



Private Higher Education Institution
University American College Skopje

Self-Evaluation Report

For the academic year 2013-2014

Officially reviewed and approved

by the University Senate

January, 2015

Skopje

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Part I - University Profile

1. Which academic units is the University consisted of? State the year of foundation of every unit.

The University American College Skopje (UACS) was established in 2005 as one of the few independent, private universities in the country.

The University is an institution of higher education and research that combines the best of American and European educational experiences.

The University consists of six schools:

- School of Business Economics and Management (SBEM)
- School of Architecture and Design (SAD)
- School of Computer Science and Information Technology (SCSIT)
- School of Political Science (SPS)
- School of Foreign Languages (SFL)
- School of Law (SL)

2. Which programs and concentrations are offered at each academic unit?

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

1. School of Business Economics and Management

Total number of study programs: 4

Study programs in Business Administration, Management, Marketing and Finance.

2. School of Architecture and Design

Total number of study programs: 4

Study programs: Architecture, Interior Design, Visual Arts and Architecture and management.

3. School of Computer Science and Information Technology

Total number of study programs: 2

Study programs: Software Engineering, and Management of Information Systems.

4. School of Political Science

Total number of study programs: 2

Study programs: International Relations and Diplomacy, and International Relation and dDiplomacy with bBusiness.

5. School of Foreign Languages

Total number of study programs: 1

Study programs in: Business Communication and Translation in English

6. School of Law

Total number of study programs: 2

Study programs: Jurisprudence Law and Business Law

Number and types of study programs of graduate studies (second cycle):

1. School of Business Economics and Management

Total number of study programs: 6

Master of Business Administration programs in: Master of business administration with concentration in: Management, Marketing, Finance & Banking, Applied Economics, and Human Resources Management.

Master programs in: Management, Marketing, Finance & Banking, Applied Economics, and Human Resources Management.

2. School of Architecture and Design

Total number of study programs: 4

Study programs: Architecture, Interior Design, Visual Arts, Architecture and management and Building Heritage.

School of Computer Science and Information Technology

Total number of study programs: 3

Study programs: Software Engineering and Management of Information Systems.

3. School of Political Science

Total number of study programs: 2 3

Study programs: International Relations and Diplomacy, International relation Relation and diplomacy Diplomacy with business Business, and Human Rights.

4. School of Foreign Languages

Total number of study programs: 2

Study programs: Business communication and Translation in English, and English language teaching.

5. School of Law

Total number of study programs: 2

Study programs: Jurisprudence Law, and Business Law.

3. Which degrees are offered at each unit?

UACS offers both undergraduate and graduate degrees in almost every major.

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 obtain 240 ECTS, which is equivalent to U.S. Bachelor. The Master's degree lasts for 2 years, and the student obtains 300 ECTS.

In the academic 2013/2014, UACS applied and obtained accreditation for the third cycle (doctoral) of studies in the following scientific fields: Economics, Business administration, Information systems and management and Engineering management at SBEM as well as doctoral studies in Law at SL.

UACS sent a request and is waiting for the representatives of the Ministry for education and science, for site visit and issuing a license for operating of the new doctoral programs.

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. Table one below provides a list of degrees of European and U.S. equivalence:

Table 1. – Comparison of EU and US degrees

	Duration of the studies		
	3 years	4 years	5 years
EU Degree	Bachelor Degree	Specialist Degree	Master Degree

USA Degree	Associate Degree	Bachelor Degree	Master Degree
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4. Please indicate 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 2013/2014

Table 2. – Number of students (Academic 2013/2014 year)

School	Undergraduate programs	Graduate programs
School of Business Economics and Management	337	144
School of Architecture and Design	192	91
School of Computer Science and Information Technology	70	13
School of Political Science	25	19
School of Foreign Languages	15	11
School of Law	53	41
TOTAL	686	320

5. Please specify the total number of employees at the University and indicate the number of administrative staff and faculty respectively.

Table 3 provides the total number of employees at the University and indicates the number of administrative staff and faculty respectively.

