologies, research, use of Moodle, AI tools). Evidence/Attachments: • Rulebook for support of scientific and research activities https://drive.google.com/drive/u/0/folders/16QAjw3lg864zW_rMZtdVBYQpcF2cnJbS • Information regarding realized trainings and seminars: https://drive.google.com/drive/u/0/folders/18JWn55MyLUTZ4pnNbEx1P4bj4S87P6Vv • Student satisfaction survey course and instructor as part of 360 degrees: https://drive.google.com/drive/u/0/folders/1Do4cU2SGrhHw14wXc7VQaQ8Uka2w-EM6 • An overview of student satisfaction from course and instructor as part of 360 degrees https://drive.google.com/drive/u/0/folders/1CfyjGPEe5y4A74TYsSnQVam8H3jmlATI • Decisions for establishing quality circles https://drive.google.com/drive/u/0/folders/1qIGW58yTwTJbruvMA6nHqDeAqw3x7nol • Information regarding realized quality circle meetings https://drive.google.com/drive/u/0/folders/1HAGy6wmLvY_Kc0YaKfWxd2ov9cMNB2c

5.7. The institution hires visiting teachers, established scientists, artists and experts from the practice from the country and abroad within the framework of the realization of the study program. Their profile is relevant to the study program and brings added value.	List of visiting teachers, established scientists, artists and practitioners from the country and abroad within the realization of the study program (type of engagement, area/subject and period) for the last five years; Biographies of the engaged visiting teachers, established scientists, artists and experts from the practice from the country and abroad within the realization of the study program of all study programs (Europass format).
Response UACS faculty structure is carefully selected, and in accordance with the HR Policy, and the Higher Education Act. Besides this, we follow our “Mercedes policy”. This name has a twofold nature: first, association with high quality; and second, a composition based on three components: • professionals with significant experience who have further earned a PhD and transitioned into academia • industry professionals that are academically qualified • visiting professors who come from the U.S. and E.U. UACS courses and programs are designed to offer theoretical and practical knowledge that provides quality in the educational process. Therefore, the structure of the faculty contributes to steering students’ creativity, critical reasoning, and intellectual curiosity. In order to accomplish this, our engaged faculty is composed of full-time faculty - to cover both the theoretical and practical elements, part-time who will be able to transfer the insights and practical knowledge from their respective working environments and fields, and international faculty who will bring insights of international education. Besides this, faculty members are encouraged to invite guest lecturers at least once during the course. The University has a policy of covering the expenses of visiting academic staff.	
Evidence/Attachments: • An overview of visiting professors https://drive.google.com/drive/u/0/folders/1C7gMhxC-txrUJsOKSIWiZJMM1UYCIX1m	
5.8. Scientific work is encouraged in order to strengthen the connection between teaching and science. The system works well and is efficient.	Concrete examples and results, best practices.
In order to improve the convergence of teaching and research and create a vibrant academic atmosphere, UACS actively supports scientific activities, through funding for conferences and research and offering workshops for sharing best practices. By giving research top priority, UACS makes its curriculum more relevant and guarantees that students gain from the most recent developments in science and methodology. This dedication not only enhances the educational process but also supports the institution's overall academic success.	
Evidence/Attachments: • Rulebook for support of scientific and research activities https://drive.google.com/drive/u/0/folders/16QAjw3lg864zW_rMZtdVBYQpcF2cnJbS • Information regarding realized trainings and seminars https://drive.google.com/drive/u/0/folders/18JWn55MyLUTZ4pnNbEx1P4bj4S87P6Vv	
5.9. The higher education institution encourages innovation in teaching methods and in the use of new technologies.	Concrete examples and results of introduced innovations in teaching methods and in the use of new technologies.

	encourages innovation in teaching methods and in the use of new technologies
UACS was the first University in the country that adopted a Policy on the application of artificial intelligence in the educational process at the American College Skopje University 09-394/4 from 30.05.2024 and 09-915/5 from 15.10.2024. UACS academic staff has access to the Moodle platform. UACS continuously trains and encourages academic staff to think about new innovative teaching methods.	
Evidence/Attachments: Policy on the application of artificial intelligence in the educational process at the American College Skopje University 09-394/4 from 30.05.2024 and 09-915/5 from 15.10.2024, https://drive.google.com/file/d/1MDBvoDpcb8kg77IV7ePboGBFWfHCtSVO/view?usp=drive_link and https://drive.google.com/file/d/1RYk39jie2Bu0n5qgld4ly_VnYuNvd4Yg/view?usp=drive_link	
5.10. The institution has an established system of academic integrity and prevention of plagiarism.	Act of the institution for or another act in which the indicator is regulated; Reports of a plagiarism check carried out by the institution for textbooks, teaching aids or scientific papers published by the institution (reports for at least 5% of published publications in the last five years).
Response University American College Skopje (UACS) maintains a strict policy against all forms of plagiarism. Accordingly, the submission of papers within the educational process requires the candidate to submit an appropriate statement of originality. Mentors place the papers of the first, second and third cycle of studies in the plagiarism system set up by the Ministry of Education and Culture. In addition, UACS has formulated a Policy for the application of artificial intelligence in the educational process, which regulates the use of generative artificial intelligence in the entire educational system of the University. UACS supports the responsible use of generative artificial intelligence tools, solely in accordance with the guidelines set forth in this policy. In doing so, particular attention is paid to restrictions related to information security and accuracy, privacy protection, copyright, academic integrity, as well as overall compliance with regulations, good educational practices, and ethical and moral standards. Within the socialization trainings, new academic staff is instructed on the above mentioned policies and all the staff is continuously reminded that the most effective prevention of plagiarism and use of AI tools in an improper way is done through proper choice of the topics, proper structure, check drafts or interim work, etc.	
Evidence/Attachments: - UACS Code of Ethics, https://drive.google.com/file/d/1y9UfoLNIWcwwEEsDMBsD2UDQbfo-1jYl/view?usp=drive_link - Policy on the application of artificial intelligence in the educational process https://drive.google.com/file/d/1MDBvoDpcb8kg77IV7ePboGBFWfHCtSVO/view?usp=drive_link and https://drive.google.com/file/d/1RYk39jie2Bu0n5qgld4ly_VnYuNvd4Yg/view?usp=drive_link	
5.11. The institution has a policy /document/act for scientific research work. Indicators for	Act of the institution for or other act in which the scientific research work is regulated

