



UNIVERSITY AMERICAN COLLEGE SKOPJE  
SELF-EVALUATION REPORT

**ACADEMIC YEAR 2017 / 2018**

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## University Profile

The University American College Skopje (UACS) is an institution for higher education that combines the best of American and European educational experiences. It was founded with the understanding that all people are created equal and enriched by education. Founded in 2005 as one of the few private and independent universities in the Republic of Macedonia.

UACS offers American efficiency through carefully designed curricula that incorporates up to date professional literature and case studies from distinguished authors. UACS considers itself a Third Generation University – University independent from Governmental support, mainly teaching in English and operational in a regional or global market.

### **It is guided by the 3-I Principles:**

- International Faculty;
- International students body;
- International curricula, textbooks and teaching supplements.

The University started as a single school – School of Business Economics and Management (SBEM) in 2005. Later on, in 2006 it has grown into a University offering majors in: Architecture, Software Engineering, English language; Political science. In 2008 the Law School was added, and in 2016 International School of Architecture and Design offering degree in Turkish language;

School of Business Economics and Management (SBEM) was founded in 2005 and offers undergraduate, graduate and doctoral studies. Undergraduate studies are with duration of 3 years, during which the student acquires, a minimum of 180 ECTS and a degree title in the specified field.

The exception is the concentration Audit and Accounting, being offered as a four , 240 ECTS program.

The Graduate studies offer the possibility of acquiring the title Specialist or Master in the specified academic field. The specialization studies last 1 year and the student obtains 240 ECTS, which is equivalent to U.S. Bachelor. The Master's degree lasts for 2 years, and the student obtains 300 ECTS.

The Doctoral studies are with duration of 3 years, during which the student obtains 180 ECTS.

The programs for undergraduate and graduate levels are designed to be completed in 3+1+1 years, with the full option of transferring credits from other accredited institutions.

**Number and types of study programs at undergraduate level (first cycle)**

**1. Table 1.1 – UACS undergraduate, graduate and doctoral school programs**

School	Number of study programs	Study programs
School of Business Economics and Management	5	<ul style="list-style-type: none"> <li>- Management</li> <li>- Marketing</li> <li>- Finance</li> <li>- Audit &amp; Accounting<sup>1</sup></li> <li>- Human Resources</li> </ul>

**Number and types of study programs of Graduate studies (second cycle)**

School	Number of study programs	Study programs
School of Business Economics and Management	5	<ul style="list-style-type: none"> <li>- Management</li> <li>- Marketing</li> <li>- Finance</li> <li>- Audit &amp; Accounting<sup>2</sup></li> <li>- Human Resources<sup>3</sup></li> <li>- Business administration and Economics<sup>4</sup></li> </ul>

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<sup>1</sup> Still not accredited by ACBSP

<sup>2</sup> New Programs, still not accredited by ACBSP

<sup>3</sup> New Programs, still not accredited by ACBSP

<sup>4</sup> New Programs, still not accredited by ACBSP

**Number and types of study programs of Doctoral studies (third cycle)**

School	Number of study programs	Study programs
School of Business Economics and Management	2	- PhD in Economics - Doctor of Business Administration (DBA)
School of Law	1	- Doctor in Law

**The number of students in each academic unit.**

Below in Table 2, one can see a list of the number of students at each academic unit for the academic year 2016/2017

**Table 2- Number of students (Academic 2017/2018 year)**

School	Undergraduate Program	Graduate Program	Doctoral Program	Total
School of Business Economics and Management	220	116	21	357
School of Architecture and Design	134	35	0	169
International School for Architecture and Design	36	0	0	36
Faculty of Political Science and Psychology	42	6	0	31
Faculty of Computer Science and Technology	82	15	0	97
Faculty of Foreign Languages	23	22	0	45
Faculty of Law	29	48	6	83
Total	566	242	27	*

**Table 3- Faculty engaged for the Academic 2017/2018**

	<b>Employed Faculty</b>	<b>Adjunct Faculty</b>	<b>Visiting Faculty</b>	<b>Total</b>
School of Business Economics and Management	14	13	4	31
School of Architecture and Design	14	9	*	23
School of Political Science and Psychology	2	9	1	12
School of Law	3	4	*	7
School of Foreign Languages	4	3	2	9
School of Computer Science and Information Technology	3	8	*	11

### **University Accreditations**

The University American College Skopje (UACS) is accredited by the Board of Accreditation for Higher Education and licensed by the Ministry for Education and Science of the Republic of Macedonia. It is licensed to offer undergraduate<sup>5</sup>, graduate<sup>67</sup> and doctoral<sup>8</sup> level degrees by the Ministry of Education and Science.

ACBSP (American Council for Business Schools and Programs) is the leading organization for accreditation of business education. It granted accreditation to the business programs at UACS, which confirms that the educational process in the business-related programs at UACS meets the rigorous standards of this organization.

The Turkish Council of Higher Education (Y.O.K.) awarded full recognition of all programs offered by the University. The scope of recognition covers (undergraduate and graduate) academic programs. YOK is a non-governmental body that oversees universities in the Republic of Turkey as well as students who study abroad at schools and universities approved by the agency. The Council for Higher Education YOK regulates universities and aims at improving the quality of higher education.

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<sup>5</sup> Latest edition in the UACS programs is “Business administration and economics” offered as a double degree with University Tor Vergata in Rome/ Is I not ACBSP accredited

<sup>6</sup> Most of the business programs have been accredited by ACBSP. The ones that haven’t been accredited yet are: Audit and accounting – both Undergraduate and Graduate, and Management of Human Resources – Both Undergraduate and Graduate

<sup>7</sup> UACS offers Graduate courses in every school with the exception of ISAD.

<sup>8</sup> On the doctoral level it is accredited for three concentrations: PhD in Economics ( SBEM) , Doctor fo Business Administration DBA ( SBEM) and PhD in Law ( School of Law). Neither of this program is currently accredited by ACBSP.

## Decisions for accreditation

- [Decision for the commencement of the delivery of first cycle programs - 3 year academic studies at UACS](#)
- [Decision for the commencement of the delivery of second cycle study programs - one-year Specialization and two-year Master studies at UACS](#)
- [Decision for accreditation of first and second cycle study programs at the School of Business Economics and Management](#)

## INTERNATIONAL COOPERATION AGREEMENTS

SBEM Partnership Universities	
<p><b>CONTRACTS WITH UNIVERSITIES RANKED TOP 500 ACCORDING TO ARWU</b></p> <ol style="list-style-type: none"> <li>1. University Tor Vergata, Rome, Italy</li> <li>2. Dauphine University, Paris (<a href="http://www.dauphine.fr">www.dauphine.fr</a>)</li> <li>3. Technical Faculty of Bor, University of Belgrade <sup>9</sup> Technical University Vienna <a href="https://www.tuwien.ac.at/en/10">https://www.tuwien.ac.at/en/10</a> <a href="#">Eötvös Loránd University</a>, Budapest<sup>11</sup></li> </ol> <p><b>OTHER INTERNATIONAL COOPERATION AGREEMENTS</b></p> <ol style="list-style-type: none"> <li>4. <a href="http://www.msm.nl/">Maastricht School of Management</a>, Maastricht ,Netherlands</li> <li>5. Aachen University of Applied Sciences, Aachen , Germany</li> <li>6. <a href="http://www.monaco.edu">International University of Monaco</a>, Monaco</li> <li>7. <a href="http://www.viu.edu">Virginia International University</a>, Fairfax USA</li> <li>8. <a href="http://www.johncabot.edu">John Cabot University</a>, Rome</li> <li>9. <a href="http://www.vesalius.edu">Vesalius College</a> Brussels</li> <li>10. <a href="http://www.horizonsuniversity.org">Horizons University</a>, Paris</li> <li>11. <a href="#">CMH Academy and IEMI- European Institute of International Management</a>, Paris</li> <li>12. <a href="http://www.ecu.edu">East Carolina University</a>, USA</li> </ol>	<ol style="list-style-type: none"> <li>27. Romanian American University, Bucuresti, Romania <a href="http://www.rau.ro/index.php?newlang=english">http://www.rau.ro/index.php?newlang=english</a></li> <li>28. Varna University of Management , Bulgaria , <a href="http://vum.bg/">http://vum.bg/</a></li> <li>29. Universidad a distancia de Madrid, Madrid, Spain <a href="http://www.udima.es/">http://www.udima.es/</a></li> <li>30. VSEM College of Economics and Management, Prague (<a href="http://www.vsem.cz">www.vsem.cz</a>)</li> <li>31. Baku Business University from Baku, Azerbaijan, <a href="http://bbu.edu.az/en">http://bbu.edu.az/en</a></li> <li>32. Mehmet Akif Ersoy University , Turkey, <a href="http://mehmetakif.edu.tr/">http://mehmetakif.edu.tr/</a></li> <li>33. Univesidad de Burgos , Spain <a href="http://www.ubu.es/">http://www.ubu.es/</a></li> <li>34. Friedrich Schiller University Jena , Germany , <a href="http://www.uni-jena.de/">http://www.uni-jena.de/</a></li> <li>35. Haute Ecole de la Province de Liège , Belgium <a href="http://www.provincedeliege.be/">http://www.provincedeliege.be/</a></li> <li>36. Université Catholique de Lille, France , <a href="http://www.fges.fr/">http://www.fges.fr/</a></li> <li>37. UNICUSANO , Italy, <a href="http://www.unicusano.it/en/">http://www.unicusano.it/en/</a></li> </ol>

<sup>9</sup> The first three contracts are SBEM contracts.

<sup>10</sup> Agreement of UACS SAD

<sup>11</sup> Agreement of UACS SPOL

<p>13. Institut Supérieur de Gestion (ISG), Paris (<a href="http://www.isg.fr">www.isg.fr</a>)</p> <p>14. Swiss Management Center, Zurich, Vienna (<a href="http://www.swissmc.ch">www.swissmc.ch</a>)</p> <p>15. European Institut of Education, San Gwan, Malta (<a href="http://www.eieonline.com/">www.eieonline.com/</a>)</p> <p>16. St.Louis Community College, Missouri (<a href="http://www.stlcc.edu/">www.stlcc.edu/</a>)</p> <p>17. <a href="http://www.fh-aachen.de/en/">http://www.fh-aachen.de/en/</a></p> <p>18. University of Applied Sciences Baltazar Zaprešić, Croatia , <a href="http://www.vspu.hr">http://www.vspu.hr</a></p> <p>19. Caucasus Univeristy from Georgia, Georgia, <a href="http://www.cu.edu.ge/en">http://www.cu.edu.ge/en</a></p> <p>20. EDEM Escuela de Empresarios, Valencia, Spain <a href="http://www.edem.es/Inicio.aspx">http://www.edem.es/Inicio.aspx</a></p> <p>21. Miguel Hernández University of Elche, Valencia, Spain <a href="http://en.umh.es/">http://en.umh.es/</a></p> <p>22. ESIC-Business and Marketing School, Malaga, Spain <a href="http://www.esic.edu/malaga/">http://www.esic.edu/malaga/</a></p> <p>23. Gazi University, Ankara, Turkey <a href="http://gazi.edu.tr/">http://gazi.edu.tr/</a></p> <p>24. GEA College , Ljubljana, Slovenia <a href="http://www.gea-college.si/">http://www.gea-college.si/</a></p> <p>25. Lazarski University, Warszawa, Poland, <a href="http://www.lazarski.pl/en/international-exchange/contact/">http://www.lazarski.pl/en/international-exchange/contact/</a></p> <p>26. Politehnica University of Timisoara, <u>Timisoara, Romania</u> <a href="http://www.upt.ro/english/">http://www.upt.ro/english/</a></p>	<p>38. University of National and World Economy ,Sofia, Bulgaria <a href="http://www.unwe.bg/en/">http://www.unwe.bg/en/</a></p> <p>39. University of Applied Sciences Worms, Worms, Germany <a href="http://www.hs-worms.de/">http://www.hs-worms.de/</a></p> <p>40. Universita di Foggia, Foggia, Italy <a href="http://www.unifg.it/">http://www.unifg.it/</a></p> <p>41. Muğla Sıtkı Koçman University, Mugla, Turkey <a href="http://www.mu.edu.tr/">http://www.mu.edu.tr/</a></p> <p>42. University of Pila, Pila, Poland, <a href="http://www.mu.edu.tr/">http://www.mu.edu.tr/</a></p> <p>43. Angel Knachev University of Ruse, Ruse , Bulgaria <a href="https://www.uni-ruse.bg/en/univers">https://www.uni-ruse.bg/en/univers</a></p>
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### Student Affairs Office – Records Office

The Student Affairs Office i.e. Records Office is organized in a way that it meets the needs of prospective and current students in terms of educational development in higher education. For easier coordination, the office is divided in three departments:

- Department for undergraduate studies,
- Department for graduate studies and
- Department for doctoral studies.

**The coordinators within each department are as follows:**

Coordinator	School of Business Economics and Management
1. Iva Gjorgjieva is coordinator of the undergraduate students	– The School of Business Economics and Management, from 1 to 3 year of study (undergraduate level)

2. Sonia Filipovska is coordinator for the graduate studies.	<ul style="list-style-type: none"> <li>- The School of Business Economics and Management- MBA Program - 4 and 5 year</li> <li>- The School of Business Economics and Management-MA program - 4 and 5 year</li> </ul>
3. Elena Popovska is coordinator for undergraduate studies and doctoral studies.	<ul style="list-style-type: none"> <li>- Doctor of Business Administration (DBA)</li> <li>- PhD in Economics</li> <li>- The School of Law</li> <li>- The School of Political Science and Psychology</li> <li>- The School of Computer Science and Information Technology</li> <li>- The School of Foreign Languages</li> </ul>
4. Elena Penkova is coordinator for undergraduate studies.	<ul style="list-style-type: none"> <li>- The School of Architecture and Design</li> <li>- The School of Business Economics and Management</li> </ul>

The Records Office provides support to students in terms of:

-  Course Enrollment
-  Advising on electives;
-  Info about courses, results, consultations.

## **PART I - Leadership**

### **School of Business Economics and Management: Part 1 – Leadership**

#### **Criterion 1.1**

**The leader of the school unit is to be accountable for the development, execution and continuous improvement of the programs and processes in the school unit, and for their compliance with the ACBSP Standards and Criteria.**

The Dean, in such instance, acts as a gateway of communication between the management and the faculty, between the strategic directions set forth by the university as a whole and the programmatic improvements needed for the school, as well as over viewing regular day to day operations.

Regular activities of the Dean that encompass actions that promote the development, execution and improvement of the processes of the school and academic programs are listed below in Table 1.1.

Table 1.1 Dean's activities

**SBEM Bi-annual assessment report AY 2017\_18**

<b>Goals</b>	<b>Task/Activity</b>	<b>Corrective action</b>	<b>Responsibility</b>	<b>Timeline</b>	<b>Outcomes data/ Evaluation methodology</b>	<b>Outcomes/ Links to full reports</b>	<b>Comments</b>
<b>Goal 1-</b> Reaccreditation of graduate programs- MA, MSc and MBA (Finance and Banking, Management, Marketing and HRM)	Prepare the reaccreditation reports	New innovative courses have been developed for the MA, MSc and MBA such as Global business, Managing Innovation and Creativity, Family businesses, Digital Marketing, Event Marketing etc.	Dean, General secretary and Academic coordinator	<b>Completed</b> July, 2018		<a href="https://drive.google.com/drive/folders/1N5EufZWWhWnCYp74HLvtb82SZdh8PP68?ogsrc=32">https://drive.google.com/drive/folders/1N5EufZWWhWnCYp74HLvtb82SZdh8PP68?ogsrc=32</a>	Cloud databases are created for all reports.

<p><b>Goal 2-</b> Preparing QAR 2017, ACBSP Report</p>	<p>1. Monitor the processes related to assessment administration and its cycle AY 2016/17;  2.Review the current processes of data collection and assessment; 3.Collect data for Fall Semester of AY 2017/18;</p>	<p>The evidence of measurement s and assessment tools to assure on their validity were reviewed. The common methodology for data collection was revised and it was proposed updated process documentatio n.</p>	<p>The assessment committee consisted of Dean and Academic coordinator.</p>	<p><b>Complete d</b> February, 2018</p>	<p>Faculty Advising questionnaire. Student Advising Questionnaire.</p>	<p>1.QAR 2016_17 2.Student Satisfaction Survey Report</p> <p> Evidence File 4.2_4.3_4.4.xlsx</p> <p> <b>Evaluation Evidence Data AY 2016_17.pdf</b></p> <p> Evidence File 6.2.1.xls</p>	<p>A number of pitfalls were identified in the whole process.</p>
<p><b>Goal 3-</b> Data flow improvement s and consistency; Build on more awareness and commitment</p>	<p>1.Assure improved flow of data  2. Using Cloud technology and moodle for data collection</p>	<p>Databases are created on Moodle and Drive for data collection and process documents.</p>	<p>Dean and Academic Coordinator</p>	<p><b>Complete d</b> June, 2018</p>	<p><a href="https://drive.google.com/drive/folders/1ZMh0YxG_Ak02U2NgWH6q1LXX2Q9e690X?ogsrc=32">https://drive.google.com/drive/folders/1ZMh0YxG_Ak02U2NgWH6q1LXX2Q9e690X?ogsrc=32</a></p>		

towards systematic assessment and proactive involvement from all stakeholders (faculty, students and administration)							
<b>Goal 4-</b> Prepare measurement and assessment reports for AY 2017/18	1. Revise undergraduate Learning Outcomes (LO) for a better structure and alignment.	LO on undergraduate studies were revised and revamped in terms of their number, content, terminology and length.	Dean, Department Heads, Faculty.	Completed March, 2018			
	2. Modify LO measuring and assessment tools	New LO for undergraduate programs are designed(linked with	Dean, Department Heads, Faculty.	<b>Completed</b> April, 2018	Decision on LO undergraduate;		

		<p>Dublin Descriptors);  New instruments are developed;  New exit tests for each program (marketing, management and finance)are prepared and conducted;  Expert approval letter for approval of the exit tests from the industry experts in each discipline were prepared and approved;  Self-assessment questionnaire for measuring learning skills</p>			 <p>Decision on LO undergraduate - 20:</p> <p><b>Forms for Assessment;</b></p>  <p>14.03 Faculty Advising Form.docx</p>  <p>Academic Advising 2017-2018.doc</p>  <p>Career Center Advising Form - 15.C</p>  <p>Student Feedback advising Survey.doc:</p> <p><b>Exit tests;</b></p>  <p>External testing-concentration Finan</p>  <p>External testing-concentratic</p>  <p>Faculty Survey on Advising.docx</p>		
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		and self-direction (L05) was prepared and conducted.			<p>Expert Approval letter;</p> <p> Expert Approval Letter final.docx</p> <p> <b>Expert Approval letter Marketing.pdf</b></p> <p> <b>Hristina Lozanovska odobruvanje.pdf</b></p> <p> <b>Ljupco Vleski odobruvanje.pdf</b></p> <p>Self-Assessment questionnaire;</p> <p> 11.04 Forms for Learning Outcomes</p> <p> <b>11.04 Forms for Learning Outcomes</b></p> <p> SBEM UNDERGRADUATE P</p> <p> MK- Learning skills assessment question</p>	
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					 Master Thesis Seminar 2018 Invitat   QAR 2018, NOTES REMOVAL.doc   SBEM UNDERGRADUATE P		
	3. Develop new instruments for the assessment and evaluation of the Student Advising processes	New instruments were developed for the Academic advising and Career advising; Student satisfaction questionnaire and survey were conducted to measure student overall satisfaction from the	Dean, Department heads	<b>Completed</b> May, 2018	Form for Academic Advising; Form for Career advising;	1. Academic Advising Report 2017_18   Academic Advising 2017_18.doc  2. Career Center Advising report 2017_18   Career Center Advising Report 2017_18   Career Advising evidence data 2017_	

		advising process.					
	4. Collect data for Spring Semester of AY 2017/18. 5. Analyze outcomes and process improvements. 6. Disseminate the results.	All measurements and evaluation are completed and evidence data are provided. Assessment reports are prepared.	Faculty, Department Heads, Academic coordinator, Dean.	<b>Completed</b> June, 2018		1. LO Assessment Report 2017_18  LO ASSESSMENT REPORT 2017_18.xls	2. Self-assessment report 2017_18  Self-Assessment survey (SAS) results :
<b>Goal 5-</b> Strengthen graduate programs awareness and overall quality and satisfaction	1. Promote graduate programs to third year students 2. Increase progression rate and attract more graduate students from SBEM	Promo lectures and activities, Master thesis seminar, Individual counseling and Academic Advising for third year students, all programs.	Dean, Academic advisors, Dona, Elena	<b>Completed</b> , May 2018			

<p><b>Next steps to be taken</b></p>	<p>1.Prepare for a new assessment/Close the loop; 2.Begin testing with Peregrine exam or comparative assessment with other schools;</p>	<p>Revamping the survey questions for internships, grouping them in performance areas according to the general LO. Conducting Self-Assessment Survey to graduate students.  Measuring LO assessment for graduate programs.</p>	<p>Dean, Department Heads, Career Officer</p>	<p>TBA</p>			

**Criterion 1.1.a.**

**Administrators and the faculty must set, communicate, programs values and performance expectations.**

Primarily, the program values and expectations are set within the University’s Mission, Vision and Value statements. The communication and enforcement of program values and performance expectation is consistent throughout the academic year. It is primarily effectuated through the Faculty Council Meetings for each School, but also through a variety of other activities. Some of them are aimed at internal strengthening of the program values and expectation, and others at communicating the same values and expectations to various stakeholders.

**A summary can be found in table 1.1.a below.**

Activity	Description	Number of activities held in 2017/2018	Parties included	Key Activities and Outcomes Reported in	Specific activities relevant to criterion
Business Council Meeting Board Presenting dual-degree program with University of Rome Tor Vergata,Rome Meeting with UACS Board of Trustees April,2017	Providing input for future programs, internships even job opportunities for alumni, consultation for ongoing processes etc. Subject: Recommendation for new SBEM program in collaboration with University of Rome Tor Vergata and introducing new SBEM undergraduate studies: BA in Human Resource Management and BSc in Audit & Accounting	1	Board of Trustees of Business Council, Provost, Vice Rector for Education and Carrer Center Officer	Reported by Career Center Officer	- Suggestions on the new programs.
Orientation Day September,2017	Introducing students to the staff, bylaws and procedures and overall experience of the university campus.	1	New Students Administrative staff, faculty, deans	/	- Introduction to the premises - Introduction to faculty and general information on the program - Description of student rights and obligations

					- Information on university code - Introducing the students to campus life and setting expectations for their progress
Celebrate with the UACS Family 20 April,2017 - City Hall,Skopje	Presentations of students' success Award of partial scholarships for the best students	1	Students' Parents , Faculty	/	- Displaying the program values and student outcomes to parents and secondary stakeholders
Business plan contest	Cross Functional Teams of students from different schools		Students BC members as part of the jury		Developing Competitive Entrepreneurial skills
Business Cluster Meetings	Providing input for future programs etc.	/		/	/
Career day at UACS  Part I (students divided into groups, workshop for writing biography) - <b>February 13, 2018</b> - <b>February 15, 2018</b>	Excellent opportunity for recruitment students for internships	1	Head of Career Center and Dean of SBEM	/	The main topics for each meeting was: • finding internship opportunity of student's interest, • developing professional CV, • advising and preparing students

Part II (lectures from Human Resource managers from the Industry) -February 22, 2018 Part III (networking with company's who offer internships) -February 22, 2018					for the first interview • assisting and helping students for applying in international institutions, • encouraging students to enroll in different companies each year in order to gain more experience and to brand their CV
Summit 100	Regional Summit of Prime Ministers	1	Rector Bojadjev was moderating one of the panels 15-16.10.2017		

**Criterion 1.1.b.**

**Programs must have processes in place for evaluating the performance of both administrators and the faculty. Explain how the performances of administrators and the faculty are evaluated.**

UACS has adopted a policy for 360 degrees evaluation. This policy has been adopted since 2011. It meantime it has undergone various revisions.

We're still searching for the best model.

However in 2017/2018 we have performed the 360. More details have been presented in Chapter V.

