UNIVERSITY AMERICAN COLLEGE SKOPJE
SELF-EVALUATION REPORT

SCHOOL OF BUSINESS ECONOMICS AND MANAGEMENT (SBEM)
ACADEMIC YEAR 2016-2017

Contents

School of Business Economics and Management - Profile 3

PART I – Leadership 9

PART II – Annual Planning 15

PART III – Student and Stakeholder Focus 31

PART IV – Measurement and Analysis of Student Learning and Performance 48

PART V– Faculty and Staff Focus 69

PART VI – Educational and Business Process Management (METRIX REPORT) 88

PART VII – Research Work and Publishing 101

School of Business Economics and Management - Profile

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 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	- Management - Marketing - Finance - Audit & Accounting[1] - Human Resources

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

[1] Still not accredited by ACBSP

School	Number of study programs	Study programs
School of Business Economics and Management	5	- Management - Marketing - Finance - Audit & Accounting[2] - Human Resources [3]

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)

The number of students in each academic unit.
Below in Table 2, you 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 2016/2017 year)

School	Undergraduate Program	Graduate Program	Doctoral Program	Total
School of Business Economics and Management	219	114	15	348

[2] New Programs, still not accredited by ACBSP
[3] New Programs, still not accredited by ACBSP

Table 3- Faculty engaged for the Academic 2016/2017

	Employed Faculty	Adjunct Faculty	Visiting Faculty	Total
SBEM	13	22	8	**43**

Please specify the accreditations the University has.

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, graduate and doctoral 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.

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**

Please state the cooperation agreements the University has signed with other higher educational institutions.

Table 4. - SBEM Partnership Universities

SBEM Partnership Universities	
1. Dauphine University, Paris (www.dauphine.fr) **2.** Maastricht School of Management, Maastricht ,Netherlands (http://www.msm.nl/) **3.** International University of Monaco, Monaco (www.monaco.edu) **4.** Virginia International University, Fairfax USA (www.viu.edu) **5.** John Cabot University, Rome (www.johncabot.edu) **6.** Vesalius College Brussels (www.vesalius.edu) **7.** Horizons University, Paris (www.horizonsuniversity.org) **8.** CMH Academy and IEMI- European Institute of International Management, Paris **9.** East Carolina University, USA (www.ecu.edu) **10.** Institut Supérieur de Gestion (ISG), Paris (www.isg.fr) **11.** Swiss Management Center, Zurich, Vienna (www.swissmc.ch) **12.** European Institut of Education,San Gwan, Malta (www.eieonline.com/) **13.** St.Louis Community College,Missouri (www.stlcc.edu/) **14.** Technical Faculty of Bor, University of Belgrade **15.** Aachen University of Applied Sciences, Aachen , Germany http://www.fh-aachen.de/en/ **16.** University of Applied Sciences Baltazar Zaprešić, Croatia , http://www.vspu.hr **17.** Caucasus Univeristy from Georgia, Georgia, http://www.cu.edu.ge/en **18.** EDEM Escuela de Empresarios, Valencia, Spain http://www.edem.es/Inicio.aspx **19.** Miguel Hernández University of Elche, Valencia, Spain http://en.umh.es/	**25.** Romanian American University, Bucuresti, Romania http://www.rau.ro/index.php?newlang=english **26.** University of Rome Tor Vergata, Italy ,http://www.uniroma2.it **27.** Varna University of Management , Bulgaria , http://vum.bg/ **28.** Universidad a distancia de Madrid, Madrid, Spain http://www.udima.es/ **29.** VSEM College of Economics and Management, Prague (www.vsem.cz) **30.** Baku Business University from Baku, Azerbaijan, http://bbu.edu.az/en **31.** Mehmet Akif Ersoy University , Turkey, http://mehmetakif.edu.tr/ **32.** Univesidad de Burgos , Spain http://wwww.ubu.es/ **33.** Friedrich Schiller University Jena , Germany , http://www.uni-jena.de/ **34.** Haute Ecole de la Province de Liège , Belgium http://www.provincedeliege.be/ **35.** Université Catholique de Lille, France , http://www.fges.fr/ **36.** UNICUSANO , Italy, http://www.unicusano.it/en/ **37.** University of National and World Economy ,Sofia, Bulgaria http://www.unwe.bg/en/

20. ESIC-Business and Marketing School, Malaga, Spain http://www.esic.edu/malaga/ **21.** Gazi University, Ankara, Turkey http://gazi.edu.tr/ **22.** GEA College , Ljubljana, Slovenia http://www.gea-college.si/ **23.** Lazarski University, Warszawa, Poland, http://www.lazarski.pl/en/international-exchange/contact/ **24.** Politehnica University of Timisoara, Timisoara, Romania http://www.upt.ro/english/		**38.** University of Applied Sciences Worms, Worms, Germany http://www.hs-worms.de/ **39.** Universita di Foggia, Foggia, Italy http://www.unifg.it/ **40.** Muğla Sıtkı Koçman University, Mugla,Turkey http://www.mu.edu.tr/ **41.** University of Pila, Pila, Poland, http://www.mu.edu.tr/ **42.** Angel Knachev University of Ruse, Ruse , Bulgaria https://www.uni-ruse.bg/en/univers

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 and Sandra Klimoska are coordinators 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	– The School of Business Economics and Management- MBA Program - 4 and 5 year – The School of Business Economics and Management-MA program - 4 and 5 year
3. Elena Popovska is coordinator for the doctoral studies	– Doctor of Business Administration (DBA) – PhD in Economics

The Records Office provides support to students in terms of:

Complete and written correspondence with prospective students, current students and all stakeholders that would need information about undergraduate graduate and doctoral programs, the method of study, examinations, re-taking, payment, required and elective courses, etc.

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

Activity	Description	Number of activities held in 2016/2017	Parties included	Key Activities and Outcomes Reported in
Faculty Council Meetings	The Dean assembles Faculty meetings to discuss current and upcoming activities with their faculty, communicate strategic directions and general university goals, proposing and approving internal rules, documents, reports, etc. and other relevant documents.	2016-13 Meetings 2017 – (not completed)	- Dean of the School, - Faculty members, - Administrative staff	Faculty Council Meeting Minutes and made available to all relevant parties

Quality circles meetings	Informal meeting with students from each academic year and study concentration, where they meet with up with the Dean and discuss all aspects of their experience with the program and give their viewpoints and suggestions.	- Discussion with faculty about the students major concerns and complaints Students had specific suggestions on : - Quality of: - teaching process - administrative staff - library and books - Cafeteria - IT	3th session of Quality Circles Meetings	Act upon the student suggestions where possible within the academic year and conduct graduate level quality circles meeting

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 2015/2016	Parties included	Key Activities and Outcomes Reported in	Specific activities relevant to criterion
Business Cluster Meetings (GAM- Held 22.02.2017)	Providing input for future programs, internships even job opportunities for alumni, consultation for ongoing processes etc.	1	Deans, Career Center Officer, BC members	Reported by Career Center Officer	- Suggestions on the new programs.
Orientation Day (13.05.2017)	Introducing students to the staff, bylaws and procedures and overall experience of the university campus.	1	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 (24.03.2017)	Inclusion of the secondary stakeholders (students' parents) in discussion their views on the program and their child's progression throughout their academic years and beyond, as	1	Students' Parents , Faculty	/	- Displaying the program values and student outcomes to parents and secondary stakeholders

	well as presenting successful achievements of our students				- Inclusion of their opinion of the program
Joint Sessions	Disseminating best practices among the faculty and the schools	7+	All faculty, management, and administrative staff	/	/
Business Council meeting board of trustees (13.06.2017)	Providing input for future programs etc..	1	Vice Rector , Rector, Career Center, Networking Oficer	/	/

<u>Criterion 1.1.b.</u>
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, and insofar it has provided a good basis for an unambiguous and realistic evaluation of the performance of faculty, administrative staff and the leadership of the university. Therefore, they are evaluated by the students, the management, the administration and the deans. The deans on the other hand, are evaluated by their faculty members, the management, the students and the administrative staff. The administrative staff is evaluated by the deans, the faculty, the students and the management. So basically, each operational unit of the university is evaluated between each other. Different weights are assigned to each evaluation deflecting the importance of stakeholder most influenced by the party evaluated. This evaluation is administered once each year.

Criterion 1.2 Social Responsibility

<u>Criterion 1.2.b.</u>

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

Table 1.2.b.

	Description	Measure/Activity
Business Council	Regular 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
Corporate Responsibility	SBEM regularly organize at least one event per year that addresses some societal/global issue together with the students	Christmas Charity Sale (14.12.2016) UACS Charity Event (05.04.2017) Donation for the victims of the floods in Skopje
Round tables and workshops	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	• September 20, 2016 – Simulation on the topic of: "Leadership, Decision-Making and Team Building – in a Harvard way!" organized by the Concept Institute and UACS. The simulation was delivered on part of Makedonka Dimitrova, MPPM. • Workshop – Mapping of PhD Courses (Organized by prof. Marjan Petreski, PhD – 01.02.2017) • Research supervision workshop I – (Organized by prof. Marjan Petreski, PhD – 29.03.2017)

		• Research supervision eorkshop II – (Organized by prof. Marjan Petreski, PhD – 23.05.2017) • First UACS Doctoral Workshop - (Organized by prof. Marjan Petreski, PhD and Assoc. Prof. Snezhana Hristova, PhD – 21.06.2017)
International Conference	The annual international conference is held each year	• 12th International Annual Conference on European Integration: "Rethinking Migration, Economic Growth and Solidarity in Europa" (25.06.2017)
Projects and activities with the community	Students and/or faculty preparing projects/seminar papers for companies on various topics.	• 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 • April 20, 2016 – UACS SBEM students presented their project titled: "Prospect for issuing ordinary shares from Ohridska Banka AD Skopje" in front of the Bank's representatives. They were hosted by Mr. Mito Gjoreski, member of the Management Board of Ohridska Banka AD Skopje.

PART II – 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 2016-2017 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 2016/2017 (Criterion 2.1,)

Goal 1 – Integration and development of learning organization				
Strategies	**Activities**	**Lead Role**	**Measure KPI**	**Outcome**
Integration of the activities of the Schools within the University	Joint meetings of the scientific councils of the Schools within the UACS	Rector, Dean, teachers	- Number of joint activities of at least two Schools (joint lectures, events, etc.) - Number of master thesis which are jointly supervised by mentors from different Schools	✓ Done
	Joint Session of the UACS Faculty and Administration – Collegium (every first Friday of the months)	Rector, Dean, teachers	-	✓ Done
Goal 2 – Differentiation				
Strategies	**Activities**	**Lead Role**	**Measure KPI**	**Outcome**
Professional development of teachers - scientific-research work (SRW) of the academic staff	- Further promotion of the SRW - Regular monitoring SRW at SBEM;	Dean, Pro-Rector for SRW, teachers	- Number of faculty that applied for financing of conference	✓ Done

	- Evaluation of the teachers that includes assessment of SRW		- Number of staff that applied for financial award for published paper with impact factor - Regular, annual monitoring of SRW - At least 1 international paper annually of the full-time teachers employed at SBEM - At least two additional teachers to acquire master mentorship licence - At least two additional teachers to acquire doctoral mentorship licence	
Encouraging greater cooperation between full-time and part-time teachers for publication purposes	Encouraging co-authoring of papers (Full time with Part time professors)	Dean, Pro - Rector for SRW	- At least 2 papers co authored (Full time with part time professor) in the academic year 2016-2017	✓ Done - Financial support for entry fee and participation in conferences;

				- Rewards for teachers who published international papers
Encouraging work on research projects and consultation work in the business sector	Dissemination of information for up-coming projects and support in the preparation of project applications	Dean, Pro-Rector for SRW, teachers	- At least 3 submitted applications for research projects	?
Internationalization of the academic staff	Exchange of teachers (for teaching purposes) Participation of teachers in international projects Long-term stay at foreign universities (preferably top 500 universities)	Dean, Pro – Rector for SRW, Makedonka Dimitrova (Resita)	- Erasmus + action 107 – to arrange research visits for 3 professors (prof.	✓ Done Snezhana Hrisrtova, PhD, - visiting professor at University for tourism and management in Opatija, Croatia) Prof. Ilijana Petrovska, PhD – visiting professor at University Tor Vergata, Roma , Italy)

				Prof. Marjan Bojadjiev, PhD – visiting professor at University Tor Vergata, Roma, Italy)
			- At least two professors exchanged under the CEEPUS program	One exchange Prof. Ivana Trajanoska , PhD
			- At least two applications per year for international project	✓ **Done** Prof. Nikica Mojsoska Blazhevski and Prof. Marjan Petreski, PhD
			- At least one teacher per year with long-term stay at foreign university (a minimum of 1 month)	✓ **Done** Prof. Nikica Mojsoska Blazhevski, long-term stay at London School of Economics and Political Science' Institute on

				South-Eastern Europe (LSEE)
Maintain the participation the academic staff Resita' organized events and exchanges	Exchange of teachers for teaching purposes Training of teachers within the network Joint application for projects	Teaching Ass. Makedonka Dimitrova (Resita), Dean, Pro – Rector for SRW	- At least two teachers exchanged for teaching purposes - At least 2 teachers participate in some training organized by Resita - At least one joint application	✓ Done
Training of the faculty	Internal training of teachers	CAO, Dean, Pro – Rector for SRW	- At least one internal training per semester	✓ Done Seminar for Socialization held on 30.09.2016

Establishment of honour society at the UACS	Establishment of Delta Mu Delta organization	CAO, Dean, Prof. Elena Bundaleska	- Established organization - Number of activities held of the Delta Mu Delta	✓ Done Induction of new DMD members held on 03.05.2017
Further enhance the support services to students	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)	- Offering new service to the UACS students called "Business Support Laboratory" which will help and teach students to develop entrepreneurial skills and to make a successful business plans as well as to share experiences with past successful UACS students. At least 5 students to be interested for this laboratory.	