scientific research work have been determined and are regularly monitored.	and/or the indicators for the scientific research work are determined. Report/analysis of the fulfillment of the indicators of the scientific research work (if applicable).
Response All actions in this area of scientific research must be accurately documented by the teaching staff throughout the year. The actions in this part are simultaneously being made public on websites like Google Scholar, Research Gate and others. Additionally, once a year, a report is prepared on the activities conducted as part of the UACS. Its purpose is to provide an analysis and to summarise and elaborate on the activities in the scientific research work, patterns and the possibility of their development	
Evidence/Attachments: An overview of the staff academic and administrative workload, where scientific work is evidenced https://drive.google.com/drive/u/0/folders/11uIYs87lGTcGXpcNQOCz7m_MnBh3WJ1q	
5.12. The scientific research work corresponds to the local, regional and/or national development goals as well as the socio-economic and cultural context. The effect of research work on local, regional and/or national development goals is regularly monitored, on the basis of which appropriate improvements are made.	Concrete examples and results, best practices; Relevant reports or recommendations
Response UACS makes effort to fulfill this requirement through: - the master research studies and publications of the master thesis (involvement on different industry representatives in the Master Thesis Committees, case analysis of particular companies, Master students choosing topics from their respective fields of work and (providing recommendations for improvement of the local, regional and national development goals; - participation in national and international projects with local, regional or national goals involving community, government and industry, that result in published work; - cultural research projects -Undertaking research that explores and preserves the cultural heritage of the region. Example: Special Issue: Culture and leadership in Slavic nations; - projects example: ERASMUS leaders of green economy, ABCD project By incorporating these practices, UACS aims to ensure that its research remains relevant and beneficial to the socio-economic and cultural contexts.	
Evidence/Attachments: - ERASMUS leaders of green economy https://www.uacs.edu.mk/news-archive/leaders-of-the-green-economy-project-by-university-american-college-skopje-supported-by-erasmus - ABCD project https://abcd-project-deeptech.org/ - Special Issue: Culture and leadership in Slavic nations https://journals.sagepub.com/toc/ccrc/58/4	

STANDARD 6: LEARNING RESOURCES AND STUDENT SUPPORT	
INDICATOR	DOCUMENTATION
6.1. The institution provides adequate funding for learning and teaching activities and thus provides adequate and readily available resources for learning and student support. The system for financing the institution, i.e. the study programs, is efficient and based on the needs of the students. The institution has a comprehensive and efficient system for funding research activities.	Financial plan of the previous five years Financial statements of the previous five years Info about financing of the scientific research activity (with a specified percentage of the total/own income that is set aside for scientific research work)
Response UACS allocates sufficient financial resources to support learning and teaching activities, ensuring that adequate and accessible resources are available for both learning and student assistance. To further strengthen research initiatives, UACS is increasing its financial investment in research funding. Key features of the UACS research funding system include: 1. Semi Diverse Funding Sources: Currently, UACS secures funding for research from sources such as: internal institutional funds, international grants (Erasmus, CEEPUS, etc. projects) and international collaborations. 2. Grant Programs: The institution offers criteria based grant programs designed to encourage faculty to engage in high-quality research. These programs provide financial support for research projects, travel grants for conference participation, and funds for publishing research findings in reputable journals. 3. Clear Application Process: UACS has implemented a clear and straightforward application process for research funding. Guidelines and criteria are well-defined, making it easier for researchers to apply for and secure funding for their projects. 4. Support for Interdisciplinary Research: Recognizing the value of interdisciplinary research, UACS encourages collaboration across different academic departments and fields. Funding is available for interdisciplinary projects that address complex real-world problems and contribute to the broader academic community.	
Evidence/Attachments: Info about financing of scientific research activities: https://docs.google.com/spreadsheets/d/1XEPjiToS_o5HpAteP-6GaL2oHFEs-znP/edit?gid=448109074#gid=448109074 • Support of Research Documents: https://drive.google.com/drive/folders/1qyANgDaHNT59pcafAEkjGjo-0uQ6v2Zz?usp=drive_link • Financial Statements as of December, 2023: https://www.uacs.edu.mk/public-information (scroll down to Financial Reports section) • Other info: https://docs.google.com/spreadsheets/d/1J9R26HLU9AqrkWlp_wb4fG0isSqwEFK9/edit?usp=drive_link&ouid=111616819715805039353&rtpof=true&sd=true	
6.2. The technical resources of the institution (libraries, laboratories, work rooms, information equipment, etc.) are adequate for the realization of the study program. Students	Total area (owned and rented space) with area of facilities (amphitheatres, classrooms, laboratories, organizational units, services);

and teaching staff, including persons with special needs, have access to all resources. The institution has adequate infrastructure for distance learning. Technical resources are subject to regular monitoring in the institution.	Inventory of functional information equipment intended exclusively for students; An inventory of the institution's library collection as well as an inventory of the library collection acquired in the last five years (the relevance of the library collection for each study program is evaluated); Inventory of distance learning information resources; Information about resources available to people with special needs; Information on monitoring of technical resources in the institution.
Response UACS encompasses an area of 3,549 square meters dedicated to the execution of teaching processes. To properly support the study programs, UACS makes sure that its technical resources—such as libraries, labs, work spaces, and information technology equipment—are adequate. These tools are available to all students and faculty members, including those with special needs. However, improvements can be made in the accessibility of the entrances. UACS has the infrastructure required to support online education, making it well-suited for remote learning. To keep these technical resources adequate and effective and to make sure they continue to satisfy the changing needs of the academic community, the institution regularly monitors them. For the UACS students, the required literature is provided for each student separately, i.e., there is 100% coverage with copies of required literature for the given course program. Usually there are also electronic books available (in the library and on Moodle). More information about the UACS Library is available on https://www.uacs.edu.mk/library. As stated in the previous paragraph, in addition to borrowing copies from the Library, all students who attend the classes for the course program have direct (online) access to the required and additional literature, and to all relevant learning material through the Moodle platform (https://moodle.uacs.edu.mk/login/index.php). For the scientific-research need, UACS provides access to relevant scientific bases for different areas for all students. The literature that is used for the implementation of the program is from renowned global authors from popular publishers such as Pearson, McGraw-Hill, Cengage, and others. The Microsoft Teams electronic platform, which facilitates two-way communication between faculty members and students, is the primary tool used for distance learning. Students can use this platform to gain access to learning resources for specific study topics and participate in extra study exercises. Plans for 2025: • In 2024, a process to identify online subscriptions to industry-related periodicals was initiated. The goal is to subscribe to one or more periodicals in 2025, provided these subscriptions are deemed beneficial from multiple perspectives. • Policy for students with disabilities and special needs was drafted in 2024, with a plan to formally adopt it in January, 2025.	
Evidence/Attachments: • Information about the technical resources, https://docs.google.com/document/d/1v-TibnzyyoRFicmRoBPTRL_CgccSCH00/edit#heading=h.gjdgxs, https://docs.google.com/document/d/1NhhXsMal1s0znC7vcw8SVe4_GeqIZcxg/edit#heading=h.gjdgxs, etc. • An inventory of the institution's library collection: https://drive.google.com/drive/folders/1EQQJ9E21cM08m6HKwzd3Ji98irHrXhKh	