**Criterion 1.2 CSR Social Responsibility**

**Criterion 1.2.b.**

**Programs should address the impacts on society of its program offerings, services, and operations.**

**Table 1.2.b.**

	Description	Measure/Activity
<b>Business Council</b>	Contacts with the business community keep the programs up to date and hence allow contribution to the development of companies (through proving them quality new employees)	Discussions with BC members
<b>Corporate Responsibility</b>	SBEM regularly organize at least one event per year that addresses some societal/global issue together with the students	New Year's Auction of pictures – donation to the Pediatric Clinic
<b>Round tables and workshops</b>	We provide research on a topic that is very critical for the country, raise the public awareness on the topic and propose some policy recommendations	<ul style="list-style-type: none"> <li>• Workshop – Mapping of PhD Courses (Organized by prof. Marjan Petreski, PhD – 01.02.2017)</li> <li>• Research supervision workshop I – (Organized by prof. Marjan Petreski, PhD – 29.03.2017)</li> <li>• Research supervision workshop II – (Organized by prof. Marjan Petreski, PhD – 23.05.2017)</li> <li>• First UACS Doctoral Workshop - (Organized by prof. Marjan Petreski, PhD and Assoc. Prof. Snezhana Hristova, PhD – 21.06.2017)</li> </ul>
<b>International Conference</b>	<p>The annual international conference is held each year. We had the privilege to host the First President of Slovenia Milan Kuchan.</p> <p>Conference was organized with the Ministry of Foreign Affairs in their Congress room</p>	<p>The conference involved about 20 prominent Macedonian and International scholars as well as around 120 attendees.</p> <p>Abstract on current issues, offering a fresh, critical and long-term view, which goes beyond the current debate on European integration in the Balkans were present. Among other things, ideas were considered to overcome the stereotypes about the Balkans, the possibilities of the</p>

		<p>Berlin process, the democratic processes in the region, the regional economic linkage and the influence of Russia.</p> <p>It was an excellent opportunity for academia to contribute to the Berlin Process and other initiatives related to the integration of the Western Balkans into the EU.</p>
<b>Projects and activities with the community</b>	Students and/or faculty preparing projects/seminar papers for companies on various topics.	<ul style="list-style-type: none"> <li>• April 14, 2016 – UACS SBEM students had the possibility to get involved in a creative workshop with the Creative Team of the marketing agency McCann Skopje</li> </ul>

## **PART II - Strategic Planning & Annual Planning**

School of Business Economics and Management: Part 2 – Annual Planning

### **Criterion 2.1.**

**The school unit must have a formal process by which its strategic direction is determined, its action plans are formulated and deployed, and innovation and creativity are encouraged.**

### **Criterion 2.1.a.**

**The faculty and staff members of the school unit should have significant input into the annual planning process.**

### **Criterion 2.1.b.**

**The annual plan should identify the business school's or program's key strategic objectives and the timetable for the current planning period.**

The Annual Work Plan is based on the Strategic Plan of the University American College-Skopje (UACS) for the period 2016-2019. The Strategic Plan 2016-2019 sets the following goals:

I. General long-term goals;	VI. Human resources;
II. General short-term goals;	VII. Networking with the key stakeholders
III. Academic goals	VIII. Automatization;
IV. Accreditation;	IX. Financial goals;
V. International cooperation;	X. Library-related goals.

The main long-term strategic goal is to maintain the number of student at the present value of 700 students. The Strategic Plan prescribes strategies that should ensure achievement of the goal(s). Those are:

- Integration and development of learning organization;

- Differentiation;
- Innovation;
- Communication with the students and parents;
- Self-evaluation and further improvement of the internal acts;
- Cooperation with the students' organizations;
- Establishment of Delta Mu Delta society;
- Promotion of Participant Centered Learning (PCL);
- Internationalization;
- Networking;
- IT systems;
- Library resources.

Based on the University' goals and strategies, the School of Business Economics and Management (SBE&M) sets the following goals:

**Goal 1 - Integration and development of learning organization,**

**Goal 2 - Differentiation;**

**Goal 3 - International accreditation goals;**

**Goal 4 - International cooperation;**

**Goal 5 - Networking and cooperation with the students and parents;**

**Goal 6 - Innovation;**

**Goal 7 - CSR Activities, projects and events.**

**Table 3.1- SBEM Goals, Activities and Strategies 2017/2018 (Criterion 2.1.)**

<b>Goal 1 – Integration and development of learning organization</b>				
<b>Strategies</b>	<b>Activities</b>	<b>Lead Role</b>	<b>Measure KPI</b>	<b>Outcome</b>
<b>Integration of the activities of the Schools within the University</b>	Joint meetings of the scientific councils of the Schools within the UACS	Rector, Dean, teachers	<ul style="list-style-type: none"> <li>- Number of joint activities of at least two Schools (joint lectures, events, etc.)</li> <li>- Number of master thesis mentored by cross functional committees</li> </ul>	
<b>Goal 2 – Differentiation</b>				
<b>Strategies</b>	<b>Activities</b>	<b>Lead Role</b>	<b>Measure KPI</b>	<b>Outcome</b>
<b>Professional development of faculty and their research</b>	<ul style="list-style-type: none"> <li>- Further promotion of the SRW</li> <li>- Regular monitoring SRW at SBEM;</li> <li>- Evaluation of the teachers that includes assessment of SRW</li> </ul>	Dean, Pro-Rector for research teachers	<ul style="list-style-type: none"> <li>- Number of faculty that applied for financing of conference</li> <li>- Number of staff that applied for financial award for published paper with impact factor</li> <li>- Regular, annual monitoring of SRW</li> <li>- At least 1 international paper</li> </ul>	✓ Done

			<p>annually of the full-time teachers employed at SBEM</p> <ul style="list-style-type: none"> <li>- At least two additional teachers to acquire master mentorship licence</li> <li>- At least two additional teachers to acquire doctoral mentorship licence</li> </ul>	
<b>Encouraging greater cooperation between full-time and part-time teachers for publication purposes</b>	Encouraging co-authoring of papers (Full time with Part time professors)	Dean, Pro - Rector for SRW	- At least 2 papers coauthored (Full time with part time professor) in the academic year 2016-2017	<p>✓ Done</p> <ul style="list-style-type: none"> <li>- Financial support for entry fee and participation in conferences;</li> <li>- Rewards for teachers who published international papers</li> </ul>
<b>Encouraging work on research projects and consultation work in the business sector</b>	Dissemination of information for upcoming projects and support in the preparation of project applications	Dean, Pro-Rector for SRW, teachers	- At least 3 submitted applications for research projects	
<b>Internationalization of the academic staff</b>	Exchange of teachers (for teaching purposes)	Dean, Pro – Rector for SRW, Makedonka Dimitrova (Resita)	- Erasmus + action 107 – to arrange	<p>Snezhana Hrisrtova, PhD, - Krakow</p> <p>Ivan Dodovski, PhD – UK</p>

	Participation of teachers in international projects  Long-term stay at foreign universities (preferably top 500 universities)		research visits for 3 professors (prof.	Marko Andonov, PhD & Veno Pachovski, PhD – Padova, Italy  Vladimir Deskov – MOMA New York  Ilijana Petrovska, PhD – Tor Vergata  Marjan Bojadjev, PhD – visiting professor at University Tor Vergata, Roma, Italy)
			- At least two professors exchanged under the CEEPUS program	Ivan Dodovski,, PhD  Marjana Vaneva,, PhD  Snezana Hristova, PhD  Makedonka Dimitrova
			- At least two applications per year for international project	Nikica Mojsoska Blazhevski, PhD  Ana Tomovska, PhD
			- At least one teacher per year with long-term stay at foreign university (a minimum of 1 month)	Vladimir Deskov  Maksom Naumovski
<b>Training of the faculty</b>	Internal training of teachers	CAO, Dean, Pro – Rector for SRW	- At least one internal training per semester	No internal training per semester.

				The target for the next year should be set
<b>Establishment of honor society at the UACS</b>	Establishment of Delta Mu Delta organization	Further initiation of 12 students + 2 BC members		18.05.2018
<b>Further enhance the support services to students</b>	Continuation of the work and function of UACS services offered to the students such us: Quality cycle, Tutoring Club, Student's Council and Alumni network  More pro-active engagement of the UACS alumni members.  Further promotion of the Tutoring Assistance Student Club (TASC)  Introduction of an award Alumni of the month with a goal to motivate students for higher achievements	Dean, Teachers, Students (Graduate and Post graduate, as well as past successful UACS Students)	Tutoring club	✓ Done
			Regular meetings of the Commission for Quality Cycle, at least 2 times in the year 2016/2017.	✓ Done
			- Due to turnover Alumni has been completely silent in 2017/2018	

			Target for 2018/2019- to reinvigorate with new members of the Board	
			- Awarding certificates for the best tutors (students),	
<b>Implementation of the European Charter of Researchers</b>	Further implementation of ECR	Pro-Rector for SRW, Ana Tomovska,	- Progression with the implementation as per the judgment of the European Commission	
<b>Goal 3 – International accreditation goals</b>				
<b>Strategies</b>	<b>Activities</b>	<b>Lead Role</b>	<b>Measure KPI</b>	<b>Outcomes</b>
<b>Maintaining the ACBSP accreditation</b>	Preparation of Self-evaluation report for 2017/2018	Rector CAO	- Re-accreditation of the programs	✓ Done

	Preparation of report on the achievement of learning outcomes		- Report on achievement of learning outcomes	
<b>Further improvements in the establishment and measurement of the learning outcomes</b>	<p>Re-assessment of the learning outcomes (LO) of the current programs</p> <p>Re-assessment of the internal decisions on the measurement of the LO (with a focus on summative and external measurements)</p>	Dean, Vice Dean, Heads of departments	<p>- Developed new LO for undergraduate programs</p> <p>- Developed new matrixes for measuring LOs</p>	✓ Done

**Goal 4 – International cooperation (part of this goal is covered with the activities under the Goal 2 - Differentiation)**

<b>Strategies</b>	<b>Activities</b>	<b>Lead Role</b>	<b>Measure KPI</b>	<b>Resources Needed</b>
<b>Strengthen the involvement of students into mobility programs</b>	Increase the number of agreements for mobility of students (mainly through Erasmus program)	- International Relations Officer (IRO),	- Number of students that were exchanged within the Erasmus+ program	<p>2016 – 7 students</p> <p>2017 – 12 students</p> <p>2018 – 7 students</p>
<b>Intensify the participation in the CEEPUS program</b>	Develop further the participation in the CEEPUS program	- International Relations Officer (IRO), Dean, Heads of departments	- Number of students that were exchanged within the CEEPUS	<p>There are no students that were exchanged within the CEEPUS.</p> <p>There are faculty staff that were exchanged within the CEEPUS: -Ivan Dodovski,</p>

				-Marjana Vaneva, -Snezana Hristova, -Makedonka Dimitrova.
<b>Re-focus the international staff (visiting professors) towards undergraduate programs</b>	Increase the number of visiting professors that teach on undergraduate level	- Rector, Dean	- Number of visiting professors that lectured on undergraduate courses	This Goal has actually been dropped. It is not possible to have visiting professors at undergraduate programs
<b>Goal 5 – Networking and cooperation with the students and parents</b>				
<b>Strategies</b>	<b>Activities</b>	<b>Lead Role</b>	<b>Measure KPI</b>	<b>Resources Needed</b>
<b>Maintaining good relations with parents</b>	Organizing Parents' day	Rector, UACS administration	Smart Art Start Up Week", Celebrations with the UACS family,	Held on 20 April, 2017 - City Hall, Skopje
<b>Greater activity of the students' organizations</b>	Several events organized by the alumni	Alumni organizations, teachers	- At least two events organized by alumni	Not achieved – To be target in 2018/2019
<b>Maintain high overall satisfaction of students with the SBE&amp;M</b>	Implementation of satisfaction survey Meetings of the Quality Cycle committee	Dean, Heads of	- At least 70% overall satisfaction of students - At least two meetings of the Quality Cycle committee	✓ Done
<b>Maintaining good relations with the Business Council</b>	Further dialogue with the business community related to the programs	Rector, Dean, Officer for communication with the business sector	- At least two meetings with the Business Council	✓ Done

	Engage staff from the Business Council' members into delivering guest lectures		- Having Business Council representatives or the companies represented in the Council as guest lecturers, or as experts for panel discussions and important lectures	BC decisions were needed for new accreditations –BC managing board has approved the new accreditations
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**Goal 6 – Innovation**

Strategies	Activities	Lead Role	KPI	Resources needed
<b>Introduction of the third cycle of studies</b>				✓ Done
<b>Introduction of new study program(s)</b>	Accreditation of a new double-degree program  Start of the new program in Accounting and Audit	Dean, teachers		✓ Done

**Goal 7 – CSR Activities, projects and events**

Strategies	Activities	Lead Role	KPI	Resources needed
<b>Increased Corporate Social Responsibility</b>	Organizing a lot of different CSR activities and events for all stakeholders and the general public	Dean, Teachers, Students	At least one CSR event/activity in the year as Christmas Sales and Garage Sales	Charity auction held on December 12 ,2018 ,City Hall, Skopje

**Table 2.2. SBEM Report on Annual Plan / Time Table 2017-2018**

	<b>Planned Activity (2016)</b>	<b>Check</b>		<b>Planned Activity (2017)</b>	<b>Check</b>
2017/09	Orientation Day	✓	2018/02	UACS Career Days	✓
2017/09	Opening Ceremony of Academic Year 2017/2018	✓	2018 /03	Open Days of the high schools of the City of Skopje	✓
2017/10	Graduation Ceremony of Academic Year 2017/2018	✓	2018/03	Official opening ceremony of American High School Skopje	✓
2017/10	Seminar for socialization	✓	2018/04	UACS Smart Art Start Up Week	✓
2017/10	Opening day (Master studies)	✓	2018/04	PTA (City Hall Center)	✓
2017/12	Christmas Charity Event	✓	2018/04	International students day at UACS	✓
2017/12	UACS Alumni party	✓	2018/05	UACS Open Day	✓
			2018/05	UACS Annual Conference	✓
			<b>2018/06</b>	<b>First Doctoral Workshop</b>	✓

### PART III - Student and Stakeholder focus

#### 1. Criterion 3.1

**Business programs must determine (or target) the student segments its educational programs will address. State targeted and served student segments.**

**Table 3.1. Student targeted segments**

<b>Educational program</b>	<b>Student Segment targeted</b>	<b>Rationale</b>
Undergraduate Full -Time program	Domestic high school graduates	The typical target for this program are the typical age high school graduates that are inclined to pursue higher education
Undergraduate Full -Time program	International students	The programs at the SBEM, has been made available in English for foreign & domestic students
Undergraduate Part -Time program	Domestic students	Working professionals wishing to complete their education
Graduate Full – Time program	Graduate students that pursue furthering their education	The typical age college graduate, that seeks to pursue a master degree

#### 2. Criterion 3.2

**The business unit will have identified its major stakeholders, and found methods to listen and to learn from its stakeholders in order to determine both student and stakeholder requirements and expectations.**

**List your business unit's major stakeholders other than your students. Briefly describe how you gather and use relevant information from students and stakeholders.**

The university has identified two main groups of stakeholders; primary and secondary.

Primary stakeholders refer to the segment that the school has a direct impact on (or from) i.e. that immediate needs of stakeholders have been addressed and there is sufficient data to provide plausible outcomes.

Secondary stakeholders are not directly impacted by the operations of the school and their needs will be addressed in future planning of the ways to introduce such focus groups and their specific outcomes. Short and long term requirements are determined in a variety of ways. The following table shows the stakeholders that have been addressed, and the manner of obtaining relevant information.

The Business School addresses the same stakeholders and their needs as identified at university level.

Primary stakeholders	Secondary stakeholders
<ul style="list-style-type: none"> <li>- Students</li> <li>- Faculty and Employed</li> <li>- Control and Regulatory bodies: ( MON, BoA, ACBSP)</li> </ul>	<ul style="list-style-type: none"> <li>- Board of Directors of the University</li> <li>- Business Council</li> <li>- Student’s parents</li> <li>- Alumni</li> </ul>

### 3. Criterion 3.3

**The business unit will periodically review listening and learning methods to keep them current with educational service needs and directions. Describe your periodic review processes pertinent to this criterion.**

UACS has established a process for reviewing the methods for gathering data.

Namely, the Self-Evaluation Committee or the CAO together with the Stakeholder Relations Officer reviews:

1. The data collected from the surveys – Once every year as the surveys are completed
2. The response rates and method of administering the surveys – Once every year as the surveys are completed
3. The questionnaire themselves – Once before the beginning of the academic year

Some of the data is also gathered through meeting minutes and face-to-face communication with the stakeholders, and is also taken into consideration.

The CAO and Stakeholder relations officer makes suggestions for improvement of the methods of gathering the information and presents it at Faculty Meetings and the University Senate. Each Schools reviews the data and the results and make suggestions for improvement.

### 4. Criterion 3.4

**The business unit will have a process to use the information obtained from students and stakeholders for purposes of planning educational programs, offerings, and services; marketing; process improvements; and the development of other services. Describe your processes pertinent to this criterion.**

The School uses relevant data to assess whether there is a need for improvement in the educational program offerings. These considerations are discussed initially internally on the Faculty Council Meetings.

Any suggestion for improvement is then referred to in the Annual Action Plan for the School.

The improvement suggestions are also conveyed to the University Senate and Rectors Board so that any major changes and/or addendums are revised to be in line with the strategic goals of the University. If there is a fit between the current availability of resources and the improvement measure, then it is implemented and addressed.

The following table shows some of improvements that have been made during the course of the academic year

**Table 3.4. Involving stakeholder information for planning purposes**

Stakeholder	Information/Requirement	Information Obtained via	Reviewed by	Educational Program addressing requirement
Students	Need for an improved library and reading room (dissatisfaction shown from survey and at QC meeting)	Quality Circles Meetings	SEC, Faculty Council	New Librarian, Expanded Library with reading room,
Students	More international experience and exposure	Quality Circles Meetings	SEC, Faculty Council	Reviewing current Erasmus + partner universities and exploring new options  Introducing the AIESEC Internship program
Business Council	Introduction of more specialized programs that address specific job requirements, such as accounting, auditing etc	Business Council Meeting	SEC, Stakeholder Officer, Faculty Council	Development of new UG and G program for Account and Auditing

### 5. Criterion 3.5

**The business unit should have processes to attract and retain students, and to build relationships with desired stakeholders. Define and describe your processes pertinent to this criterion.**

The School actively keeps up with attracting new students to its programs via clear communication with the Networking and Marketing Department. All activities undertaken by the School are aimed at attracting, retaining or engaging both students and relevant stakeholders. They are also communicated to the relevant stakeholders through the Networking and Marketing Department via print or electronic media.

**Table 3.5.1. Student attraction processes**

<b>Target audience</b>	<b>Activity</b>	<b>Purpose</b>
High School Students	Road show in high schools in and outside of Skopje	Getting high school students acquainted with the academic programs
High School Students	Offering state – matriculation preparatory courses	Aid potential high school graduates with better knowledge for passing the state examination
High School Students	Scholarship contests	Attracting the best pool of candidates for the scholarships available at the School
High School Students Parents (Broad audience – General Public)	Active radio, TV, print and social media advertising	Communicate new offerings, attracting new students and reinforcing good practices among current students and other stakeholders, image building
High School Students	Lectures by UACS Faculty	Demonstrating a UACS class
High School Teachers	Trainings for High School Professors (via the Association for better Education)	Image building for UACS
High School Students Working professional Graduated Students	Open Day	Introducing the University and its programs to interested parties
Working Professionals	B2B meetings	Promotion of the UG & G programs and Executive Ed courses

Potential UG & G students	Educational Fairs	Attracting new students and promotion of the programs
Working professionals	Promo Day – Promo Class	Demonstrating a UACS MBA class

Regarding student retention, UACS has established several policies to foster the retention process. Some of those processes are also aimed at engaging other stakeholders to support student retention:

**Table 3.5.2. Student retention processes**

Target audience	Activity	Purpose
Current Students	Student Metrics	Discussed at least once a year, including the indicators on student's retention and progression
Current Students	Quality Circles	Includes selected students meeting the dean at least twice a semester and discussing options for improvement.
Current Students	Focus groups	Selected student group meeting the Rector at least once a semester to discuss QC remarks for every school and other broad topics
Current Students	Tutoring Club	Help students with potential difficulties in covering a certain area or course
Current Students	Provide Erasmus and AIESEC Internships	International Exposure
Current Students	Provide Summer Schools and workshops	International Exposure

Current Students	Business council members as guest lecturers	Involving the BC members into the academic program and exposing students to expertise from a specific company/industry
Current Students	Career Counseling	To prepare the students for future employment
Current Students	Graduate program benefits presentation for UACS Undergraduates	Retention and progression of UG's into the graduate programs

**Table 3.5.3. Relationship strengthening with other stakeholders**

Target audience	Activity	Purpose
Faculty	Professional development opportunities	To enhance teaching quality, motivate faculty, and strengthen bond with the school
Business Council Members	Executive Education Courses	To give back to the Business Council members
Alumni	Annual Alumni Meeting	Strengthening alumni bonds and networking
Parents	Parent teacher meetings	To give parents a better understanding of what our students do in class and listen to their expectations

## 6. Criterion 3.6

**The business unit should have a process to seek information, pursue common purposes, and receive complaints from students and stakeholders. Describe processes pertinent to this criterion.**

In terms of addressing the student needs, the School has established a Grievances procedure that formalizes the process of receiving complaints. The Grievance officer is the intermediary throughout the whole process, and seeks an amicable solution to each issue. Another form of addressing student concerns is through the regular Quality Circles Meetings, where they are able to express their opinions on any issue freely.

In terms of other stakeholders their expectations and complaints are addressed either through the organized meetings between the stakeholders or by analyzing the data gathered through systematic surveys.