			Regular meetings of the Commission for Quality Cycle, at least 2 times in the year 2016/2017.	✓ Done
			- Increased number of members, activities and events of the alumni network	✓ Done One UACS Alumni Pre-New Year's Eve Party event held on 14.12.2016 at TCC Grand Plaza – Winery

			– Awarding certificates for the best tutors (students), at the UACS public events or ceremonies.	✓ Done
			Through launching TASC newsletters, preparation of students for student's competitions, for writing academic publications, projects, essays etc. - The alumni of the month (preferably an entrepreneur) to deliver a speech in front of the students	✓ Done

Implementation of the European Charter of Researchers	Further implementation of ECR	Pro-Rector for SRW, Ana Tomovska,	- Progression with the implementation as per the judgment of the European Commission	?
Goal 3 – International accreditation goals				

Strategies	Activities	Lead Role	Measure KPI	Outcomes
Maintaining the ACBSP accreditation	Preparation of Self-evaluation report for 2016 Preparation of report on the achievement of learning outcomes	Dean, Vice Dean	- Re-accreditation of the programs - Report on achievement of learning outcomes	✓ Done Developed a new decision for Master ILO
Further improvements in the establishment and measurement of the learning outcomes	Re-assessment of the learning outcomes (LO) of the current programs Re-assessment of the internal decisions on the measurement of the LO (with a focus on summative and external measurements)	Dean, Vice Dean, Heads of departments	- Developed new LO for undergraduate programs - Developed new matrixes for measuring LOs	✓ Done
Goal 4 – International cooperation (part of this goal is covered with the activities under the Goal 2 - Differentiation)				
Strategies	**Activities**	**Lead Role**	**Measure KPI**	**Resources Needed**
Strengthen the involvement of students into mobility programs	Increase the number of agreements for mobility of students (mainly through Erasmus program)	- International Relations Officer (IRO), Dean, Heads of departments	- Number of students that were exchanged within the Erasmus+ program	2016 – 7 students 2017 – 12 students

Intensify the participation in the CEEPUS program	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	?
Re-focus the international staff (visiting professors) towards undergraduate programs	Increase the number of visiting professors that teach on undergraduate level	- Rector, Dean	- Number of visiting professors that lectured on undergraduate courses	- prof. Luka Gnan – from University Tor Vergata Roma, Italy
Goal 5 – Networking and cooperation with the students and parents				
Strategies	**Activities**	**Lead Role**	**Measure KPI**	**Resources Needed**
Maintaining good relations with parents	Organizing Parents' day	Rector, UACS administration	- Organized Parent's day	✓ Done Held on 30.03.2017 at City Hall Center
Greater activity of the students' organizations	Several events organized by the alumni	Alumni organizations, teachers	- At least two events organized by alumni	✓ Done UACS Alumni party
Maintain high overall satisfaction of students with the SBE&M	Implementation of satisfaction survey	Dean, Heads of	- At least 70% overall satisfaction of students	✓ Done

	Meetings of the Quality Cycle committee		- At least two meetings of the Quality Cycle committee	
Maintaining good relations with the Business Council	Further dialogue with the business community related to the programs Engage staff from the Business Council' members into delivering guest lectures	Rector, Dean, Officer for communication with the business sector	- At least two meetings with the Business Council - Having Business Council representatives or the companies represented in the Council as guest lecturers, or as experts for panel discussions and important lectures	?
Goal 6 – Innovation				
Strategies	**Activities**	**Lead Role**	**KPI**	**Resources needed**
Introduction of the third cycle of studies	Start of doctoral programs	Vice-rector for SRW, Dean	- Started programs - Number of enrolled doctoral candidates	✓ Done
Introduction of new study program(s)	Accreditation of a new double-degree program with University Tor Vergata, Rome, Italy	Dean, teachers	- Accredited program for Economics and Business	✓ Done

	Start of the new program in Accounting and Audit (graduate level) Consider introduction of new study programs		- Signed agreements with the University Tor Vergata	
Goal 7 – CSR Activities, projects and events				
Strategies	**Activities**	**Lead Role**	**KPI**	**Resources needed**
Increased Corporate Social Responsibility	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	✓ Done ✓ Done Christmas sales held on 14.12.2016

Table 2.2. SBEM Report on Annual Plan / Time Table 2016/2017

	Planned Activity (2016)	**Check**		**Planned Activity (2017)**	**Check**
2016/09	Opening Ceremony of Academic Year 2016/2017	✓	2017/02	Workshop Mapping of PhD courses	✓
2016/09	Graduation Ceremony of Academic Year 2016/2017	✓	2017 /03	Simulation – Institute "Koncept"	✓
2016/10	Seminar for socialization	✓	**2017/03**	UACS Start-up-week	✓
2016/10	Opening day (Master studies)	✓	**2017/03**	Research supervision workshop	✓
2016/12	Christmas sales	✓	**2017/03**	PTA (City Hall Center)	✓
2016/12	UACS Alumni party (TCC Grand Plaza- Winery)	✓	**2017/04**	UACS Charity Event	✓
		✓	**2017/04**	International students day at UACS	✓
		✓	**2017/04**	UACS Open Day (UACS Ground floor)	✓
		✓	**2017/05**	UACS Annual Conference	✓
		✓	**2017/06**	First Doctoral Workshop	✓

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

Educational program	Student Segment targeted	Rationale
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
- Students - Faculty - Control and Regulatory bodies: (MON, BoA, ACBSP)	- Board of Directors of the University - Business Council - Student's parents - Alumni

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

Target audience	Activity	Purpose
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.

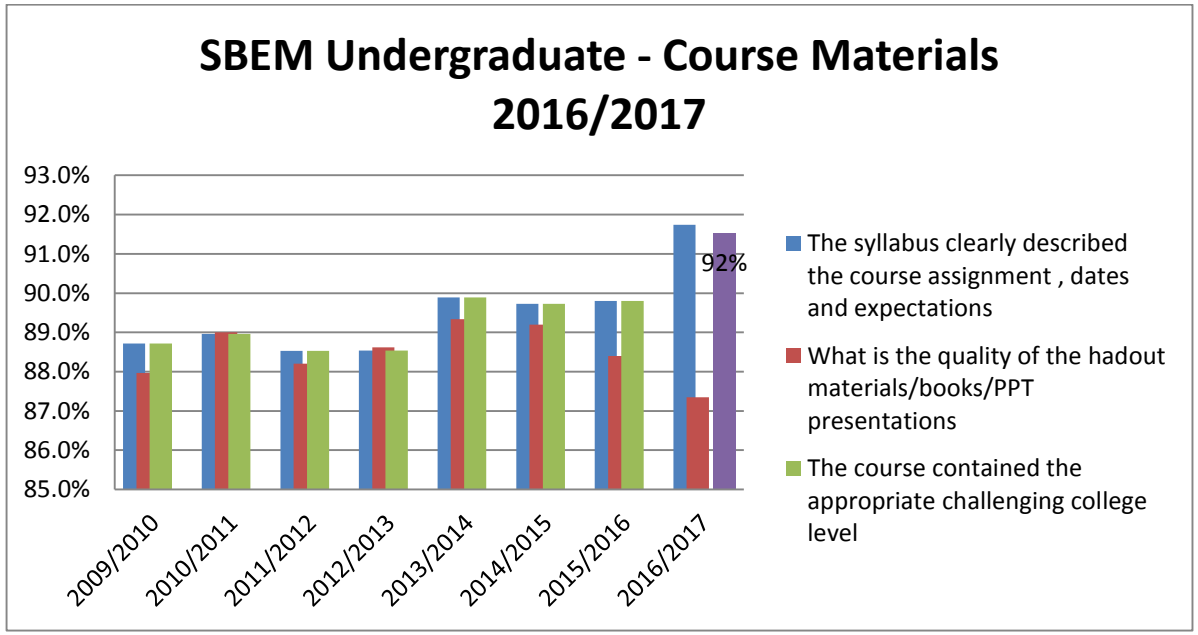
In terms of addressing the student needs, the School has established a Grievances procedure that formalizes the process of receiving complaints. The Grievance officer is the intermediary throughout the whole process, and seeks an amicable solution to each issue. Another form of addressing student concerns 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.

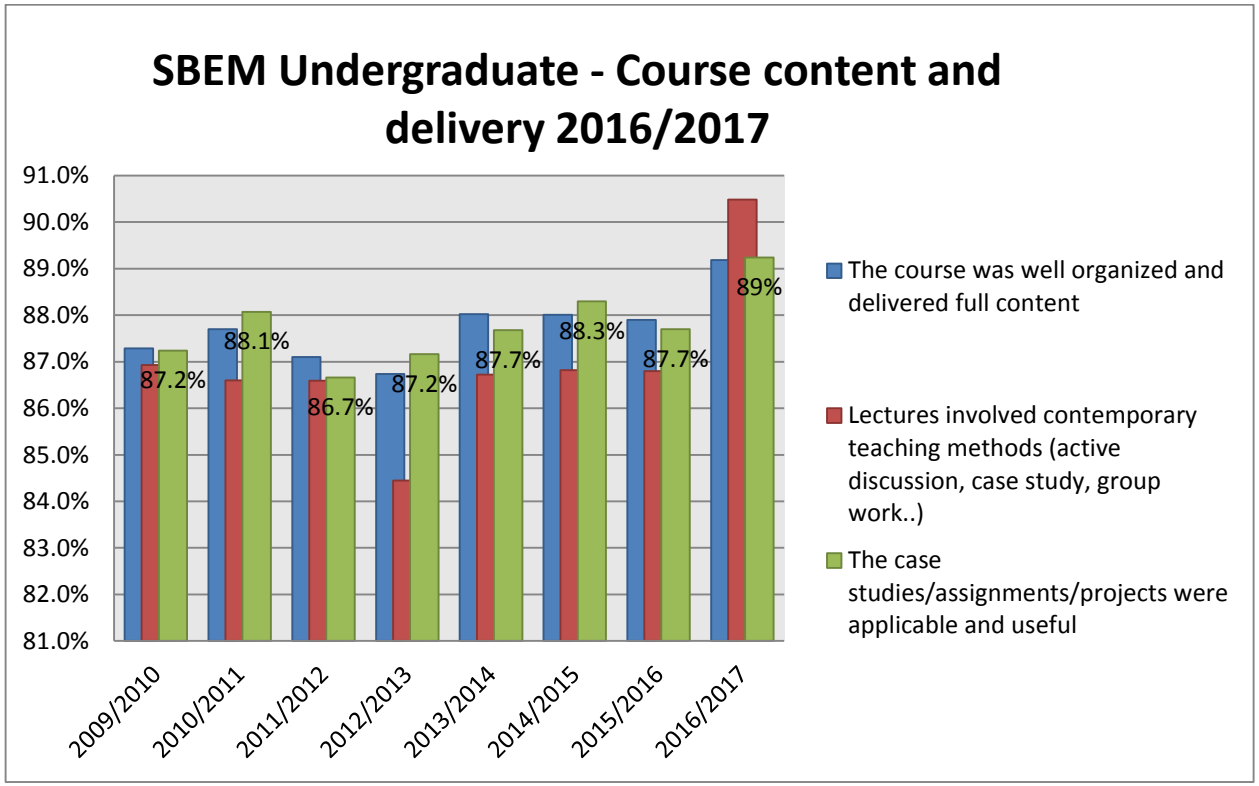
7. **Criterion 3.7:**
   The business unit should present graphs or tables of assessment results pertinent to this standard.