• Info about UACS Library https://www.uacs.edu.mk/library • Moodle Platform https://moodle.uacs.edu.mk/login/index.php • Distance Learning Tools: Moodle and Microsoft Teams • DRAFT Policy for students with disabilities and special needs https://docs.google.com/document/d/1Bh60DbK6joZAUGh83aAn-w9nsoEE-6kY/edit#heading=h.gjdgxs • Info about equipment and other resources: 1. Facilities: https://docs.google.com/spreadsheets/d/1eJWxfogrSnan3h3Tk8vVf410k4eflAhL/edit?gid=578473884#gid=578473884 2. Description of Equipment Intended for Performing Activities: https://drive.google.com/drive/folders/1a4UK6MOCWgMXLEkvW_DxHS2T_OENq80L	
6.3. The work of the administrative services is properly organized and is a function of internal quality assurance. In their work, the services take into account flexible ways of learning and teaching as well as the needs of different student populations (for example, students over 25 years old, part-time and working students, students from abroad and students with special needs). The number of employees in the administrative services and their profile is adequate for the number of students of all types of studies. The administrative staff have the opportunity to develop their own competencies.	Presentation of the possibilities that exist within the administrative services for the needs of the different student population, students older than 25 years, part-time and working students, students from abroad and students with special needs; Display of number of employees and their profile in administrative services; List of employees in the administrative staff who attended training for the development of their own competencies in the past five years (with the specified period).
Response A professional and administrative service has been organized within the UACS for professional and administrative work, which consists of: Records Office, Finance Office, Undergraduate Students Office, Graduate Students Office, Registrar Office, Library, HR, IT Sector, Marketing and Events, Corporate Communications, Alumni and International Relations Office. Administrative Services for Diverse Student Populations include: 1. Students Older Than 25 Years: Flexible scheduling, evening and weekend classes, online course options (for some courses) and personalized academic advising and career counseling. This support is provided through the part-time students coordinator, and graduate students coordinator. 2. Students from Abroad: International students receive specialized support through orientation programs, visa and immigration assistance, language support services, and cultural integration activities. 3. Students with Special Needs: At present UACS ensures accessibility and inclusivity by offering modified coursework, and accessible learning environments, but only through coordinated efforts of the administrative and teaching staff, as currently UACS does not have formal procedures in place. UACS plans to improve this area by adopting POLICY FOR STUDENTS WITH DISABILITIES AND SPECIAL NEEDS and assigning dedicated support staff (i.e., establishing Inclusive Education Office) Number and Profile of Employees in Administrative Services:	

As of 31.12.2024 UACS's student related administrative services are supported by a dedicated team, as follows:

- **Students Office:** employees with extensive experience in higher education student support.
- **Academic Advisors:** professors that serve as academic advisors, in each year of study, by schools.
- **Career Center:** employee that offers career services, and student engagement.
- **International Student Office:** employee with expertise in international student affairs, visa regulations, and cross-cultural communication.
- **General Administrative Staff:** employees handling general administrative tasks, documentation, and student inquiries.

Training for Competency Development of the Administrative Staff: Over the past five years, UACS has prioritized the professional development of its administrative staff.

Evidence/Attachments:

- More details can be found on the following link:
<https://uacs.edu.mk/home/administration/>
- Employees and their profile in support/administrative services, 31.09.2024:
<https://docs.google.com/document/d/1Y4aQ9rgfG0ycdNJYvabsiBi9uXGqbBHy/edit#heading=h.gjdgxs>
- For students from abroad:
<https://www.uacs.edu.mk/international-students>
- Part-time and working students:
<https://www.uacs.edu.mk/part-time-students>
- List of employees in the administrative staff who attended training for the development of their own competencies in the past five years (with the specified period).
<https://docs.google.com/spreadsheets/d/1ucNVyJrdZmQN5Bgp2N-tHO4as4mJT77q/edit?gid=1648007066#gid=1648007066>

6.4. The institution encourages the involvement of students in scientific research projects in all study cycles.

List of students who were engaged in a scientific research project in all cycles of studies in the past five years (with project title, project implementer, funding information and a link to the project results);
Percentage of students involved in scientific research projects in relation to the total number of students by study cycle.

The institution actively promotes student participation in scientific research across all academic levels. Students are engaged in Master's thesis research seminars, as well as in Erasmus and other similar international projects, providing valuable opportunities for academic and professional development.

Evidence/Attachments:

- List of students who have been engaged in scientific research projects across all study cycles in the past five years, cut of date 31.09.2024
https://docs.google.com/document/d/1-5HhvUt9m413tDhccETVn-ttM4-nC_Ey/edit

6.5. Students have available specific forms of support including: an academic development advisor who monitors their development, provides support for career planning and other academic challenges and/or a functional Career

Presentation of specific forms of support for students in the institution; Number of students who used specific forms of support in the last five years;

Center, mentoring sessions, psychological support, etc.	Presentation of Career Center services and implemented activities in the last five years; Number of students who followed training/training/internship or other type of support through the Career Center in the last five years.
Response Students have access to a range of dedicated support services, including academic advising, a career center, and a psychological counseling center, to assist them in their academic and personal development.	
Evidence/Attachments: • Career Center: https://www.uacs.edu.mk/career-center • Counseling Center: https://www.uacs.edu.mk/life-at-uacs#psychological-counseling-center • Academic Advising: https://www.uacs.edu.mk/life-at-uacs#aac • Tutoring Assistance Student Club (TASC): https://www.uacs.edu.mk/life-at-uacs#tutoring-club • Studying Abroad: https://www.uacs.edu.mk/study-abroad • Erasmus+ Opportunities: https://www.uacs.edu.mk/erasmus	
6.6. The institution has a functional system for monitoring the members of the Alumni community. The alumni community is involved in the institution's development plans. The institution organizes regular events and/or initiatives through which the contact with the graduated students is maintained.	A description of the Alumni Community tracking system (if applicable); Number of members of the Alumni community registered in the system (if applicable); Presentation of activities with the Alumni community in the last five years; Proof that the system is functional.
Response To keep track of and interact with its alumni UACS has put in place a strong infrastructure. Regular updates on alumni accomplishments, career advancements, and involvement in various academic or professional fields are included in this system. UACS keeps an extensive database that aids in tracking the influence of graduates on the larger community and the institution's ongoing programs through a dedicated alumni office or platform. The Alumni Community Tracking System is an alumni register used to contact members via email, with over 4,100 members currently registered. The alumni community engages in various activities over the past five years, primarily communicated through email, with a secondary channel via the UACS Alumni Facebook group (https://www.facebook.com/UACSAumni) for announcements and event listings. Alumni participate as guest lecturers, contribute to printed and video materials representing the University, attend exclusive alumni events organized by UACS, and engage in other activities of interest. Some examples of alumni events include the 4th of July Alumni Gathering (https://www.instagram.com/uacskopje/p/CuUck2xMGxq?img_index=1), a video recording from a UACS Alumni Graduate (https://www.instagram.com/uacskopje/reel/C4xWJBMsvJ5/), and a guest speaker for UACS Alumni (https://www.instagram.com/uacskopje/p/C47tb--sbCi/). Within UACS, Delta Mu Delta Pi Alpha is functioning with representatives from graduate students and current students, all having impeccable academic records (satisfying the Delta Mu Delta membership requirements).	