Table 3. – Faculty engaged for the Academic 2013/2014

	Employed Faculty	Adjunct Faculty	Visiting Faculty	Total
SBEM	11	12	9	32
SAD	9	2	4	15
SCSIT	8	0	1	9
SPS	4	3	2	9
SFL	3	2	2	7
SL	6	1	/	7
Total	41	20	18	79

Currently, UACS has 27 employees in administration. The organizational structure of the administration is attached at the end of this report as Annex 1.

5.1 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. Listing of incorporation may be found in the Registry of higher education Institutions in the Republic of Macedonia.

International accreditations for SBEM and the business-related programs of the other schools aside SBEM are part of the University.

- 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.) has formally recognized UACS as an institution for higher education and 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.

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

As an institution of international character, UACS has signed various cooperation agreements with universities in Europe and USA, enabling student exchanges, transfer of knowledge and information, as well as overall improvement of the educational processes. So far, agreements have been signed with the following institutions:

- East Carolina University, Greenville, North Carolina, USA
- Virginia International University, Fairfax, Virginia, USA
- John Cabot University , Rome, Italy
- GEA College, Ljubljana, Slovenia
- CMH – Center for International Hotel Management, Paris ,France
- VSEM College of Economics and Management, Prague, Czech Republic
- IEMI – European Institute of International Management, Paris, France
- Swiss Management Center, Zurich, Switzerland
- Vesalius College, Brussels, Belgium
- Horizons University, Paris, France
- Dauphine University, Paris, France
- ESIC Business and Marketing School, Valencia, Spain
- Saint Louis Community College, St. Louis, USA
- Gazi University, Ankara, Turkey
- Institute Superieur de Gestion, Paris, France
- Worms University of Applied Sciences, Worms, Germany
- Technical University Vienna (TUWIEN) Institute for Urban Design, Vienna, Austria

5.3 Please state the following information:

- **Space provided for instruction (classrooms, laboratories, etc.)**
- **The equipment used for instruction (IT, specific equipment or software, etc.)**
- **Space provided for independent student work**

UACS is located in Skopje, municipality of Aerodrom, at: 60, Treta Makedonska Brigada. UACS has invested in equipment needed for effective teaching process, stationery, and necessary infrastructure. UACS premises comprise the same area as the previous academic year, i.e. 2.500 m2 (equally divided in east and west wing), and include:

- Amphitheatres

- Classrooms
- Library
- Computer labs
- Reading room with computers
- Cafeteria
- Offices

Classrooms and amphitheatres are equipped with computers, projector and screen/canvas; sound surround system, whiteboard, desks, chairs and heating/cooling. Computer labs are equipped with computers for each student, the number of computers depending on the size of the lab. Computers are available in the reading room, and there is wireless Internet access throughout the university area.

5.4 How many books does the library have?

- **How many titles?**
- **How many titles older than 3 years from the current latest edition or older than 5 years?**
- **How many readers and other auxiliary teaching materials does the library have?**
- **How many titles were published by UACS in the last academic year (specify the titles in Annex).**

The library is an integral part of the University and is divided in two parts, a library and room to store books. The library is not open to public, which means that it requires registration and it is only available to students and faculty. The library has more than 2340 titles (domestic and foreign literature), and has a library fund of over 9500 books, including scripts and readers. Library material is processed according to UDC (Universal Decimal Classification) used in COBISS system searching literature and each book has its own signature.

In the last academic year 2013/14 eight (8) new publications were published at UACS.

UACS is proud that its library offers electronic database EBSCO HOST. It is used for students both on undergraduate and graduate level. For undergraduate, usually for their final projects as well as assignments. For graduate students, it is the main source of reading materials. And of course, most of the faculty uses EBSCO HOST for research.

The library offers both domestic and foreign magazines and newspapers that can be used in the reading room, and is equipped with photo-copier machine for the needs of students and faculty.

5.5 How is the Student Affairs Office organized and what kind of support does it offer to students?

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 two departments: Department for undergraduate studies and Department for graduate studies.