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

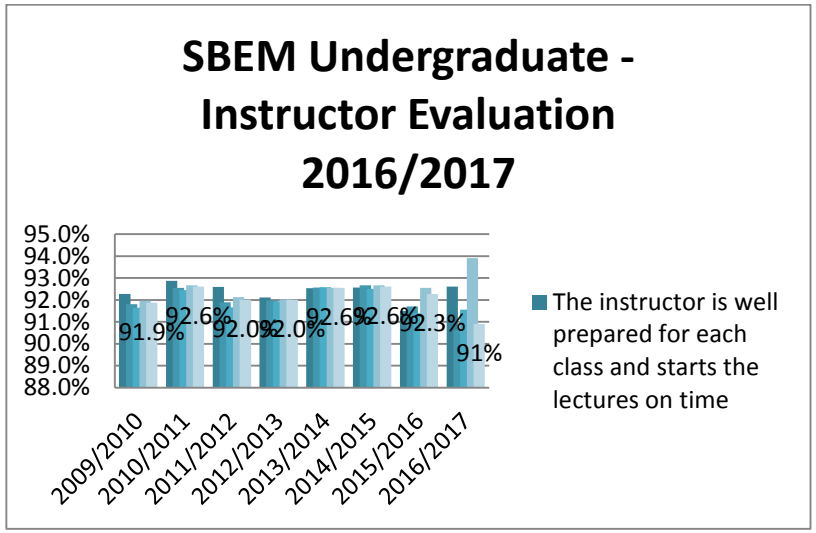
1. **Graph 3.8.1.a. – Undergraduate Student Satisfaction from Course**



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**

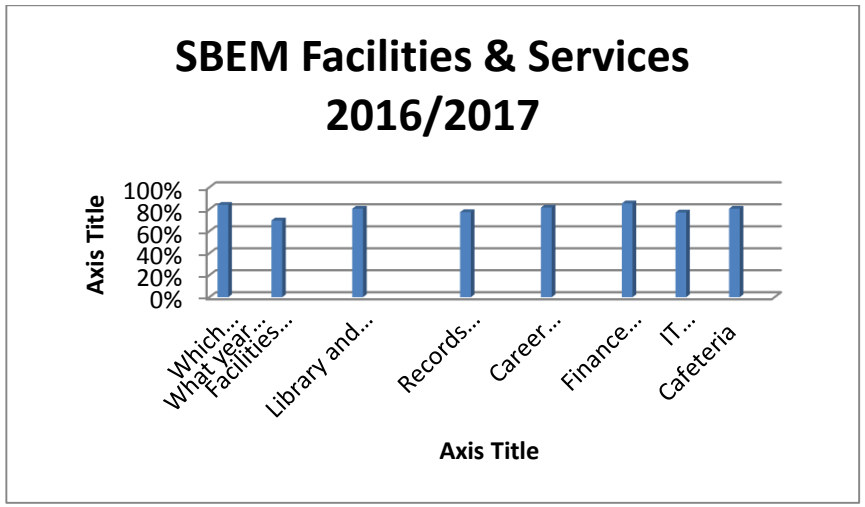


Table 3.8.1.e. – Undergraduate Student Placement (Employment and Educational Status of Graduates)

Academic year		**Number of respondents**		**Full-Time Employment**	**Part-Time Employment**	**Pursuing Further Education**	**Still Seeking Employment**
Cohorts by Major	Number in Class	Number	%	Number (%)	%	Number (%)	%
SBEM 2012-2013	102	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)
KPI	/		Not to fall	Not to fall below 50%		Not to fall below 50%	Not to go above 15%

			below 60%				

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.

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

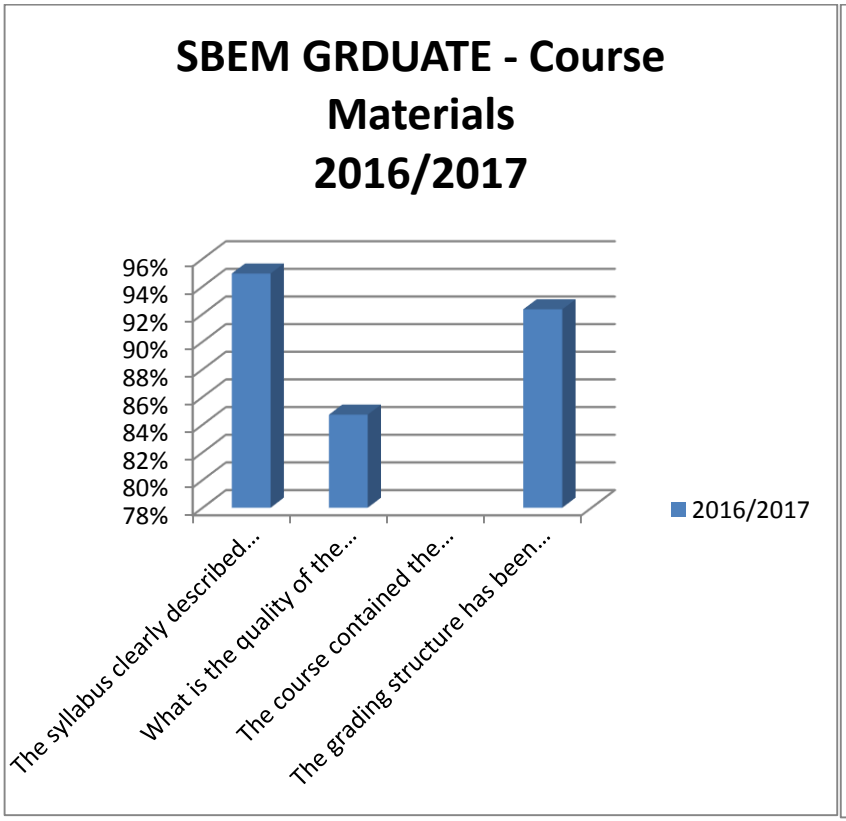
	CV and Cover Letter % of students participated	**Measurement By timely internships**	**Interview and Job searching strategies**	**Measured by** employed after graduation	**Probation**	**Measured by out of probation**	**Academic counseling** students received interpersonal advising	**Measured by** continued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

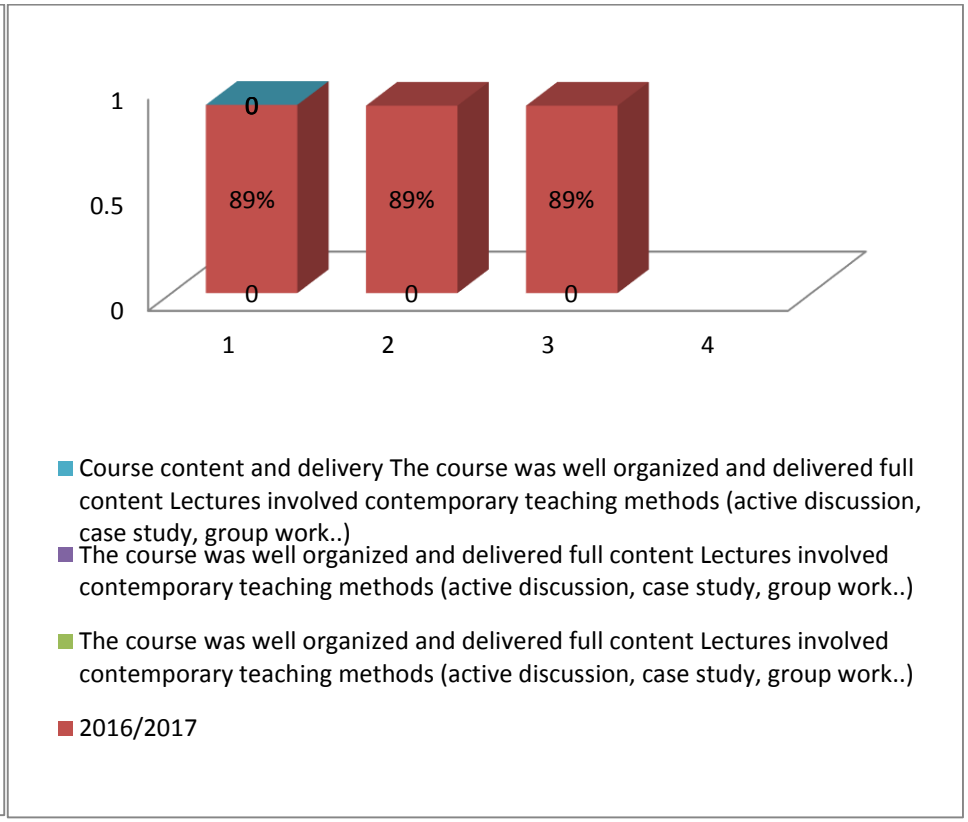
									(60 hours)
2015-2016	?	96%	?	47.5 %					
KPI	**Above 50%**	**Above 90% on time internships**	**Above 70%**	**Above 50%**	**Decrease no. of probation**	**Increase student out of probation**	**Above 80%**	**Above 50%**	**Increase tutors and hours by 50%**

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

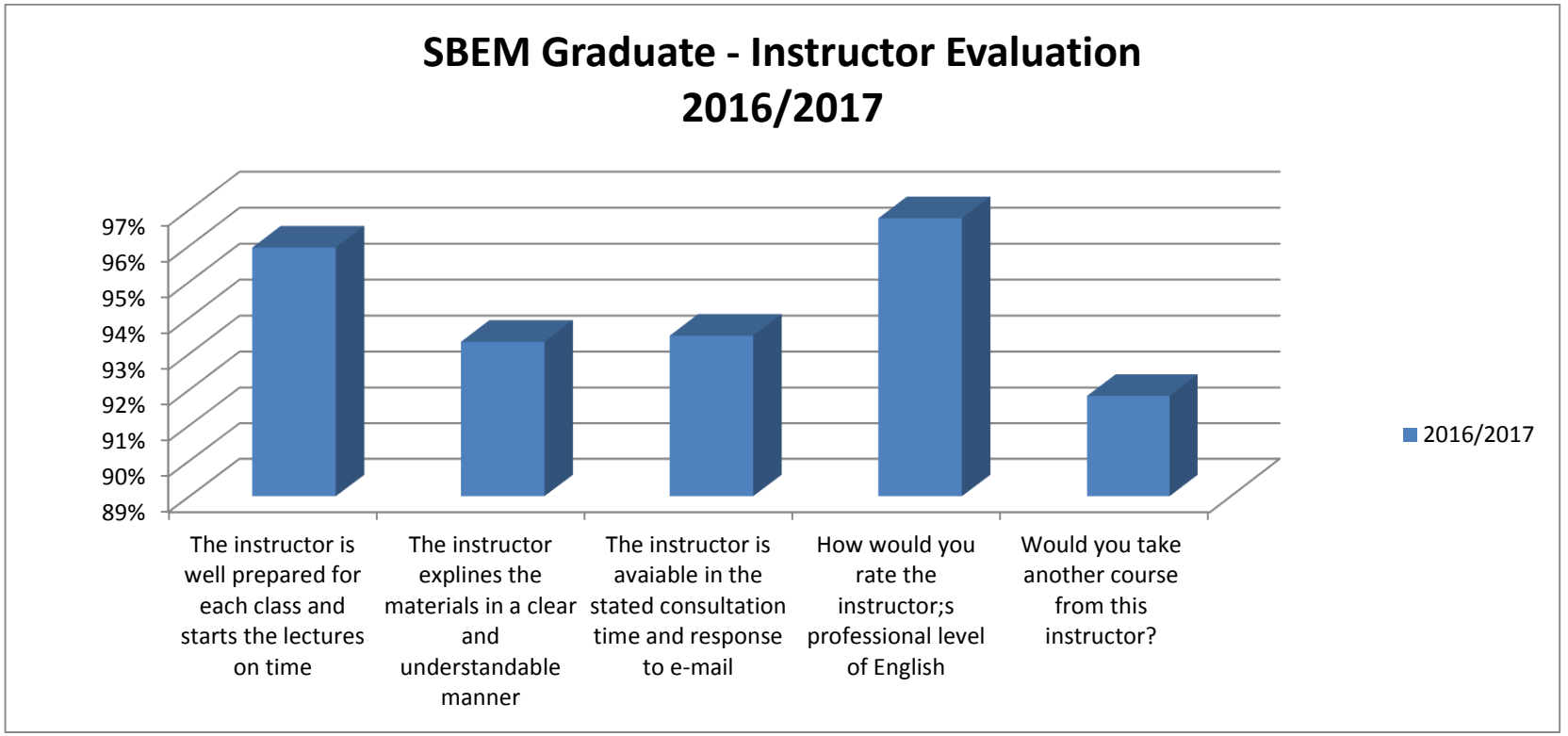
5. **Graph 3.8.2.a. – Graduate Student Satisfaction from Course**





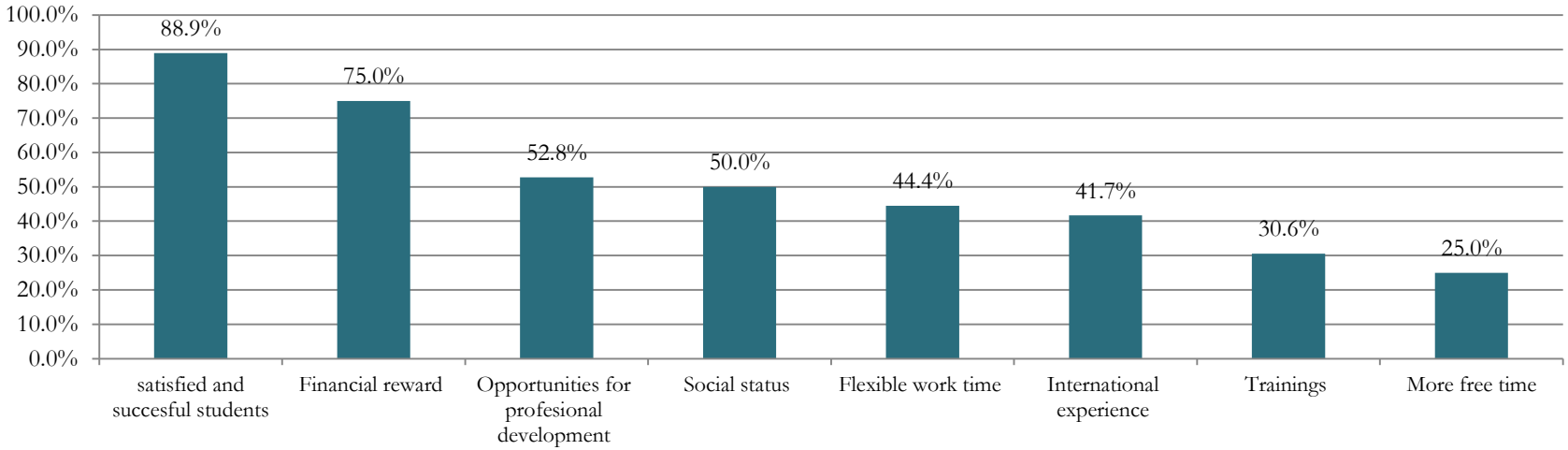
Comment: Student satisfaction from the courses at SBEM has been higher than the allotted KPI (89%) for more than 6 consecutive years. Suggested improvements are to either raise the KPI, and/or review the process.