**Table 3.6.1. Formal and informal grievance procedures by students (Iva)**

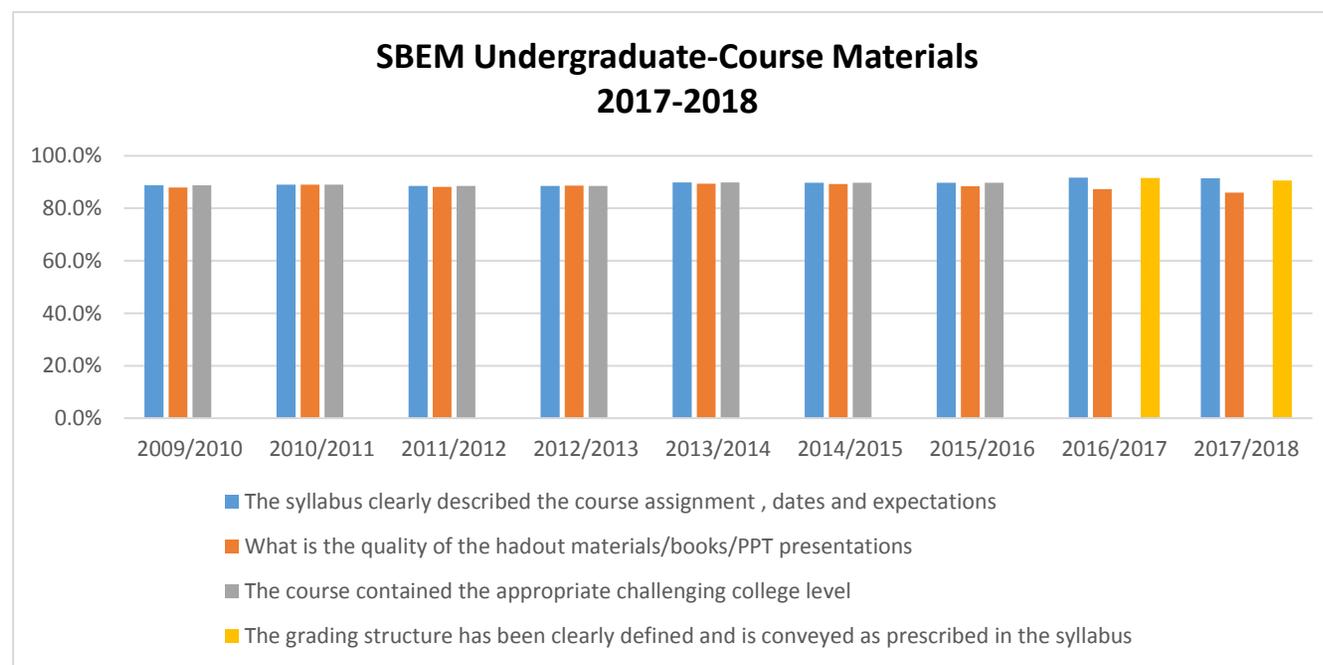
	Number of Informal Complaints /Suggestions	Complaints /Suggestions on services	Complaints /Suggestions on faculty	Complaints /Suggestions on administrative staff	Complaints /Suggestions on course/program	Other	Resolved issues
2017/2018	5				✓		5

**7. Criterion 3.7:**

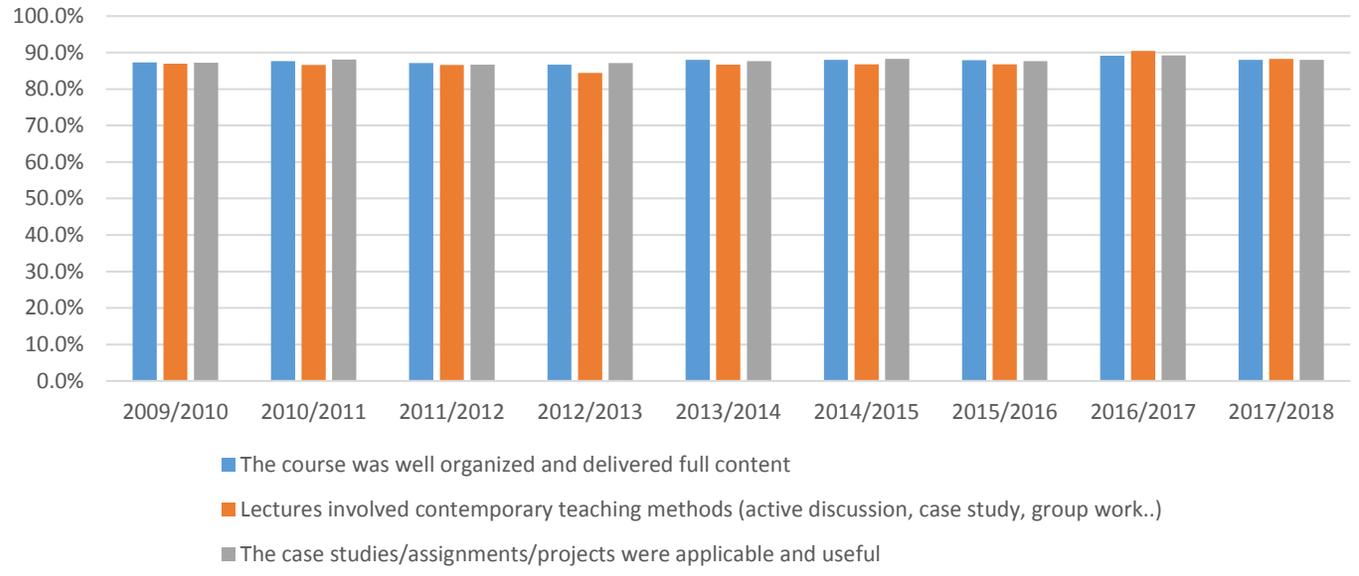
**The business unit should present graphs or tables of assessment results pertinent to this standard.**

In order to address this criterion the following tables and graphs has been provided:

**1. Graph 3.8.1.a. - Undergraduate Student Satisfaction from Course**

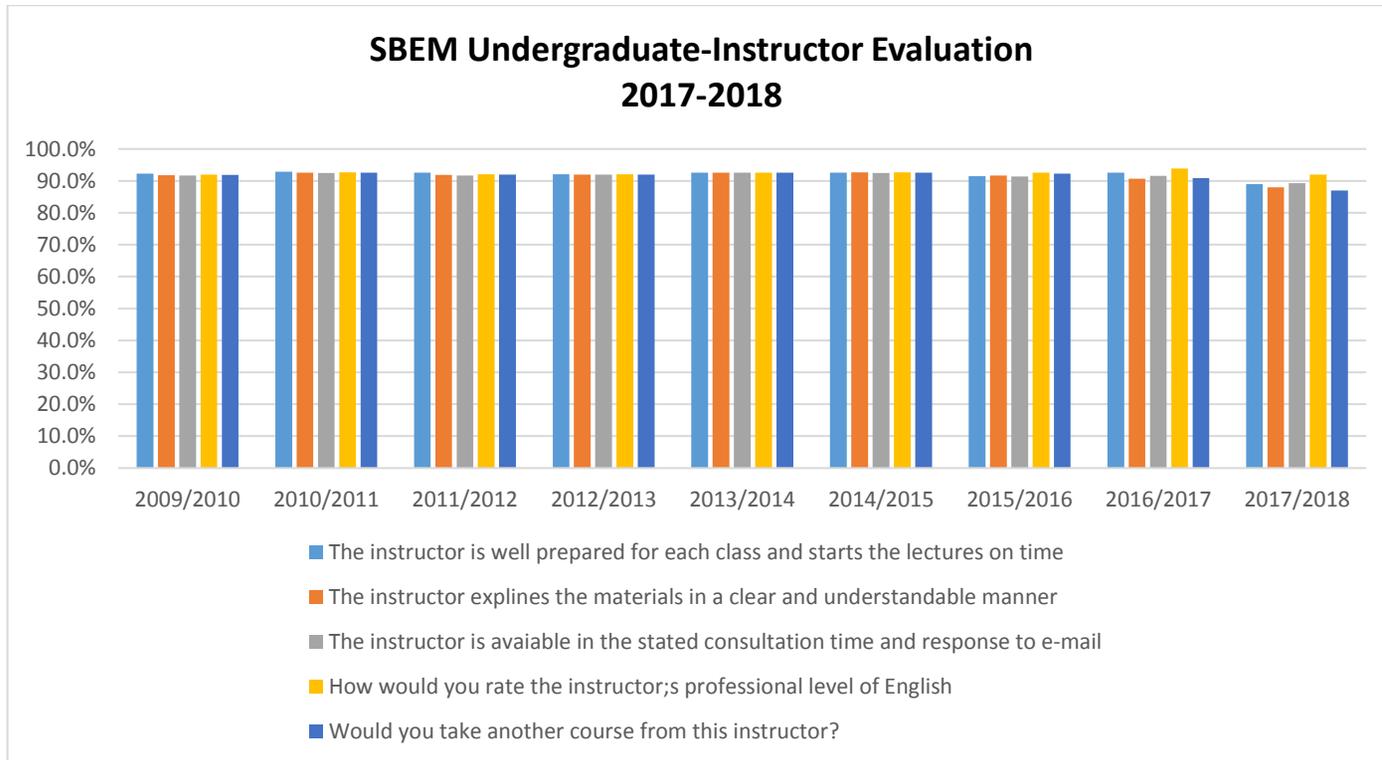


### SBEM Undergraduate-Course Content & Delivery 2017-2018

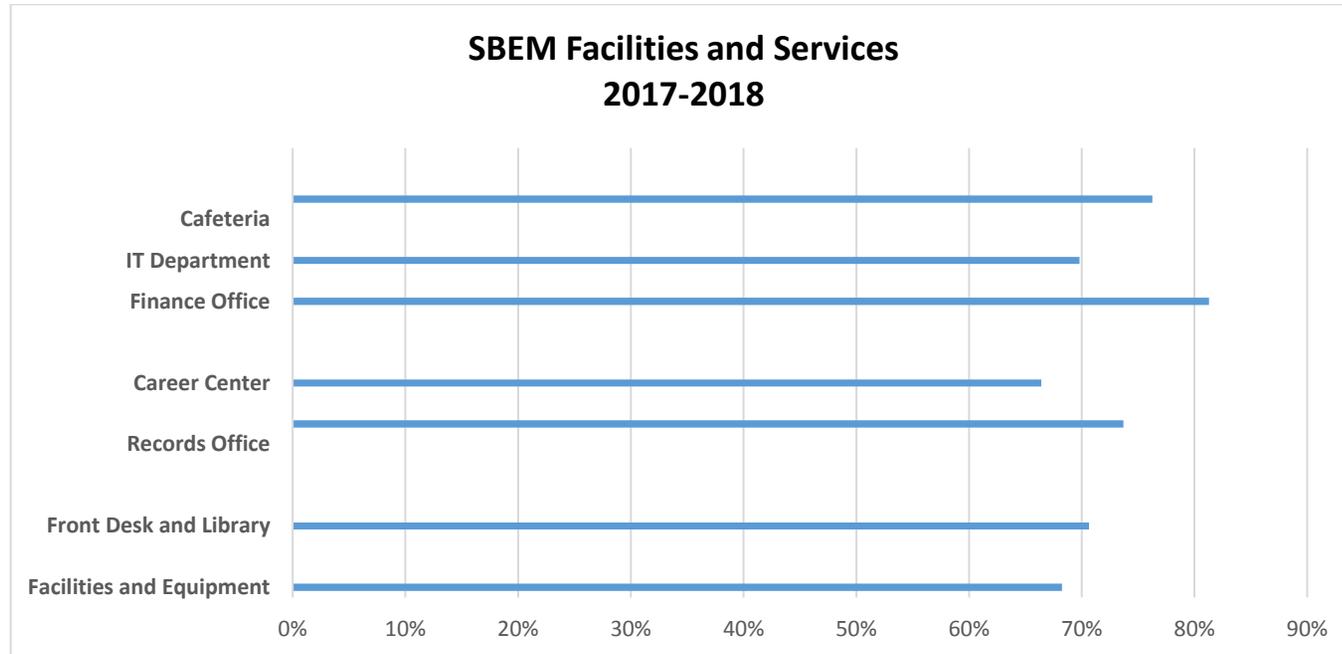


Comment: Student satisfaction from the courses at SBEM has been higher than the allotted KPI (90%) for more than 7 consecutive years. Suggested improvements are to either raise the KPI, and/or review the process.

2. Graph 3.8.1.b. - Undergraduate Student Satisfaction from Instructor



**3. Graph 3.8.1.d. – Undergraduate Student Satisfaction from Services & Facilities**



4. Table 3.8.1.e. – Undergraduate Student Placement (Employment and Educational Status of Graduates)

Academic year	Cohorts by Major	Number of respondents		Full-Time Employment	Part-Time Employment	Pursuing Further Education	Still Seeking Employment	
		Number in Class	Number	%	Number (%)	%	Number (%)	%
SBEM	2012-2013	12	76	74.5%	48(63.1%)	/	39(51.3%)	8 (10.5%)
SBEM	2013 - 2014	110	89	80.1%	53 (59.5%)	/	54 (60.6%)	7 (7.9%)
SBEM	2014 - 2015	125	71	56.8%	35(49.2%)	/	42(59.1%)	6(8.5%)
SBEM	2015 - 2016	66	46	69.7%	33(71.7%)	/	28(60.9%)	7(15.2)
SBEM	2016 - 2017	54	41	75.9%	23(56%)	/	22 (53.6%)	9 (21.9%)
<b>KPI</b>	/			Not to fall	Not to fall below 50%		Not to fall below 50%	Not to go above 15%

			below 60%				
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Comment: The last data point shows that the response rate has fallen below 60%, and pulling at all data gathered for that academic year. Due to the lower response rate, employment and pursuing education rates are also below 60% and this year's KPI's are not met. Improvements for the upcoming academic year is either a change in the method for gathering such data, or better tracking of students contacts and plans, perhaps via the Alumni Association.

**5. Table 3.8.1.f – Undergraduate Student Advising (Career counseling, Academic counseling, Tutoring and Probation)**

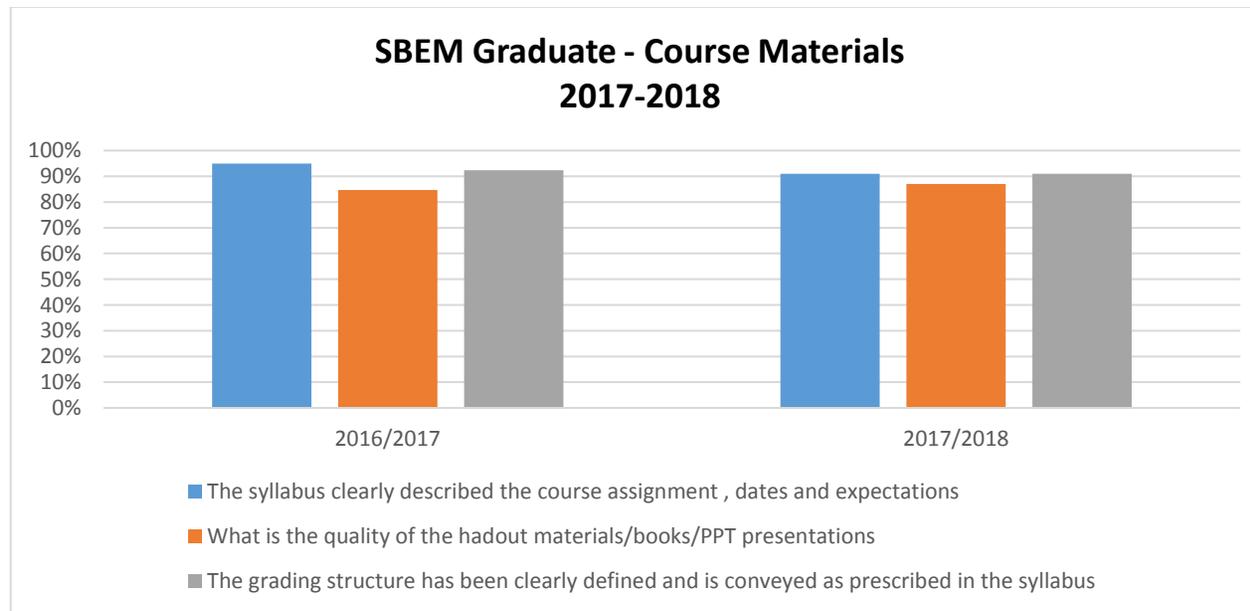
<b>Academic Year</b>	<b>CV and Cover Letter % of students participated</b>	<b>Measurement By timely internships</b>	<b>Interview and Job searching strategies</b>	<b>Measured by employed after graduation</b>	<b>Probation</b>	<b>Measured by out of probation</b>	<b>Academic counseling students received interpersonal advising</b>	<b>Measured by continued to graduate studies</b>	<b>Tutoring</b>
<b>2012-2013</b>	33.7%	93%	67%	50.2%	92	46 (50%)	80% of	60.2%	Creation of Tutoring club
<b>2013-2014</b>	44.6%	90.6%	69.3%	54.7%	77	60 (77.9%)	90% of	61.1%	6 tutors, 69 hours of tutoring provided
<b>2014-2015</b>	43%	95%	67.3%	44.8%	77	60 (77.9%)	88%	51%	5 tutors provided (60 hours)
<b>2015-2016</b>	?	96%	?	47.5 %	*	*	*	*	*
<b>2016-</b>	81 %	91.6%	81 %	*					

<b>2017</b>									
<b>KPI</b>	<b>Above 50%</b>	<b>Above 90% on time internships</b>	<b>Above 70%</b>	<b>Above 50%</b>	<b>Decrease no. of probation</b>	<b>Increase student out of probation</b>	<b>Above 80%</b>	<b>Above 50%</b>	<b>Increase tutors and hours by 50%</b>

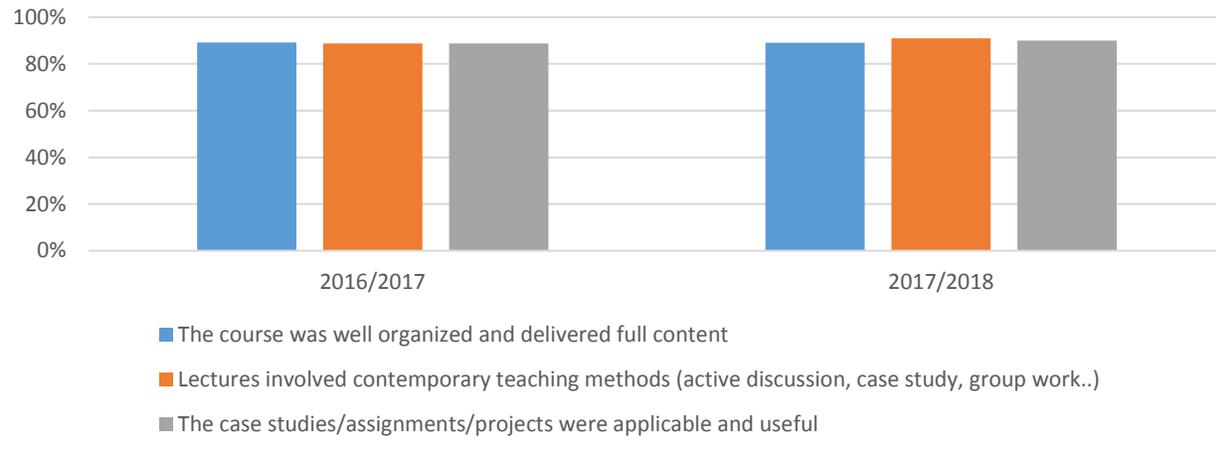
Comment: Suggestions for improvement

- Collecting job ads by the Career center and regular weekly sending to graduates and students near completion, Career Fairs
- Reduction of academic load for students who continuously are on academic probation for two consecutive semesters,
- Promote best students to the companies (recommendations)
- Mini-trainings for employment skills by the Alumni association

#### 6. Graph 3.8.2.a. – Graduate Student Satisfaction from Course

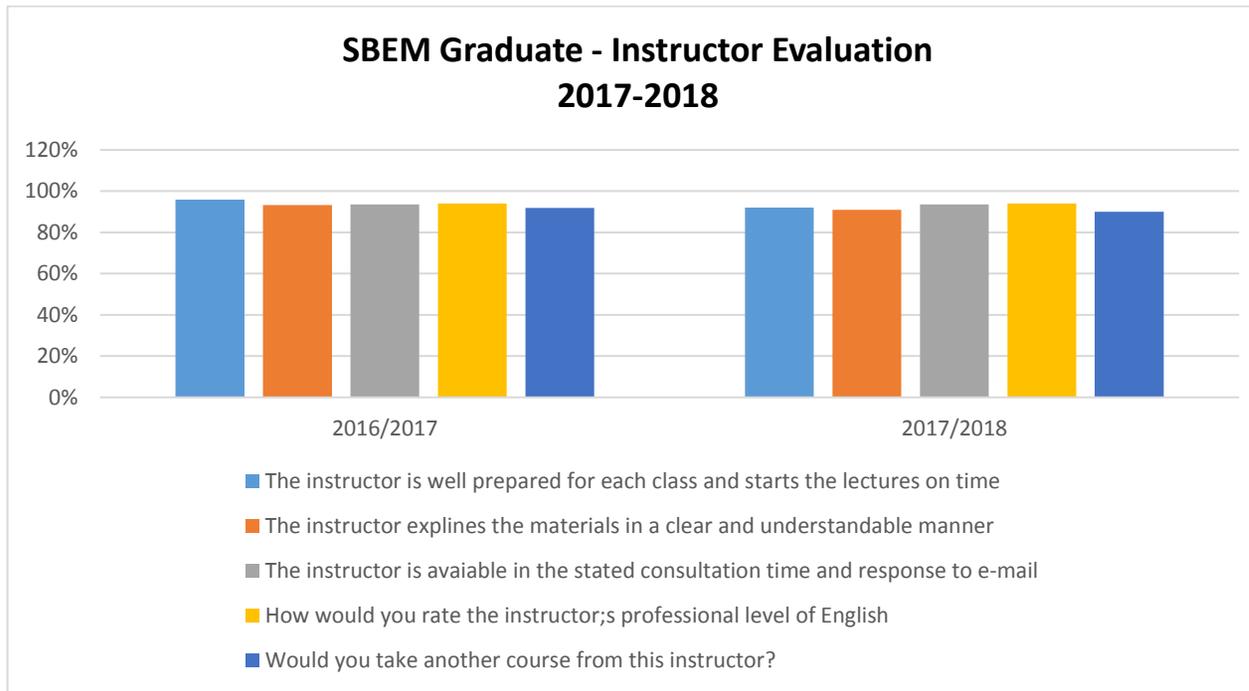


### SBEM Graduate -Course content & Delivery 2017-2018



Comment: Student satisfaction from the courses at SBEM has been higher than the allotted KPI (89%) for more than 6 consecutive years. Suggested improvements are to either raise the KPI, and/or review the process.

7. Graph 3.8.1.b. – Graduate Student Satisfaction from Instructor



Comment: Student satisfaction from the instructors at SBEM has been higher than the allotted KPI (70%) for more than 6 consecutive years. Suggested improvements are to either raise the KPI, and/or review the process.

## PART IV - Measurement and Analysis of Student Learning and Performance

### **Criterion 4.1.**

**The business unit shall have a learning outcomes assessment program.**

- a. **State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) to be accredited. A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript**

The learning objectives assessment program is defined within the following Decisions of SBEM:

1. [SBEM Decision for assessment of Learning objectives - first cycle of studies](#)
2. [SBEM Decision for assessment of Learning objectives - second cycle of studies](#)

- a. **Describe your learning outcomes assessment process for each program;**

The learning outcomes assessment program is defined within the following Decisions of SBEM:

1. [Decision for assessment of Intended Learning Outcomes \(ILO\) on undergraduate study programs of SBEM - No. 14- 1465/6 from 1.09.2014](#)
2. [Decision for assessment of intended learning outcomes for second cycle of studies at the SBEM](#)
3. Decision for assessment of ILO for master programs of SBEM are developed and are currently in procedure for acceptance from the School Council and the University Senate.

The process for assessment of the learning outcomes of SBEM undergraduate program is performed in accordance with the [Decision for Assessment of Intended Learning Outcomes \(ILO\) for the MBA Program from January 2015.](#)

The decision for undergraduate covers combination of methods, including formative and summative, internal and external. The internal formative is including pre-test and post-test assessment at the beginning and end of the academic year.

- **Internal summative** are including capstone project assessment including various items from different departments.
- **External summative** are including external test approved by the Business community and external assessment on students' internships.

The decision for MBA ILO assessment covers Internal Formative through assignments of different courses. Internal Summative is the evaluation of the Master thesis and External Summative is involving external member as professor of management practice for evaluation of the Master thesis.

**b. Identify external learning outcomes assessment information and data you gather and analyze; and**

External learning outcomes assessment is performed on several levels. Summative assessment for undergraduate is performed through implementation of Exit tests, approved from the business council members at the last year of studies. Also at the undergraduate level performed is internship evaluation.

On MBA level external assessment of the MBA ILO is performed through external members in the master thesis' committee or just external member – professor of management practice written opinion.

**c. Identify formative and summative learning outcome assessment information and data you gather and analyze.**

Formative learning outcomes assessment information are the pretest and posttest examination in specific courses, but also formative assessment could be taken the external assessment of the students internships as presented in figure 4.1.

Summative learning outcome assessment information are the capstone project assessment for each program concentration as an internal way of assessment. Another summative form is the exit test at the end of the program.