The coordinators within each department are as follows:

1. **Iva Gjorgjieva** and **Sandra Klimoska** are coordinators of the students at:
 - a. The School of Business Economics and Management, from 1 to 3 year of study (undergraduate level)
 - b. The School of Architecture and Design 1 to 5 year of study (undergraduate and postgraduate level)
2. **Magdalena Goshevska** and **Sonia Filipovska** are coordinators for the graduate studies at:
 - a. The School of Business Economics and Management- MBA Program - 4 and 5 year

- b. The School of Business Economics and Management- MA program - 4 and 5 year
- c. The School of Computer Science and Information Technology - 4 and 5 year
- d. The School of Political Science - 4 and 5 year
- e. The School of Foreign Languages - 4 and 5 year
- f. The School of Law - 4 and 5 year

3. **Elena Popovska** is the coordinator of undergraduate studies at:

- a. The School of Computer Science and Information Technology - 1 to 3 year
- b. The School of Political Science - 1 to 3 year
- c. The School of Foreign Languages - 1 to 3 year
- d. The School of Law - 1 to 3 year
- e. Part-time students at all schools at UACS

The Students Affairs 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 and graduate programs, the method of study, examinations, re-taking, payment, required and elective courses, etc.
- Forwarding information from the academic staff, to the information officer in order to inform all students affected by the change
- Preparation of a report at the end of each semester according to the Decision on the definition of indicators to measure the success of the full-time graduate students
- Registration of new students, registration of existing students in each semester
- Assist in the transfer of students from the full-time to part-time students and vice versa, as well as students who come from other institutions to UACS
- Monitor the studies of the students, their attendance at classes and their success
- Advise student about their grade average and selection of courses etc.

International Student's Office

The International Student Services office at University American College Skopje is set-up to assist and guide International students a on a range of issues and services before their arrival and while they are enrolled at UACS.

Our mission is to facilitate international students' admittance to Macedonia, to assist International Student's transition to student life at UACS and to provide services and support necessary to meet the special needs of our international students.

Available Services

The services necessary to accomplish the office mission are as diverse as the student population itself. However, there are several essential areas of services that include:

- Assistance in obtaining a student visa for Macedonia
- Approving student status and issuance of student invitation letter
- International student orientation, cultural orientation and language assistance
- Finding student accommodations In nearby locations
- Securing a meal plan if needed
- Assistance in credential evaluation prescribed by the HEA of the Republic of Macedonia
- Assistance In obtaining a residential permit for Macedonia

- Assistance in securing a personal insurance health plan if not covered by own country

1. How managers (deans, academic coordinators, heads of departments) and faculty are motivated and supported to be personally involved in creating and keeping the core values, strategies, guidelines, job expectations and student focus?

- Please include specific examples that support teachers at the beginning and throughout the academic year.

The support of the faculty by the managers is permanent and consistent throughout the entire year. The support is primarily effectuated through the Academic Council (AC) meetings, but also through a variety of other meetings at the schools: Town Hall Meetings, Socialization Training, Research Seminar Series, and other types of trainings and workshops. It is expressed through transparent processes and procedures, financial support for membership in various bodies, financial support for research, financial support in organizing activities, events, etc. The feedback that UACS faculty receives based on 360-degree evaluation is also a great opportunity for upgrade and support of academic coordinators, faculty, administration and deans of all 6 schools at UACS. Ultimately, UACS shares informal culture whereby less significance is attached to hierarchy, so that informal support by a superior or a peer is constantly sought and obtained in a variety of occasions.

- **What are the expectations of the deans and the faculty regarding the meetings of the Academic Council (AC)?**

The main official communication between the deans and the faculty is done at the AC meetings. The topics discussed at the AC vary depending on the period and the current events / activities at UACS. The most common topics are the ones related to the teaching process, information for students and development / promotion of the schools through various activities and methods.