6. **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.

7. Graph 3.8.3.b. – Faculty members motivation & satisfaction



Comment: Discovering motivation factors in faculty are essential in order to determine their drive and their fit into the organizational culture. This survey was administered for the first time in 2015, and will be also administered in 2016 in order to review the consistency in the results. Certain amendments will be made upon suggestion from management and faculty.

1. Table 3.8.3.d. – Faculty research

School of Business Economics and Management	
Teachers	11
Papers	66
WoS papers	12
Research books	4
Research books per teacher	2
PhD Mentors	5

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

SBEM Undergraduate program			
Concentration	**Internal Data and Information**		**External Data and Information**
	SUMMATIVE Data and Information	**FORMATIVE** Data and Information	
Marketing concentration	- Capstone project for concentration LO - Capstone project for general LO and soft skills	***Pre-Post test results (courses)*** - Microeconomics - Business mathematics - Contract Law	- Exit test - External assessment on students internship

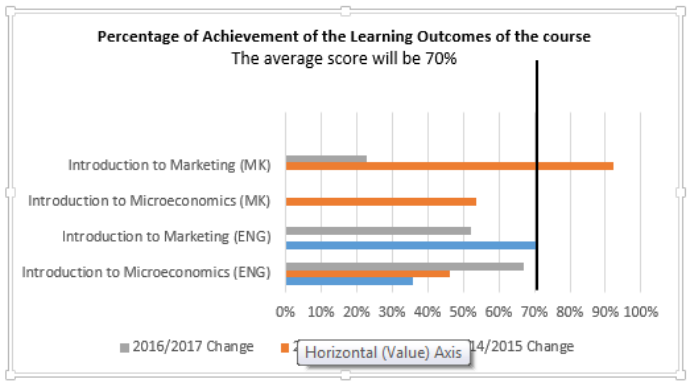
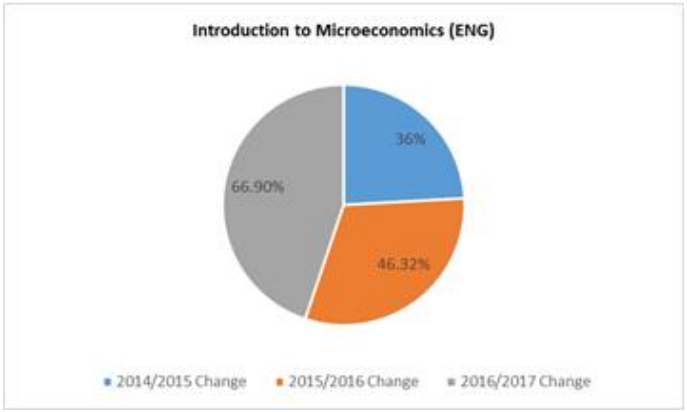
Management concentration	- Capstone project for concentration LO - Capstone project for general LO and soft skills	- Introduction to Marketing - Financial markets and institutions - International management	- Exit test - External assessment on students internship
Finance concentration	- Capstone project for concentration LO - Capstone project for general LO and soft skills		- Exit test - External assessment on students internship External evaluation on final course project

Assessment tools/data for Graduate programs

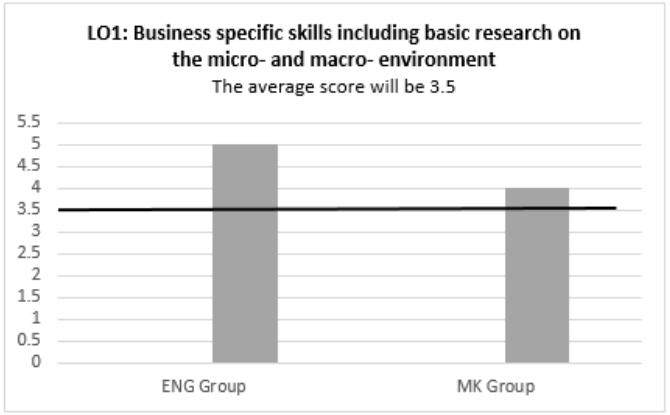
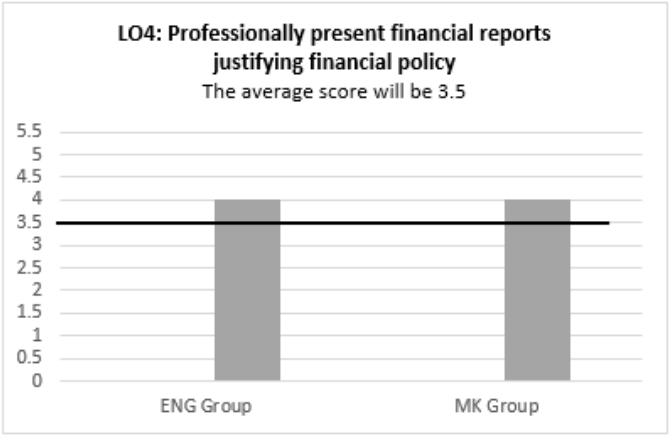
SBEM Graduate program			
Concentration	**Internal Data and Information**		**External Data and Information**
	SUMMATIVE Data and Information	**FORMATIVE** Data and Information	
Marketing concentration	-Master thesis -Master thesis seminar	Portfolio of major assignments within the MSc/MBA courses	Participation 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.
Management concentration	-Master thesis		Participation of industry professionals, or Professor of

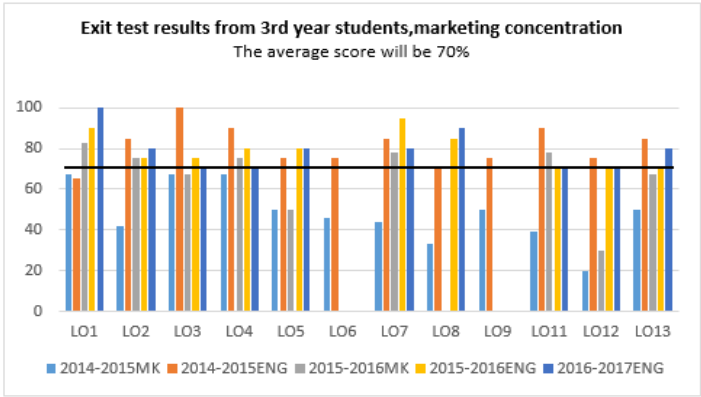
	-Master thesis seminar		Management Practice to serve as a member of the Thesis Review Committee. Participation of industry professionals to serve as a member of the course final project Committee.
Finance concentration	-Master thesis -Master thesis seminar		Participation of industry professionals, or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

Criterion 4.2.
To identify trends, the business programs should report, at a minimum, three successive sets of periodic assessment results.

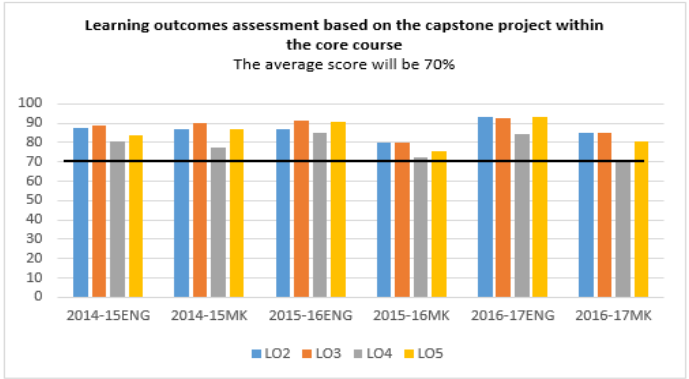
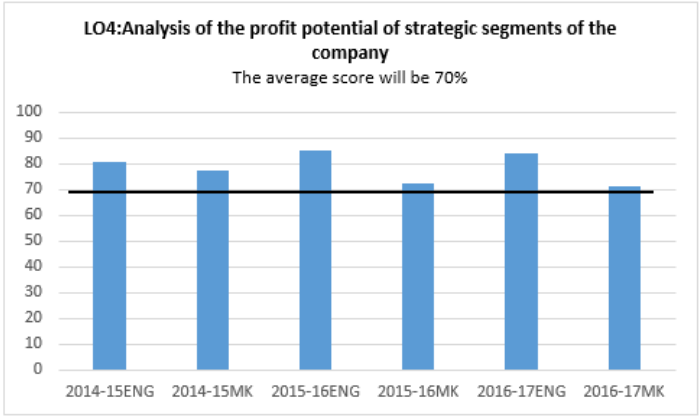
Performance measure	What is your measurement?	Current results	What have you learn?	Action taken or improvements	
Undergraduate, all concentrations. To measure the added value of specific courses to students knowledge. Students must score an average of 70% or more on the comprehensive post-test to demonstrate mastery of learning outcomes set for the specific courses. At least 50% improvement (change) is expected to be achieved as a difference between pre/ post test results.	Formative, direct, internal; 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. The test was designed to evaluate all learning objectives for the specific course.	A goal met, but not for all courses. Data scores demonstrate a positive trend, results improved over the base year. Lack of data collection for three data points for some of the courses.	Weaknesses: No consistency in data collection for all courses due to staffing issues and lack of established common tools and templates. Strengths: Faculty indicated that implementing practices of interactive learning and quizzes as a tool of measuring comprehension of the covered topics have influenced on	The tests have been customized according to areas of LO.The faculty analyzed each question in which a significant students failed and learned which LO within the course need specific attention in the future. Next step: To develop common methodology for a meaningful and consistent data collection.	 

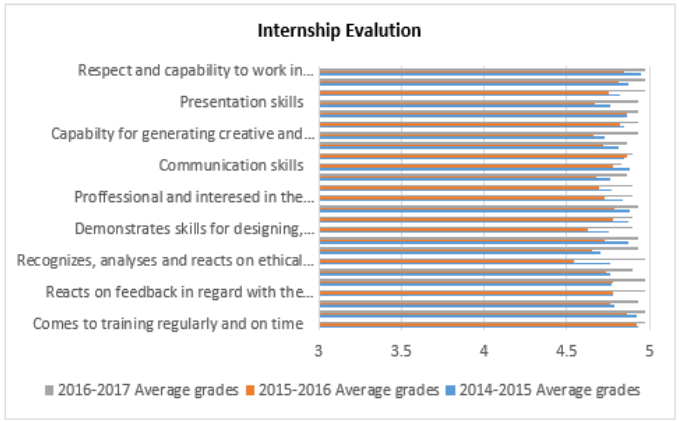
			the students to perform better on the post- test. Tutorial help has supported improved student learning in the course of Introduction to Microeconomics, in 2016/17 change of 66.9% is evident as an significant improvement.	To monitor results for those courses which are underperformed and on margin. To determine which areas need more coverage in class and to improve specific courses mode of delivery. Faculty will continue to customize test questions for improved wordings and student understanding. To support students that struggle with some of the courses with tutorial help.	