DMD members regularly meet and organize different types of events and submit annual reports to the DMD US office.	
Evidence/Attachments: Alumni News: https://www.uacs.edu.mk/alumni	
6.7. Students actively participate in the management of the institution. A student assembly and a student ombudsman, i.e. his deputy, function within the institution. The institution supports the social, cultural and sports activities of the students. It provides them with premises, support and an annual budget.	An act in which the issue of student participation in management is regulated; Presentation of the students' participation in the bodies of the higher education institution (with relevant indicators); Decision on the election of members of the Student Assembly and report of the last conducted elections; Decision on the election of a student ombudsman or his deputy; Presentation of supported social, cultural and sports activities of students by the institution (indicated by name of activity, time period, budget) for the last five years.
Response: Active Student Participation: Students at UACS play an integral role in the management of the institution. The following mechanisms ensure their active involvement: Student Assembly: The Student Assembly functions as a representative body for the student population, addressing student concerns and contributing to institutional decision-making processes. The most recent elections for the Student Assembly were conducted in the election process adhered to democratic principles, ensuring fair representation of the student body. Student Ombudsman: The Student Ombudsman act as intermediaries between the students and the university administration, advocating for student rights and addressing grievances. The decision to elect a Student Ombudsman was made in April, 2025. The selection process was transparent and involved input from the student body. Student Organizations such as Delta Mu Delta Pi Alpha Support for Social, Cultural, and Sports Activities: UACS is committed to fostering a vibrant student life by supporting various social, cultural, and sports activities. The institution provides premises, logistical support, and finances (upon request). UACS regularly sponsors Delta Mu Delta Pi Alpha organized events, such as Induction Ceremonies, World Kindness Day, Putting AI Into the Brain, etc. Regulations on Student Participation in Management: The issue of student participation in management is regulated in the Statute of UACS (see link below), and in separate documents for establishing bodies such as Disciplinary Committee, Ethics Committee, etc. However, an official act (Policy) that outlines the roles and responsibilities of student representatives within the university's governance structure is being drafted at present. Students' Participation in Governance Bodies: Students are represented in several key governance bodies within the institution, including the Academic Council, the Rector's Board, Senate, and various committees. Full info available below in the Evidence part. Plans for 2025:	

UACS plans to initiate change of the Student Assembly Statute (Charter), in order to include greater quality assurance involvement of this body.
An official act (Policy) that outlines the roles and responsibilities of student representatives within the university's governance structure is being drafted at present and shall be adopted in 2025.

Evidence/Attachments:

- Statutes of UACS and Schools within UACS: <https://www.uacs.edu.mk/public-information> (under Articles of Association)
- Draft Policy on student participation in management is regulated https://docs.google.com/document/d/1wKsq1o4H9TXvge0wIEzFMVgO7uhFfl_Q/edit
- Decision to Announce Elections for Members of Student Assembly_11.2024 and Report on the Elections
https://drive.google.com/drive/folders/1zQD9Yo7krDcqNJ9u9BXqA_xBh61pXjHWy and https://drive.google.com/drive/folders/1zQD9Yo7krDcqNJ9u9BXqA_xBh61pXjHWy
- Info about Student Ombudsman:
https://docs.google.com/document/d/1kDsgcCKplb2X0jJGAn_qvbXFOCvRWGy7/edit#heading=h.gjdgxs
- Information about student involvement in management:
https://docs.google.com/document/d/1f-Wg09i0DX0e_NcTgJi2UFgJSoZmL1-5/edit
- Info about Delta Mu Delta Pi Alpha:
<https://drive.google.com/drive/folders/1pH2m8PjsKUVx-mSFLwsRe6YilxMyel3S>
- Student Organizations:
<https://www.uacs.edu.mk/life-at-uacs>

6.8. Students are familiar with the services and opportunities available to them.

**Presentation of the way in which students are introduced to the services and opportunities that are available;
Promotional materials, publications or links to website publications.**

Response

Students are well-informed about the various services and opportunities available to them. During orientation day, they have the chance to meet UACS staff, familiarize themselves with the UACS facilities, and learn about the wide range of services offered. Students are also introduced to the Moodle platform, a valuable tool that supports their studies throughout their time at UACS. This platform helps them access course materials, submit assignments, and engage with their coursework in an organized and efficient way. Additionally, promotional materials, publications, and links to updated website resources are consistently shared with students to keep them informed and engaged.

UACS organizes Orientation Days and Freshmen Seminars in order to introduce the students with the services and opportunities available to them.

Evidence/Attachments:

- Orientation day 2023/24
<https://www.instagram.com/uacskopje/p/Cxcmz5cscOo/>
https://www.facebook.com/story.php?story_fbid=937923745043548&id=100064777924270&_rdr
- Academic calendar 2023/24
https://drive.google.com/file/d/1cJZtLO210974iHVnyR3srjv8aFFaJ6yy/view?usp=drive_link and https://drive.google.com/file/d/12Ny34oHACxnt5xFYxMD5BqSzzA3HXcsv/view?usp=drive_link

- Student Orientation (Info for Students about Services and Opportunities):
<https://drive.google.com/drive/folders/1GXI42p60oAi51vu73Gbc34CkzN3ve5qi>

STANDARD 7: INFORMATION MANAGEMENT

INDICATOR	DOCUMENTATION
7.1. The higher education institution regularly collects, analyzes and uses information that is important for the successful implementation of study programs and other activities. Through an efficient process of collecting and analyzing data on study programs and other activities, data is fed into an internal quality assurance system.	Description and display of the information collection and processing system Act regulating this process (if applicable) Proof that the system is functional
Response: UACS consistently ensures that the data collection and analysis processes are meticulously managed and effectively integrated into the internal quality assurance system. This approach guarantees that the information gathered is relevant and instrumental in the successful implementation of study programs and other institutional activities. The university's processes for collecting and analyzing data are designed to align with its mission and strategic goals, ensuring that they contribute to the continuous improvement of academic offerings and operational effectiveness. 1. Information Collection System: UACS employs a comprehensive system for gathering data related to student performance, faculty effectiveness, curriculum relevance, and institutional activities. This system includes feedback mechanisms that facilitate the systematic collection of information from students, faculty, alumni, and employers. The university has adopted a 360-degree evaluation policy since 2011, providing a clear and realistic assessment of the performance of faculty, administrative staff, and university leadership. This evaluation process involves feedback from students, management, administration, and deans, ensuring a holistic view of institutional performance. One element that is currently missing from this evaluation process is peer-to-peer evaluations. Incorporating this component could further enhance the evaluation system by providing insights from colleagues who share similar roles and responsibilities. Peer evaluations can offer a unique perspective on an individual's performance, work ethic, collaboration, and contribution to the academic community. While incorporating peer-to-peer evaluations can be beneficial, there are some potential drawbacks to consider, such as Bias and Favoritism, Lack of Objectivity, Potential for Retaliation. Therefore, after thoroughly considering all the pros and cons, UACS shall decide on whether to incorporate this element into the evaluation process. 2. Act Regulating the Process: The institution's data collection and analysis activities are governed by specific regulations, such as Decision on Defining Indicators for Measuring Success and First Cycle. These documents outline the criteria for measuring success in undergraduate and graduate programs, ensuring that the data collected is aligned with academic and institutional objectives. 3. Proof of System Functionality: Accreditation and Certification: UACS is accredited by ACBSP, which validates the institution's commitment to maintaining high standards of quality and the effectiveness of its processes. Standard Operating Procedures (SOPs): UACS has detailed SOPs that guide the data collection and quality assurance processes. Annual	