*Assessment tools/data for Undergraduate programs*

<b>SBEM Undergraduate program</b>			
<b>Concentration</b>	<b>Internal Data and Information</b>		<b>External Data and Information</b>
	<b>SUMMATIVE</b> Data and Information	<b>FORMATIVE</b> Data and Information	
<b>Marketing concentration</b>	- Capstone project for concentration LO - Capstone project for general LO and soft skills	<b><i>Pre-Post test results (courses)</i></b> - Microeconomics - Business mathematics - Contract Law	- Exit test - External assessment on students internship
<b>Management concentration</b>	- Capstone project for concentration LO - Capstone project for general LO and soft skills	- Introduction to Marketing - Financial markets and institutions - International management	- Exit test - External assessment on students internship

<b>Finance concentration</b>	- Capstone project for concentration LO - Capstone project for general LO and soft skills		- Exit test - External assessment on students internship External evaluation on final course project
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*Assessment tools/data for Graduate programs*

<b>SBEM Graduate program</b>			
<b>Concentration</b>	<b>Internal Data and Information</b>		<b>External Data and Information</b>
	<b>SUMMATIVE</b> Data and Information	<b>FORMATIVE</b> Data and Information	
<b>Marketing concentration</b>	-Master thesis -Master thesis seminar	Portfolio of major assignments within the MSc/MBA courses	Participation of industry professionals, or Professor of Management Practice to serve as a member of the Thesis Review Committee.  Participation of industry professionals to serve as a member of the course final project Committee.
<b>Management concentration</b>	-Master thesis -Master thesis seminar		Participation of industry professionals, or Professor of Management Practice to serve as a member of the Thesis Review Committee.  Participation of industry professionals to serve as a

			member of the course final project Committee.
<b>Finance concentration</b>	-Master thesis -Master thesis seminar		Participation of industry professionals, or Professor of Management Practice to serve as a member of the Thesis Review Committee,

**Criterion 4.2.**

<b>Student Learning Results</b>	<p><b>A student learning outcome is one that measures a specific competency attainment. Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination). Add these to the description of the measurement instrument in column two:</b></p> <p><b>Direct - Assessing student performance by examining samples of student work</b></p> <p><b>Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.</b></p> <p><b>Formative - An assessment conducted during the student's education.</b></p> <p><b>Summative - An assessment conducted at the end of the student's education.</b></p> <p><b>Internal - An assessment instrument that was developed within the business unit.</b></p> <p><b>External - An assessment instrument that was developed outside the business unit.</b></p>
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	<b>Comparative – Compare results between classes, between online and on ground classes, between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</b>				
<b>Analysis of Results</b>					
<b>Performance Measure</b>	<b>What is your measurement instrument or process?</b>	<b>Current Results</b>	<b>Analysis of Results</b>	<b>Action Taken</b>	<b>Insert Graphs or Tables of Resulting Trends</b>
<b>Measurable Goal</b>	<b>Do not use grades</b>	<b>What are your current results?</b>	<b>What did you learn from results?</b>	<b>What did you improve or what is your next step?</b>	
<b>What is your goal?</b>	<b>(Indicate type of instrument)</b>				

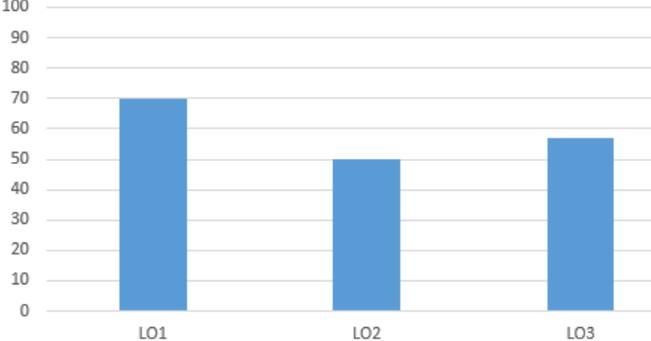
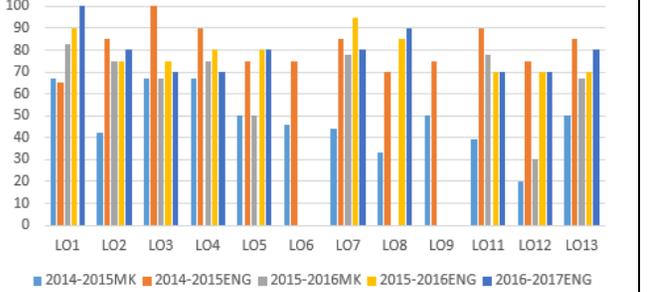
<p><b>Undergraduate, all concentrations.</b></p> <p>To measure the added value of specific courses to students knowledge.</p> <p>Students must score an average of 70% or more on the comprehensive post-test to demonstrate mastery of learning outcomes set for the specific courses. At least 50% improvement (change) is expected to be achieved as a</p>	<p>Formative, direct, internal;</p> <p>Success will be measured using a Pre test/Post test in specific courses to determine improvement during the semester and knowledge at the end of the semester.</p> <p>The test was designed to evaluate all learning objectives for the specific course.</p>	<p>Data scores demonstrate a positive trend. i.e. Results improved over the semester.</p> <p>All the scores on the LOs in the post tests are above 70%</p>	<p>Some LOs within the course had high scores in the pre tests. This may be an indication of need to advance/upgrade the material.</p>	<p>In the LOs with high scores even in the pre-tests, to possibly advance the material (either change topics or make them more complicated ) or change the pre and post test questions</p> <p>To possibly add a new type of project and/or class activity and to use more videos.</p>	<p><b>Percentage of Achievement of the Learning Outcomes of the course 2017-2018</b></p> <table border="1"> <thead> <tr> <th>Course</th> <th>Pre-test</th> <th>Post-test</th> <th>Improvement</th> </tr> </thead> <tbody> <tr> <td>Intro to Marketing</td> <td>~55%</td> <td>~85%</td> <td>~80%</td> </tr> <tr> <td>Contract Law</td> <td>~50%</td> <td>~90%</td> <td>~95%</td> </tr> <tr> <td>Contract Law on Macedonian Language</td> <td>~35%</td> <td>~85%</td> <td>~90%</td> </tr> <tr> <td>International Management and...</td> <td>~30%</td> <td>~75%</td> <td>~80%</td> </tr> <tr> <td>International Management and...</td> <td>~25%</td> <td>~70%</td> <td>~75%</td> </tr> <tr> <td>Business Math</td> <td>~35%</td> <td>~75%</td> <td>~80%</td> </tr> <tr> <td>Business Math on Macedonian Language</td> <td>~30%</td> <td>~70%</td> <td>~75%</td> </tr> <tr> <td>Academic Writing</td> <td>~45%</td> <td>~85%</td> <td>~90%</td> </tr> <tr> <td>Academic Writing in Macedonian Language</td> <td>~40%</td> <td>~80%</td> <td>~85%</td> </tr> <tr> <td>Financial Markets and Institutions</td> <td>~55%</td> <td>~85%</td> <td>~90%</td> </tr> <tr> <td>Financial Markets and Institutions on...</td> <td>~50%</td> <td>~80%</td> <td>~85%</td> </tr> </tbody> </table> <p><b>Percentage of Achievement of the Learning Outcomes of the course</b></p> <table border="1"> <thead> <tr> <th>Course</th> <th>2014/2015 Change</th> <th>2015/2016 Change</th> <th>2016/2017 Change</th> </tr> </thead> <tbody> <tr> <td>Introduction to Marketing (MK)</td> <td>~15%</td> <td>~90%</td> <td>~15%</td> </tr> <tr> <td>Introduction to Microeconomics (MK)</td> <td>~0%</td> <td>~50%</td> <td>~0%</td> </tr> <tr> <td>Introduction to Marketing (ENG)</td> <td>~65%</td> <td>~0%</td> <td>~45%</td> </tr> <tr> <td>Introduction to Microeconomics (ENG)</td> <td>~35%</td> <td>~45%</td> <td>~55%</td> </tr> </tbody> </table> <p><b>Percentage of Achievement of the learning outcomes of the course</b></p> <table border="1"> <thead> <tr> <th>Course</th> <th>2016-2017</th> <th>2017-2018</th> </tr> </thead> <tbody> <tr> <td>International Management and Globalization (ENG)</td> <td>~45%</td> <td>~55%</td> </tr> <tr> <td>International Management and Globalization (MK)</td> <td>~40%</td> <td>~50%</td> </tr> <tr> <td>Financial Markets and Institutions (ENG)</td> <td>~45%</td> <td>~65%</td> </tr> <tr> <td>Financial Markets and Institutions (MK)</td> <td>~85%</td> <td>~110%</td> </tr> <tr> <td>Business Math (ENG)</td> <td>~45%</td> <td>~55%</td> </tr> <tr> <td>Business Math (MK)</td> <td>~180%</td> <td>~55%</td> </tr> </tbody> </table>	Course	Pre-test	Post-test	Improvement	Intro to Marketing	~55%	~85%	~80%	Contract Law	~50%	~90%	~95%	Contract Law on Macedonian Language	~35%	~85%	~90%	International Management and...	~30%	~75%	~80%	International Management and...	~25%	~70%	~75%	Business Math	~35%	~75%	~80%	Business Math on Macedonian Language	~30%	~70%	~75%	Academic Writing	~45%	~85%	~90%	Academic Writing in Macedonian Language	~40%	~80%	~85%	Financial Markets and Institutions	~55%	~85%	~90%	Financial Markets and Institutions on...	~50%	~80%	~85%	Course	2014/2015 Change	2015/2016 Change	2016/2017 Change	Introduction to Marketing (MK)	~15%	~90%	~15%	Introduction to Microeconomics (MK)	~0%	~50%	~0%	Introduction to Marketing (ENG)	~65%	~0%	~45%	Introduction to Microeconomics (ENG)	~35%	~45%	~55%	Course	2016-2017	2017-2018	International Management and Globalization (ENG)	~45%	~55%	International Management and Globalization (MK)	~40%	~50%	Financial Markets and Institutions (ENG)	~45%	~65%	Financial Markets and Institutions (MK)	~85%	~110%	Business Math (ENG)	~45%	~55%	Business Math (MK)	~180%	~55%
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<p><b>Undergraduate students, concentration FINC, Financial accounting course project.</b></p>	<p>Summative, indirect, external, comparative;          Fall 2018: Competition involving all the students enrolled in the FA course, English (2 teams) and Macedonian (1 team).          Goal: marketing and financial analysis of the Macedonian</p>	<p>Project designed to evaluate all learning objectives for the FA course.          All competing groups achieved high scores on the five ILOs (ILOs surpassing 70%). The English</p>	<p>Students get passionately involved when working on real cases, such as the financial accounting course project (public companies trading on the regional stock exchanges). Using projects as part of student assessment is highly</p>	<p>We will focus on developing the students' practical skills and the application of knowledge by using more case studies in the final year of the concentration which should</p>	<p style="text-align: center;">Learning outcomes assessment based on Financial Accounting course project 2017-2018</p> <table border="1"> <caption>Learning outcomes assessment based on Financial Accounting course project 2017-2018</caption> <thead> <tr> <th>ILO</th> <th>ENG Group (%)</th> <th>MK Group (%)</th> </tr> </thead> <tbody> <tr> <td>ILO1</td> <td>100</td> <td>80</td> </tr> <tr> <td>ILO2</td> <td>90</td> <td>80</td> </tr> <tr> <td>ILO3</td> <td>90</td> <td>70</td> </tr> <tr> <td>ILO4</td> <td>90</td> <td>80</td> </tr> <tr> <td>ILO5</td> <td>90</td> <td>70</td> </tr> </tbody> </table>	ILO	ENG Group (%)	MK Group (%)	ILO1	100	80	ILO2	90	80	ILO3	90	70	ILO4	90	80	ILO5	90	70
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	<p>confectionery industry. Benchmarked companies: Vitaminka AD Prilep, member of the UACS Business Council, and Grupa Kras (Croatia). Key analysis tools (acquired in class): horizontal and vertical analyses, ratios.</p> <p>Panel of judges: two finance department reps from Vitaminka, Prof. Hristova, and Prof. Srbinoska.</p>	<p>groups demonstrated an improvement in comparison to last year on ILO1 and ILO4.</p>	<p>advisable, especially in upper-level courses.</p>	<p>provide the cognitive and autonomous learning dimension the Macedonian group lacks, according to the contest evaluation results.</p>	<p>Learning outcomes assessment based on Financial Accounting course project 2016-2017</p> <table border="1"> <thead> <tr> <th>Learning Outcome (ILO)</th> <th>ENG Group (%)</th> <th>MK Group (%)</th> </tr> </thead> <tbody> <tr> <td>ILO1</td> <td>100</td> <td>80</td> </tr> <tr> <td>ILO2</td> <td>0</td> <td>0</td> </tr> <tr> <td>ILO3</td> <td>0</td> <td>0</td> </tr> <tr> <td>ILO4</td> <td>80</td> <td>80</td> </tr> <tr> <td>ILO5</td> <td>100</td> <td>100</td> </tr> <tr> <td>ILO6</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Learning Outcome (ILO)	ENG Group (%)	MK Group (%)	ILO1	100	80	ILO2	0	0	ILO3	0	0	ILO4	80	80	ILO5	100	100	ILO6	0	0
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<p><b>Undergraduate, all concentrations.</b></p> <p>To measure the achievement of the program's LO.</p> <p>3rd year of business students, all concentrations, must score an average of 70% or higher on the summative exit test, to demonstrate a mastery of program's LO (MNGT, MARK, FINC).</p>	<p>Summative, external, direct, comparative.</p> <p>Success will be measured using a rubric for the summative exit test examination for students.</p> <p>The exit test has been approved by the business community.</p>	<p>The group shows lack of knowledge and skills on LO2 and LO3 (score below 70%). The lowest score is achieved on LO2 which measures student ability to apply knowledge.</p>	<p>The tests have been customized according to areas of LO.</p> <p>LO2 and LO3 within the marketing concentration need specific attention in the future.</p> <p>Some improvements were made in teaching methodology, such as more practices of interactive learning and quizzes as a tool of measuring comprehensio</p>	<p>To add a new type of project</p> <p>and to use more videos.</p> <p>To assign more tutors to help students in more complex chapters.</p>	<p style="text-align: center;"><b>Exit testing, MARK 2017-2018</b></p>  <table border="1"> <caption>Exit testing, MARK 2017-2018</caption> <thead> <tr> <th>LO</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>LO1</td> <td>70</td> </tr> <tr> <td>LO2</td> <td>50</td> </tr> <tr> <td>LO3</td> <td>55</td> </tr> </tbody> </table> <p style="text-align: center;"><b>Exit testing, MARK 2017-2018</b></p>  <table border="1"> <caption>Exit testing, MARK 2017-2018 (Detailed)</caption> <thead> <tr> <th>LO</th> <th>2014-2015MK</th> <th>2014-2015ENG</th> <th>2015-2016MK</th> <th>2015-2016ENG</th> <th>2016-2017ENG</th> </tr> </thead> <tbody> <tr><td>LO1</td><td>65</td><td>70</td><td>80</td><td>90</td><td>100</td></tr> <tr><td>LO2</td><td>75</td><td>85</td><td>75</td><td>80</td><td>85</td></tr> <tr><td>LO3</td><td>70</td><td>95</td><td>75</td><td>80</td><td>85</td></tr> <tr><td>LO4</td><td>75</td><td>85</td><td>75</td><td>80</td><td>85</td></tr> <tr><td>LO5</td><td>55</td><td>75</td><td>80</td><td>85</td><td>85</td></tr> <tr><td>LO6</td><td>45</td><td>75</td><td>80</td><td>85</td><td>85</td></tr> <tr><td>LO7</td><td>45</td><td>85</td><td>80</td><td>95</td><td>85</td></tr> <tr><td>LO8</td><td>35</td><td>75</td><td>80</td><td>85</td><td>85</td></tr> <tr><td>LO9</td><td>45</td><td>75</td><td>80</td><td>85</td><td>85</td></tr> <tr><td>LO11</td><td>40</td><td>85</td><td>80</td><td>85</td><td>85</td></tr> <tr><td>LO12</td><td>20</td><td>75</td><td>80</td><td>85</td><td>85</td></tr> <tr><td>LO13</td><td>50</td><td>85</td><td>80</td><td>85</td><td>85</td></tr> </tbody> </table>	LO	Score	LO1	70	LO2	50	LO3	55	LO	2014-2015MK	2014-2015ENG	2015-2016MK	2015-2016ENG	2016-2017ENG	LO1	65	70	80	90	100	LO2	75	85	75	80	85	LO3	70	95	75	80	85	LO4	75	85	75	80	85	LO5	55	75	80	85	85	LO6	45	75	80	85	85	LO7	45	85	80	95	85	LO8	35	75	80	85	85	LO9	45	75	80	85	85	LO11	40	85	80	85	85	LO12	20	75	80	85	85	LO13	50	85	80	85	85
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<p><b>Undergraduate, all concentrations.</b></p> <p>To measure the program's LO through the average score of the capstone project within a core course.</p> <p>Business students will have an average score on final capstone project 70% or higher for each of the concentration, to demonstrate a mastery of program LO's.</p>	<p>Direct, internal, summative, comparative. Success will be measured using a rubric for the final capstone project in the core business courses, MNGT Business Planning and Strategy; MARK, Marketing Management and FINC , Corporate Finance course. The capstone project is directly linked to program's LO. Students were required to prepare project documentation in Word, along</p>	<p>The overall score was well above 70% altogether, and for every LO separately.</p>		<p>Instructors can place a larger emphasis on the application of investment project evaluation tools through more practical cases in class.</p> <p>Moreover, by solving more problems hands on in class and through home assignments students</p>	<p><b>Learning outcomes assessment based on the capstone project within the course , FINC 2017-2018</b></p> <table border="1"> <thead> <tr> <th>Learning Outcome</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>LO1</td> <td>100</td> </tr> <tr> <td>LO2</td> <td>80</td> </tr> <tr> <td>LO3</td> <td>90</td> </tr> <tr> <td>LO4</td> <td>100</td> </tr> <tr> <td>LO5</td> <td>95</td> </tr> </tbody> </table> <p><b>Learning outcomes assessment based on the capstone project within the core course, FINC</b></p> <table border="1"> <thead> <tr> <th>Learning Outcome</th> <th>2015/2016 ENG Group</th> <th>2015/2016 MK Group Group</th> </tr> </thead> <tbody> <tr> <td>LO2</td> <td>60</td> <td></td> </tr> <tr> <td>LO3</td> <td>70</td> <td>75</td> </tr> </tbody> </table>	Learning Outcome	Score	LO1	100	LO2	80	LO3	90	LO4	100	LO5	95	Learning Outcome	2015/2016 ENG Group	2015/2016 MK Group Group	LO2	60		LO3	70	75
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	<p>with calculations in Excel (supporting tables used in the original project documentation). The project was presented in class using Power Point as a tool.</p> <p>Students were required to prepare an analysis of a business investment decision (starting a new company in an industry of their own preference) using the project analysis tools studied in this course: WACC, NPV, PI, payback period,</p>			<p>should feel comfortable applying the basic finance instruments when faced with specific investment decisions.</p>	
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	IRR, accounting break even and EVA, ratio analysis of liquidity, solvency and profitability. Recommendations were given in the concluding part of the document.																						
<p><b>Undergraduate, all concentrations.</b></p> <p>To measure the program's LO through the average score of the capstone project within a core course.</p> <p>Business students will have an average score</p>	<p>Direct, internal, summative, comparative. Success will be measured using a rubric for the final capstone project in the core business courses, MNGT Business Planning and Strategy; MARK, Marketing Management and FINC , Corporate Finance course.</p>	<p>The overall score was well above 70% altogether, and for every LO separately.</p>	<p>Satisfactory level of knowledge acquisition.</p>		<p>Learning outcomes assessment based on the capstone project within the course , MNGT 2017-2018</p> <table border="1"> <caption>Learning outcomes assessment data (approximate values)</caption> <thead> <tr> <th>Learning Outcome</th> <th>BUSINESS PLANNING (MK)</th> <th>BUSINESS PLANNING (ENG)</th> </tr> </thead> <tbody> <tr> <td>LO1</td> <td>85</td> <td>85</td> </tr> <tr> <td>LO2</td> <td>80</td> <td>90</td> </tr> <tr> <td>LO3</td> <td>80</td> <td>85</td> </tr> <tr> <td>LO4</td> <td>85</td> <td>95</td> </tr> <tr> <td>LO5</td> <td>80</td> <td>90</td> </tr> </tbody> </table>	Learning Outcome	BUSINESS PLANNING (MK)	BUSINESS PLANNING (ENG)	LO1	85	85	LO2	80	90	LO3	80	85	LO4	85	95	LO5	80	90
Learning Outcome	BUSINESS PLANNING (MK)	BUSINESS PLANNING (ENG)																					
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<p>on final capstone project 70% or higher for each of the concentration, to demonstrate a mastery of program LO's.</p>	<p>The capstone project is directly linked to program's LO.</p>				<p>Learning outcomes assessment based on the project within the core course , MNGT</p> <table border="1"> <caption>Learning outcomes assessment based on the project within the core course , MNGT</caption> <thead> <tr> <th>Semester</th> <th>LO2</th> <th>LO3</th> <th>LO4</th> <th>LO5</th> </tr> </thead> <tbody> <tr> <td>2014-15ENG</td> <td>88</td> <td>90</td> <td>82</td> <td>80</td> </tr> <tr> <td>2014-15MK</td> <td>85</td> <td>90</td> <td>78</td> <td>85</td> </tr> <tr> <td>2015-16ENG</td> <td>88</td> <td>90</td> <td>85</td> <td>90</td> </tr> <tr> <td>2015-16MK</td> <td>80</td> <td>80</td> <td>72</td> <td>75</td> </tr> <tr> <td>2016-17ENG</td> <td>92</td> <td>92</td> <td>85</td> <td>90</td> </tr> <tr> <td>2016-17MK</td> <td>85</td> <td>85</td> <td>70</td> <td>80</td> </tr> </tbody> </table>	Semester	LO2	LO3	LO4	LO5	2014-15ENG	88	90	82	80	2014-15MK	85	90	78	85	2015-16ENG	88	90	85	90	2015-16MK	80	80	72	75	2016-17ENG	92	92	85	90	2016-17MK	85	85	70	80
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<p>project 70% or higher for each of the concentration, to demonstrate a mastery of program LO's.</p>	<p>directly linked to program's LO.Regular two exams: mid-term and final exam. Both examinations will include questions from lectures and literature (multiple / one choice, half-essay and essay questions), including case study.</p> <p>Project assignment and research paper: the student will need to present opinions based on rational thinking about a particular topic.</p> <p>Presence and Activity of classes: has an</p>	<p>All students scoring above 70% on the final capstone course project.</p>		<p>Greater attention in the future to avoid anti-social behavior and anti-academic behavior in the classroom (e.g. plagiarism, rewriting)</p>	<p>Learning outcomes assessment based on the capstone project within the course</p> <table border="1"> <caption>Learning outcomes assessment based on the capstone project within the course</caption> <thead> <tr> <th>Learning Outcome</th> <th>2014/2015 ENG Group</th> <th>2014/2015 MK Group Group</th> <th>2015/2016 ENG Group</th> <th>2015/2016 MK Group Group</th> <th>2016 / 2017 ENG Group</th> <th>2016 / 2017 MK Group Group</th> </tr> </thead> <tbody> <tr> <td>LO1</td> <td>65%</td> <td>85%</td> <td>70%</td> <td>75%</td> <td>70%</td> <td>80%</td> </tr> <tr> <td>LO2</td> <td>75%</td> <td>75%</td> <td>75%</td> <td>75%</td> <td>75%</td> <td>75%</td> </tr> <tr> <td>LO3</td> <td>75%</td> <td>85%</td> <td>75%</td> <td>75%</td> <td>75%</td> <td>75%</td> </tr> <tr> <td>LO5</td> <td>65%</td> <td>85%</td> <td>70%</td> <td>75%</td> <td>70%</td> <td>75%</td> </tr> <tr> <td>LO8</td> <td>70%</td> <td>85%</td> <td>75%</td> <td>75%</td> <td>75%</td> <td>75%</td> </tr> <tr> <td>LO10</td> <td>65%</td> <td>85%</td> <td>70%</td> <td>75%</td> <td>70%</td> <td>80%</td> </tr> <tr> <td>LO11</td> <td>70%</td> <td>80%</td> <td>70%</td> <td>75%</td> <td>70%</td> <td>75%</td> </tr> </tbody> </table>	Learning Outcome	2014/2015 ENG Group	2014/2015 MK Group Group	2015/2016 ENG Group	2015/2016 MK Group Group	2016 / 2017 ENG Group	2016 / 2017 MK Group Group	LO1	65%	85%	70%	75%	70%	80%	LO2	75%	75%	75%	75%	75%	75%	LO3	75%	85%	75%	75%	75%	75%	LO5	65%	85%	70%	75%	70%	75%	LO8	70%	85%	75%	75%	75%	75%	LO10	65%	85%	70%	75%	70%	80%	LO11	70%	80%	70%	75%	70%	75%
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<p><b>Graduate, MSc. in FINC</b></p> <p>To measure the achievement level of program LO's.</p> <p>The average score of MSc students will be 80% or higher for each of the concentrations, to demonstrate a mastery of the learning outcomes.</p>	<p>Direct, formative, internal, comparative.</p> <p>Success will be measured using the portfolio of major assessments (tests, course projects and assignments) from each of the core courses within the program.</p>	<p>ILO5 was introduced in 2018/2019 measurement s. The English group demonstrates a slight deterioration on YoY basis. Nonetheless, LO scores high and close to 80%. The Mk group shows lack of skills on LO1 - basic understanding of finance and banking concepts (score below 70%). LO2 and LO3 improve to previous year (student</p>	<p>A more guided teaching approach is needed to direct students through their knowledge acquisition process. The lack of practical and decision-making skills may be an indication of need to include practical cases when deemed fit.</p>	<p>The accent should be put on enhancing students' basic understanding of finance concepts as well as practical and decision making skills. The staff should offer more support throughout lectures, engage tutors through study groups, and include practical examples</p>	<p>Assessment of average learning outcomes, MSc in FINC</p> <table border="1"> <caption>Assessment of average learning outcomes, MSc in FINC</caption> <thead> <tr> <th>Year</th> <th>Group</th> <th>LO1</th> <th>LO2</th> <th>LO3</th> <th>LO4</th> <th>LO5</th> </tr> </thead> <tbody> <tr> <td rowspan="2">2015/2016</td> <td>ENG</td> <td>75</td> <td>80</td> <td>80</td> <td>95</td> <td>95</td> </tr> <tr> <td>Mk</td> <td>65</td> <td>85</td> <td>85</td> <td>85</td> <td>95</td> </tr> <tr> <td rowspan="2">2016/2017</td> <td>ENG</td> <td>80</td> <td>75</td> <td>85</td> <td>80</td> <td>95</td> </tr> <tr> <td>Mk</td> <td>85</td> <td>65</td> <td>85</td> <td>75</td> <td>95</td> </tr> <tr> <td rowspan="2">2017/2018</td> <td>ENG</td> <td>70</td> <td>65</td> <td>75</td> <td>75</td> <td>75</td> </tr> <tr> <td>Mk</td> <td>60</td> <td>85</td> <td>85</td> <td>75</td> <td>75</td> </tr> </tbody> </table>	Year	Group	LO1	LO2	LO3	LO4	LO5	2015/2016	ENG	75	80	80	95	95	Mk	65	85	85	85	95	2016/2017	ENG	80	75	85	80	95	Mk	85	65	85	75	95	2017/2018	ENG	70	65	75	75	75	Mk	60	85	85	75	75
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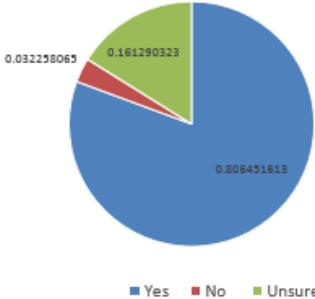
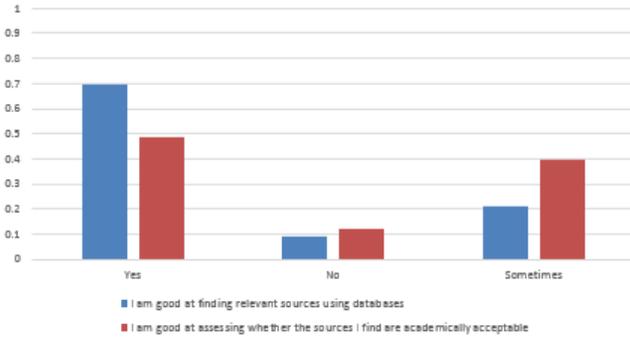
		ability to apply knowledge and to make decisions).		when teaching.																																																																									
<p><b>Graduate MA program, concentration MNGT and MARK.</b></p> <p>To measure the achievement level of program relevant LO.</p> <p>MNGT and MARK MA students average rating score by the industry will be at least 4 or better, on a scale of 1(poor) to 5(excellent) to demonstrate a</p>	<p>Formative, direct, internal/external.</p> <p>Success will be measured using the portfolio of major assessments (tests, course projects and assignments) from each of the core courses within the program.</p>	<p>ILO5 was introduced in 2018/2019 measurements. The English HRM group demonstrates a lack in LO4, communication abilities. Nonetheless, all LO scores are above 70%. The Mk HRM group lags in comparison to Eng HRM group on LO3 - decision-making abilities (however, score &gt; 70%).</p>	<p>Satisfactory level of knowledge acquisition in HRM given the scores above the 70% threshold. MA in MARK needs improvement in basic understanding of marketing concepts and cognitive skills.</p>	<p>Provide guided teaching of new concepts in class in order to ease the acquisition of knowledge fundamentals for marketing and sales. All students should more contribute to the interactivity of classes.</p>	<p><b>Assessment of average learning outcomes, MA in HRM</b></p> <table border="1"> <caption>Assessment of average learning outcomes, MA in HRM</caption> <thead> <tr> <th>LO</th> <th>2015/2016 ENG</th> <th>2016/2017 ENG</th> <th>2017/2018 ENG</th> <th>2017/2018 MK</th> </tr> </thead> <tbody> <tr> <td>LO1</td> <td>85</td> <td>78</td> <td>82</td> <td>85</td> </tr> <tr> <td>LO2</td> <td>92</td> <td>90</td> <td>92</td> <td>92</td> </tr> <tr> <td>LO3</td> <td>88</td> <td>90</td> <td>90</td> <td>75</td> </tr> <tr> <td>LO4</td> <td>88</td> <td>78</td> <td>78</td> <td>78</td> </tr> <tr> <td>LO5</td> <td>88</td> <td>88</td> <td>88</td> <td>88</td> </tr> </tbody> </table> <p><b>Assessment of average learning outcomes, MA in MNGT</b></p> <table border="1"> <caption>Assessment of average learning outcomes, MA in MNGT</caption> <thead> <tr> <th>LO</th> <th>2015/2016 ENG</th> <th>2015/2016 MK</th> <th>2016/2017 ENG</th> <th>2016/2017 MAK</th> <th>2017/2018 ENG</th> <th>2017/2018 MK</th> </tr> </thead> <tbody> <tr> <td>LO1</td> <td>85</td> <td>88</td> <td>80</td> <td>72</td> <td>85</td> <td>85</td> </tr> <tr> <td>LO2</td> <td>92</td> <td>88</td> <td>75</td> <td>80</td> <td>90</td> <td>92</td> </tr> <tr> <td>LO3</td> <td>88</td> <td>85</td> <td>85</td> <td>85</td> <td>88</td> <td>88</td> </tr> <tr> <td>LO4</td> <td>95</td> <td>85</td> <td>82</td> <td>78</td> <td>78</td> <td>78</td> </tr> <tr> <td>LO5</td> <td>80</td> <td>78</td> <td>92</td> <td>75</td> <td>75</td> <td>75</td> </tr> </tbody> </table>	LO	2015/2016 ENG	2016/2017 ENG	2017/2018 ENG	2017/2018 MK	LO1	85	78	82	85	LO2	92	90	92	92	LO3	88	90	90	75	LO4	88	78	78	78	LO5	88	88	88	88	LO	2015/2016 ENG	2015/2016 MK	2016/2017 ENG	2016/2017 MAK	2017/2018 ENG	2017/2018 MK	LO1	85	88	80	72	85	85	LO2	92	88	75	80	90	92	LO3	88	85	85	85	88	88	LO4	95	85	82	78	78	78	LO5	80	78	92	75	75	75
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LO2	92	88	75	80	90	92																																																																							
LO3	88	85	85	85	88	88																																																																							
LO4	95	85	82	78	78	78																																																																							
LO5	80	78	92	75	75	75																																																																							