Regarding the meetings of the AC, the deans expect the faculty members to regularly attend meetings and participate in the required activities, decisions, and to solve problems. At the meetings of the AC all important elements of the work of the schools and university are discussed. The Annual plans of the schools are adopted at the AC sessions. Also, deans and the faculty together define the future goals that should be achieved in the forthcoming period / upcoming academic year; they all work towards their fulfillment and discuss the key performance indicators, the needed funding and the assigned/responsible persons, in accordance with the UACS mission and vision. Also at the meetings, the deans and the faculty share the mutual achievements and results obtained during the year.

2. What are the expectations regarding professional development and support of the faculty? In what way the faculty is supported to fulfill what is expected of them and how it is evaluated?

All UACS Schools prepare a Faculty Development Plan as part of the Annual Plan of the schools at the beginning of each academic year. At the end of the year, all faculties prepare a Professional Development Report which is comprised of all activities that the faculties have participated in during the year, as well as all research and academic work they have completed during the year. The Professional Development Reports are compared against the plan in order to understand which segments were accomplished, in which segments they excelled and which are the opportunities for improvement in the next year. After completion, the Professional Development Report (PDR) it's later delivered to the HR department, at the beginning and at the end of the year, with a scope to serve as remainder of all the goals that are stated in the Report and expected to be achieved. The schools of UACS are expected to actively participate in a number of internal trainings and workshops, and publish at least one paper per faculty member per academic year. For example, in the academic 2013/14 year, SBEM on behalf of the entire university organized two workshops/seminars. The first one was a seminar for socialization, which was held to welcome and socialize the new SBEM professors/associates with the UACS mission, vision, methods of work, code of ethics etc. and the second one was a workshop for all SBEM faculty (part-time and full-time) for conducting the classes

through Participant Centered Learning (PCL) which provides more interactive apply more practical work in the classroom. Also the faculty is expected to engage in various forms of participation in national or international conferences (presenting a paper and/or sitting at organizing committee, board, etc.).

UACS is providing financial support and covers travel expenses, accommodation costs and fees for participation at national, international conferences and workshops.

As part of the 360-degree evaluation, the faculty and managers of the schools prepare annual plans and reports (self-evaluation reports).

3. How many meetings of the Senate and the Rector's Board were held during the academic year? Please list the most important issues that were discussed.

Rector's Board

In the period 2013/2014 fifteen meetings (15) of the Rector's Board were held

The most important issues discussed are as follows:

1. Adoption of the Resolution on providing training for professionals
2. Resolution for appointment of the new Deans at School of computer science and information technology and Law school
3. Information on the Business Council's General Assembly
4. Resolution for organizing the 9th International Conference: The Europe Of Tomorrow: Creative, Digital, Integrated
5. Resolution on appointing a visiting professor at the second cycle studies for the academic year 2013/2014 from the Shanghai Ranking universities
6. Adoption of amended Bylaws for the second cycle studies at the following schools: SBEM, SL, SPS, SCSIT, and SFL.
7. Information on significant legal provisions and their application from the Act for Higher education
8. Information on the positive result for the submitted application for Erasmus +. UACS won the Erasmus University Charter which entitles to apply for funding from the Erasmus + in the period 2014-2020
9. Information on the proposed contract and negotiation with the Maastricht School of Management (MSM) on signing the Dual degree program.
10. Information on the changes in the procedure for preparing self-evaluation report
11. Information on starting work on the UACS representative in Kosovo (Validation MBA program)
12. Consideration of a proposal for establishment the International School of Architecture in Turkish language
13. Adoption of the proposal for establishment of the UACS Academic Council
14. Adoption of the academic calendar for the academic year 2014/2015.
15. Accreditation for doctoral studies at SBEM for Economics, Business administration, Information systems and management and Engineering management.
16. Accreditation for doctoral studies in Law at SL.
17. Adoption of the decision to start the procedure of ACBSP second cycle program accreditation for the following business oriented academic programs: International Relations and Diplomacy in Business, Management Information Systems, Architecture and Management.