Reports: UACS publishes annual reports that provide an overview of performance metrics and outcomes. Performance Metrics: UACS analyzes metrics such as student performance, faculty effectiveness, employment rates of graduates, and research output. Stakeholder Feedback: UACS gathers and analyzes feedback from key stakeholders, including students, faculty, alumni, and employers, to gain valuable insights into the effectiveness of the quality assurance system. This feedback is collected mainly through surveys. Benchmarking: It is difficult to compare UACS performance against other similar institutions because there are no data available. Therefore UACS is part of the Peregrine Global Testing Services network, which conducts external testing of students who are in their third year. This means that the results of our students are compared with the results of the same tests taken by students from universities in the United States and other countries around the world, i.e., from countries that also apply the Peregrine testing methods. This procedure allows the university to analyze and reassess the curriculum, teaching methods, achievements, successes, as well as the strengths and weaknesses of the teaching contents and the overall quality of education. Peregrine testing reports identify areas where students show the best results, as well as areas that need improvement, ensuring continuous advancement of study programs. Plans for 2025 and on: UACS plans to utilize advanced in-house digital tools and analytics to monitor and analyze data, enhancing the accuracy and efficiency of the quality assurance system.	
Evidence/Attachments - Decision on Defining Indicators for Measuring Success, First Cycle: https://drive.google.com/file/d/1S5r2lq010MhbyjlxpXDLjB_FWfgPJ7zz/view?usp=drive_link - Decision on Defining Indicators for Measuring Success, Second Cycle: https://drive.google.com/file/d/1Gdzfpl0Tjfn9xSOqys5vArvLyCAXTj_V/view?usp=drive_link - ACBSP Accreditation Certificate and Info https://www.uacs.edu.mk/accreditations-quality-assurance - ACBSP Reaffirmation Letter to UACS https://drive.google.com/drive/u/0/folders/1FznCaYl4X5mfjaIH1W2XSzkIPYe2LTfh - UACS Annual Reports https://www.uacs.edu.mk/public-information (scroll down to Self-Evaluation Reports and to Financial Reports sections)	
7.2. The information collected is relevant to the institution's profile and study programs and includes: key indicators of success; the profile of the student population; student progress, success, and student dropout rates; Degree of fulfillment of expectations from the study programs by students; the learning resources and supports available to students, data on graduate employment and their careers, etc. Students and staff are involved in the processes of data provision and analysis, as well as in the planning of activities arising from them.	Display of the data being collected and analyzed; Specific examples of student and staff involvement in the process; Specific examples of the use of information provided in the process.
Response UACS ensures that the information collected is meticulously relevant to its profile and study programs. This process includes key indicators such as the profile of the student population, student progress, success, and dropout rates. Data on graduate employment and their careers are also	

included to provide a comprehensive understanding of the effectiveness of the institution's offerings.

The involvement of both students and staff in these processes is fundamental. Their participation in data provision and analysis, as well as in the planning of activities arising from the data, ensures that the feedback loop is comprehensive and inclusive.

1. Key Indicators of Success: UACS systematically tracks key performance indicators, including student enrollment, graduation rates, and employment outcomes. This data provides insights into the effectiveness of the institution in achieving its educational objectives.
2. Profile of the Student Population: The university collects detailed demographic data, which helps tailor support services to meet the diverse needs of its students. This includes information on age, gender, and previous educational background. [There are possibilities for improvement of this system.](#)
3. Student Progress, Success, and Dropout Rates: UACS monitors the academic journey of its students, identifying patterns that can inform strategies to reduce dropout rates and improve student success. [There are possibilities for improvement of this data set, as specified in item 2.9 of this Report.](#)
4. Degree of Fulfillment of Expectations from Study Programs: Feedback mechanisms such as course evaluations and satisfaction surveys allow UACS to evaluate how well study programs meet the expectations of students. [Future plans: There is significant potential to enhance the current process. UACS is considering implementing exit evaluations made upon graduation, but also potentially including additional questions in the current course evaluations.](#)
5. Learning Resources and Support: Regular assessments of learning resources and support systems ensure that students have access to the tools necessary for academic success. This includes libraries, technological resources, and academic advising.

Future plans:

[Data on Graduate Employment and Careers: There is informal collection of data about career paths of the student. However, UACS is planning to improve this system by having electronic database. Tracking the career paths of graduates will help understand the impact of the programs on the labor market, will contribute to curriculum development and will ensure alignment with industry needs.](#)

Evidence/Attachments

- Published Student Progress Data
<https://www.uacs.edu.mk/public-information> (scroll down to Lates Reports section)
- Academic Advising 2023-2024 Evaluation Info:
https://drive.google.com/drive/folders/1sj24yLZkYVI8Tt_ytb0rx55CrUQNdriM?usp=drive_link
- Quality Circle evaluations info in other items

7.3. The institution maintains a register of significant events, activities and processes. The data is collected, analyzed, and used to meet the needs of the institution's strategic management.

Information about significant events, activities, and processes.

Response:

UACS maintains a comprehensive register of significant events, activities, and processes. This register is systematically updated and analyzed to support the institution's strategic management and decision-making processes.

The collection and analysis of this data are integral to the institution's commitment to continuous improvement and alignment with its strategic goals.

1. Register of Significant Events: UACS keeps detailed records of key institutional events, activities, and processes. This includes academic milestones, administrative changes, faculty achievements, student activities, and notable collaborations. These records ensure that all significant occurrences are documented for future reference and strategic planning. 2. Data Collection and Analysis: The data collected through these records is analyzed to identify trends, assess the effectiveness of institutional strategies, and inform future planning. This process helps UACS adapt to changing circumstances and improve its operations and academic offerings. UACS Networking Department maintains Calendar of Events, while all the schools maintain school specific annual plans of activities and events. 3. Use in Strategic Management: The analyzed data is utilized to support UACS's strategic management. By maintaining a comprehensive overview of significant events and activities, the institution can make informed decisions that align with its long-term goals and mission. This practice also enhances transparency and accountability within the university. 4. Regulatory Framework: The maintenance of this register and the procedures for data collection and analysis are guided by specific institutional regulations, such as the Decision for creating electronic data base of acts of UACS, from 2016 (Intra). This document provides a framework for managing the electronic database of records, ensuring that the system is both efficient and compliant with relevant standards.	
Evidence/Attachments • Decision for creating electronic data base of acts of UACS, from 2016 (Intra): https://drive.google.com/drive/folders/1FznCaYl4X5mfjalH1W2XSzkIPYe2LTfh • UACS Intra https://drive.google.com/drive/folders/14VZ8nu-ggMkhueBmz78kl7qGyBrVd5sJ • UACS Networking Department maintains Calendar of Events 2023/2024: https://docs.google.com/spreadsheets/d/1XdjBj-lGmH-KYY0mlscK-ujKPeVnH-VU/edit?usp=drive_link&ouid=111616819715805039353&rtpof=true&sd=true	
7.4. Information Security (in print and electronic form) especially information related to student data, exam results, discussion on digital platforms, etc. is protected. The institution adequately protects the personal data of all parties concerned.	Act of the institution; Description of personal data protection practices; Other relevant documents or policies of the institution.
Response: UACS ensures that information security, particularly concerning student data, exam results, and discussions on digital platforms, is thoroughly protected. The institution implements robust measures to safeguard the personal data of all stakeholders, adhering to both internal policies and external regulatory standards. UACS's commitment to data security reflects its dedication to maintaining confidentiality and integrity across all forms of information storage and processing. 1. Information Security Measures: UACS has established comprehensive security protocols for both printed and electronic information. This includes stringent access controls, encryption practices, and secure storage solutions for sensitive data such as student records, exam results, and digital communications. 2. Personal Data Protection Policies: The institution's practices for protecting personal data are governed by regulations such as a PLAN for the Establishment of the System, Technical and Organizational Measures to Ensure the Confidentiality and Security of Personal Data Processing 2011 and 2011 Act on Technical and Organizational Measures to Ensure the Confidentiality and Security of Personal Data. These documents outline technical and organizational measures to ensure the confidentiality of personal data, aligning with legal standards and best practices.	