<p>mastery of “practical skills”, LO 2.</p>		<p>The Assessment of learning in MA MARK shows lacks on Mkd LO1 and Eng LO3 abilities (scores below 70%0.</p>		<p>Encourage in-class debates to develop critical thinking about the situations presented at the lessons and presentation skills.</p>	<table border="1"> <caption>Assesment of average learning outcomes, MA in MARK</caption> <thead> <tr> <th>LO</th> <th>2015/2016ENG</th> <th>2015/2016MK</th> <th>2016/2017ENG</th> <th>2016/2017MK</th> <th>2017/2018ENG</th> <th>2017/2018MK</th> </tr> </thead> <tbody> <tr> <td>LO1</td> <td>82</td> <td>72</td> <td>90</td> <td>70</td> <td>68</td> <td>60</td> </tr> <tr> <td>LO2</td> <td>85</td> <td>88</td> <td>85</td> <td>88</td> <td>88</td> <td>80</td> </tr> <tr> <td>LO3</td> <td>92</td> <td>90</td> <td>90</td> <td>90</td> <td>68</td> <td>82</td> </tr> <tr> <td>LO4</td> <td>98</td> <td>82</td> <td>82</td> <td>82</td> <td>78</td> <td>78</td> </tr> <tr> <td>LO5</td> <td>80</td> <td>82</td> <td>92</td> <td>82</td> <td></td> <td></td> </tr> </tbody> </table>	LO	2015/2016ENG	2015/2016MK	2016/2017ENG	2016/2017MK	2017/2018ENG	2017/2018MK	LO1	82	72	90	70	68	60	LO2	85	88	85	88	88	80	LO3	92	90	90	90	68	82	LO4	98	82	82	82	78	78	LO5	80	82	92	82		
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<p><b>Graduate, MBA</b></p> <p>To measure the Achievement level of program LO's.</p> <p>The average score of MBA students will be 80% or higher for each of the</p>	<p>Direct, formative, internal.</p> <p>Success will be measured using the portfolio of major assessments (tests, course projects and assignments) from each of the core courses</p>	<p>The Mkd MBA group demonstrates a drop of score in LO2, application of knowledge (score slightly below 70%). Nonetheless, all LO scores are above 70% and indicate a</p>	<p>Satisfactory results.</p>	<p>MBA instructors should offer more support in solving practical situations and emphasize case study method when teaching.</p>	<table border="1"> <caption>Assessment of average learning outcomes, MBA</caption> <thead> <tr> <th>LO</th> <th>2015/2016</th> <th>2016/2017</th> <th>2017/2018ENG</th> <th>2017/2018MK</th> </tr> </thead> <tbody> <tr> <td>LO1</td> <td>78</td> <td>78</td> <td>88</td> <td>80</td> </tr> <tr> <td>LO2</td> <td>40</td> <td>85</td> <td>85</td> <td>70</td> </tr> <tr> <td>LO3</td> <td>85</td> <td>90</td> <td>82</td> <td>75</td> </tr> <tr> <td>LO4</td> <td>45</td> <td>80</td> <td>90</td> <td>85</td> </tr> <tr> <td>LO5</td> <td>80</td> <td>80</td> <td>80</td> <td>98</td> </tr> </tbody> </table>	LO	2015/2016	2016/2017	2017/2018ENG	2017/2018MK	LO1	78	78	88	80	LO2	40	85	85	70	LO3	85	90	82	75	LO4	45	80	90	85	LO5	80	80	80	98												
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<p>concentrations, in a variety of courses and portfolio of projects, to demonstrate a mastery of the learning outcomes.</p>	<p>within the program.</p>	<p>high level of knowledge acquisition.</p>																					
<p><b>Graduate, MBA program.</b></p> <p>To measure the Achievement level of MBA program LO's.</p> <p>MBA students will have an average score of 80% or higher on their MBA final thesis to demonstrate a mastery of the program's</p>	<p>Direct, summative, internal/external.</p> <p>Success will be measured using the Marking Sheet evaluation form and its standardized rubric, evaluated by faculty and one external evaluator from the industry.</p>	<p>MBA students with an average score exceeding 80% on their MBA final thesis to demonstrate a mastery of the program's learning outcomes.</p>	<p>MBA students with a remarkable score on their MBA final thesis which demonstrates a mastery of the program's learning outcomes. Moreover, there is a Y-o-Y improvement in the evaluation of all 5 LOs.</p>	<p>Proceed with the current activities.</p>	<p style="text-align: center;"><b>Measuring LO based on Final MBA Thesis</b></p> <table border="1"> <thead> <tr> <th>Learning Outcome</th> <th>2016/2017 (%)</th> <th>2017/2018 (%)</th> </tr> </thead> <tbody> <tr> <td>LO1</td> <td>82</td> <td>86</td> </tr> <tr> <td>LO2</td> <td>80</td> <td>87</td> </tr> <tr> <td>LO3</td> <td>81</td> <td>86</td> </tr> <tr> <td>LO4</td> <td>85</td> <td>87</td> </tr> <tr> <td>LO5</td> <td>83</td> <td>87</td> </tr> </tbody> </table>	Learning Outcome	2016/2017 (%)	2017/2018 (%)	LO1	82	86	LO2	80	87	LO3	81	86	LO4	85	87	LO5	83	87
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<p><b>Graduate, MA program, MS program and MBA program</b></p> <p>To measure learning skills (LO5-Students will demonstrate the ability to learn autonomously (or the ability for self-directed learning) and to use their extended study skills.</p>	<p>Indirect, summative, internal.</p> <p>ILO5 was introduced in 2018/2019 measurements. Success measured using a self-evaluation survey conducted in March 2019 during the Master thesis seminar (participants: all</p>	<p>For survey analyses purposes, students were divided in 3 groups: MBA, Master (Eng), and Master (Mk).</p> <p>Scoring above 70% on ability to separate main ideas and supporting evidence in sources, writing useful</p>	<p>Overall satisfactory level of self-study capacity at the graduate level given the multiple scores above a 70% threshold. The group indicates a lack of skills in finding relevant sources using databases, formal writing and use of</p>	<p>Provide guided reading materials and teaching of academic writing in class and for projects in order to ease the acquisition of knowledge for academic writing</p>	<p><b>I am an active, independent learner Self-evaluation Survey 2017-2018</b></p> <table border="1"> <thead> <tr> <th>Response</th> <th>MBA</th> <th>MASTER(ENG)</th> <th>MASTER(MK)</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>0.75</td> <td>1.0</td> <td>0.7</td> </tr> <tr> <td>No</td> <td>0.0</td> <td>0.0</td> <td>0.15</td> </tr> <tr> <td>Sometimes</td> <td>0.0</td> <td>0.0</td> <td>0.15</td> </tr> </tbody> </table>	Response	MBA	MASTER(ENG)	MASTER(MK)	Yes	0.75	1.0	0.7	No	0.0	0.0	0.15	Sometimes	0.0	0.0	0.15		
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<p>Learning skills self-assessment is conducted, with particular emphasis on reading, notes, writing, research, referencing, and self-assessment.</p>	<p>Master students in the thesis stage). The survey is directly linked to graduate programs' L05. Students were required to assess their learning skills and self-direction by answering 25 questions. Answers were anonymous.</p>	<p>notes in own words, synthesizing material from a variety of sources, proofreading, and identifying key concepts in assignments. The highest score (&gt;80%) in defining themselves as active, independent learners.</p>	<p>academic vocabulary, and referencing. MA Eng needs improvement given their lowest scores in overall self-evaluation in comparison to MBA and MA Mk students.</p>	<p>styles and vocabulary.</p> <p>Graduate-level instructors should offer more support in use of databases for the purposes of detecting relevant sources and emphasize referencing tools and guidelines in assignments</p>	<p><b>I follow the rules for referencing in every detail</b> Self-evaluation Survey 2017-2018</p> <table border="1"> <thead> <tr> <th>Response</th> <th>MBA</th> <th>MASTER(ENG)</th> <th>MASTER(MK)</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>0.25</td> <td>0.00</td> <td>0.53</td> </tr> <tr> <td>No</td> <td>0.00</td> <td>0.33</td> <td>0.15</td> </tr> <tr> <td>Sometimes</td> <td>0.50</td> <td>0.67</td> <td>0.30</td> </tr> </tbody> </table> <p><b>I am good at synthesizing material from a variety of sources</b> Self-evaluation Survey 2017-2018</p> <table border="1"> <thead> <tr> <th>Response</th> <th>MBA</th> <th>MASTER(ENG)</th> <th>MASTER(MK)</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>1.00</td> <td>1.00</td> <td>0.52</td> </tr> <tr> <td>No</td> <td>0.00</td> <td>0.00</td> <td>0.08</td> </tr> <tr> <td>Unsure</td> <td>0.00</td> <td>0.00</td> <td>0.38</td> </tr> </tbody> </table>	Response	MBA	MASTER(ENG)	MASTER(MK)	Yes	0.25	0.00	0.53	No	0.00	0.33	0.15	Sometimes	0.50	0.67	0.30	Response	MBA	MASTER(ENG)	MASTER(MK)	Yes	1.00	1.00	0.52	No	0.00	0.00	0.08	Unsure	0.00	0.00	0.38
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<p><b>Undergraduate programs.</b> To measure learning skills (LO5-Students will demonstrate the ability to learn autonomously (or the ability for self-directed learning) and to use their basic study skills. Learning skills self-assessment is conducted, with particular emphasis on reading, notes, writing, research, referencing, and self-assessment.</p>	<p>Indirect, summative, internal.</p> <p>ILO5 was introduced in 2018/2019 measurements. Success measured using a self-evaluation survey conducted in spring 2019. The survey is directly linked to undergraduate programs' LO5. Students were required to assess their learning skills and self-direction by answering 22 questions. Answers were anonymous.</p>	<p>33 students took the survey.</p> <p>Scoring above 70% on ability to separate main ideas and supporting evidence in sources, writing useful notes in own words, finding relevant sources, and finding referencing rules. Scoring above 80% in defining themselves as active, independent learners.</p>	<p>Undergrads point to a lack of skills in multiple reading of relevant material and the full understanding thereof (i.e. reading section), writing essays/papers based on single draft version only (i.e. writing section), respecting referencing rules (i.e. referencing section).</p>	<p>Provide guided reading materials and teaching of academic writing in class and for projects in order to ease the acquisition of knowledge for academic writing styles and the writing process itself.</p> <p>Instructors should offer more support in use of referencing tools and</p>	<p style="text-align: center;"><b>Self-evaluation Survey 2017-2018</b></p> <p style="text-align: center;"><b>I am an active, independent learner</b></p>  <table border="1"> <caption>Data for Pie Chart: I am an active, independent learner</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>0.806431613</td> </tr> <tr> <td>No</td> <td>0.0922258065</td> </tr> <tr> <td>Unsure</td> <td>0.161290323</td> </tr> </tbody> </table> <p style="text-align: center;"><b>Finding and assessing relevant sources 2017-2018</b></p>  <table border="1"> <caption>Data for Bar Chart: Finding and assessing relevant sources</caption> <thead> <tr> <th>Category</th> <th>I am good at finding relevant sources using databases</th> <th>I am good at assessing whether the sources I find are academically acceptable</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>0.70</td> <td>0.48</td> </tr> <tr> <td>No</td> <td>0.10</td> <td>0.12</td> </tr> <tr> <td>Sometimes</td> <td>0.22</td> <td>0.40</td> </tr> </tbody> </table>	Response	Percentage	Yes	0.806431613	No	0.0922258065	Unsure	0.161290323	Category	I am good at finding relevant sources using databases	I am good at assessing whether the sources I find are academically acceptable	Yes	0.70	0.48	No	0.10	0.12	Sometimes	0.22	0.40
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**Action taken.**

**Goal 1- Preparing QAR 2017, ACBSP Report**

The preparation of the QAR 2017 Report was preceded by a revision of the common methodology for data collection leading to an updated process documentation. Using the updated process steps, we collected data for the Fall Semester of AY 2017/18. The evidence of measurements and assessment tools to assure on their validity also were reviewed.

Faculty advising questionnaire and student advising questionnaire were used to collect direct information.

**Goal 2: Reaccreditation of graduate programs-MA, MSc and MBA (Finance and Banking, Management, Marketing and HRM)**

Prior to reaccrediting the Program Curriculum, substantial changes were not made, but as of July 2018, minor changes were introduced in both, undergraduate and graduate programs. These novelties induced the development and implementation of new courses curriculum to fill the gaps and/or shortcomings and better align with program learning outcomes. Furthermore, what we expect is the changes will create

a more challenging learning environment that will give more innovative oriented mind-set, tools and techniques for student engagement and learning.

Curriculum Changes and Introduction of New Courses

Undergraduate students/Intro to Finance-This new course was included in the undergraduate curriculum of Marketing and Management concentration in response to the low scores in the assessment.

Graduate MSc students /Innovation Management and Creativity, Managing Family Businesses, Social Entrepreneurship, Digital Marketing, Event Marketing, Customer Relation Management and Investment Management

**Goal 3- Data flow improvements and consistency; Build on more awareness and commitment towards systematic assessment and proactive involvement from all stakeholders (faculty, students and administration)**

The primary objectives were to assure improved flow of data and apply Cloud technology and Moodle for data collection, an objective accomplished by June 2018. Databases are created on Moodle and Drive for data collection and process documents.

**Goal 4- Prepare measurement and assessment reports for AY 2017/18**

The objective called for revision and rewriting of Learning outcomes for undergraduate studies in terms of their number (calling for reduction), content, terminology and length. Hence, new LO for undergraduate programs were designed and carefully linked with Dublin Descriptors. These 5 LOs were adequately linked content-wise with the individual SBEM concentrations. The 5 learning outcomes start with “Knowledge and understanding”, further encompass “Practical skills (application of knowledge)”, “Intellectual and cognitive skills (decision making)”, and “Communication skills”, and finish with “Learning Skills and Self Direction.” New instruments are developed; New exit tests for each program (marketing, management and finance) are prepared and conducted; Expert approval letter for approval of the exit tests from the industry experts in each discipline were prepared and approved;

Self-assessment questionnaire for measuring learning skills and self-direction (LO5) was prepared. IL05 was going to be introduced in 2018/2019 measurements.

Furthermore, SBEM scheduled its first Peregrine exam for the undergraduate business programs as a comparative summative assessment tool. The exam will be conducted in 2019 and will encompass the ENG SBEM undergrad programs (students in their last study year).

Furthermore, SBEM embarked on developing a more structured Academic advising and Career advising. 113 students from undergraduate programs were advised by the assigned academic advisors. Academic advising meetings were held in the course of spring 2018 with an

average duration of app. 20 minutes per student and covering student support, academic progress, study skills and habits, internship and job opportunities and many other topics. Student satisfaction questionnaire and survey were conducted to measure student overall satisfaction from the advising process.

**Goal 5- Strengthen graduate programs awareness and overall quality and satisfaction**

In order to strengthen and promote graduate programs, promo lectures were held. The activities encompassed the organization of Master thesis seminar, Master thesis support materials on Moodle, Individual counseling and Academic Advising for third year students, all programs.

**PART V - Faculty and Staff Focus**

**Criterion 5.1 Human Resource Planning**

**The business unit will have a human resource plan that supports its strategic plan. In a brief statement here, explain your HR plan’s relationship to your strategic goals.**

**Table 5.1 UACS sessions 2017-2018**

In the period 2016- 2018 HR Policies were linked with achieving goals like: Creating a Learning organization; Overcoming Silo Vision; Establishment of cross Functional teams. Most of these goals like achieved which can be measured through the following:

Cross Functional Master Thesis Committees: Marko Andonov , Law School on SBEM ( 2018/07/05) , Veno Pachovski ( SCSJ) an Marko Andonov ( Lad) having a joint Summer School Padova ( July 2017), Marjan Bojadjev on Law School Master Thesis

**Criterion 5.2 Employment Practices**

**Criterion 5.2.1**

**The business programs must show how the composition of the full-time and part-time faculty (in terms of their practical experience and academic credentials) matches program objectives.**

- a. how the composition of your faculty provides for intellectual leadership relative to each program’s objectives;**

At UACS, courses and programs are designed to offer theoretical and practical knowledge that provides quality in the educational process.

**Table 5.2 There is a balance between FT Faculty with a degree earned abroad and at home**

2017/2018								
<b>FULL-TIME FACULTY MEMBERS</b>	Year of initial appointment	Highest Degree		Earned	Assigned Teaching Discipline/s	Prof. Cert.	Level of Qualification	Tenure/ <sup>12</sup>

<sup>12</sup> Tenue refers to full professors whose appointment is terminal.

		Type	Discipline					Contract
Marjan Petreski	2009	PhD	Economics	UK	Monetary Economics, Statistics, International Money and Finance		AQ	C
Ilijana Petrovska	2009	PhD	Economics	MK	Marketing		AQ	C <sup>13</sup>
Marjan Bojadjiev	2005	PhD	Economics	MK	Leadership and Organizational Behavior	CMC, Bank License	AQ	T
Venera Krliu-Handziski	2014	PhD	Economics Sociology	MK	Sociology and Organizational Behavior		AQ	C
Nikica Mojsoska-Blazhevski	2006	PhD	Economics	UK	Macro- and Microeconomics		AQ	T
Tome Nenovski	2010	PhD	Economics	MK	Public Finance, Macroeconomics	Bank License	AQ	T

<sup>13</sup> Contract refers lecturers, assistant and associate professors whose appointment is linked with their appointment, being usually for a period of five years

					mics, Banking			
Marija Nacova Andonova	2013	MBA	Mathematics	MK	Business Mathematics, Introduction to Statistics		PQ	C
Dimitar Kovachevski	2012	PhD	Economics	Montenegro			AQ	C
Snezhana Hristova	2013	PhD	Economics	Netherlands / MK	Management, Accounting, International Management		AQ	C
Ninko Kostovski	2005	PhD	Economics	MK	Management, MIS and Accounting		AQ	C
Ana Tomovska-Misoska	2009	PhD	Psychology	UK	HRM, Psychology, Consumer Behavior		AQ	C
Elena Bundaleska	2012	PhD	Economics	U.S. /MK	Contract Law,		AQ	C

					Business Ethics			
Dusica Stevchevska -Srbinovska	2017	PhD	Finance and Financial Management	MK	Accounting and Corporate Finance		PQ/AQ	C
Miodraga Stefanovska -Petkovska	2010	PhD	Social Sciences	MK	Sociology, Organizational Behavior and EU Economics		AQ	C

**b. how the composition of your faculty provides for required depth and breadth of theory and practical knowledge to meet your student learning outcomes.**

Considering the above, the composition of the faculty members is selected carefully in accordance with the UACS bylaws and HR Policy and foremost in accordance with each program learning outcomes. Theoretical and practical knowledge is transferred by providing sufficient number of professor in theory, and experts in the field for the practical knowledge transferred to the students.. Guest lecturers as well as field studies is encouraged in each course and practices at least once during the entirety of the course.

**Criterion 5.2.2**

**In your institution's use of multiple delivery systems and/or your program's use of part-time (adjunct) faculty, your human resource management process must include policies for recruiting, training, observing, evaluating, and developing faculty for these delivery systems Explain or describe:**

**a. how you develop qualified full-time and part-time faculty members;**

After the recruitment of a new Faculty at UACS, he/ she is undergoing the process of learning and training. Socialization and training : There are *Socialization Seminars* organized, which also represents one of the preconditions for start the teaching process.