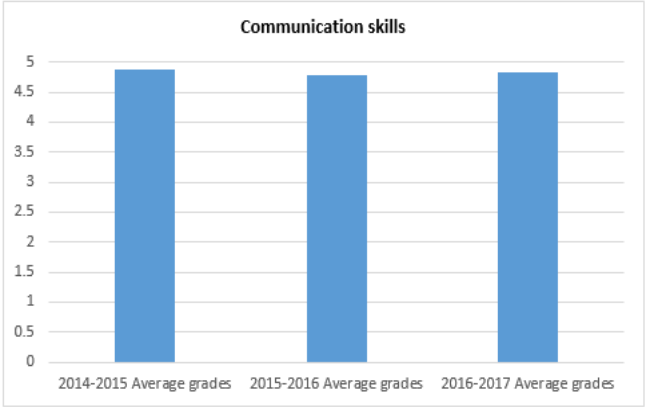
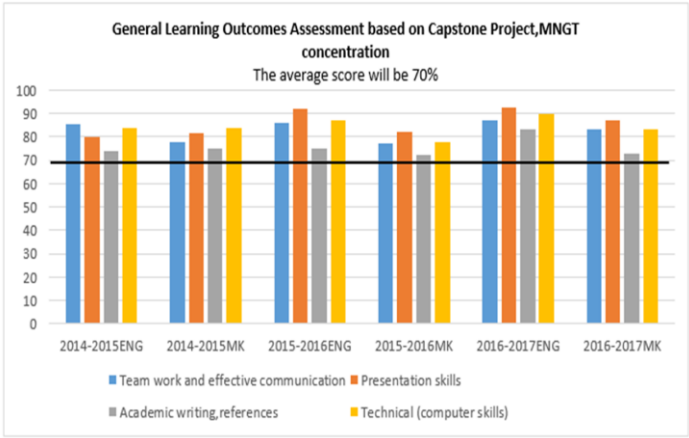
Undergraduate students, concentration FINC, Financial accounting course project. To measure the achievement level of program relevant LO's. FINC concentration students average rating score by the industry to be at least 3.5 or better, on a scale of 1(poor) to 5(excellent), to demonstrate a mastery of LO1, LO4, LO5.	Formative, direct, internal/external, comparative. Success will be measured using a rubric for the final project in Financial Accounting, evaluated by the external evaluators from the industry that served as a members of the project review committee. The final course project was developed in a partnership with faculty and industry. The pilot external testing was done in fall, 2017. The students scores on the	Initial assessment is that student achievement has met the goal. All scores are above the target.	This is a new measurement tool and therefore there is one data point at this time. Results meet expectations. Faculty indicated also that student learning and motivation to perform better is enriched when the students are evaluated by external (industry) representatives. Student competition was a good motivator of learning. Learning to operate in a competitive environment is a valuable skill.	The new measurement tool is intended to assist in gaining an external measurement of the LO's. The practice to be continued and the results will continue to be monitored during the next measurement year. To consider this measurement for other concentrations to design and develop course project portfolios in a partnership with industry and to	 

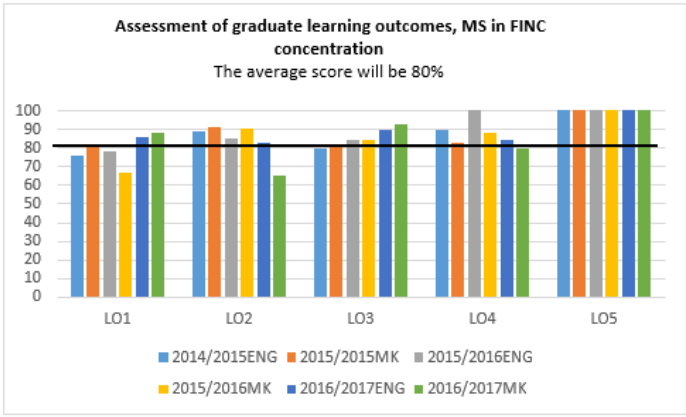
	project will assess their ability to analyze and report financial statements and present to a panel of industry. Working teams were comprised of students from both, MK and EN classes, who were pitted against each other in a project assignment			implement external assessment	
Undergraduate, all concentrations. To measure the achievement of the program's LO. 3rd year of business students, all concentrations, must score an average of 70% or higher on the	Summative, external, direct , comparative. Success will be measured using a rubric for the summative exit test examination for student s. The exit test has been approved by	Some data scores are positive, but overall there is an apparent fluctuation in the score over years.	The test is of voluntary nature and most students do not take it seriously and were not accountable for the results. Students majoring MNGT and MARK have low scores for	New course curriculum "Intro to finance" is developed for MNGT and MARK, for more coverage of relevant LOs, course delivery will start in 2018. Next step:	

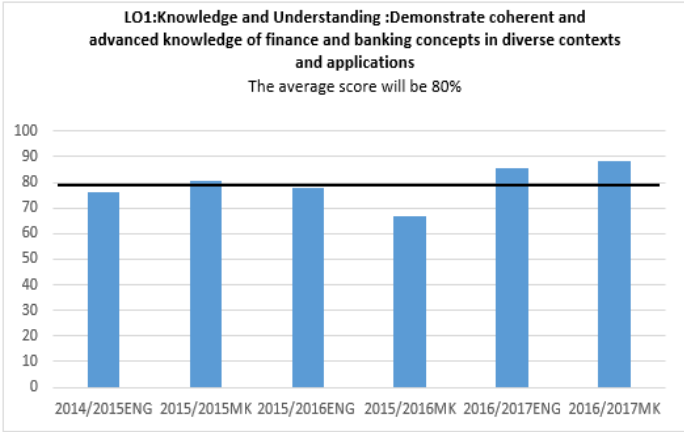
summative exit test, to demonstrate a mastery of program's LO (MNGT, MARK, FINC).	the business community.		demonstrating financial knowledge of business plan artifacts (LO1, LO12 MARK)and (LO2, LO7 MNGT).	The test will be administered in different content, structure and timing An incentive will be given to students to motivate them to do well on the test, or to consider exit test for all concentrations to be administered as part of the student grade. The test questions will be revised and redefined. A one- to- one pilot testing with a student to be conducted on a pre-final draft. Revision of program LO is	

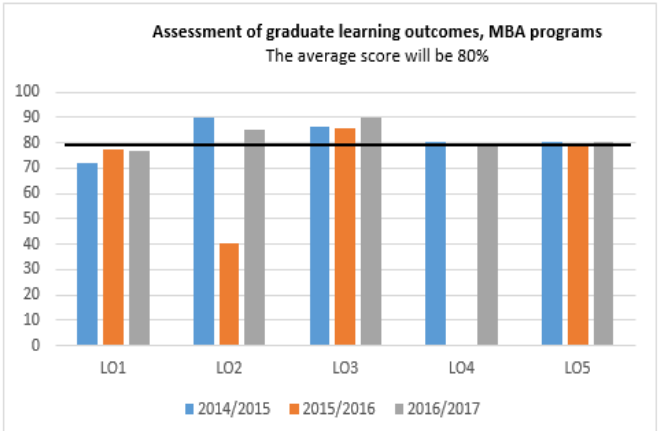
				needed in terms of their number and terminology, the number of LO per program to be decreased.	
Undergraduate, all concentrations. To measure the program's LO through the average score of the capstone project within a core course. Business students will have an average score on final capstone project 70% or higher for each of the concentration, to demonstrate a mastery of program LO's.	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	The results were positive for MNGT and MARK. A goal was met in this reporting period with an upward trend and improvements in student learning. For FINC, no "success", the results were inconclusive due to inappropriate capstone project within the core course	Strenghts: Enforcing lab-based learning environments has influenced on the improvements in student learning. It is notable that the difference in the assessment scores between the EN and the MK group is growing smaller, can be regarded as an improvement, especially	MNGT, Business Planning and Strategy. Faculty used a lot of experiential activities and assignments. Course delivery was through lab seminars where students have worked on practical cases and scenarios. Next steps: Starting in 2017, the	 

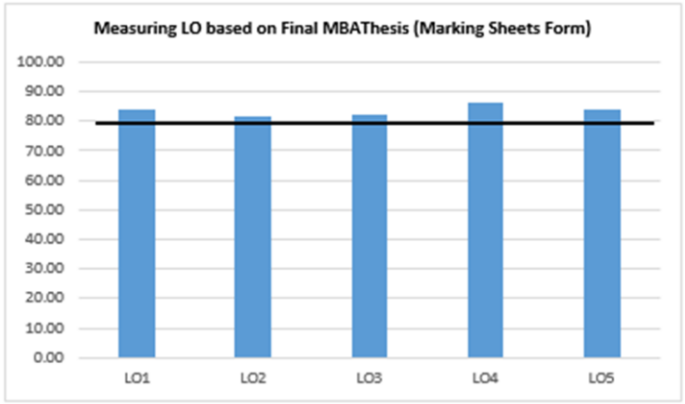
	linked to program's LO.	and staffing issues.	because the difference in the score is driven by a larger number of low performing students in the MK group. Weaknesses: Lack of data and measurement for FINC..	finance faculty began to look and change the curriculum for Corporate Finance curriculum. Those changes are ongoing. Enforcing more excel-based learning activities for Finance concentration .	
Undergraduate, all concentrations. To measure the quality of the students internship related to general learning outcomes. (Team work, Communication skills, Academic	Indirect, formative, external. Derived from employer evaluation of students.	The goal was met. The average rating was slightly increased over the years.	It is currently working well, indicating that students are demonstrating mastery of the general learning outcomes and their soft skills.	The good practice of internship to be continuously practiced and followed. The survey questions to be revised and grouped into a key performance areas, to	

writing, Technical skills). Employer evaluations of SBEM interns will be at least 4 or better in a scale of 1(poor), to 5(excellent), to demonstrate a mastery of general LO's.				better align general student LO and intern engagement. Results will continue to be monitored during the next measurement period.	
Undergraduate, all concentrations. To measure the general LO(Team work, and Communication skills, Academic writing, Technical skills), through the average score of the capstone project within a core course in each concentration. Business students will have an average score on final	Direct, summative, internal, 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	The 70% benchmark was met for MNGT and MARK concentration. The standard was not achieved in FINC concentration. Lack of data collection and consistency. Students in EN group still perform	Experiencing lab-based learning environments and new ways of course delivery, through "real-life" business cases and assignments, role plays and scenarios, simulations has influenced on the improvements in student learning. Introduction of the so-called EBSCO	The general LO and soft skills to be continuously emphasized in all courses projects and assignments, especially within the capstone project. Faculty to continue to monitor the progress and to enforce lab-based and experiential learning.	

capstone project 70% or higher for each of the concentration, to demonstrate a mastery of general LO (Team work, and Communication skills, Academic writing, Technical skills).	course. The capstone project is directly linked general LO's. (Team work, and Communication skills, Academic writing, Technical skills)	better than MK groups, although in MK group, the results revealed a slight upward trend from 2016 to 2017, especially in their team work and presentation skills.	courses where part of the grade come from the use of EBSCO database has influenced academic writing to be improved.		
Graduate, MSc. To measure the achievement level of program LO's. The average score of MSc students will be 80% or higher for each of the concentrations, to demonstrate a mastery of the learning outcomes.	Direct, formative, internal, comparative. Success will be measured using the portfolio of major assessments (tests, course projects and assignments) from each of the core courses within the program.	The goals are met for LO3, LO4 and LO5. FINC concentration shows larger variability of the achievements of LOs, from year to year and from group to group. The difference in the performanc	Students are performing at an acceptable level. For most concentrations, the lowest achievement stands for the LO1"knowledge and understanding" whereas it appears that students are better placed" to apply their	Monitoring to continue. To change some of the major assessments, to improve the portfolio of projects in terms of giving a more specific content evaluation and thus allowing a greater focus on the desired LO.	

		e of the EN and MK groups which is consistent at the undergraduate level, again appears at the graduate level, although with some exceptions.	skills in practical settings". (LO5).	More written assignments to support courses fo "knowledge and understanding" areas.	
Graduate MA program, concentration MNGT and MARK. To measure the achievement level of program relevant LO. 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	Formative, direct, internal/external. Success will be measured using a rubric for the final project in Cases in management/ Cases in Marketing courses, evaluated by the external evaluator from the industry, that served as a members of	Initial assessment is that student achievement has met the goal. All scores are above the target.	This is a new measurement tool and therefore there is one data point at this time. Results meet expectations.	Due to pilot testing and single cycled of assessment data, graph or chart as not significant at this time. This was a positive experience and indicated that at least, we have to consider the change of measurement tool to reflect an external assessment of the learning outcome.	

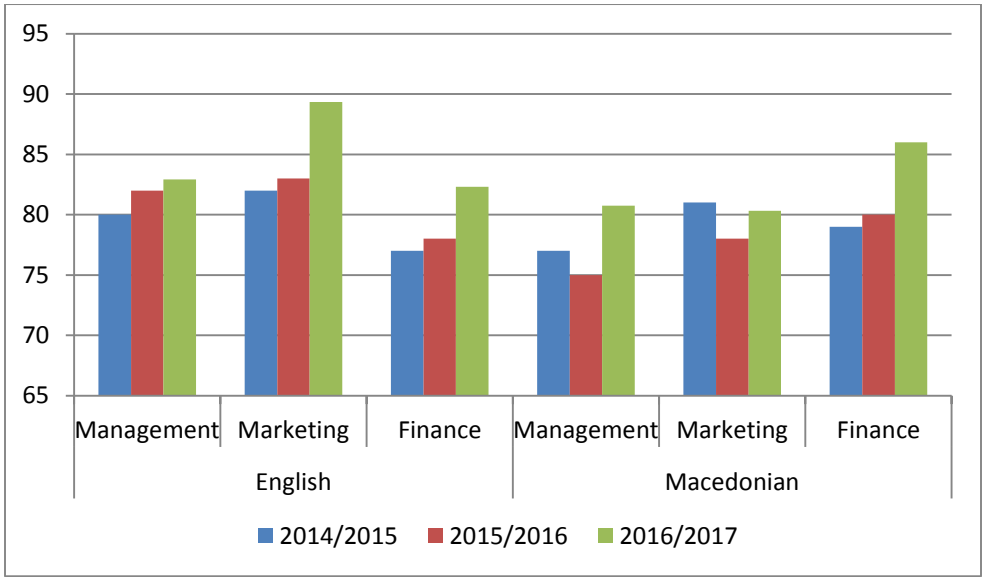
mastery of "practical skills", LO 2.	the project review committee. The final course project was developed in a partnership with faculty and industry. The pilot external testing was done in fall, 2017.				
Graduate, MBA To measure the Achievement level of program LO's. The average score of MBA students will be 80% or higher for each of the concentrations,in a variety of courses and portfolio of projects, to demonstrate a mastery of the learning outcomes.	Direct, formative, internal. Success will be measured using the portfolio of major assessments (tests, course projects and assignments) from each of the core courses within the MBA program.	A goal is met. Data scores demonstrate a positive trend.	Results met expectations, indicating the students are demonstrating mastery of the most learning outcomes. MBA students are doing best in terms of the "Intellectual and Cognitive skills and Practical Skills"(LO3), whereas worst for the "Knowledge	Monitoring to continue. To change some of the major assessments for LO1, in terms of giving a more specific content evaluation and thus allowing a greater focus	

			and Understanding"(LO1).	on the desired LO. More written assignments to support courses for "knowledge and understanding" areas.	
Graduate, MBA program. To measure the Achievement level of MBA program LO's. MBA students will have an average score of 80% or higher on their MBA final thesis to demonstrate a mastery of the program's learning outcomes.	Direct, summative, internal/external. Success will be measured using the Marking Sheet evaluation form and its standardized rubric, evaluated by faculty and one external evaluator from the industry.	A goal is met for direct, summative and internal. This is a new measurement tool, developed in 2016; therefore is only one data point at this time. The standard was not met for the external evaluation, due to a small sample size	Initial assessment indicates that the results met the expectations. We will need to continue to monitor the results in the subsequent years to establish any trends on which to take a further action. With that, students have improved LO1 "knowledge and	Though it has only been in place for one year and it is a relatively new measure, faculty will continue to monitor the results. No action is required at this time for the internal assessment. If action is needed in the	

		(evaluations from the external member of the thesis review committee were received only for two MBA thesis), partially because it is a new measurement that was recently initiated and external evaluation takes more time to be completed.	understanding ' areas, which is seen as a positive outcome of the whole process, compared to the formative measurement within the MBA program, where this LO was the weakest point. This is a positive result for the program and indicated that, at least, initially, we have a good process in place.	future, the Marking sheet evaluation form is going to be reviewed to make an appropriate adjustments. External evaluation measure under continued monitoring and eventual rethink and revision.	