18. Adoption of the decision to undertake measures to protect against hepatitis A
19. Information on Article 125 of the HEL (when writing the review of the academic-scientific positions should be taken into consideration and assessment of student evaluation or assessment of 360 degree evaluation)
20. Review of Action Plan for 2014/2015 year

University Senate

In the period 2013/2014 nine meetings (9) of the University Senate were held. At the meeting many important topics were discussed. The most important ones were:

1. Adoption of a Resolution on amending the Regulation on financing research activities at UACS no.07-190 / 10 of 19.03.2012
2. Adoption of a Resolution to award the title of honorary professor Prof. Dr. Jeremy Cripps based on the proposal submitted by the SBEM
3. Adoption of Regulations for second cycle studies at the following schools: SBEM, SL, SPS, SCSIT, and SFL.
4. Adoption of Guidelines for writing and preparation of master's and specialist thesis of the SPS, SCSIT.
5. Adoption of the proposal and the appointment of vice-rector for scientific work of UACS
6. Adoption of the UACS Self-evaluation Report for the academic year 2011/2012
7. Adoption of the Guidelines for Self-Evaluation of the UACS
8. Review and approval of proposed amendments to the Decision on the establishment of the Commission for self-evaluation at the University American College Skopje, adopted on 8th meeting of University Senate held on 24.12. 2012th
9. Adoption of a resolution on amending the Resolution on establishing a Committee on Scientific - research at UACS
10. Verifying the mandate for reelected Senate members: representative of the SCSIT and SFL.
11. Adoption of the curricula for third cycle studies at SBEM and SL.
12. Adoption of specific descriptors for study programs of third cycle studies at SBEM and SL
13. Adoption and election of the proposed potential candidate for Rector of the University by the Commission for nomination.
14. Adoption of the study program for third cycle studies in engineering management at SBEM
15. Adoption of specific descriptors for the study program for third cycle studies in engineering management at SBEM.
16. Adoption of study programs in Law and Business law from:
 - First cycle (undergraduate legal studies) containing 180 ECTS;
 - Second cycle of professional legal studies (graduate legal studies) containing 60 ECTS
 - Second cycle of professional legal studies containing 120 ECTS (graduate and professional studies)
 - Second cycle of academic studies in Law 90 ECTS.
17. Adoption of specific descriptors for study programs in Law and Business law from:
 - First cycle (undergraduate legal studies) containing 180 ECTS;
 - Second cycle of professional legal studies (graduate legal studies) containing 60 ECTS
 - Second cycle of professional legal studies containing 120 ECTS (graduate and professional studies)

- Second cycle of academic studies in Law 90 ECTS.
- 18. Adoption of Self-Evaluation Report for the academic year 2012/2013 UACS year
- 19. Establishing of Ethical Commission of the University American College Skopje

4. How is the core values transmitted to the faculty at each School? Please give specific examples.

There are two channels in which the core University values are transmitted to the faculty at each School. The direct communication mainly consists of the Strategic Planning Sessions, team building meetings and electronic communication. These meetings/communications are organized and lead by the Rector, and are intended by faculty from each school (including administrative staff).

Indirectly, the core values are transmitted by the management of each School to the respective faculty. For instance, through the Rector's Board, deans are informed on some new developments or priorities, which then they transmit to the faculty through the Academic Council sessions. Moreover, deans also use informal meetings to spread the core values (each dean organizes at least one informal gathering of the faculty per semester). Electronic communication is also used by the dean for ensuring that all faculty are informed and kept updated on the core values of the University.

The most important core values are also transmitted into internal guidelines and decisions (for instance, the Code of Ethics).

An example is the priority for integration of the Schools within the University. This has been discussed at the Rectors' Board and a decision has been made to focus on strengthening the integration of the Schools. This decision has been then communicated to each faculty (and administration) on a Strategic Planning Session. Then, each Dean informed their faculty through the Academic Council that in the forthcoming period they all have to reinforce the cooperation between the Schools. In addition, this goal has become part of the Annual plans at each School, with specific measures aimed to achieve that. One of the great accomplishments in this area has been the subsequent joint scientific work (interdisciplinary research) of colleagues from different Schools, in a form of scientific papers.

5. Do managers and teachers review the performance, the capabilities to measure the success of the program and the ability to respond to change?