At the beginning of each semester UACS organizes a seminar for induction of the new faculty. In addition to the new members of the UACS family, this seminar is available for all existing members of UACS who consider it useful.

Mentorship program at UACS ; Apart from it, each new teacher is assigned a mentor- teacher, who is working on the design of the syllabus, examination, grading structure, etc.

UACS has several programs for training and orientation

**Table 5.3 Programs for training and development**

Master and Doctoral Degrees for faculty and administration	UACS offers to all of its members a first, second and third cycle education.
Research Seminar Series – RSS	Seminars designed to facilitate the process of research experience and the exchange of practical advices among faculty and to enable higher level of involvement of the faculty in research-related activities.
Other external trainings –	UACS supports external trainings related to the necessity for professional advancement of its members (in particular of administration)
External Collaboration Events	After the cease of RESITA network, most of UACS activities are linked with Erasmus and / or CEEPUS as well as with TOR VERGATA
International Teaching Experiences	Assoc. Prof. Ilijana Petrovska, PhD- Visiting professor at University Tor Vergata, Italy. Prof. Marjan Bojadjiev, PhD delivered lectures at University Tor Vergata , Italy. Assoc. prof. Snezhana Hristova delivered lecture at Cracow University of Economics, Poland
Peer-to-Peer Feedback; Be a host” Program	Are a policies that faded away

**b. how you orient new faculty members to the program;**

Socialization and Training Seminar – at the beginning of each semester UACS organizes a seminar for induction of the new faculty. In addition to the new members of the UACS family, this seminar is available for all existing members of UACS who consider it useful to renew or expand their own knowledge on bylaws, course content and conduct etc.

Active participation on the Faculty council meetings

- c. **how you orient new faculty members to assigned course(s);**
- d. **how you provide opportunity for part-time and/or full-time faculty members to meet with others teaching the same courses;**
- e. **how you provide guidance and assistance for new faculty members in text selection, testing, grading, and teaching methods;**

The points c, d and e and resolved in a similar manner

**Table 5.4 (c, d and e)**

The Role of the Dean / Vice Dean	Orientation, Counseling
Faculty Council and Department meetings	At the Faculty Councils all Faculty members are invited. The same is even more for department meetings ( Marketing; Management, Finance)
Mentor Protégé Relations	The Dean will assign formally or informally Mentors  M-r Makedonka Dimitrova – her mentors were Marjan Bojadjiev,PhD and Krum Efremov,PhD.  M-r Vesna Kuzmanovik – her mentor was Ilijana Petrovska,PhD.  M-r Kristijan Petkovski – his mentors were Ilijana Petrovska,PhD and Dimitar Kovachevski,MBA.

	M-r Dancho Gjorgjievski – his mentor was Ilijana Petrovska, PhD
Shared Experiences	Marjan Petreski shared his experience as an international scholar at University of Tokio
Opportunity consult with a professor that teaches a course within the same discipline	Importance on the course content, learning outcomes and delivery methods that are in accordance with UACS bylaws and practices are highly stressed.

**f. how you provide for course monitoring and evaluation.**

The monitoring is of a twofold nature:

During the course – usually there will be a Faculty council that discusses the results, experiences etc.

At the end of the course: Student evaluation as part of the 360 evaluation. Bell Curve Grading, Students evaluate the course and instructor teaching the course at the end of each course.

Criterion 5.3. Faculty Qualifications, Workload, and Coverage

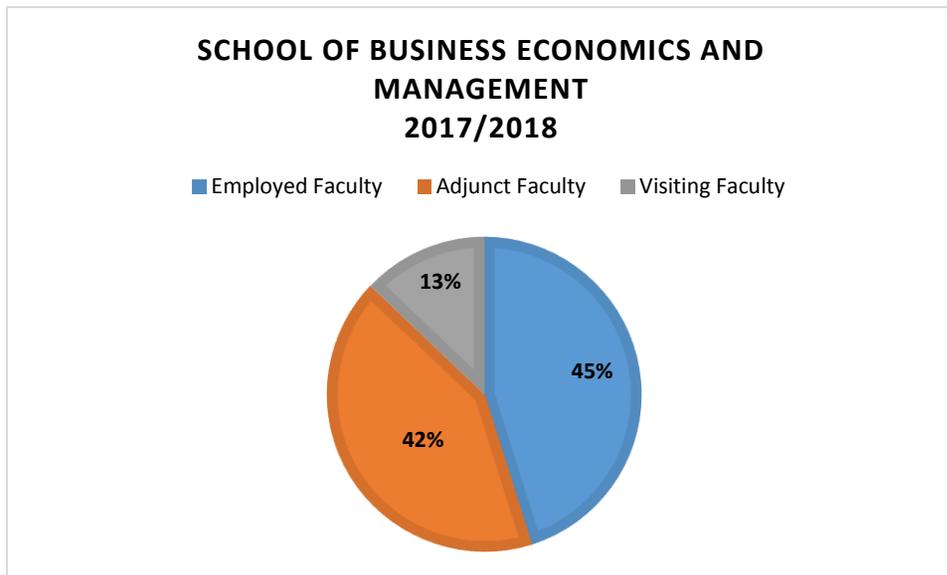
Criterion 5.3.1

**The composition of the faculty must include sufficient academic credentials and business or professional experience to ensure appropriate emphasis on both business theory and practice to meet program objectives.**

The structure of the faculty contributes to steering creativity, critical reasoning and intellectual curiosity of the students. UACS applies the rule of 33:33:33 when it comes to teaching (for the English programs). This means that UACS strives to have:

- 1/3 of the curricula to be taught by academicians and professors with terminal degree in the area in order to provide students with solid theoretical knowledge which is an essential prerequisite for critical reasoning. In addition, these academicians are encouraged to research and publication activities which activates their creativity as well and this creativity we expect to be transferred to the students.
- 1/3 of the curricula to be taught by industry professionals which can relate the theoretical background to the country-specific industry context so students can develop a more critical eye on the current developing and idea s how to overcome potential obstacles
- 1/3 of the faculty to be internationally recognized experts or academicians who can provide to students a broader vision and insight on how problems are tackled in different countries and across different cultures. For the Macedonian teaching programs, the rule is 50:50. This implies that:
  - 1/2 of the curricula should be taught by academicians or researchers with highest terminal degree.
  - 1/2 of the curricula should be taught by industry experts of professors of management practice.

**Graph 1. Composition of UACS SBEM faculty**



**Criterion 5.3.2.a**

**Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vitae (not more than two years old) for all business faculty should be provided and included as an appendix in the self-study report.**

**Criterion 5.4 Faculty Deployment**

**Faculty Deployment Criterion - Each school or program must deploy faculty resources among the disciplines, units, courses, departments, and major fields to ensure that every student attending classes (on or off campus, day or night, or online) will have an opportunity to receive instruction from an appropriate mix of the faculty to ensure consistent quality across programs and student groups. For each academic major offered, a school or program must provide sufficient academic leadership at each location where the program is offered to ensure effective service to students and other stakeholders**

**Table 5.4 Teaching Load per semester**

Faculty Member	Undergraduate (Hours weekly)		Graduate (Course)	
	Fall	Spring	Fall	Spring
Ana Tomovska Misoska	9	12	0	2
Elena Bundaleska	6.5	9.5	1	1
Makedonka Dimitrova	10	7	1.5	2
Marija Nacova	13	11	0	0
Marjan Bojadjiev	0	0	2	1

Marjan Petreski	5	3	0	1
Nikica Mojsoska Blazhevski	6	6	1	1
Ninko Kostovski	11	11	0	0
Snezhana Hristova	7	16	0	2
Tome Nenovski	7	6	1.5	0
Dushica Srbinovska Stefcevska	3	3	2	1.5

**Criterion 5.4.2. - The business unit must ensure that sufficient human resources are available at each location to provide leadership (including advising and administration) for each program and that assessment processes are in place to ensure that this leadership is being provided.**

UACS has one location only.

Criterion 5.5 Faculty Size and Load

Criterion 5.5

**Though other qualified individuals may participate in these functions, the faculty must play an essential role in each of the following: classroom teaching assignments, student advising and counseling activities, scholarly and professional activities, community and college service activities, administrative activities, business and industry interaction, special research programs and projects, thesis and dissertation supervision and direction, if applicable travel to off-campus locations and/or non-traditional teaching, if applicable.**

**a. how you determine the appropriate teaching load for your faculty members;**

UACS has a bylaw on Academic-Administrative Load (AAL) which regulates the number of contact-hours for undergraduate and graduate program, mentorships of bachelor and master thesis and thus like. With the AAL, UACS prescribes an expected number of contact-hours that professors should have with students and other activities.

**Table 5.5 -Table for Faculty Load (2017/2018)**

Qualification	FULL-TIME FACULTY MEMBERS (Name and Surname)	Scholarly activities			
		Papers Published	Conferences Attended	Trainings and workshops held	Trainings and Workshops Attended
PhD	Marjan Petreski	8	3		
PhD	Ilijana Petrovska	4	6		
PhD	Marjan I . Bojadjiev	10	2		
PhD	Nikica Mojsoska Blazevski	2	7		
PhD	Tome Nenoski	6	1		
PhD	Dimitar Kovachevski	9			
PhD	Snezhana Hristova	4	1		
PhD	Dusica Stevcevska Srbinovska				
PhD	Ana Tomovska Misoska	2	2		
PhD	Elena Bundaleska				

Qualification	FULL-TIME FACULTY MEMBERS (Name and Surname)	Professional Activities	Community Service	Memberships in professional Organizations	Administrative Duties	Travel to Off-Campus Locations
PhD	Marjan Petreski	<p>Advisory Board Member – Finance Think, Skopje.</p> <p>External collaborator of International Labor Organization</p>		National Economic Education Delegation - member	<p>Chairman of the UACS Research Committee.</p> <p>Second supervisor of PhD studies at the Staffordshire University UK</p>	Visiting professor at ISSHS – Skopje
PhD	Ilijana Petrovska					Visiting Professor at Tor Vergata, Rome, Italy,
PhD	Marjan I . Bojadjiev	<p>Evaluator of the Accreditation Council for Business Schools and Programs (ACBSP), USA.</p> <p>European Academy of Management (EURAM)</p> <p>Pro-bono mentor at the Centre for Entrepreneurship and Executive Development Macedonia</p>			<p>Provost at University American College Skopje,</p> <p>Vice Rector for Quality Control at University American College Skopje</p>	Visiting Professor at Tor Vergata, Rome, Italy,

PhD	Nikica Mojsoska Blazevski	<p>Expert, World Bank – Recent trends in gender gaps in labour markets in FYR Macedonia.</p> <p>Consultancy work in Macedonia, for UN Women, Macedonia – Mapping study on social vulnerabilities and exclusion at local level from a gender perspective: Review and methodology proposal.</p> <p>Consultancy work in Kosovo, for UNDP - Feasibility study on the model(s) for establishing a sustainable employment or guarantee fund for financing active labour market policies in Kosovo.</p> <p>Country expert for Macedonia preparing a report “Skills mismatch measurement in the ETF Partner Countries”; European Training Foundation.</p> <p>National expert for the assessment of policies in</p>	Member of various committees of Macedonia2025 (also organizational committee for the 2018 Summit)	<p>Member of the Audit Committee of Sparkasse Bank (Steiermärkische Sparkasse), Macedonia.</p> <p>Member of the Council of the Macedonian Development Foundation for Enterprises.</p> <p>Member of the Editorial Board of Croatian Economic Survey,</p> <p>Member of the European Association of Labour Economists.</p> <p>Member of the LSE (London School of Economics) Research</p>	<p>Director of Doctoral School.</p> <p>Member of Rectors’ Board of the University.</p> <p>Academic coordinator for Erasmus student’ exchange.</p>	<p>Keynote speaker at the promotion of the Business Balkan Opinion Barometer – event of the European Commission and Regional Cooperation Council Brussels (October, 2017).</p> <p>Panelist at the 2017 Summit of the Macedonia2025, on topic FDIs in Macedonia (November, 2017).</p> <p>Panelist at the European Commission conference in Belgrade, Serbia “Boosting the Social Dimension</p>

		<p>combating informal employment and rapid appraisal of applicability and transferability of EU policies to The Former Yugoslav Republic of Macedonia; Regional Cooperation Council and the International Labour Office.</p> <p>International expert for preparation of an analysis of the position of Roma women and men in the labour market in Western Balkans economies compared to non - Roma women and men living nearby Roma for the Western Balkans; UNDP.</p> <p>Expert for Preparation of “Strategy on Formalization of Informal Economy in Republic of Macedonia 2018-2022”; International Labour Organization and Ministry of Labour and Social Policy</p>		<p>Network on South-East Europe.</p> <p>Member of the European Association for Comparative Economic Studies (EACES).</p> <p>Member of the European Employment Observatory (EEO)</p>		<p>in the Western Balkans and Turkey – the contribution of economic governance to decent life and work” - 31.01.2018.</p> <p>Panel moderator at the conference: The Future of the Welfare State in the Western Balkans”, topic of the panel “Populism vs. Evidence in Policymaking” (June 6-8, 2018, Belgrade)</p>
PhD	Tome Nenoski	<p>Проект: “Добро владеење на општинската демократија и граѓанското учество на ниво на локална самоуправа” .Во</p>		<p>Член на Одбор за акредитација и евалуација на високото образование</p>	<p>ННС на ФДЕОН Катедра за финансии на ФДЕИОН Комисија на</p>	<p>Fourteenth International Scientific Conference “The power of knowlwdge”</p>

		<p>рамките на проектот Цивика мобилитас на Швајцарската агенција за развој и соработка (СДЦ) за поддршка на граѓанското општество во Македонија, кој го спроведуваат НИРАС од Данска, Македонскиот центар за меѓународна соработка (МЦМС) од Македонија и Шведскиот институт за јавна администрација (СИПУ) од Шведска.</p> <p>Проект: “Зајакнување на општинските совети”.</p> <p>Проект на Швајцарската агенција за развој и соработка, спроведуван од страна на Програмата за развој на Обединетите Нации (УНДП), во соработка со Здружението на финансиски работници на локалните самоуправи и јавни претпријатија (ЗФР).</p>		<p>во РМ (од 2011 година наваму);</p> <p>Член на Совет на експери во Агенција за супервизија на капитално финансирано пензиско осигурување (од февруари 2013 година до јуни 2018 година)</p> <p>Член на Комисија на претседателот на РМ за доделување награда “Најмлад научен работник“ (Од 2010 година наваму)</p>	<p>УАКС за финансирање за научно-наставни истражувачки активности-претседател.</p>	<p>28.09 - 01.10. 2017, Agia Triada, Thessaloniki, Greece</p> <p>Keynote speaker</p>
PhD	Dimitar Kovachevski					
PhD	Snezhana Hristova				Dean of School of Business	University of Economics

					Economics and Management	Krakow-Visiting lecturer
PhD	Dusica Stevcevska Srbinovska		Co-founder of ESPAMA, citizen association that promotes the cultural, trade and educational cooperation between the Kingdom of Spain and the Republic of Macedonia		Head of the Finance & banking and Accounting & audit undergraduate and graduate programs, SBEM, UACS	Visiting professor in Communication financier, Master 2 Management Financier et Contrôle International Université d'Angers, France, Faculté de droit, d'économie et de gestion
PhD	Ana Tomovska Misoska	<p>Researcher for UNDP Istanbul Regional Hub for a project "Regional Roma Survey" dealing with understanding the gap in multi-dimensional poverty and access to socio-economic rights between marginalized Roma and Non-Roma populations in Western Balkans.</p> <p>Lead Researcher for the OSCE Macedonia project "Perception, attitudes and</p>		Macedonian Human Resource Association	Head of Management Department	

		<p>opinions of relevant stakeholders in the education process with regards to interethnic integration in education”.</p> <p>Lead Researcher in a team with Queen’s University Belfast for the project Helping Kids! Promoting Positive Intergroup Relations and Peacebuilding in Divided Societies, funded by Department for the Economy (DfE) - Global Challenge Research Fund (GCRF) Award.</p>				
PhD	Elena Bundaleska					

The Bylaw is based on the experiences of similar and highly recognized international universities as well as on the compulsory criteria of the international accreditations UACS obtained.

If a professor is also assuming an administrative position (such as Department head, vice-dean, dean..) their teaching and research load is reduced in order to provide sufficient time for the other duties.

- b. how you demonstrate that the faculty and staff are of sufficient number to ensure performance of the above nine functions;**

**Table 5.5.2 Students / Faculty Ratio**

Students/Faculty Ratio		
2017/2018	School of Business Economics and Management	<b>11.51</b>

**c. the institutional policy that determines the normal teaching load of a full-time faculty member;**

UACS has a bylaw on Academic-Administrative Load (AAL) which regulates the number of contact-hours for undergraduate and graduate program, mentorships of bachelor and master thesis and thus like, as explained above in 5.5.1.a .

**d. how the combination of teaching and other responsibilities for full- and part-time faculty members is consistent with fulfilling all nine functions effectively;**

The above mentioned AAL policy as well as its implementation proves that the UACS faculty do have enough time to fulfill their functions effectively, as it can be seen in Table 5.6.

**e. how your part-time faculty members participate in these essential functions.**

The part-time faculties participate on the Faculty Council al Meetings of the schools where they teach and through these meetings they are actively involved in the process of defining their workload corresponding to their daily activities and to student’s demands. In addition, part-time faculties are actively involved in curricula development because UACS believes that their contribution as industry experts is very important.

**Criterion 5.5.2**

**A faculty member who is extensively engaged beyond what is normally expected in any one of the nine functions (e.g., one who teaches graduate level courses, has significant administrative duties, directs multiple graduate theses and/or dissertations, or is engaged in extensive approved research) should have an appropriate reduction in other professional responsibilities. Explain**

**your institution's policies with respect to the granting of release time for faculty members performing the sorts of exceptional duties**

The plan for the workload of the professors which corresponds to qualifications is prepared before the beginning of the academic year. Deans have reduced load, i.e. Deans should have not more than 9 hours teaching load weekly.

**Criterion 5.6 Faculty Evaluation**

**Each program must have a formal system of faculty evaluation for use in personnel decisions, such as the awarding of tenure and/or promotion, as well as retention. This system must also provide processes for continuous improvement of instruction through formative evaluations. This standard requires justification of personnel decisions based on the mission of the programs. The actual system of annual evaluation is within the jurisdiction of the individual school or program. The system of evaluation must provide for some measurement of instructional performance and should consider related areas as appropriate, not limited to these topics:**

**Criterion 5.6.1. a,b,c,d,e**

**a. how you monitor/evaluate your faculty's teaching**

The 360 degree evaluation adopted at UACS in 2011, aims at assisting each member of the UACS family develop and progress, improve the work of the instructors and administrative staff at the University American College Skopje. The purpose of the evaluation is to provide:

- proper and on-time feedback to all members of the UACS family;
- to provide adequate appraisal of each individuals as well as groups of UACS;
- to differentiate between those who have distinguished results and those who have less distinguished results;
- adequately to award those who have outstanding results (as individuals or groups);
- to provide feedback information to those who do not have outstanding results in the areas where improvement is warm welcomed and would be appropriate;
- to provide inputs for professional development for next year;
- to provide the distinguished achievers with accelerating career growth according to the AAL policy;
- to provide adequate feedback from all stakeholders in the process of delivery of services, including but not limited to: students, faculty members, relevant members of the administration, deans, Rector and others;
- to mark the underperformance, thus enabling the organization to have a sustainable permanent growth.

The Evaluation by students is considered to be one of the key pillars of the 360 evaluation. The Evaluation by students is conducted at least once per semester, usually the last teaching class.

**b. how you monitor/evaluate your faculty's student advising and counseling**

Faculty's student advising and counseling is carried out constantly and there is no specific and strict procedure for doing so. UACS has embodied a culture where students are enabled to communicate with each professor freely and attend individual meetings during allotted office hours. Each School at UACS during its faculty meetings discusses issues which are related with offering advising and counseling to the students. If issues are at place and needs attention they are discussed as solved during these meeting where if necessary students are present as well. Another procedure which is taking place and it is used for advising and counseling is the Quality Circle process in which students take active participation by engaging themselves in special meetings with the Deans of the UACS School, on which they discuss their potential issues and problems they have during their studies. Also, students are always advised to follow the Grievance policy and communicate with the Grievance officer in case they have issues with any aspect of their studies.

**c. how you monitor/evaluate your faculty's scholarly, professional, and service activities (see glossary of terms for scholarly activities).**

At UACS, in 2011 a Committee for science and research has been formed, with the scope to monitor the faculty development in the area of scientific and research work. Part of the 360 Evaluation is also an evaluation performed on the basis of faculty results in one academic year. The Evaluation is conducted by the appointed Vice Rector for research once a year, usually at the beginning of the new academic year, and a report is compiled with all research and scholarly work for the faculty of each school. In reference to the professional and service activities, UACS monitors the progress of the faculty members by their professional development plan and report and through the organization of several professional development seminars throughout one academic year. These activities are also reported in the AAL.

**g. how your faculty and staff demonstrate and promote a student focus.**

Every year, UACS rewards members with strong commitment to professional development to attend a training by the European Foundation for Entrepreneurial Research (EFER) in order to get introduced with this method of teaching and then to exchange their knowledge with the other UACS members.

**Table 5.6.2 Faculty engagement examples**

EFER UACS	PTA – best projects	Makedonka Dimitrova,	Climbing Mont Everest simulation	Resita Net Summer School
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		MPPM- Start – up - week		
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**h. how your compensation and recognition approaches for individuals and groups, including faculty and staff, reinforce the overall work system, student performance, and learning objectives,**

UACS bylaw on Academic-Administrative Load (AAL) and 360 Evaluation are matched after each academic year in order to compare results and performances especially in what concerns teaching activities and the level of satisfaction expressed by the students in the evaluation questionnaires.

After the performed 360 Evaluations, scores are prepared for each faculty members and according to the results the faculty members with the best scores are rewarded by giving them explicit recognition of their great performance and hard work.

This is seen as great incentive and motivation for the other colleagues for the upcoming academic year. The recognition activities range from increase of salaries, through paid memberships in professional organizations, journals, paid participation in conferences, etc.

**i. how you improve your faculty/staff evaluation system.**

The evaluation system in place at UACS is improved through reviewing process at the end of each year, taking into consideration the performances and results in the previous academic year.

Suggestions from both academic and administrative staff is taken into consideration in regard to the policy itself, the questionnaires used, the assigned weights etc.

Criterion 5.7 Faculty and Staff Operational Procedures, Policies and Practices and Development

Criterion 5.7.1

**Each institution (school or program) must have a written system of procedures, policies, and practices for the management and development of faculty members. Written information on all of these must be available to faculty and staff members.**

All UACS bylaws, procedures and decisions concerning the overall work of the university in general, and at Schools 'level in specific are placed in an organize system as electronic database. All bylaws, procedures and decisions as well as policies are available internally to all faculty members and administration for consultation, through their designated electronic accounts connected with their email addresses.

Bylaws, procedures and policies are improved and revised on ad-hoc basis, depending on a situation at hand, following strictly new laws and amendments in the country. If there is a need of a revision of UACS act, meetings are held as well as open forums are organized where all faculty members can express their comments and concerns and propose amendments and text if necessary.

UACS bylaws are available at the following link [UACS Bylaws](#).

**Criterion 5.7.2**

**Each business program must provide an opportunity for faculty and staff development consistent with faculty, staff, and institutional needs and expectations. Part-time faculty members should participate in appropriate faculty development activities. Please describe or explain:**

**a. how you determine faculty and staff development needs;**

Each faculty member has the freedom to choose a track in which they desire to develop and progress (research, academic or administrative). The academic advancement is related to fulfillment of specific criteria stipulated in the Higher Education Act of the Republic of Macedonia (e.g. the official title and number of publications, which determine the academic level/title and the amount of classes per week), while the other two tracks are not directly related to national legislation, but are defined at UACS level.

**b. how you get input from the faculty and staff about their development needs;**

**c. whether the faculty and staff development process employs activities, such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical, and research support, etc.**

The paid leave and sabbaticals of the faculty or the administration are set out in the Bylaw on the Academic-Administrative Load of UACS. A faculty can take a semester off to finalize their doctoral thesis or up to one month off to finalize a master thesis. Sabbaticals are also possible on the simple grounds that the absence is planned well in advance, so that a suitable replacement for the particular faculty member is found before the commencement of the classes. Funding and grants for research, business trips to attend conferences or seminars etc. are set out in the Scientific and Research Activity Act.