Criterion 4.3.
Assessment plans should be designed to yield comparative information and data both over time and with respect to benchmarks and intended outcomes.

At the SBEM we have developed formative and summative measures of the Indented Learning Outcomes. We use the measures across all programs and both languages of instruction.
On a Master level we have instruction on Macedonian and English language for the following concentrations: Management, Finance and Marketing. The comparison is made on yearly basis between cohorts using the two languages of instruction. The measures are recently developed, the Decision for Measuring Learning Outcomes on MA/MSc programs was accepted by the Academic Council on 7 July 2017 and we still have not developed benchmarks for the programs.



The increase over years is evident in both MK and EN groups. However, the increase is more robust in the EN groups.
Results are strongest among the EN groups in the EN Marketing group, which is also quite higher than its MK counterpart.
EN Finance perfoms best in the MK groups, as well performs better than its MK counterpart.

Criterion 4.4. The business unit shall make use of the learning outcomes assessment results analyzed in criterion 4.2 to improve its educational processes in the interest of continuously improving student learning outcomes. The business unit must describe specific improvements it has made to its programs, based on information obtained from its learning outcomes assessment results, for a minimum of three improvement cycles.

- The summative assessment of results through external testing displays a poor understanding of financial indicators and analyses, especially within the Management and Marketing concentrations. These low scores need targeted improvement. Hence, the SBE&M decided to introduce a new course (Principles of Finance) for year 2 of the Management concentration that will enable them to acquire broader financial knowledge and tools that the management students will need for working in the real economy. Also, assigning tutors continues to be an issue, especially for the finance concentration.
- The assessment of the achievement of the ILO for both undergraduate and graduate level shows a need for some improvements of the programs, curricula, delivery methods, etc. The change of the program curricula is generally constrained by the national accreditation process which requires that the universities/schools apply for new accreditation for every change in the curricula. Hence, the SBE&M always seeks alternative ways to improve the achievement of ILOs, mainly through changes in course curricula, in methods of teaching, cases and applications of the knowledge, etc. However, in 2017/2018 we foresee a new national accreditation (re-accreditation) due to some legislative requirements and that will be used to also make some changes to the programs.
- The the last two years the University accredited and started to deliver two new programs, one double degree with the University Tor Vergata (Rome) on undergraduate level, and one for Accounting and Audit, on undergraduate and graduate level.
- Introduction of so-called EBSCO courses – The Rectors' Board of the UACS discussed the topic of the use of the library resources for student learning. It was concluded that students (especially those on undergraduate studies) make very low use of the library resources, both for their general studying as well as for the projects. Hence, a decision was made to denote such called "EBSCO courses" where part of the grade will come from the use of EBSCO database. This has also led to improvement in the essays writing, referencing skills of the students, etc.

Action taken.

- We have defined benchmarks for the first time associated with our learning outcomes and at this time the majority of benchmarks are met or exceeded.
- Graduate programs assessment was reviewed and to some extent improved, in terms of full deployment of all assessment methods. At SBEM we have a Decision for Measuring the Learning outcomes on the MBA program since 22 December 2015. After that date we gather the data regularly for the internal formative measurement and we undertook data mining in 2016/2017 for the previous two academic years. Summative data collection has started in the Fall of 2017, afterwards the new Marking evaluation form as a measurement tool was introduced for the first time and therefore, there is one data point at this time. The Decision for Measuring the Intended Learning Outcomes for the MA/MSc programs was adopted on 7 July 2017. After that we endeavoured in data mining for the previous two academic years as well as inputting the results of the 2016/2017. We have concluded that: 1)In concentrations Management and Finance the EN group outperforms the MK group of students on most of the Learning Outcomes; 2)In concentration Marketing the Macedonian group outperforms the EN one on some Learning outcomes and the MK group outperforms the EN one on some Learning Outcomes. We will organize a special Academic council meeting in spring of 2018 to discuss the results and propose actions for change.
- For the part of external assessment, there were also new, piloted measurements deployed in Fall of 2017, therefore, there is only one data point at this time. The initial assessment is very positive.
- Regarding the Program Curriculum, substantial changes are not made, but in Fall of 2017, minor changes were conducted in both, undergraduate and graduate programs, including 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 more challenging learning environment that will give more innovative oriented mind –set, tools and techniques for students 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

Next step, closing the loop.

- In December of 2017, the new Dean leadership has carefully reviewed the whole assessment process and has determined that an improvement is needed in the processes of data collection, especially in the flow of data and proactive involvement of all stakeholders. Therefore, SBEM is tasked to work on the development and publishing an assessment process template or guide that will be assisting all stakeholders to understand and actively participate in the flow of data for the assessment. The process improvement has already started; please see the attached pre-draft Assessment and Organizational Plan that was recently developed and is going to be implemented in the Spring of 2018. The milestones included in the attached documents will fill the gaps in the current processes and ensure more meaningful and consistent data collection and assessment prior to the SBEM's reaccreditation in 2020.
- During the review, few shortcomings have been also recognized in the undergraduate learning outcomes and SBEM leadership has proposed their revision and restructuring in terms of their number, length and standardization.
- Furthermore, SBEM is also tasked to introduce the Peregrine exam for the undergraduate and graduate business programs as a comparative summative assessment tool and currently we are in the process of drafting and preparation.

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 2016/2017

	Date	Advantage	Total number of sessions/meetings
Joint Sessions	09/02/2016 07/10/2016 04/11/2016 03/02/2017 03/03/2017 07/04/2017 01/06/2017	Creating a Learning organization Overcoming Silo Vision Establishment of cross Functional teams	7+

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:

2016-17								
FULL-TIME FACULTY MEMBERS	Year of initial appointment	Highest Degree		Earned	Assigned Teaching Discipline/s	Prof. Cert.	Level of Qualification	Tenure/
		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
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		AQ	T

					Organizational Behavior			
Nikica Mojsoska-Blazhevski	2006	PhD	Economics	UK	Macro- and Microeconomics		AQ	T
Tome Nenovski	2010	PhD	Economics	MK	Public Finance, Macroeconomics, Banking	Bank License	AQ	T
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, Business Ethics		AQ	C
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
Edi Smokvarski	2007	MBA	Finance	MK	Corporate Finance		PQ	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.

- Induction: Socialization and training: There are *Socialization Seminars* organized, which also represents one of the preconditions for start the teaching process.
- Mentorship program at UACS: 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: (Explained in Table…)

Table 5.3 Programs for training and DEVELOPMENT

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.
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	UACS supports participation in the events created by various partner universities, including but not limited to: RESITA NETWORK
International Teaching Experiences	Makedonka Dimitrova, MPPM delivered lectures at the Faculty of Bor, University of Belgrade, Serbia Makedonka Dimitrova, MPPM - Visiting professor (Erasmus+ progamme) at GEA College of Entrepreneurship, Slovenia

	Assoc. Prof.Ilijana Petrovska, PhD- Visiting professor at University Tor Vergata, Italy. Assoc. Prof.Iijana Petrovska, PhD delivered lectures at Technical Faculty of Bor, University of Belgrade in Serbia. Prof. Marjan Bojadjiev, PhD delivered lectures at University Tor Vergata , Italy. Assoc. prof. Snezhana Hristova, PhD delivered lectures at University for tourism and management in Opatija, Croatia
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	Importance on the course content, learning outcomes and delivery methods that are in accordance with UACS bylaws and practices are highly stressed.

same discipline	

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.

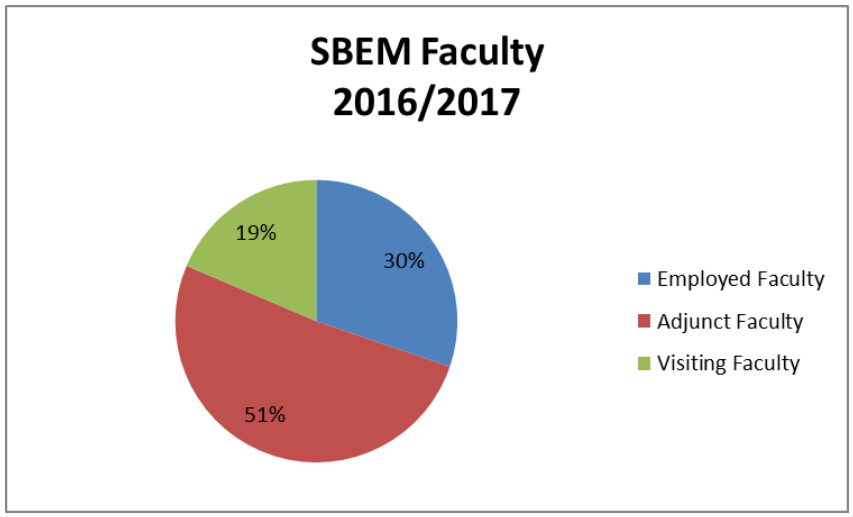
- 1/3 of the curricula to be taught by industry professionals which can relate the theoretical background to the country-specific industry context so students can develop a more critical eye on the current developing and idea s how to overcome potential obstacles

- 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:

- ½ of the curricula should be taught by academicians or researchers with highest terminal degree.

- ½ 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.

(Presented in Standard 5.2.1 Table 5.2 balance between FT Faculty with a degree earned abroad and at home)

<u>Criterion 5.4 Faculty Deployment</u>

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

<u>Criterion 5.4.2. -</u> 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.

<u>Criterion 5.5 Faculty Size and Load</u>

<u>Criterion 5.5 -</u>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 (2016/2017)

2016/2017												
Qualification	**FULL-TIME FACULTY MEMBERS (Name and Surname)**	**Hours taught/ Academic Year**	**Scholarly activities**					**Professional activities**	**Community serivce**	**Memberships in professional Organizations**	**Administrative duties**	**Travel to Off-Campus Locations**
			Papers Published	**WoS**	**Conferences Attended**	**Trainings and workshops held**	**Trainings and Workshops Attended**					
PhD	Marjan Petreski	3.61	8	3	3	3		/		yes	yes	/
PhD	Ilijana Petrovska	8.48	3	1	1			/	yes	yes	yes	yes
PhD	Marjan I . Bojadjiev	1.57	7	2	/			/	yes	yes	yes	yes
PhD	Nikica Mojsoska Blazevski	3.52	8	2	2			yes	yes	yes	yes	yes
PhD	Tome Nenoski	4.5	6	1	1			yes	/	yes	/	
MBA	Marija Nacova Andonova	8.97	0	/	/							
PhD	Snezhana Hristova	9.13	2	/	/					yes	yes	yes
PhD	Ninko Kostovski	8.74	6	/	/			yes	yes	yes		/
PhD	Ana Tomovska Misoska	7.57	4	1	1			/	/	yes	yes	/

PhD	Elena Bundaleska	5.6	3	/	1			/	/	/	yes	/

- 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

SBEM Students/Faculty Ratio		
2016/2017	School of Business Economics and Management	**7.153**

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.
- 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.
- 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, MPPM– Start – up - week	Climbing Mont Everest simulation	Resita Net Summer School

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. 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**
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

Has been reported in Table 5.6.

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.

UACS has tried to get input from the Business Council on the Curricula development, but without significant results.
Amendments on the Curricula design are a result of the discussions on the faculty Council and Rector's Board

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.

Criterion 6.1.7.

Report and explain your methods and processes for program evaluation.