3. Proof of System Functionality: Documents such as Procedure for Maintaining Student Records 2018 and Rulesbook on the Methods of Creating a Backup, Archiving and Storing, as well as Restoring Saved Personal Data at UACS 2011, provide evidence of UACS's functional and systematic approach to information security. These procedures ensure the regular backup of data and secure storage of student files, minimizing the risk of data breaches or loss.
4. Ongoing Monitoring and Updates: UACS continually monitors its information security measures and updates its practices to address emerging threats. This proactive approach ensures that the institution remains vigilant in protecting the personal data of its students, faculty, and staff.
5. UACS has adopted an Archiving Procedure and a Manual on the Method and Technique for Receiving and Archiving Acts of UACS-2011. These documents detail the procedures for archiving and managing institutional records.

Plans for 2025:

UACS has initiated a process of updating the above procedures in line with changes in legislation.

Changes of the documents have been drafted, pending their adoption, in 2025.

Evidence/Attachments

- All acts and documents:
<https://drive.google.com/drive/folders/1FznCaYl4X5mfjalH1W2XSzkIPYe2LTfh>
- Archiving Procedure:
https://drive.google.com/file/d/1AxQwu2zCYmuQ_yD4NJo3etaLLQ5KUAOV/view?usp=drive_link
- PLAN for the Establishment of the System, Technical and Organizational Measures to Ensure the Confidentiality and Security of Personal Data Processing:
<https://drive.google.com/drive/folders/1FznCaYl4X5mfjalH1W2XSzkIPYe2LTfh>
- Act on Technical and Organizational Measures to Ensure the Confidentiality and Security of Personal Data:
https://drive.google.com/file/d/1vNbk42pb5kMj0TspnrgKA95mmLesQJj/view?usp=drive_link
- Rulesbook on the Methods of Creating a Backup, Archiving and Storing, as well as Restoring Saved Personal Data at UACS:
https://drive.google.com/file/d/1Db2_9GRINIB2LbULdkONwNleMCoNCmr8/view?usp=drive_link
- Procedure for Maintaining Student Records 2018:
<https://drive.google.com/drive/folders/1FznCaYl4X5mfjalH1W2XSzkIPYe2LTfh>

STANDARD 8: INFORMING THE PUBLIC

INDICATOR	DOCUMENTATION
8.1. The higher education institution regularly publishes data on its activities and study programs. The information published on the website and other media (print, social media) of the institution is accurate, clear, precise, objective, up-to-date and easily accessible. The institution regularly participates or organizes fairs at which it presents its activities and study programs. Information pertaining to the activities of higher education institutions are beneficial to prospective and current students, as well as for alumni, others and the public.	Link to publications or submission of printed materials announcing the activities of the institution; Report on the activities carried out, press clipping, or other relevant media presence; Report on participation or organization of the fair(s); Other relevant materials or specific examples.

Response:

University American College Skopje (UACS) is committed to transparency and regularly publishes comprehensive information about its activities and study programs. This information is disseminated through the university's official website, social media platforms, and participation in educational fairs, ensuring accessibility and clarity for prospective and current students, alumni, and the general public.

1. **Publication of Information:** UACS maintains an up-to-date and user-friendly website that provides detailed information on its study programs, accreditation status, institutional policies, and significant events. The "Documents for Accreditation" section offers access to official accreditation documents for each of the university's schools, ensuring transparency regarding the institution's credentials. Additionally, the university's "University Profile" page includes essential documents such as the Statute of UACS, Ethical Codex, Organizational Structure, and the Rulebook on Personal Data Protection, providing stakeholders with comprehensive insights into the institution's governance and operational standards.
2. **Accuracy and Accessibility:** The information published by UACS is meticulously curated to be accurate, clear, precise, objective, and up-to-date. The university employs a dedicated team responsible for regularly updating content across all platforms, ensuring that stakeholders have access to the latest information. For instance, the "Access to Public Information" page designates a specific contact person for inquiries, demonstrating the institution's commitment to openness and responsiveness.
3. **Engagement through Events and Fairs:** UACS actively participates in and organizes various events, including educational fairs, workshops, and conferences, to present its activities and study programs. These engagements provide platforms for direct interaction with prospective students and other stakeholders, fostering a deeper understanding of the university's offerings and initiatives.
4. **Regulatory Framework and Data Protection:** UACS adheres to a robust regulatory framework governing the publication and protection of information. The university has established a "Rulebook on Personal Data Protection" and a "Rulebook on Technical and Organizational Measures for Confidentiality of Personal Data Protection," outlining the procedures for handling personal data in compliance with relevant laws and regulations.

Evidence/Attachments

- UACS study programs
<https://www.uacs.edu.mk/programs/undergraduate/school-of-business-economics-and-management> ; <https://www.uacs.edu.mk/programs/undergraduate/school-of-architecture-and-design> ; <https://www.uacs.edu.mk/files/documents/studiski-programi-po-edinici.pdf> and more on <https://www.uacs.edu.mk/> (under Programs)
- Accreditation documents
<https://www.uacs.edu.mk/accreditations-quality-assurance>
- University profile
<https://www.uacs.edu.mk/public-information>
- Documents: Statue
<https://www.uacs.edu.mk/files/public-info-files/documents/articles-of-association.pdf>
- Code of Ethics
<https://www.uacs.edu.mk/files/public-info-files/documents/new-code-of-ethics.pdf>
- Organizational structure
<https://www.uacs.edu.mk/files/public-info-files/documents/new-uacs-organizational-structure.pdf>
- Personal data protection Rulebook
https://www.uacs.edu.mk/files/65_18-us-2ra-25-pravilnik-za-texnickite-i-organizaciskite-merki-za-obezbeduvanje-tajnost-i-zastita-na-obrabotkata-na-licnite-podatoci.pdf and