Professor	Sabbatical
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Prof. Nikica Mojsoska Blazhevski, PhD	London School of Economics and Political Science' Institute on South-Eastern Europe (LSEE) – 3 months
Assoc. Prof. Ana Tomovska Misoska	Belfast (UK) – 05.06.2017 – 08.08.2017 Queen's University Belfast

## **Criteria 5.8 Scholarly and Professional Activities**

### **Criterion 5.8.1**

Faculty members must be actively involved in professional activities that will enhance the depth and scope of their knowledge and that of their disciplines, as well as the effectiveness of their teaching. The institution must demonstrate a reasonable balance of scholarly and professional activities by the faculty as a whole, consistent

## **Part VI - Educational and Business Process Management (METRIX REPORT)**

### **Criterion 6.1.1**

**Educational programs must describe and explain approaches to the design of educational programs and offerings, its method(s) of making curricular changes related to the school's or program's mission statement and strategic plan, and its use of student and stakeholder input in these processes.**

We have been living in an uncertain legal environment. HEA (Higher Education Act) has been amended more than 16 times in the last 4 years. In June 2017 the new minister prof. Renata Deskovska has set up an Advisory Council to develop the new HEA. UACS Rector was a member of this council, and UACS has submitted its idea in three separate memorandums. Most of the UACS ideas, were

- 1) So, as a first stream, we may conclude that upon changes in the law, necessary changes in accreditations and curricula were conducted.
- 2) The second stream of curricula changes were based on Faculty Council's discussions, brainstorming sessions and thus like. In this sense we have introduced some more modern courses, including but not limited to:

For all changes there was a discussion and approval by the Board of Trustees of Business Council.

### **Criterion 6.1.2**

**Degree Program Delivery Describe the degree program delivery for each degree program. To fulfill this criterion, you must provide the following information:**

- a) the length of time that it takes for a full-time student to complete the degree (both as cataloged and actually, on-average);**

The minimum time for the student to obtain a degree is three (3) years, if he/she timely pass all exams. During the studies, the student should pass the 6 semesters in order to graduate. UACS offers undergraduate studies with duration of 3 years, during which the student acquires a minimum of 180 ECTS and a degree title in the specified field. The Graduate studies offer the possibility of acquiring the title Specialist or Master in the specified academic field. The specialization studies last 1 year and the student obtains 240 ECTS, which is equivalent to U.S. Bachelor. The Master's degree lasts for 2 years, and the student obtains 300 ECTS.

UACS employs the European model of continuous education. This includes an accelerated baccalaureate degree program as well as

extended studies at the graduate level. The programs for undergraduate and graduate levels are designed to be completed in 3+1+1 years, with the full option of transferring credits from other accredited institutions.

**b) the number of contact (coverage hours or equivalent) hours required to earn three (3) semester hours (four (4) quarter hours) of credit or equivalent; and**

While taking courses, students earn academic credits: the European Credit Transfer System (ECTS) suggest 25 hours of learning time per academic credit. Usually, the basic and intermediary courses carry 6 ECTS, and advanced courses 8 ECTS.

**c) if your unit confers nontraditional degrees, such as accelerated, competency based, executive, etc., specially designed to meet the needs of specific stakeholders other than traditional college students, etc., describe how**

Currently at the University American College such types of non-traditional programs are not offered.

**Figure 6.2**

<b>Programs</b>	<b>Time to degree</b>	<b>ECTS</b>	<b>Delivery method</b>
MBA 4+1	2 semesters	60 ECTS	Classroom
MBA 3+2	4 semesters	120 ECTS	Classroom
MA/MS 4+1	3 semesters	90 ECTS	Classroom
Bachelor	6 semesters	180 ECTS	Classroom / Part time

### Criterion 6.1.3 Undergraduate Common Professional Component (CPC)

FIRST YEAR													
First year	Functional area				The Business Environment				Technical skills		Integrative areas		Total Course hours
Course	Marketing	Business Finance	Accounting	Management	Legal Environment of Business	Economics	Business ethics	Global dimensions of Business	MIS/IT Computing	Statistics/Quantitative techniques	Business politics/strategies	Internship	
Introduction to Management	2	2	1	16	2	2	8	4	2	2	2	2	45
Introduction to Microeconomics	2	3	2	5	4	12	2	2	1	2	7	5	47
Business Math	1	3	2	2	0	3	1	3	7	20	1	2	45
Principles of Accounting	0	2	25	1	2	2	4	1	2	1	1	4	45
Introduction to Marketing	20	2	0	3	1	2	2	2	3	3	3	6	47
Composition 1	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>2 Elective courses in program</b>													
Business Law	1	1	0	5	13	2	5	5	3	2	3	7	47
Psychology	0	0	0	0	0	0	0	0	0	0	0	0	0
Sociology	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>2 Elective courses at University level</b>													
English language 1	0	0	0	0	0	0	0	0	0	0	0	0	0
Computer Applications 1	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total hours</b>	<b>26</b>	<b>13</b>	<b>30</b>	<b>32</b>	<b>22</b>	<b>23</b>	<b>22</b>	<b>17</b>	<b>18</b>	<b>30</b>	<b>17</b>	<b>26</b>	<b>276</b>

Second year / Management													
Course	Functional area				The Business Environment				Technical skills		Integrative areas		Total Course hours
Course	Marketing	Business Finance	Accounting	Management	Legal Environment of Business	Economics	Business ethics	Global dimensions of Business	MIS/IT Computing	Statistics/Quantitative techniques	Business politics/strategies	Internship	
Introduction to Macroeconomics	1	2	1	1	3	30	1	3	1	1	2	2	
Introduction to Statistics for Business	1	3	2	2	0	3	1	3	10	17	1	2	45
Business Communication	0	0	0	0	0	0	0	0	0	0	0	0	0
International Management and Globalization	1	2	2	11	2	4	3	8	3	2	6	2	46
Introduction to HRM	1	1	0	25	1	0	3	3	2	5	1	3	45
Principles of Organizational Behaviour	3	2	0	13	3	2	10	3	1	0	6	3	46
<b>3 Elective courses in Management</b>													
Introduction to E-Business	20	2	0	3	1	2	2	2	3	3	3	6	47
Public Finance	0	5	5	5	5	10	5	5	0	5	0	0	45
Business Ethics	3	1	0	4	9	1	14	5	3	0	3	7	50
EU Economics	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>1 Elective courses at University level</b>													
Global Understanding	0	0	0	0	0	0	0	0	0	0	0	0	0
Ecology and Sustainable Development	0	0	0	0	0	0	0	0	0	0	0	0	0
EU Structures and Institutions	0	0	0	0	0	0	0	0	0	0	0	0	0
English as a Foreign Language 2	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total hours</b>	<b>30</b>	<b>18</b>	<b>10</b>	<b>64</b>	<b>24</b>	<b>52</b>	<b>39</b>	<b>32</b>	<b>23</b>	<b>33</b>	<b>22</b>	<b>25</b>	<b>372</b>

Second year / Marketing		Functional area				The Business Environment				Technical skills		Integrative areas		Total Course hours
Course	Marketing	Business Finance	Accounting	Management	Legal Environment of Bbusiness	Economics	Business ethics	Global dimensions of Business	MIS/IT Computing	Statistics/Quantitative techniques	Business politics/strategies	Internship		
Introduction to Statistics for Business	1	3	2	2	0	3	1	3	10	17	1	2	45	
Introduction to Macroeconomics	1	2	1	1	3	30	1	3	1	1	2	2	48	
Principles of Organizational Behaviour	3	2	0	13	3	2	10	3	1	0	6	3	46	
Business Communication	0	0	0	0	0	0	0	0	0	0	0	0	0	
Consumer Behaviour	40	1	0	3	0	0	3	4	3	7	1	3	65	
Market Research	28	0	0	3	2	2	4	4	10	10	2	2	67	
<b>3 Elective courses in Management</b>														
Introduction to HRM	2	1	0	35	3	0	3	3	3	5	1	3	59	
International Management and Globalization	1	2	3	9	2	5	3	7	4	4	2	4	46	
Introduction to E-Business	5	3	0	5	2	1	3	1	16	2	2	5	45	
Public Finance	2	14	6	1	4	5	3	0	4	8	0	5	52	
EU Economics	0	0	0	0	0	0	0	0	0	0	0	0	0	
Business Ethics	3	1	0	4	9	1	14	5	3	0	3	7	50	
<b>1 Elective courses at University level</b>														
EU Structures and Institutions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Ecology and Sustainable Development	0	0	0	0	0	0	0	0	0	0	0	0	0	
English as a Foreign Language 2	0	0	0	0	0	0	0	0	0	0	0	0	0	
Global Understanding	0	0	0	0	0	0	0	0	0	0	0	0	0	
<b>Total hours</b>	<b>86</b>	<b>29</b>	<b>12</b>	<b>76</b>	<b>28</b>	<b>49</b>	<b>45</b>	<b>33</b>	<b>55</b>	<b>54</b>	<b>20</b>	<b>36</b>	<b>523</b>	

Second year / Finance		Functional area				The Business Environment				Technical skills		Integrative areas		Total Course hours
Course	Marketing	Business Finance	Accounting	Management	Legal Environment of Bbusiness	Economics	Business ethics	Global dimensions of Business	MIS/IT Computing	Statistics/Quantitative techniques	Business politics/strategies	Internship		
Introduction to Statistics for Business	1	3	2	2	0	3	1	3	10	17	1	2	45	
Introduction to Macroeconomics	1	2	1	1	3	30	1	3	1	1	2	2	48	
Principles of Organizational Behaviour	3	2	0	13	3	2	10	3	1	0	6	3	46	
Business Communication	0	0	0	0	0	0	0	0	0	0	0	0	0	
Public Finance	0	5	5	5	5	10	5	5	0	5	0	0	45	
Financial Accounting	0	4	30	7	2	0	3	3	3	0	0	3	55	
<b>3 Elective courses in Finance</b>														
Business Ethics	3	1	0	4	9	1	14	5	3	0	3	7	50	
EU Economics	0	0	0	0	0	0	0	0	0	0	0	0	0	
International Management and Globalization	1	2	3	9	2	5	3	7	4	4	2	4	46	
Introduction to HRM	2	1	0	35	3	0	3	3	3	5	1	3	59	
<b>1 Elective course at University level</b>														
EU Structures and Institutions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Ecology and Sustainable Development	1	1	0	8	8	10	3	5	1	0	8	0	45	
English as a Foreign Language 2	0	0	0	0	0	0	0	0	0	0	0	0	0	
Global Understanding	0	0	0	0	0	0	0	0	0	0	0	0	0	
<b>Total hours</b>	<b>12</b>	<b>21</b>	<b>41</b>	<b>84</b>	<b>35</b>	<b>61</b>	<b>43</b>	<b>37</b>	<b>26</b>	<b>32</b>	<b>23</b>	<b>24</b>	<b>433</b>	

Third year / Management		Functional area				The Business Environment				Technical skills		Integrative areas		Total Course hours
Course	Marketing	Business Finance	Accounting	Management	Legal Environment of Bbusiness	Economics	Business ethics	Global dimensions of Business	MIS/IT Computing	Statistics/Quantitative techniques	Business politics/strategies	Internship		
<b>Management</b>														
Business Planning	5	5	4	20	2	2	2	4	4	4	2	6	60	
Corporate Finance	0	24	6	4	2	10	2	0	0	12	0	0	60	
Entrepreneurship	3	5	1	11	3	3	2	6	7	2	5	12	60	
Principles of Project Management	2	4	2	18	2	2	4	4	8	2	6	6	60	
Business Applications and Information System	0	0	0	0	0	0	0	0	0	0	0	0	0	
Principles of Operations Management	3	3	1	26	1	8	1	6	3	1	3	7	63	
<b>2 Elective course</b>														
Career Development	0	0	0	0	0	0	0	0	0	0	0	0	0	
Contract Law	0	0	0	0	0	0	0	0	0	0	0	0	0	
Marketing Management	20	2	0	3	0	4	2	8	2	2	4	12	65	
<b>Total hours</b>	<b>33</b>	<b>43</b>	<b>14</b>	<b>88</b>	<b>10</b>	<b>29</b>	<b>13</b>	<b>28</b>	<b>24</b>	<b>23</b>	<b>20</b>	<b>43</b>	<b>368</b>	

<b>Third year / Marketing</b>													
Course	Functional area				The Business Environment				Technical skills		Integrative areas		Total Course hours
	Marketing	Business Finance	Accounting	Management	Legal Environment of Bbusiness	Economics	Business ethics	Global dimensions of Business	MIS/IT Computing	Statistics/Quantitative techniques	Business politics/strategies	Internship	
<b>Marketing</b>													
Business Planning	5	5	4	20	2	2	2	4	4	4	2	6	60
Corporate Finance	0	24	6	4	2	10	2	0	0	12	0	0	60
Marketing Management	20	2	0	3	0	4	2	8	2	2	4	12	65
Product Development Policy	20	0	0	10	2	2	2	6	2	2	10	10	66
Marketing Communication and Media	15	2	0	3	1	4	2	6	10	1	3	20	67
Sales Management	19	6	1	8	2	6	3	6	1	1	3	8	64
<b>2 Elective course</b>													
Entrepreneurship	3	5	1	6	3	3	2	4	5	2	5	6	45
Contract Law	0	0	0	0	0	0	0	0	0	0	0	0	0
Internet and Digital Marketing Communication	15	2	0	3	1	4	2	6	10	1	3	20	67
Multimedia in Advertising	40	1	0	2	1	1	2	4	1	0	2	10	64
<b>Total hours</b>	<b>137</b>	<b>47</b>	<b>12</b>	<b>65</b>	<b>14</b>	<b>36</b>	<b>19</b>	<b>44</b>	<b>35</b>	<b>25</b>	<b>32</b>	<b>32</b>	<b>558</b>

<b>Third year / Finance</b>													
Course	Functional area				The Business Environment				Technical skills		Integrative areas		Total Course hours
	Marketing	Business Finance	Accounting	Management	Legal Environment of Bbusiness	Economics	Business ethics	Global dimensions of Business	MIS/IT Computing	Statistics/Quantitative techniques	Business politics/strategies	Internship	
Business Planning	5	5	4	20	2	2	2	4	4	4	2	6	60
Corporate Finance	0	26	6	4	2	2	2	4	6	0	4	4	60
Management of Financial Institutions	0	23	3	0	1	8	3	7	1	5	1	8	60
Banking	0	3	0	3	3	42	0	3	0	0	2	4	60
Financial Markets and Institutions	0	23	3	0	1	8	3	7	1	5	1	8	60
Contract Law	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>2 Elective course</b>													
Entrepreneurship	3	5	1	6	3	3	2	4	5	2	5	6	45
International Money and Finance	0	3	3	3	3	31	1	3	3	1	1	2	60
Monetary Economics	0	3	0	2	1	34	0	2	0	0	1	2	45
<b>Total hours</b>	<b>8</b>	<b>91</b>	<b>20</b>	<b>38</b>	<b>16</b>	<b>130</b>	<b>13</b>	<b>40</b>	<b>20</b>	<b>17</b>	<b>17</b>	<b>40</b>	<b>450</b>

**Criterion 6.1.7.**

**Report and explain your methods and processes for program evaluation.**

**SBEM (Undergraduate program, English language group)**

Опис										Член
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-2018	
Number of students that enrolled in 1 year	56	65	64	56	39	31	41	43	53	
Number of students that enrolled in 2 year	48	54	56	50	35	20	30	33	41	
Progress rate from 1 to 2 year	85.71%	83.08%	87.50%	89.29%	89.74%	64.52%	73.17%	76.74%	77.36%	5.2
Number of students that enrolled in 3 year	46	51	54	47	33	17	25	30		
Progress rate from 2 to 3 year	95.83%	94.44%	96.43%	94.00%	94.29%	85.00%	83.33%	90.91%	0.00%	5.2
Average GPA for 1 year	2.55	2.64	2.64	2.40	2.61	2.36	2.31	2.57	2.50	4.1
Average GPA for 2 year	2.64	2.79	2.57	2.57	2.38	2.81	2.55	2.88	2.74	4.1
Average GPA for 3 year	2.55	2.52	2.52	2.50	2.65	2.68	2.66	2.75		4.1
Number of students under special conditions	5	14	7	13	4	12	11	0		
Rate of students under special conditions	10.87%	27.45%	12.96%	27.66%	12.12%	70.59%	44.00%	0.00%	0.00%	4.3
Number of students at rest	3	1	0	1	0	0	0	2		
Rate of students at rest	6.52%	1.96%	0.00%	2.13%	0.00%	0.00%	0.00%	6.67%	0.00%	5.4
Number of canceled students	4	8	5	6	3	6	2	1	7	
Retention students degree	92.86%	87.69%	92.19%	89.29%	92.31%	80.65%	95.12%	97.67%	86.79%	5.1
Rate of canceled students	7.14%	12.31%	7.81%	10.71%	7.69%	19.35%	4.88%	2.33%	13.21%	5.3
Number of students that graduate in 3 year	32	35	41	36	22	13	21			
Number of students that graduate in 4 year	2	6	9	2	3	0	4			
Number of students that graduate in 5 year	1	1	1	0	0	0	0			
Number of students that graduate in + 6 year	0	0	0	0	0	0	0			
Average time for graduating	3.11	3.19	3.22	3.05	3.12	3.00	3.16	0.00		6.1
Rate of students who graduated on time	57.14%	53.85%	64.06%	64.29%	56.41%	41.94%	51.22%	0.00%	0.00%	6.2
Rate of students who do not graduated on time	5.36%	10.77%	15.63%	3.57%	7.69%	0.00%	9.76%	0.00%	0.00%	4.1
Rate of graduated students	62.50%	64.62%	79.69%	67.86%	64.10%	41.94%	60.98%	0.00%	0.00%	6.3
Average GPA for graduated students in 3 years	2.84	3.08	2.81	2.69	2.77	2.90	2.67			4.1
Average GPA for graduated students in 4 years	1.96	1.75	2.14	2.04	1.95		2.08			4.1
Average GPA for graduated students in 5 years	2.33	2.15	1.70							4.1
Average GPA for graduated students in +6 years										4.1

**SBEM (Undergraduate program, Macedonian language group)**

Опис									Член	
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17		2017-2018
Number of students that enrolled in 1 year	92	62	52	48	29	45	24	20	33	
Number of students that enrolled in 2 year	80	54	44	37	21	30	16	15	22	
Progress rate from 1 to 2 year	86.96%	87.10%	84.62%	77.08%	72.41%	66.67%	66.67%	75.00%	66.67%	5.2
Number of students that enrolled in 3 year	73	49	35	36	21	28	16	14		
Progress rate from 2 to 3 year	91.25%	90.74%	79.55%	97.30%	100.00%	93.33%	100.00%	93.33%	0.00%	5.2
Average GPA for 1 year	2.16	2.21	2.06	2.28	2.14	2.02	2.36	2.30	1.93	4.1
Average GPA for 2 year	2.28	2.34	2.18	2.64	2.26	2.54	2.73	2.42	2.56	4.1
Average GPA for 3 year	2.09	2.14	2.26	2.37	2.23	2.49	1.94	2.39		4.1
Number of students under special conditions	27	18	16	19	8	18	6	0		
Rate of students under special conditions	36.99%	36.73%	45.71%	52.78%	38.10%	64.29%	37.50%	0.00%	0.00%	4.3
Number of students at rest	4	3	2	1	1	1	0	0		
Rate of students at rest	5.48%	6.12%	5.71%	2.78%	4.76%	3.57%	0.00%	0.00%	0.00%	5.4
Number of canceled students	7	6	7	9	5	7	6	1	9	
Retention students degree	92.39%	90.32%	86.54%	81.25%	82.76%	84.44%	75.00%	95.00%	72.73%	5.1
Rate of canceled students	7.61%	9.68%	13.46%	18.75%	17.24%	15.56%	25.00%	5.00%	27.27%	5.3
Number of students that graduate in 3 year	43	32	26	28	13	15	12	0		
Number of students that graduate in 4 year	11	6	4	2	2	4	0	0		
Number of students that graduate in 5 year	4	3	1	0	0	0	0	0		
Number of students that graduate in + 6 year	4	3	0	0	0	0	0	0		
Avarage time for graduating	3.50	3.48	3.19	3.07	0	0	0			6.1
Rate of students who graduated on time	46.74%	51.61%	50.00%	58.33%	44.83%	33.33%	50.00%	0.00%	0.00%	6.2
Rate of students who do not graduated on time	20.65%	19.35%	9.62%	4.17%	6.90%	8.89%	0.00%	0.00%	0.00%	4.1
Rate of graduated students	67.39%	70.97%	59.62%	62.50%	51.72%	42.22%	50.00%	0.00%	0.00%	6.3
Average GPA for graduated students in 3 years	2.53	2.49	2.32	2.62	2.47	2.83	2.76			4.1
Average GPA for graduated students in 4 years	1.95	1.93	2.02	1.85	1.67	1.79				4.1
Average GPA for graduated students in 5 years	1.70	1.77	1.73							4.1
Average GPA for graduated students in +6 years	1.81	1.82								4.1

**SBEM (Graduate program)**

<b>MA English 3+1 - Specialization</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Enrolments in year 1	1	8	2	4	/	1
Number of progressing to year 2						
Average GPA per pass exam - entered year 1	3.10	3.11	3.58	2.92		3.19
Average GPA per pass exam - entered year 2						
Number of graduated	1	3	1			
Number of students who passed all exams		3	1	1		1
<b>MA English 3+2</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Enrolments in year 1	29	34	28	33	25	19
Number of progressing to year 2	23	26	18	28	20	14
Average GPA per pass exam - entered year 1	2.79	2.92	2.87	2.98	3.07	2.92
Average GPA per pass exam - entered year 2	2.98	3.10	2.75	3.08	3.19	3.3
Number of graduated	5	0	1			
Number of students who passed all exams	10	19	13	23	2	5
<b>MA English 4+1</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Enrolments in year 1	5	2	4	3	3	5
Number of progressing to year 2						
Average GPA per pass exam - entered year 1	3.58	2.81	3.27	2.73	2.86	2.89
Average GPA per pass exam - entered year 2						
Number of graduated	1	1				
Number of students who passed all exams	3	1	3	1		3
<b>MBA 4+1</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Enrolments in year 1	13	19	14	16	9	12
Number of progressing to year 2						
Average GPA per pass exam - entered year 1	3.35	3.26	3.26	2.87	3.16	2.89
Average GPA per pass exam - entered year 2						
Number of graduated	6	0	5		1	
Number of students who passed all exams	5	15	7	7	2	3

MA- Mk 3+1 - Specialization	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Enrolments in year 1	1	1	6	2	3	4
Number of progressing to year 2						
Average GPA per pass exam - entered year 1	2.53	3.09	2.71	2.76	3.21	2.49
Average GPA per pass exam - entered year 2						
Number of graduated	1		1	1		
Number of students who passed all exams		1	1			2
MA-MK 3+2	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Enrolments in year 1	18	20	20	14	14	19
Number of progressing to year 2	12	8	10	12	13	12
Average GPA per pass exam - entered year 1	2.74	2.69	2.34	2.54	2.83	2.76
Average GPA per pass exam - entered year 2	2.82	2.55	2.5	2.83	2.95	2.71
Number of graduated	0	1	1	2		
Number of students who passed all exams	8	14	9	8		6
MA-MK 4+1	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Enrolments in year 1	3	8	4	2	1	4
Number of progressing to year 2						
Average GPA per pass exam - entered year 1	2.27	2.93	3.05	3.47	3.93	3.09
Average GPA per pass exam - entered year 2						
Number of graduated	0	0	1			
Number of students who passed all exams	0	6	2	1		2

### **Criterion 6.2.1**

**Education Support Processes Business programs should describe its use of education support processes (counseling, advising, placement, tutorial, computer facilities, equipment, classrooms, office space, and libraries) and explain how they are designed, managed, and improved, including those at all educational locations and on the Internet. In addressing Criterion 6.2.1, present both a brief narrative and a table such as Figure 6.9. a. how you ensure that education support processes are performing effectively; b. how the following types of information are used to evaluate your support processes: 1. feedback from students, stakeholders, faculty members and staff 2. benchmarking 3. peer evaluations and 4. data from observations and measurements**