School of Business Economics and Management (Undergraduate Program-ENG)

Description									
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	
Number of students that enrolled in 1 year	56	65	64	56	39	31	41	43	
Number of students that enrolled in 2 year	48	54	56	50	35	20	30	33	
Progress rate from 1 to 2 year	85.71%	83.08%	87.50%	89.29%	89.74%	64.52 %	73.17 %	76.74%	5.2
Number of students that enrolled in 3 year	46	51	54	47	33	17	25	0	
Progress rate from 2 to 3 year	95.83%	94.44%	96.43%	94.00%	94.29%	85.00 %	83.33 %	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	4.1
Average GPA for 2 year	2.64	2.79	2.57	2.57	2.38	2.81	2.55		4.1
Average GPA for 3 year	2.55	2.52	2.52	2.50	2.65	2.68			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%	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%	0.00%	5.4
Number of canceled students	4	8	5	6	3	6	2	1	
Retention students degree	92.86%	87.69%	92.19%	89.29%	92.31%	80.65 %	95.12 %	97.67%	5.1
Rate of canceled students	7.14%	12.31%	7.81%	10.71%	7.69%	19.35 %	4.88%	2.33%	5.3
Number of students that graduate in 3 year	32	35	41	36	22	13	0	0	
Number of students that graduate in 4 year	2	6	9	2	3	0	0	0	
Number of students that graduate in 5 year	1	1	1	0	0	0	0	0	
Number of students that graduate in + 6 year	0	0	0	0	0	0	0	0	
Avarage time for graduating	3.11	3.19	3.22	3.05	3.12	3.00	0.00	0.00	6.1

Rate of students who graduated on time	57.14%	53.85%	64.06%	64.29%	56.41%	41.94 %	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%	0.00%	0.00%	4.1
Rate of graduated students	62.50%	64.62%	79.69%	67.86%	64.10%	41.94 %	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			4.1
Average GPA for graduated students in 4 years	1.96	1.75	2.14	2.04	1.95				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					0	0	0	0	4.1

School of Business Economics and Management (Undergraduate program-MKD)

Description									
	2009-10	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	
Number of students that enrolled in 1 year	92	62	52	48	29	45	24	20	
Number of students that enrolled in 2 year	80	54	44	37	21	30	16	15	
Progress rate from 1 to 2 year	86.96 %	87.10%	84.62%	77.08%	72.41%	66.67 %	66.67%	75.00%	5.2
Number of students that enrolled in 3 year	73	49	35	36	21	28	16	0	
Progress rate from 2 to 3 year	91.25 %	90.74%	79.55%	97.30%	100.00 %	93.33 %	100.00 %	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	4.1
Average GPA for 2 year	2.28	2.34	2.18	2.64	2.26	2.54	2.73		4.1
Average GPA for 3 year	2.09	2.14	2.26	2.37	2.23	2.49	1.94		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%	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%	5.4

Number of canceled students	7	6	7	9	5	7	6	1	
Retention students Degree	92.39 %	90.32%	86.54%	81.25%	82.76%	84.44 %	75.00%	95.00%	5.1
Rate of canceled students	7.61%	9.68%	13.46%	18.75%	17.24%	15.56 %	25.00%	5.00%	5.3
Number of students that graduate in 3 year	43	32	26	28	13	15	0	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 %	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%	4.1
Rate of graduated students	67.39 %	70.97%	59.62%	62.50%	51.72%	42.22 %	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			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				0	0	0	4.1

School of Business Economics and Management (Graduate Program)

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

Number of progressing to year 2					
Average GPA per pass exam - entered year 1	3.35	3.26	3.26	2.87	3.16
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

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

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

	Usage Rates	Success Rates	Student and Stakeholder Feedback
Advising	All students are familiar with advising services. Besides Faculty, Student Records Office (SRO), and Academic advisors (from 2017) are in place for advising services. 100% of students were advised by SRO(data kept in their evidence files); 80% of Faculty have done advising, 38% of Faculty spend on average of 3 hours per week for advising;	33.3% of students "Strongly agree" that the advisors helped them a lot with their advising and 39.6% "Slightly Agree". Across all advisors, students state that advisors helped them in student academic progress and Improving the study skills and habits the most (45% and 43 %). In particular, SRO helped students with advising in student's academic progress and dropping/adding courses most (45% and 40%), while Faculty contributed mostly in improving the study skills and finding tutorial assistance(88% and 25%).	2016-17 Students Advising Survey (2nd and 3rd year of students), see figure 4 in the attached Evidence file. 2016-17 Faculty Advising Survey, see figure 5 in the attached Evidence file.

Tutoring	All students are familiar with Tutorial help. The SBEM has a Tutoring Assistance Student Club (TASC), maintained by Tutoring Officer (student) and Academic Coordinator, who assist in assigning tutors to students and track the usage and success rates.	44% increase in the hours of tutoring from 2015/16 to 2016/17. 78% of students that had experienced tutorial help have passed successfully on the exams.	TASC Report, see figure 9, in the attached Evidence file.
Counseling	100% Career Center provide guidance to all students mainly in career development, job search and placement, internships and hosting networking events. https://mailchi.mp/755101409e1d/new-job-opportunities-for-uacs-students-and-alumni	Across all topics that cover Career center services, Job placement and Continuing education after graduation are with outmost satisfaction (28% and 19%). The participation of students in Career Events is low, when it not mandatory. Start-Up week	Student Feedback Survey 2016/17, see figure 3 in the attached Evidence file. Career Center data observations and sign ups.
Faculty Facilities and Equipment	100% Full-time professors have their own co –shared offices and individual computers. Part-time professors have joint-office with computer facilities.	100%	The feedback is very positive.
International Office	12% of SBEM undergraduate and graduate students participate in the international student exchange through ERASMUS and CEEPUS networks.	Increasing trend over the years, both for outgoing and incoming students.	See figure 10,in the attached Evidence file. The feedback from students is very positive.

Library	100%	80% of served students agreed that were very satisfied with library services. Increasing trend over the years, especially after the renovations were made.	Data kept form student survey and observations of the frequency of use. See figure 11, in the attached Evidence file.
Computer Facilities	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.	Not data, but overall high satisfaction from the delivery of lab-based courses.	Outside of classes, not many students use computer facilities because there is wireless throughout the whole campus.

<u>Criterion 6.3.4.</u>

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 ion nationality, ethnicity, age, race, religion or sexual orientation.
Academic for 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 : video and audio clips (link). Printed adds (link to drive) internet campaign and educational fairs

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.

- Enrollment is decreasing due to external factors
- Recruitment management for Undergraduate programs has experienced some changes that have eventually brought positive effects.
- Introduction of PROMO CODE – Offering quantitative easing for student's cohorts

Recruitment for graduate and part time, has been conducted via:

- Circular Letter to Embassies
- Presentation for Master studies
- Circular Letter to Business Council

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.

The projects for students enrollment is immediately shared within organization or even sometimes before the process if the UACS staff is part of the process. Direct e-mail communication is usually used to inform about the news, and direct presentation and meetings with the staff.

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

- More direct communication with Companies from the Business Council and new companies in the country.
- More direct communication with High Schools of the whole country.
- Seasonal offer for new students
- Inviting High schools students to participate on an event where they can get informed more about: successful UACS student project, scholarship, employment successes etc
- Printed brochures and new promotional materials for prospective students.

PART VII – Research Work and Publishing

Criteria 7.1.1

Does the University offer assistance in research activities and the publication of papers - formal and informal? Please elaborate.

UACS offers academic assistance for application and participation in international conferences, training, writing and publishing papers in international journals. The Committee, in cooperation with the Commission for Funding Research Activities (CFRA), provides financial support for participation in conferences and for publishing papers.

Criteria 7.1.2

In what way the research activities of the University are monitored and evaluated?

Faculty must publish research in international peer-reviewed journals, as well present ongoing research work at international conferences.
The research activities of the faculty are valued equally as their activity as lecturers. Schools promote research spirit by active participation in the Teach & Research Seminar Series (TRSS), presented experience from a methodological seminar, conference, workshop and the other.

TRSS are also used by the management to inform the faculty for new research bylaws, as well for the changes within the current one, as well to promote the research culture university-wide. Also, a small fund at the university level is available for project development, and applying for research grants is encouraged.

Criteria 7.1

How do you determine appropriate distribution of research activities and publishing?

The Research Committee is responsible for the distribution of research activities. Dissemination of information is performed by each member of the committee, where by each member is responsible for his/her school. It ensures uniform distribution of research activities and publishing.

Criteria 7.2.

Please provide a list of books, papers, conferences, publications, monographs and textbooks published at UACS in the last academic year.

List of books published at SBEM

Marjan Petreski

1. Mojsoska-Blazevski, N., Petreski, M. and Ayhan, O. (2017) National Research on Low Female Labor-Market Participation in Macedonia: Quantitative-based Estimates from a New Survey. Skopje: UN Women.
2. Petreski, M. and Petreski, B. eds. (2016) Migration as Social Protection: Evidence from Macedonian, Albanian and Serbian Remittance-receiving Households. Lambert Academic Publishing.

Nikica Mojsoska Blazhevski

1. Mojsoska-Blazevski, N., Petreski, M. and Ayhan, O. (2017) National Research on Low Female Labor-Market Participation in Macedonia: Quantitative-based Estimates from a New Survey. Skopje: UN Women.
2. Mojsoska-Blazevski, N. and Bartlett, W. (2016) From University to Employment: Higher Education Provision and Labour Market Needs in the former Yugoslav Republic of Macedonia. European Commission, Directorate-General for Education and Culture.

Criteria 7.3.1

Please provide a number and make a list of all papers published in international journals and presented at international conferences .

Ana Tomovska Misoska

1. Naumovski, S., Bojadjiev, M., Tomovska-Misoska, A., Stefanovska-Petkovska, M. (2016) Organizational alignment in the food industry: case study of a company in the Republic of Macedonia, Economic Development, 18 (3) pp. 267-280.
2. Bojadziev, M., Tomovska Misoska A., Pesev, A. and Stefanoska Petkovska, M. (2016) Organizational alignment in the ICT company in the Republic of Macedonia, Business and Economic Research, 6 (2), pp. 424-438. DOI: 10.5296/ber.v6i2.10258.
3. Marencheva, D., Petrovska I., Bundaleska, E. and Tomovska A. (2016) Advertising to children and parental buyin behavior in the municipality of Gevgelija, Economic Development, 18 (1-2), pp. 225-244.

4. Petrovska, I., Tomovska Misoska, A., Zdraveski, P. and Bojadjiev, M. (2017) Influence on consumer engagement in electronic word of mouth, 5 th International Conference on Contemporary Marketing Issues, 21-23 June, Thessaloniki, Greece

Aneta Krstevska

1. Petrovska M., Krstevska A. and Naumovski N. (2016) Forecasting Macedonian business cycle turning points using Qual VAR model, NBRM Working papers, November, 2016
2. Krstevska A. (2016), Economic and financial integration to the EU of the candidate countries, EMU Forum 2016, Austrian Central Bank, Vienna, November 2016.

Filip Ivanovski

1. Zoran Sapuric, Mihail Kochubovski, Dame Dimitrovski, Filip Ivanovski, Future Potentials of Regional Landfill DRISLA in Skopje. Journal of Environment Protection and Ecology (JEPE) 18, No2, p.597-604, June 2017, ISSN 1311-5065
2. Zoran Sapuric, Dame Dimitrovski, Mile Dimitrovski, Filip Ivanovski Medical Waste Incineration in Skopje. Regulation and Standards. Journal of Environment Protection and Ecology (JEPE) 17, No2, p.805-812, September 2016, ISSN 1311-5065
3. Filip Ivanovski, Zoran Sapuric, Dame Dimitrovski, Functionality of Packaging Waste Management System in FYR Macedonia, Journal of Environment Protection and Ecology (JEPE) 17, No3, p.1029-1036, November 2016, ISSN,1311-5065
4. Zoran Sapuric, Filip Ivanovski, Implementation of EU Electrical and Electronic Waste Legislation and Standards in Macedonia Journal of Ecosystems and Ecology Science, Vol.6/4, p.581-586, September 2016, ISSN, 2224-4980
5. Z.Sapuric. F.Ivanovski. Opportunities of waste management in the landfill Drisla 6 th International Conference "Protection of Natural Resource and Environmental Management: The Main Tools for Sustainability" PRONANSEM, BENA, Balkan Environmental Association (BENA), Romanian Academy, Polytechnic University of Bucharest, Romania, Bucharest 11-13, November 2016

Ilijana Petrovska

1. Marencheva, Petrovska, Bundaleska and Tomovska Misoska. (2016) Advertising to children and parental buying behavior in the municipality of Gevgelija. Journal of the Institute of Economics – Skopje, Year 18, No 1-2/2016, p. 225-244
2. Djambaska, Petrovska, and Bundalevska. (2016). Is Humor Advertising Always Effective? Parameters for Effective Use of Humor in Advertising. Journal of Management Research. ISSN 1941-899X 2016, Vol. 8, No. 1. Macrothink Institute. doi:10.5296/jmr.v8i1.8419, p. 18-36

3. Petrovska, Tomovska, Zdravevski & Bojadjiev (2017) Influence on consumer engagement in electronic word of mouth. 5th ICCMI 2017 – International Conference on Contemporary Marketing Issues, Thessaloniki, Greece, June 21st – 23rd 2017, organized by Alexander Technological Educational Institute of Thessaloniki, Greece and Manchester Metropolitan University, U.K.