https://www.uacs.edu.mk/files/65_19-us-2ra-25-plan-za-utvrduvanje-i-sproveduvanje-na-texnicki-i-organizacioni-merki-za-zastita-na-licnite-podatoci.pdf • Access public information https://www.uacs.edu.mk/public-information	
8.2. The higher education institution has published data on its activities, including information about the study programs it implements, the admission criteria, the intended learning objectives, the qualifications the student acquires as a result of the study, the procedures applied in teaching, learning and assessment, the pass rates and learning conditions available to the students, information on the potential employment of graduates, as well as the documents provided for in Article 21 paragraph 3 of the Higher Education Act.	Link to listed items in indicators; Links to the documents provided for in Article 21 paragraph 3 of the Law on Higher Education, 1. the UACS Statute and other acts governing internal relations; 2. The Decision to accredit each study program; 3. Organizational Structure; 4. Rulebook for Academic Council Meetings, for each unit; 5. Remuneration Policy; 6. University Bulletin, 7 Schedule of work tasks for the current school year, 8. Financial Accounts, 9. Annual Report, 10. Accepted Topics for Master Thesis, 11. Accepted Topics for Doctoral Dissertations; 12. Acts passed by the units under other laws, and 13. The Code of Ethics
Response UACS demonstrates a commitment to transparency by publishing comprehensive data on its activities, encompassing information about study programs, admission criteria, learning objectives, teaching and assessment procedures, pass rates, learning conditions, and graduate employment opportunities. 1. Study Programs and Admission Criteria: UACS offers a variety of undergraduate and postgraduate programs across multiple disciplines. Detailed information about these programs, including admission criteria, is available on the university's official website. Prospective students can access specifics regarding program structures, required qualifications, and application procedures. 2. Intended Learning Objectives and Qualifications: Each study program at UACS is designed with clear learning objectives aimed at equipping students with the necessary knowledge and skills pertinent to their field of study. Upon successful completion, students are awarded qualifications that are recognized and valued in the professional realm. For instance, undergraduate programs typically span three years, during which students acquire a minimum of 180 ECTS credits, culminating in a degree title in the specified field. 3. Teaching, Learning, and Assessment Procedures: UACS employs a variety of teaching and learning methods tailored to the needs of each program. Assessment procedures are designed to effectively evaluate student learning outcomes. Detailed descriptions of these procedures are provided in the course catalogues and program descriptions available on the web site. 4. Pass Rates and Learning Conditions: The university maintains records of student performance, including pass rates, which are periodically reviewed to ensure academic standards are met. Learning conditions at UACS are conducive to student success, with facilities and resources provided to support educational activities. 5. Graduate Employment Information: UACS actively monitors the employment trajectories of its graduates. Information regarding potential employment opportunities and career support services is made available to students and alumni, through the Career Center, reflecting the UACS's commitment to facilitating successful career outcomes. 6. The information that needs to be published in compliance with Article 21, Paragraph 3 of the Higher Education Act is published on the web site, under Access to Public Information.	

Evidence/Attachments • Link of the web site where all the above documents are published: https://www.uacs.edu.mk/public-information • Sample course catalogues (Brochures), including program descriptions: https://www.uacs.edu.mk/files/programs/undergraduate/school-of-business-economics-and-management.pdf ; https://www.uacs.edu.mk/files/programs/undergraduate/school-of-architecture-and-design.pdf ; https://www.uacs.edu.mk/files/programs/undergraduate/school-of-computer-science-and-information-technology.pdf ; https://www.uacs.edu.mk/files/programs/undergraduate/department-of-psychology.pdf ; https://www.uacs.edu.mk/files/programs/graduate/school-of-foreign-languages.pdf ; & other • Jobs / Internships Info: https://www.uacs.edu.mk/internships	
8.3. Key learning outcomes and research work are published on the institution's website. For example, before defending a doctoral dissertation, it is mandatory to publish it on the website of the higher education institution where the third cycle of studies is carried out (if applicable).	A link to relevant publications on the institution's website related to learning outcomes or research work; A link to published doctoral dissertations and other relevant learning outcomes (if applicable).
Response 1. Key Learning Outcomes Publication: At University American College Skopje (UACS), key learning outcomes for various programs are publicly accessible on the institution's official website. The School of Political Science outlines expected learning outcomes for its programs, detailing the knowledge and skills students are anticipated to acquire upon graduation. Similarly, the Department of Psychology specifies the competencies and understanding students should achieve, ensuring transparency and clarity regarding educational objectives. 2. Research Work Publication: UACS demonstrates a commitment to disseminating research work through various channels. The university organizes annual international conferences, such as the Fifteenth Annual International Conference on European Integration (AICEI 2020), where doctoral candidates are encouraged to present and publish their research findings. Additionally, the university's news section highlights calls for collaboration with PhD and doctoral students, indicating active efforts to involve doctoral candidates in research dissemination.. 3. Policy on Doctoral Dissertations: While these initiatives reflect UACS's dedication to sharing research outputs, there is no explicit information confirming a mandatory policy requiring the publication of doctoral dissertations on the university's website prior to defense. The available documents and sources do not specify such a requirement.	
Evidence/Attachments • School of Political Science:Report on activities in academic year 2019/2020 https://www.uacs.edu.mk/news-archive/students-from-the-school-of-political-science-learn-more-about-the-link-between-social-media-and-politics • Conference Info https://www.uacs.edu.mk/news-archive/aicei-2020-climate-change-challenges-and-building-resilience • Book of Abstracts of the Fifteenth Annual International Conference on European Integration - AICEI 2020 https://www.uacs.edu.mk/files/public-info-files/bulletins/new-uacs-bulletin-120.pdf	

STANDARD 9: INTERNATIONAL COOPERATION AND INTERNATIONALIZATION

INDICATOR	DOCUMENTATION
9.1. Students actively use student mobility opportunities. Mobility is properly valued and recognized.	Number and list of students who used mobility shown by study programs in the last five years for all study cycles (with a display of mobility period, host institution, study program) including mobility through the Erasmus+ program; Percentage of students who used mobility as part of the total number of students (for the last five academic years, for all study cycles); Information on the practice of appropriate assessment and recognition of student mobility (act/s or specific examples).
Response UACS has defined and established procedures for the mobility of students, which are published and available on the official website. The Office for International Cooperation, constantly provides logistical support to students who have applied for receiving a scholarship for academic mobility. It is responsible for the evaluation of the submitted applications, the preparation of a ranking list of the applied students according to the submitted documents and the preparation of a document for the nomination of the students - potential beneficiaries of the mobility scholarship. Students as well as the faculty members have the opportunity to realize mobility within the Erasmus+ programs and CEEPUS.	
Evidence/Attachments: • https://drive.google.com/drive/u/0/folders/1DOEeEc0pTb7D_v9VedcZ-0aWqQplwd-1	
9.2. The institution has developed a Policy for International Cooperation and Internationalization. It has established indicators for fulfilling the priorities of international cooperation and internationalization. These indicators are regularly monitored. A special body responsible for international cooperation and internationalization within the institution has been defined.	Act/policy for international cooperation and internationalization; Indicators for fulfilling the priorities of international cooperation and internationalization; Report on monitoring the indicators for fulfilling the priorities of international cooperation; Act on the establishment of a special body responsible for international cooperation and internationalization; Minutes of held sessions or another document that shows that the body is functional (annual plan, report of conducted activities, etc.).
Response UACS has a dedicated office, International Relations Office and Erasmus+ Coordinator entrusted with facilitating international partnerships, managing exchange programs, and ensuring smooth communication with global academic institutions. The Erasmus+ Coordinator plays a crucial role in overseeing the Erasmus+ Program, which offers opportunities for students and staff to study, train, and gain experience abroad. UACS has drafted a Policy on Internationalization and Its Measurement . This Policy emphasizes the importance of expanding international reach and fostering global partnerships. It outlines the vision, goals, and operational framework of our international initiatives. The Policy should be adopted in 2025.	