- **Does UACS or any of its schools submit the study programs for consideration to the Business Council or any other relevant institutions?**

UACS and its schools discuss and review the performance and success of its study programs with the Business Council at regular meetings, typically held once per semester. In addition, the schools are in constant and close cooperation between them and with the Business Council by maintaining formal and informal meetings, individual and collective, at topics such as: required student's skills upon completion, student's skills acquired during studies, program success and skills, internship arrangements, etc.

The suggestions by the Business Council are taken into consideration, whenever possible. There are several forms through of measures through which UACS and its schools give a voice to the Business Council.

For example, during 2013/2014, the School of Business Economics and Management (SBEM) introduced an output external test, developed by the business community. The test is intended for the Macedonian and English group. The scope of this testing is to assess if students gain the skills and knowledge that are demanded by the businesses. The results from the tests show that most of defined learning outcomes are realized with more than 50% in all of the three departments (marketing, management and finance), which is satisfactory. The few learning outcomes which were achieved with low results will be further improved. The results from the exit test are then part of the annual report on students' achievements and performance measurement of the program, which serves as a tool for measuring the student's knowledge, as well for discussing the market demand.

The results for each learning outcome for all the three departments are attached in Report for measuring learning outcomes in Annex 2.

Besides SBEM *exit test*, another form of cooperation with the business community is done through:

- Practical teaching

Business experts give lecturers as Business practitioners to our students, by previously revising the course syllabi and detecting a certain gap which is further communicated to the faculty, and improved by changing certain course topics or by adding additional once.

The last form of cooperation with the business community is done through:

- Measuring the company's satisfaction with each intern.

The company's satisfaction with the interns is measured through a standard form (satisfaction survey) which is related to the intended learning outcomes, and measures whether students achieved them through the internship.

- **Were any changes made to the program upon a suggestion of the Business Council or other relevant institutions?**

Yes they were. The last changes in the study programs were made in the academic 2011/2012. All changes were made according to the suggestions of the business community.

The Business council suggested concentrating more on entrepreneurship, project management, innovation and soft skills in our academic program. As a result of these suggestions UACS took the following corrective measures:

- Entrepreneurship as a required subject in concentration of management and elective in concentration of Finance & Banking and Marketing at undergraduate level, and, required subject at all graduate programs,
- Project management as a subject at concentration at management,
- Career development (third year elective at management),
- Trainings for soft skills for all students at UACS.
- UACS includes clinical experts (field experts) as professors and also guest lecturers at other classes in order students to acquire better understanding, knowledge and skills of how theory applies in real business processes.
- Internship survey (see more regarding the survey and its scope in at part 4)
- External testing – UACS together with its Business Council created exit test for students graduating at SBE&M. The test includes questions in order to test our graduates skills and knowledge needed in the Business sector. The test does not have impact on student's grade but it is of crucial importance for analysis at UACS.

UACS is also considering including Innovative management as a subject in our academic program.

Also, at other already existed subjects we are concentrating more of the student's projects toward entrepreneurial knowledge and skills. For example, there is mutual project of strategic management, corporate finance and marketing where students are doing business plan project for their own imaginary company, which includes learning outcomes from all three subjects.

In addition, at the class of entrepreneurship every new group does a project called virtual company.

Finally, UACS opened Institute for Entrepreneurial Leadership Development, and also is member of RESITA network and European Foundation for Entrepreneurial Research.

6. Does the faculty and administrative staff create an environment that creates and fosters ethical and legal behavior?

- **Explain how did you apply the necessary policy and procedures for ethical behavior at UACS**

The faculty and administrative staff create an environment that creates and fosters ethical and legal behavior. Policies and procedures for ethical behavior at UACS are applied through training of all new members at UACS, through periodic workshops with existing members for updating knowledge and information changes (if any), and through transparent procedures and corrective measures. UACS has adopted a Code of ethics and has established an Ethical committee, consisting of academic and administrative representatives.