Marjan Bojadjiev

1. Bojadziev , M. Tomovska, A; Pesev, A; Stefanovska-Petkovska M. (2016) - Organizational Alignment in Ict Company in the Republic of Macedonia. Business and Economic Research, Vol. 6 (2), pp. 424-439
2. Bojadziev, M; Stefanovska- Petkovska, M; Krliu Handziski, V; Barlakovska, G. (2016) Age Related Preferences of Leadership Styles: Testing McGregor's Theory X and Y. Journal of Management Research, Vol. 8 (4), pp. 187-207
3. Bojadziev , M. Tomovska, A; Pesev, A; Stefanovska-Petkovska M. (2016) Organizational Alignment in ICT Company in the Republic of Macedonia. Business and Economic Research. Vol. 6 (2), pp. 424-439, ISSN 2162-4860
4. Bojadziev, M., Stefanovska-Petkovska, M., Handjiski, V. K., Trajkovska, V(2017) . The "Blue-collar" Motivation: Personal and Work Environment Predictors of Job Satisfaction Among Construction Workers. Universal Journal of Management. Vol. 5 (3), pp. 149-159
5. Bojadziev M., Andonov M., Mihajlovski Z., Petkukjeski L(2017) Social Dialogue as a Form of Participation of Employees in Decision-Making and Management of the Companies with Emphasis on Social Dialogue in the Republic of Macedonia. International Journal of Social Science Research. Vol 5, No 1.
6. Bojadjiev, M, Handjiski, V.K, Kostovski, N , Klisarovska, E (2017) Entrepreneurial Climate in Republic of Macedonia According to Global Entrepreneurship Monitor. Annual of ISPJR
7. Bojadziev M., Naumovski S, Tomovska-Misoska A, Stefanovska-Petkovska M. (2016) Organiozational Alignment in the food indistry: Case Study of a company in the republic of Macedonia. Journal of the Institute of Economics Skopje.

Marjan Petreski

1. Petreski, M., Petreski, B. and Tumanoska, D. (2016) Could Remittances Shield Vulnerable Households in Transition Economies? In: Aysen Hic Gencer, İlyas Sözen and Selahattin Sari (Eds.) Eurasian Economies in Transition, Cambridge Scholars Publishing, p.86-106.
2. Petreski, M. and Jovanovic, B. (2016) Do Remittances Reduce Poverty and Inequality in the Western Balkans? Evidence from Macedonia? In: Dahinden, J., Efendic, A. and Zbinden, M. (eds.) Diversity of Migration in South East Europe. Fribourg, RRPP Joint Volume, p.85-109.

3. Tumanoska, D., Mojsoska-Blazevski, N. and Petreski, M. (2016) Are small, open economies exposed to capital? Insights into the Feldstein-Horioka puzzle in Macedonia. Economic Review, 67(2), p.116-134.
4. Mojsoska-Blazevski, N., and Petreski, M. (2016) Can internship program reduce unemployment among youth in a low job creation environment? The evidence from Macedonia. Romanian Journal of Labour and Social Studies, 1(1), p.2-32.
5. Petreski, M. (2017) Is informal job experience of youth undermining their labor-market prospects in transition economies? Workshop on Labour Economics, Trier, Germany, 21-22 April 2017.
6. Petreski, M. (2017) Is informal job experience of youth undermining their labor-market prospects in transition economies? Annual Conference of the Estonian Economic Association, Tallinn, Estonia, 26-27 January 2017.
7. Petreski, M., Jovanovic, B. and Velickovski, I. (2016) Tariff-induced (de)industrialization: A comparative analysis. International conference "The Evolution of the international trading system: challenges and prospects", Sankt Petersburg, Russia, 26-28 October 2016.
8. Mojsoska-Blazevski, N. and Petreski, M. (2016) Labor-market scars when unemployment is extremely high: Evidence from Macedonia. Life in Kyrgyzstan Conference, Bishkek, 6-7 October 2016.

Nikica Mojsoska

1. Impact evaluation of the program for training, mentoring and internship/employment of persons exposed at social risk
2. Young people needs in Republic of Macedonia (UNDP)
3. Tracing the secondary vocational and tertiary education graduates: the results of the 2016 tracer study in the Former Yugoslav Republic of Macedonia (ETF)
4. Labour market transitions of young men and women in FYR Macedonia. Geneva: International Labor Office.
5. Tumanoska, D., Mojsoska-Blazevski, N. and Petreski, M. (2016) Are small, open economies exposed to capital? Insights into the Feldstein-Horioka puzzle in Macedonia. Economic Review, 67(2), p.116-134.
6. Mojsoska-Blazevski, N., and Petreski, M. (2016) Can internship program reduce unemployment among youth in a low job creation environment? The evidence from Macedonia. Romanian Journal of Labour and Social Studies, 1(1), p.2-32.
7. Mojsoska-Blazevski, N. and Petreski, M. (2016) Labor-market scars when unemployment is extremely high: Evidence from Macedonia. Life in Kyrgyzstan Conference, Bishkek, 6-7 October 2016.
8. Mojsoska-Blazevski, N. and Kaludzerovic, J. (2016), "Labour demand in Western Balkan countries: Where are the Gazelles?". Conference of the Economics Faculty of Belgrade, Belgrade, Serbia

Ninko Kostovski

1. Kostovski, N., Mirsic, J., Krliu Handjiski, V. (2017)." Accounting for Socially Responsible and environmentally Friendly Operations". UCB Annals No. 3/2017-Economy Series.
2. Kostovski, N., Bojadziev, M., Krliu Handjiski, V., Klisarovska E. (2017)."Entrepreneurial Climate in Republic of Macedonia according to Global Entrepreneurship Monitor". Annual of ISPJR. 41(1).pp. 125-135.
3. Kostovski, N., Bojadziev, M., Krliu Handjiski, V., Shindilovski,D. (2017)." Organizational Culture and Strategic Alignment in Fast Moving Consumer Goods Company". Annual of ISPJR. 41(1).pp. 45-55.
4. Kostovski, N. and Mrsik,J. (2017). Offshoring Accounting Services: New opportunities for developing countries. Accounting and Management Information Systems. 16 (1). pp. 132-146
5. Kostovski, N., Nenovski, T. and Dejanovska, D. (2016). "Influence of Foreign Direct Investments to Export and Gross Domestic Product of Developing Countries – Specifics of Republic of Macedonia". Economic Development, Journal of the Institute of Economics-Skopje, 18(3-2016). pp. 281-294
6. Kostovski, N., Nenovski, T. and Dejanovska, D. (2016). "Relationship between Foreign Direct Investments and Gross Domestic Product in Case of Republic of Macedonia". Journal of Sustainable Development. 6 (16). pp.18-31
7. Kostovski, N., Hristova, S., Frost I. (2016)." Diversity and Workplace Discrimination in Macedonia", ANNUAL of ISPJR 2016. 40(2). pp. 71-78
8. Ninko Kostovski, Xhemail Dauti, Development Of Modern Supply Chain For Vegetables And Fruits In Republic Of Macedonia, ISCBE'17 International Scientific Conference on Business and Economics Building Bridges between Business Research and Industry Needs, South East European University Faculty of Business and Economics

Snezana Hristova

1. Kostovski, N., Hristova, S., Frost I. (2016)." Diversity and Workplace Discrimination in Macedonia", ANNUAL of ISPJR 2016. 40(2). pp. 71-78
2. Bojadziev, M.,Hristova, S.,Burevski V.(2017). "Occupational Stress and Employees: an Individual Differences Perspective", Annual of ISPJR 2017, year XLI, number 1.pp.87-99

Tome Nenovski

1. Nenovski, T. et al., 2016, "Influence of foreign direct investments to export and gross domestic product of developing countries – Specifics of Republic of Macedonia", Economic Development, Journal of Institute of Economics – Skopje no 3/2016, year 18, p. 281-294
2. Nenovski, T. et al., 2016, "A Fraudelent behavior of investment banking as one of the reasons for the appearance of 2008 World Economic Crises", Economic Development, Journal of Institute of Economics – Skopje no 3/2016, year 18, p. 327-339
3. Nenovski, T. et al., 2016, "Relationship between Foreign Direct Investments and Gross Domestic Product in case of Republic of Macedonia", Journal of sustainable development, FBE – Skopje, JSD Volume 6, Issue 16, p. 18-31
4. Nenovski, T. et. al., Dec. 2016: "State audit for strengthening the accountability in public funds management: Case of Republic of Macedonia", Timisoara Jornal of Economics and Business , Issue 2016, p.
5. Nenovski, T. et al., 2017, "How Investment Banking influenced the appearance of the World Economic Crises - The cases od Lehman Brothers and Goldman Sachs", Journal of sustainable development, FBE – Skopje, JSD Volume 7, Issue 17, p.
6. Nenovsk, T. et al., 2016, "Is there a Role for Monetary Policy in stabilizing Banking Sector soundness and lending", International conference: "The Changing Role of Finances in Todays Global Economy", Republic of Macedonia, University "Ss. Cirilo and Methodius" – Skopje, School of Economics, October 2016.

Criteria 7.3.2

Please provide a number and make a list of all papers published in journals with impact factor in Web of Science (Thompson Reuters).

Ana Tomovska Misoska

1. Tomovska Misoska, A., Dimitrova, M. and Mrsik, J. (2016) Drivers of entrepreneurial intentions among business students in Macedonia, Economic Research-Ekonomska Istrazivanja, 29 (1), pp.1062-1074, DOI: 10.1080/1331677X.2016.1211956. IF (web of science): 0.466.

Aneta Krstevska

1. Petrovska M., Krstevska A. and Naumovski N. (2016) Forecasting Macedonian business cycle turning points using Qual VAR model, Journal of Central Banking Theory and Practice, Vol. 5 No.3, September 2016, p.61-78;

2. Krstevska, A., Nenovski, T. and Pogacnik-Kostovska K. (2017), Testing Modigliani and Miller (MM) theory in practice: Evidence from the Macedonian banking system, Eastern European Economics, Volume 55, Issue 3, 2017, p.277-289.

Ilijana Petrovska

1. Petrovska, Meloska, Efremov and Postolov. (2016). CEFTA Agreement and Opportunities for Republic of Macedonia Wood Furniture Export. Drvna industrija. ISSN 0012-6772. Vol. 67 (1) p. 43-51. doi:10.5552/drind.2016.1513, p. 43-52

Marjan Bojadjiev

1. Stefanovska-Petkovska, M., & Bojadziev, M (2017). Cash or Compliment? Older employees' preference of financial versus non-financial incentives. Montegrin Journal of Economics. Vol. 13 (1), pp. 63-71.
2. Bojadziev, M, Mojsoska-Blazevski, N., and Petreski, M.(2017). Youth survival on the labour market: Comparative evidence from three transition economies. The Economic and Labour Relations Review, 28(2), pp. 312–331

Marjan Petreski

1. Mojsoska-Blazevski, N., Petreski, M. and Bojadziev, M. (2017) Youth survival on the labour market: Comparative evidence from three transition economies. The Economic and Labour Relations Review, 28(2), pp. 312–331.
2. Petreski, M., Mojsoska-Blazevski, N. and Bergolo, M. (2017) Labor-market scars when youth unemployment is extremely high: Evidence from Macedonia. Eastern European Economics, 55(2), p.168-196.
3. Petreski, M., Petreski, B. and Tumanoska, D. (2017) Remittances as a Shield to Socially-Vulnerable Households in Macedonia: The Case When the Instrument is Not Strictly Exogenous. International Migration, 55(1), p.20-36.

Nikica Mojsoska Blazhevski

1. Mojsoska-Blazevski, N., Petreski, M. and Bojadziev, M. (2017) Youth survival on the labour market: Comparative evidence from three transition economies. The Economic and Labour Relations Review, 28(2), pp. 312–331.

2. Petreski, M., Mojsoska-Blazevski, N. and Bergolo, M. (2017) Labor-market scars when youth unemployment is extremely high: Evidence from Macedonia. Eastern European Economics, 55(2), p.168-196.

Tome Nenovski

1. Nenovski, T. at all, 2017, "Testing the Modigliani and Miller Theory in Practice: Evidence from the Macedonian Banking System", Easter Europe Economics, Published online: 18 Apr 2017.

Criteria 7.3.4

Provide a list of all consulting activities, research projects, and vocational workshops in which were involved members of the faculty.

/

Criteria 7.4.1.

How many exhibitions, concerts and other vocational or art projects were organized in the last academic year?

In the previous academic year SBEM no organized exhibitions , concerts and other vocational projects.

Criteria 7.5

How many academic conferences were organized?

One academic conference on European integration (12th annual conference) was organized, under the title: "Rethinking Migration, Economic Growth and Solidarity in Europe "

Criteria 7.5.1

How many other academic events (e.g. workshops, seminars etc) were organized?

During the academic year, 8 TRSS were organized on research topics of academic writing, reviewing, preparing abstract, academic publishing, selection of journals for publishing and related topics.

Criteria 7.6.1

a. **Have the members of the faculty won national or international awards for their academic work?**

During this academic year, there has been no awarded professor or research work.

b. **Please specify the income generated for research from the Ministry of Education and Science (for 2015 fiscal year)**

No income has been generated for research activities by the Ministry of Education and Science over the fiscal year, since the Ministry has not announced any call for projects/papers/research activities.

c. **Pease specify the income generated for research from other domestic public or private institutions (for 2015 fiscal year**

- UACS generated 349.210,00 dinar's (~5.700,00 EUR) over the fiscal year from research activities with domestic public and private institutions.

d. **Please specify the income generated for research from international organizations and institutions (for 2015 fiscal year**

UACS generated 7.960.437,00 dinar's (~129.500,00 EUR) over the fiscal year with international donors.

e. **Please list all the patents that UACS has. Presently, UACS has submitted one patent for approval.**
The patent has passed the national check and is currently considered for the award by the international body for patents.