A special body, currently known as the **International Academic Council (IAC)**, has been instituted within the UACS. The IAC is responsible for international cooperation and internationalization.

Plans for 2025:

There are plans to update the current structure of this Council by incorporating new members, which will bring fresh perspectives and strengthen UACS's strategic international collaborations.

Evidence/Attachments:

- International Relations Office and Erasmus+ Coordinator:
<https://www.uacs.edu.mk/erasmus>
- DRAFT Policy on Internationalization and Its measurement
https://docs.google.com/document/d/1CqxIZZoXf4FUda6KI9dprflENm3r3rZ/edit?usp=drive_web&ouid=104722642617902837999&rtpof=true
- Decision for Establishing International Academic Council:
https://drive.google.com/file/d/1af9oyzzoFrE3-kGqclblf_zTgf_wSjBd/view?usp=drive_link

9.3. The institution has at its disposal adequate financial resources for the realization of international cooperation. For the needs of international cooperation, the institution allocates financial resources from its own income, but also uses funds from the national budget, foreign donors and programs, local self-government, etc.

Overview of planned and used financial resources for international cooperation of the institution in the last five years with a presentation of the source of funding (budget, own income, etc.).

Response

UACS possesses sufficient financial resources to support international cooperation. To facilitate these efforts, it allocates funds from its own revenue, international projects, domestic and foreign donors, various programs.

Evidence/Attachments:

- Financial activity report as part of international cooperation
https://docs.google.com/spreadsheets/d/1J9R26HLU9AqrkWlp_wb4fG0isSqWEFK9/edit?gid=1757386319#gid=1757386319

9.4. The institution cooperates with other institutions in the country and abroad in order to realize the study programs. It implements joint projects with foreign universities (conferences, mobility and other collaborations), and the results of those projects are relevant to the study programs. The institution implements joint programs with foreign universities.

**List of agreements for international cooperation, including for the Erasmus+ program;
Presentation of specific collaborations (conferences, mobility and other collaborations) with other institutions in the country and abroad (presentation of the last five years with a description of the collaboration and relevance for the study programs);
Number and list of teaching staff who participated in forms of international cooperation (shown by year for the last five years);
Information on the implementation of joint programs with foreign universities.**

Response

In the focus of international academic experience, UACS offers a unique double degree program in partnership with Rennes School of Business in Rennes, France , Tor Vergata University in Rome, Italy, and Università Cattolica in Milan, Italy. Through these partnerships UACS allows students to

earn dual qualifications that enhance their global employability and cultural understanding. These partnerships reflect UACS's commitment to providing high-quality education with a strong international perspective.

UACS students can use Erasmus+ services, which is a great opportunity to spend between 3 and 12 months in another European country, and have it count towards their degree. The students get to experience another culture and a new way of looking at their subject.

In 2024, a collaboration was formed between the Pi Alpha Chapter of Delta Mu Delta at the School of Business Economics and Management, University American College Skopje, and the Kappa Beta Delta Chapter of Delta Mu Delta at Colorado Technical University.

Evidence/Attachments:

- Dual degree program with Tor Vergata University in Rome, Italy
<https://www.uacs.edu.mk/programs/undergraduate/school-of-business-economics-and-management>
- Double degree program with Rennes School of Business
<https://www.uacs.edu.mk/programs/undergraduate/school-of-business-economics-and-management>
- Double degree program with Università Cattolica in Milan, Italy
<https://www.uacs.edu.mk/programs/undergraduate/school-of-political-science>
- Information on the implementation of joint programs with foreign universities
https://docs.google.com/document/d/1hsq-qWoGz_FO4zxzMb9bp2mkOD6qNcmA/edit
- New collaboration between the Pi Alpha Chapter of Delta Mu Delta at University American College Skopje, and the Kappa Beta Delta Chapter at Colorado Technical University
<https://www.instagram.com/p/DBGzWxxISag/>
- Erasmus+
<https://www.uacs.edu.mk/erasmus>
https://docs.google.com/spreadsheets/d/12pBCoYZtS_d6MIUthHa6mUOmme2IHfAI/edit?usp=drive_link&ouid=111616819715805039353&rtpof=true&sd=true
https://docs.google.com/document/d/1MSIgrnDnG-xUkrl0JuZPE81cGGcOqGle/edit?usp=drive_link&ouid=111616819715805039353&rtpof=true&sd=true

9.5. The institution has established a system for attracting teachers and students from abroad. Foreign professors are regularly involved in teaching, they are hired as mentors or members of committees for the evaluation of master's and doctoral theses, etc. The number of foreign students is increasing.

List of teachers from abroad who teach or are involved in teaching (with information on the extent of participation in teaching, the period and the parent higher education institution); List of teachers from abroad included as mentors or members of committees for evaluation/defense of master's and doctoral theses; Number of enrolled foreign students per study program for all study cycles in the past five years.

Response

The institution has established a system to attract both faculty and students from abroad. Faculty members are invited to participate in the Annual International Week, engage in Erasmus/CEEPUS programs, or the collaboration is created through other connections made during research projects, visits or stays. Foreign faculty are regularly involved in teaching and may also serve as mentors or members of committees for evaluating master's and doctoral theses.

UACS has also adopted: Decision for establishing a budget for each unit of American College University Skopje, intended for compensating visiting professors and guest lecturers and a Decision for remuneration of visiting professors and guest lecturers at University American College Skopje

Evidence/Attachments:

- Visiting Foreign Faculty
<https://drive.google.com/drive/u/0/folders/1bsDBYvXantWeV76O4MasW5vOT85cHFCZ>
- Overview of specific collaborations (conferences, mobility, etc.)
<https://docs.google.com/document/d/1exa8BxUYxx0Dj2le8UmtJoQzpAYiN5ye/edit>
- List of teachers from abroad who teach or are involved in teaching (with information on the extent of participation in teaching, the period and the parent higher education institution)
https://drive.google.com/drive/folders/1bsDBYvXantWeV76O4MasW5vOT85cHFCZ?usp=drive_link
- Decision for establishing a budget for each unit of UACS, intended for compensating visiting professors and guest lecturers
https://drive.google.com/file/d/1IBrEtOOQaDlpPzviyGBDwmEpVqPCC7d8/view?usp=drive_link
- Decision for remuneration of visiting professors and guest lecturers at University American College Skopje
https://drive.google.com/file/d/1-qFk9x0t4Lmiotn5e8Kj6bh-47kEN-KI/view?usp=drive_link
- Number of enrolled foreign students per study program for all study cycles in the past five years
https://docs.google.com/document/d/1MSIgrDnG-xUkrl0JuZPE81cGGcOqGle/edit?usp=drive_link&oid=111616819715805039353&rtpof=true&sd=true and
https://docs.google.com/spreadsheets/d/12pBCoYZtS_d6MIUthHa6mUOmme2IHfAI/edit?usp=drive_link&oid=111616819715805039353&rtpof=true&sd=true and
https://docs.google.com/document/d/14g---lkDQn0Ziuwcv3uVjMJbNVuh_r48/edit?usp=drive_link&oid=111616819715805039353&rtpof=true&sd=true

**Елена
Бундале
ска**

*Digitally
signed by Елена
Бундалеска
Date:
2026.07.13
12:15:24 GMT*