<b>Education Support Processes Results</b>	<b>Each business school or program should describe its use of education support processes (counseling, advising, placement, tutorial, computer facilities, equipment, classrooms, office space, and libraries) and explain how they are designed, managed, and improved, including those at all educational locations and on the internet. The table 6.9 captures the usage, satisfaction, and success data for education support services based on student and other stakeholder feedback.</b>		
<b>Analysis of Results</b>			
	<b>Usage Rates</b>	<b>Success Rates</b>	<b>Student and Stakeholder Feedback</b>
<b>Advising</b>	<p>Besides Faculty and Student Records Office (SRO), Academic advisors (starting from AY 2017/18) are in place for advising services.</p> <p>80% of Faculty report being involved in advising; most of the Faculty (50%) report spending 1 hour per week advising students followed by those who spend 2 hours per week (25%) (See Table 3. Faculty Advising Survey).</p> <p>Most of the students (35%) state that they have used the services of all three available options (Faculty, SRO and Academic Advisors), followed by those that have consulted only with Faculty (25%) (See Table 3. Academic Advising Survey). Most of them have met with the advisor</p>	<p>The Students are quite satisfied with the Academic Advisors (around 80% of them would recommend their Advisor to others) and their overall satisfaction with Advising is high (around 50% agree with the statement and around 30% somewhat agree with the statement) (See Table 9. Academic Advising Survey). In general around 80% tend to agree or somewhat agree that SBEM offers enough academic advising to meet students' needs and that the academic advisors are knowledgeable about careers related of their major (See Table 9. Academic Advising Survey). The students are also generally satisfied with the knowledge of the academic advisors where majority of the students (more than 50% generally agree) that the advisors are knowledgeable, ready to search for information, prepared for the advising</p>	<p>Two separate surveys were conducted in 2017/2018 regarding the academic advising of students. One was aimed at students (Academic Advising Survey) and the other one gathered data from Faculty (Faculty Advising survey). Students rated their satisfaction with the Academic Advising process using 4 point scale (disagree, somewhat disagree, somewhat agree and agree).</p> <p>Faculty Advising survey contained questions about their involvement in advising. When it comes to support provided to students Faculty reported frequencies of activities using three point scale (never, sometimes and often). The Academic Advisors also prepared narrative reports of the scheduled academic counseling sessions.</p>

	<p>2-3 times each semester (See Table 4. Academic Advising Survey). A majority of them prefer to communicate face-to-face with their Academic Advisors (around 50%) followed by e-mail (around 40%) (See Table 5. Academic Advising Survey). The Academic advisors held meetings with students (there is one Advisor per cohort). The topics discussed included academic progress; meeting requirements for graduation, certificates etc.; improving study skills and habits; clarifying life/career goals; problems with professors, administration etc.; continuing education; finding job or internship opportunities.</p>	<p>sessions (See Table 7. Academic Advising Survey). Most of the students (ranging from 70% to 90% general agreements) feel that their advisors respect them as individuals, they give them appropriate time, offer helpful suggestions and that they feel comfortable talking to their advisors (See Table 8. Academic Advising Survey).</p> <p>According to Faculty in 2017/2018 the most discussed topics were Students' Academic progress and Improving study skills (89% of Faculty reported that they talk about it often); followed by matching the learning styles of students and teaching (around 70% Faculty report doing this often). This is then followed by finding internship opportunities and future education (around 60% report doing this often) (See Table 1. Faculty Advising Survey).</p>	<p>For graduate and 4th students, MASTER Thesis Seminar was organized in AY 2017/18, the participation was 62% (There were 38 students out of 61 who attended the MASTER Thesis Seminar).</p> <p>  <b>Evaluation Evidence Data AY 2017_18.pdf</b></p>
<p><b>Tutoring</b></p>	<p>All students are familiar with Tutorial help. The SBEM has a Tutoring Assistance Student Club (TASC), maintained by one Tutoring Officer (student) and Academic Coordinator, who assist in assigning tutors to</p>	<p>Small decrease in provided tutoring services was evident, but the rate of exam success for the students who have been tutored was quite satisfactory.</p>	<p><i>Please see Table 1. Tutoring Service from Evidence on other educational support services in the attached file Evaluation evidence data.</i></p>

	students and track the usage and success rates.		 <b>Evaluation Evidence Data AY 2017_18.pdf</b>
<b>Faculty Facilities and Equipment</b>	100% Full-time professors have their own co-shared offices and individual computers. Part-time professors have joint-office with computer facilities.	100%	<p>The feedback is very positive (See Table 6.Facilities and Services from Evidence on other educational support services in the attached file Evaluation evidence data).</p>  <b>Evaluation Evidence Data AY 2017_18.pdf</b>
<b>Student Mobility</b>	23 SBEM undergraduate and graduate students participate in the international student exchange through ERASMUS and CEEPUS networks.	In 2017/2018 there was an increase in the numbers of both incoming and outgoing students through Erasmus program (See Table 2.Student Mobility from Evidence on other educational support services in the attached file Evaluation evidence data).	<p>The feedback from students is very positive <i>The feedback is very positive.</i>(See Table 6.Facilities and Services from Evidence on other educational support services in the attached file Evaluation evidence data).</p>  <b>Evaluation Evidence Data AY 2017_18.pdf</b>
<b>Library</b>	All students (100%) use the library services as they are	70% of the students reported overall satisfaction with the library services which is a slight drop from the previous	Data kept from student survey and observations of the frequency of use.

	<p>entitled to get loans on books that they use for courses.</p>	<p>AY 2016/17, but the result is still a big improvement compared to 2014/2015 which is mostly due to the renovation of the library facilities and the update on the textbooks provided for students (See table 4. Library from Evidence on other educational support services in the attached file Evaluation evidence data). Looking at individual items students are most satisfied with the working hours of the library (close to 70%) and around 60% reported satisfaction with the collection of books and the collection of other items such as newspapers, magazines and journals (See table 3. Library from Evidence on other educational support services in the attached file Evaluation evidence data).</p>	<p style="text-align: center;">   <b>Evaluation Evidence Data AY 2017_18.pdf</b> </p>
<p><b>Computer Facilities</b></p>	<p>100% The usage of the Computer Lab for SBEM is very high because it is used for classes. There are other campus-wide computer devices and these are used mainly during the midday.</p>	<p>Not data kept, but overall high satisfaction from the delivery of lab-based courses.</p>	<p>Outside of classes, not many students use computer facilities because there is wireless throughout the whole campus (See Table 5. Equipment Facilities from Evidence on other educational support services in the attached file Evaluation evidence data).</p>

			 <b>Evaluation Evidence Data AY 2017_18.pdf</b>
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**Criterion 6.3.4.**

**Academic Policies for Probation, Suspension, and Readmitting of students will be clearly stated. Describe the academic policies used by the business unit for placing students on probation, for suspending students, and for readmitting students who were suspended.**

Students are expected to behave in a good manner, to comply with bylaws and ethical standards. They are regulated with:

- Discussion with student
- Propose that Rector issues a Written warning
- Suspension of the Rector of 90 calendar days
- Suspension and punitive measures are accepted when student: written plagiarism, has not respected the norms of university etc.

Students on Probation - Probation Officer is obliged to submit a list of students who are below 1.67 GBP for those students undertook series activities:

- Determination of tutors
- Determination of assistants who will hold additional lectures
- Passing the courses in summer semester

**Criterion 6.3.5.**

**Academic Policies for Recruiting, Admitting, and Retaining Students will be clearly stated. Describe the academic policies used by the business unit for recruiting students; admitting students; and retaining students.**

Academic policy for student's admission is regulated by the HEA . UACS enrolls students who have completed secondary education. For international students a verification of their degree is required from the ministry. Enrollment is based on Open Call. UACS does not discriminate based on nationality, ethnicity, age, race, religion or sexual orientation.

Academic policy for recruitment are based on strong ethical standards. UACS has a policy of clearly stating its: tuition, international collaboration, accreditation and thus like. UACS does not engage in “aggressive advertisement and sales practices”

UACS does not have a SPECIAL POLICY ON STUDENT RETENTION. We believe that our quality is the best retention policy.

Communication strategy is based on:

- ✚ Web page and Facebook page
- ✚ Facebook, Google Ads, Time ad
- ✚ Video and audio clips ( link).
- ✚ Printed adds ( link to drive)
- ✚ Direct sales and presentations in front of high school students

The last seems to be very effective. In 2018 spring, we have organized an open day, invited schools,

#### **Criterion 6.3.6.**

**Results of Enrollment Management will be reported. Summarize results for enrollment management not reported elsewhere in the report. You could include measures/indicators that reflect effectiveness in areas such as student retention, graduation rates, recruitment, and relationships with suppliers of students. The use of graphs, such as Figure 6.12, is encouraged.**

#### **Criterion 6.3.7**

**Improvement in Enrollment Management will be pursued on a continuous basis. Explain how you improve the enrollment management processes and how the improvements are deployed across the organization.**

UACS has focuses on it's main strategy QUALITY. The word from employees, alumni and students is spreading to the potential students.

**There some additional activities planned if the enrolment process is very low:**

- We're trying to boost the family spirit and do more via Alumni network;
- Printed brochures and new promotional materials for prospective students

Appendix:

Ознака на проект	Опис на научниот труд/предавање/иструвачки проект	Поени	ФДЕИОН	ФКТИ	ФАД	ФСЈ	ФПрН	ФПоН	2018				2017		Промена	Промена по група
									УАКС број	УАКС поени	Поени по група	Учество на	УАКС	УАКС поени		
R10	Истакната научна книга и монографија од меѓународно значење	10	0	0	0	0	0	0	-	-			-	-	#DIV/0!	
	Научна книга и монографија од меѓународно значење	7	0	0	0	0	1	1	2	14			5	35	-60%	
	Научна книга и монографија од национално значење.	4	6	0	0	0	0	1	7	28	42	2%	5	20	40%	-24%
R20	Поглавје во книга од меѓународно значење; резиме на книги во водечки магазин; во тематски зборник на трудови од меѓународно значење	4	3	0	0	0	1	3	7	28			7	28	0%	
	Поглавје во книга од национално значење; резиме на книги во магазин; во тематски зборник на трудови од национално значење	2	0	0	0	0	0	0	-	-	28	2%	2	4	-100%	-13%
R50	Труд објавен во меѓународно списание со импакт фактор	15	11	0	1	1	0	1	14	210			23	345	-39%	
	Труд објавен во меѓународно списание без импакт фактор	7	45	2	1	2	5	9	64	448			52	364	23%	
	Пленарно предавање по покана на собир/конференција од меѓународно значење, печатено во целина или апстракт	5	9	0	0	0	1	4	14	70			8	40	75%	
	Труд претставен на меѓународен собир/конференција, печатен во целина или апстракт	4	16	6	1	6	1	5	35	140	868	51%	34	136	3%	-2%

R60	Труд објавен во домашно списание	2	2	0	6	0	0	0	8	16			10	20	-20%	
	Воведно предавање на собир/конференција од национално значење, печатено во целина или апстракт	1.5	1	0	0	0	0	2	3	5			8	12	-63%	
	Труд претставен на собир/конференција од национално значење, печатен во целина или апстракт	0.5	0	0	0	0	0	0	-	-	21	1%	-	-	#DIV/0!	-36%
R80	Одбранетна докторска теза	6	0	0	0	0	0	0	-	-			-	-	#DIV/0!	
	Одбранета магистарска дисертација	3	0	0	0	0	0	0	-	-	-	0%	-	-	#DIV/0!	#DIV/0!
P10	Работа врз меѓународен предлог-истражувачки проект како Главен или Ко-главен истражувач	8	8	0	0	0	3	2	13	104			16	128	-19%	
	Работа врз меѓународен предлог-истражувачки проект како Помошник истражувач	6	4	0	0	0	0	0	4	24			7	42	-43%	
	Работа врз домашен предлог-истражувачки проект како Главен или Ко-главен истражувач	6	2	0	0	0	0	1	3	18			2	12	50%	
	Работа врз домашен предлог-истражувачки проект како Помошник истражувач	4	0	0	0	0	0	0	-	-	146	9%	-	-	#DIV/0!	-20%
P20	Работа врз меѓународен проект со краен резултат Извештај, Монографија, Студија во кои наставникот се јавува како Главен или Ко-главен истражувач	10	20	0	0	0	1	2	23	230			17	170	35%	
	Работа врз меѓународен проект со краен резултат Извештај,	7	4	0	0	0	0	0	4	28			6	42	-33%	



	конференција од меѓународен карактер																		
	Рецензент на меѓународна научна конференција	2	8	0	0	1	2	1	12	24				5	10			140%	
	Учество во програмски или друг вид комитет на научна конференција од домашен карактер	1.5	1	0	0	0	0	2	3	5				1	2			200%	
	Рецензент на домашна конференција	0.5	0	0	0	0	0	0	-	-	230	14%	1	1			-100%	9%	
P50	Истражувачки престој во САД, земјите на ЕУ, Канада, Јапонија, Швајцарија, Норвешка за работа врз истражувачки труд	15	2	0	0	1	0	1	4	60				4	60			0%	
	Истражувачки престој во друга држава за работа врз истражувачки труд	7	1	0	0	0	0	0	1	7	67	4%	-	-			#DIV/0!	12%	
			1182	38	43	82	102	247		1,694					1,708			-0.8%	
	Број поени по глава на професор		70%	2%	3%	5%	6%	15%											
			84	10	43	41	102	41											

### List of Conference Participations

#### School of Business Economics and Management

Petreski, M. and Mojsoska-Blazevski, N. (2018) Overhaul of the social assistance system in Macedonia: Simulating the effects of introducing Guaranteed Minimum Income (GMI) scheme. Annual Conference "Social Policy in East and Southeast Europe in Past and Present. Demographic Challenges and Patterns of Inclusion and Exclusion", Regensburg, Germany, 21- 23 June 2018.

Petreski, M., (2018) EdPlaCo-MK: A tool for greater gender wage equality in Macedonia with reference to workers' characteristics and selectivity bias into employment: Effects after 4 years. GDN's 18th Global Development Conference 'Science, Technology and Innovation for Development,' New Delhi, India, 22-23 March, 2018.

- Mojsoska-Blazevski, N. and Petreski, M. (2017) Organisational and financing options for establishment of an Employment Fund in Kosovo: A comparative perspective. 1st International Scientific Conference "Knowledge Based Society as a Strategy for Faster Economic Growth" 16-17 November 2017, Prishtina, Kosovo.
- Tomovska Misoska, A., Petrovska, I. and Mindova, S. (2017) The attitudes towards online shopping: The case of Macedonian students, International Scientific Conference ITEMA 2017: Recent Advances in Information Technology, Tourism, Economics, Management and Agriculture, 26 October, Budapest Hungary.
- Egger, E., Dimitrova, M. & Tomovska Misoska, A. (2018). Entrepreneurial intentions of students in relation to family business experience: Evidence from Macedonia and Slovenia. XIV International May Conference on Strategic Management. Technical Faculty in Bor, IMCSM Proceedings. Vol. 14 (2) , ISSN 2620-0597, pp. 131 -140.
- Petrovska, Veljanoska, Efremov and Kovacevski (2018) Social Media as a Tool for Building Customer Loyalty. Euro-Asia forum in politics economics and business – 2018, July 12-13, 2018 Zagreb, Croatia
- Petrovska, Pacovski, Efremov and Aleksic (2018) New Media Importance for Integrated Marketing Communications. Euro-Asia forum in politics economics and business – 2018, July 12-13, 2018 Zagreb, Croatia
- Veljanoska & Petrovska. (2018) Reshaping customer loyalty through mobile marketing. 6th ICCMI 2018 – International Conference on Contemporary Marketing Issues, Athens, Greece, June 27th – 29th 2018, organized by Alexander Technological Educational Institute of Thessaloniki, Greece and Manchester Metropolitan University, U.K
- Tomovska Misoska, Petrovska and Mindova. (2017) The Attitudes Towards Online Shopping: The Case Of Macedonian Students. International Scientific Conference On IT, Tourism, Economics, Management and Agriculture, - ITEMA 2017, October 26, 2017, Budapest, Hungary..
- Dimitrova, M., Petrovska, I., Micevski, D. & Bojadziev, M. (2017) Social media as customer communication tool: Evidence from Macedonian Start Up Community. International Annual Forum of the Bulgarian Economic Thought Economic challenges Towards Industry 4.0- Technologies vs. Ideologies. September 29-30, 2017, Sofia, Bulgaria
- Tomovska Misoska, A., Petrovska I. and Zdravevski P. (2018) Predictors of opinion seeking, passing and spreading of electronic word of mouth among Macedonian consumers, Psihologija: nauka I praktika, 2 (3), 87-103. (in Macedonian).
- Karadja, A. Pachovski, V. Bojadziev, M. Andonova, M. (2018) Digitalization of banking services as a driving force towards profitability – Comparative analysis of the Macedonian banking sector with a focus on the IT perspective, CiiT 2018, Mavrovo, 20-22.04, 2018, *Proceedings of the 15th International Conference on Informatics and Information Technologies, Web proceedings (to be published)*
- Mojsoska Blazevski, N. (2017), Promotion of Balkan Barometer in Brussels (October, 2017)
- Mojsoska Blazevski, N. (2017), Macedonia 2025 FDIs in Macedonia (November, 2017)
- Mojsoska Blazevski, N. (2018), Boosting the Social Dimension in the Western Balkans and Turkey in Serbia, 31.01.2018,

Mojsoska Blazevski,N.,Undeclared work, Skopje, Macedonia

Mojsoska Blazevski,N.(2018),The Future of the Welfare State in the Western Balkans, in Serbia (June 6-8, 2018, Belgrade)

Petreski, M. and Mojsoska-Blazevski, N. (2018) Overhaul of the social assistance system in Macedonia: Simulating the effects of introducing Guaranteed Minimum Income (GMI) scheme. Annual Conference "Social Policy in East and Southeast Europe in Past and Present. Demographic Challenges and Patterns of Inclusion and Exclusion", Regensburg, Germany, 21– 23 June 2018.

Mojsoska-Blazevski, N. and Petreski, M. (2017) Organisational and financing options for establishment of an Employment Fund in Kosovo: A comparative perspective. 1st International Scientific Conference "Knowledge Based Society as a Strategy for Faster Economic Growth" 16-17 November 2017, Prishtina, Kosovo.

S. Hristova, A., Egger, E. (2018) Strategy and family businesses, Second International Conference on Economics and Management, 15-16 March, Ljubljana, Slovenia.

Krstevska,A.(2017),Bank of Albania /SEE Study of Oxford Annual Conference 2017, Governors' Panel: Financial markets, financial inclusion and their important role for future developments in macroeconomic and financial stability, November, 2017

Krstevska, A. (2018), Active labor market measures in dealing with unemployment: evidence from Macedonia, BIS Working Party of Monetary Policy, Zagreb, February 2018.

Nenovski,T,(2017),Fourteenth International Scientific Conference: "THE POWER OF KNOWLEDGE" - Agia Triada,Thesaloniki, Greece, 29-th September – 1-st October 2017, Key speaker

Mrsik,J.(2018),Банкарско кредитирање на малите и средни претпријатија за поголема искористеност на средствата од фондовите на Европската унија, Економија и бизнис, јули 2018. стр 40-45

Dimitrova, M., Petrovska, I., Micevski, D. & Bojadjev, M. Social media as customer communication tool:Evidence from Macedonian Start Up Community. International Annual Forum of the Bulgarian Economic Thought Economic challenges Towards Industry 4.0-Technologies vs. Ideologies. September 29-30, 2017, Sofia, Bulgaria

### **School of Computer Science and Informatics**

Bashova, K., Pachovski, V., Božinovski, A. (2018) Using QR codes for easier and more secured business communication, CiiT 2018, Mavrovo, 20-22.04, 2018, Proceedings of the 15th International Conference on Informatics and Information Technologies, Web proceedings (in print)

Ambari A., Bozinovski A. (2018) Importance of Software Importance of Quality Assurance in Software Products, CiiT 2018, Mavrovo, 20-22.04, 2018, Proceedings of the 15th International Conference on Informatics and Information Technologies, Web proceedings (in print)

Bozhinovski A., Temelkovska S., Mančevska S. (2018) An Application for Psychological Research using a Modified Stroop Test, CiiT 2018, Mavrovo, 20-22.04, 2018, Proceedings of the 15th International Conference on Informatics and Information Technologies, Web proceedings (in print)

Hrisafov K., Pachovski V. Stojcevska B., Bozinovski A. (2017) Reviving the legacy computer systems - A case of a cement factory, Proceedings of the 9th ICT Innovations Conference, September 22-23, Skopje, Macedonia (in print)

Krstanoska-Zulumovska R., Bozinovski A., Pachovski V. (2017) Scope Game - A Multiple Projects Management Tool, Proceedings of the 9th ICT Innovations Conference, September 22-23, Skopje, Macedonia (in print), poster

Bojadjievski,S.Anastasova Bojadjievska,N.Tentov,A.Kalendar,M (2018) Critical data communications in Heterogeneous networks; (accepted Paper)ETAI 2018 , Struga 20-2.,09.2018

Bojadjievski,S.Anastasova Bojadjievska,N.Tentov,A.Kalendar,M (2018) Critical data communications in Heterogeneous networks; (accepted Paper)ETAI 2018 , Struga 20-2.,09.2018

Karadja, A. Pachovski, V. Bojadziev, M. Andonova, M. (2018) Digitalization of banking services as a driving force towards profitability – Comparative analysis of the Macedonian banking sector with a focus on the IT perspective, CiiT 2018, Mavrovo, 20-22.04, 2018, *Proceedings of the 15th International Conference on Informatics and Information Technologies, Web proceedings (to be published)*

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### **School of Political Science**

Зендели, М & Ризоска, В. Б. (2017). Мерење на факторите кои влијаат на квалитетот на услугите во рестораните во Република Македонија. Европски журнал за Економија и Бизнис студии. ISSN: 2411-9571; Виена

Andeva, M. & Dodovski, I. (2017). Non-territorial autonomy and minority rights in Macedonia. Paper presented at the 6th International Conference on European Studies (ICES'17) 'Local, Regional and Global Governance' organized by Epoka University in Tirana, Albania, 5-7 November, 2017.

Kálmán KONCZ, László KAJCSA, Guillaume INGLESE, Evita AGRAFIOTI, George A. PAPADAKIS, Anastasia CHALKIDOU, Marina ANDEVA , José-Ramón MARTINEZ-SALIO and Dimitris PETRANTONAKIS (2018). Protecting water infrastructures: ZONESEC Research project – Pilot demonstration for water companies. In Conference Proceedings “Efficient Use and Management of Water 2018” Regional Water Forum Danube Eastern Europe. 14th – 16th of May, 2018. Bucharest,Romania

Nikolovska, N., Boshkovska, N.J. (2018) Toward New Strategy of Integration of Western Balkans. In Economic and Social Development (Book of Proceedings), 31st International Scientific Conference on Economic and Social Development “Legal Challenges of Modern World”, June 7-8, Split, Croatia. pp. 337- 346.

Z. Sapuric, F. Ivanovski, A. K. Maznevska, Regional approach of Waste Management in Macedonia, Abstract book, INTERNATIONAL SCIENTIFIC CONFERENCE GREEN DEVELOPMENT, GREEN INFRASTRUCTURE, GREEN TECHNOLOGY Skopje, Organized by BENA and University Ss. Cyril and Methodius, Skopje 23-25 March 2018. Plenary speaker.

F. Ivanovski, Z. Sapuric, V. Naumovski, D. Dimitrovski. Establishing Optimal Glass Packaging Waste, Collection : A Key Study of City Of Skopje. Abstract book, INTERNATIONAL SCIENTIFIC CONFERENCE GREEN DEVELOPMENT, GREEN INFRASTRUCTURE, GREEN TECHNOLOGY Skopje, Organized by BENA and University Ss. Cyril and Methodius, Skopje 23-25 March 2018. Plenary speaker.

Z. Sapuric, D. Dimitrovski, F. Ivanovski (2018). Challenges of the Implementation of EU air pollution regulation and standards in Macedonia. Abstract book, International Conference of ecosystems (ICE 2018), ISBN 978-9928-4443-1-8 June, Albania., organized and published by, Health and Environmental Association, Albania and University of Maryland College Park, MD, plenary speaker.

D. Dimitrovski, T. Mirtkovski, Z. Sapuric, F. Ivanovski. Energy balance in recycling, reuse and prepare to reuse glass from packaging, Abstract book, International Conference of ecosystems (ICE 2018), ISBN 978-9928-4443-1-8 June, Albania. organized and published by, Health and Environmental Association, Albania and University of Maryland College Park, MD USA.

Dodovski, I. (2018). The Macedonian multicultural model, revisited. Plenary paper presented at the ‘Debate on Europe 2018’, organised by the S. Fischer Foundation, the Allianz Cultural Foundation, and the German Academy for Language and Literature, Skopje, 8 June 2018.

Andeva, M. & Dodovski, I. (2017). Non-territorial autonomy and minority rights in Macedonia. Paper presented at the 6th International Conference on European Studies (ICES’17) ‘Local, Regional and Global Governance’ organized by Epoka University in Tirana, Albania, 5-7 November, 2017.

Dodovski, I. (2018). How to jettison the old western stigma on the Balkans? Paper presented at the 13th International conference for European Integration ‘Europe and the Balkans’, organised by University American College Skopje in Skopje, Macedonia, 17 May 2018.

### **School of Foreign Languages**

Trajanoska, I. (2018) Absence, Silence and Music in Dorothy Richardson’s. Pilgrimage. Listening to Silence: The Presence of Absence in Music and Literature, Turin- 14 April 2018.

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