- **How many reports of misconduct (by a teacher or student) were filed out in the past year and with how many of them you have managed successfully? Were there any sanctions?**

In the period of 2013-2014 there was only one report of misconduct of teacher at the University, reported to the Ministry of Education and Science, but further the inspection controls confirmed that everything was in order. In relation to the misconduct of the students during an exam, 23 warnings were raised by the Dean of the School of Business Economics and Management.

- **What other measures do you have, to monitor ethical behavior?**

The UACS employee behavior is monitored through a 360-degree evaluation, and through the Quality Circle committee at each school. Both of these measures/tools involve *inter alia* assessment of the faculty for any misconduct. The former is based on an input provided by students, deans, administrative staff, etc., for each faculty member, on a set of important issues. Within the evaluation form, students can report anonymously any misbehavior by the faculty. The Quality Circle committee consists of dean, heads of departments and students from each year of study and language of study. It meets at least once per semester and it involves discussion on all aspects of operation of a School, including the faculty members and their behavior. It is used as an avenue for quality control and improvement. The Dean is in charge of correcting the issues raised by students, and giving afterwards feedback for the implemented corrective measures.

- **How are the fundamental values of UACS transmitted to students, to other stakeholders and to the public in general?**

The fundamental values of UACS are transmitted to:

- Students: through involvement in a variety of activities such as: workshops, participation in different committees, corporate social responsible events (garage sales), organized internships, volunteer work, participation in tutoring clubs, humanitarian events, participation in quality cycle etc.
- Stakeholders: through committees, through lectures taught by business practitioners and organizations/institutions that are relevant, through organized visits in important companies by faculty and students, through different collaborations between UACS faculty and companies, collaborations in the form of having UACS faculty as consultancy's members of different boards etc.
- Public: UACS transmits its fundamental values to the public by sponsoring and organizing important and useful events for the society and for the general public. It transmits its fundamental values through the marketing campaigns and strategies, through word of mouth, through its alumni organizations etc.

7. International and domestic cooperation:

- **How many cooperation agreements with foreign institutions have been signed in the past academic year? Make a list and provide an explanation of the nature of the collaboration of UACS and the foreign educational institution.**

In the period 2013-2014, the following cooperation agreements were signed i.e. Memorandum of Understanding with international institutions:

- Memorandum of Understanding with Williams Business College, Sydney-Australia;
- Memorandum of Understanding with the Vienna University of Technology, Vienna, Austria.

- The mission and vision of the university is to become an international hub for knowledge and dissemination of information. Upholding such principles and devotion, an agreement for joint delivery of the graduate businesses (MBA) has been signed and implemented during the course of the year. Partnering in such a venture will be the Maastricht School of Management from the Netherlands. Students from Macedonia and the region will have the opportunity to attend the joint program at UACS and be eligible for a joint degree from both institutions. Formal signing shall take place in early November 2014 at the UACS campus.

- **How many cooperation agreements were signed with local institutions in the past year? Make a list and provide an explanation of the nature of the collaboration of UACS and the domestic educational institution.**

In the period 2013-2014, the following cooperation agreements/Memorandum of Understanding was signed with the following domestic institutions:

- Memorandum of Understanding with Foundation Macedonia 2025
- Memorandum of Understanding with the School of Management at Kopar (in process)
- Memorandum of Understanding with the Macedonian Intelligence Agency
- Memorandum of Understanding with the Macedonian Club of Young Diplomats

8. Does UACS pay attention to the impact of the program in the society? Please list all the activities undertaken in that direction

- **Was UACS or any of its Schools involved in activities related to Corporate Social Responsibility (eg. humanitarian, anti - corruption actions, actions for protection of the environment) Please specify.**

UACS and its schools pay attention to the impact of the program in the society by doing, during the whole academic year a lot of different activities undertaken in that direction. All schools of UACS are involved in a certain activity in the society. The list of all undertaken activities in the academic 2013/14 is listed below.

- Researchers Night - EU funded project for forcing and supporting research among common people - Public event held at the main square in the capital city, with many different activities directed to increase the public awareness for the importance of the research and science.
- Panel discussion entitled "CSR: Ethics or Luxury?" with prof. Khosro Jahdi from UK, and MCMS director - Aleksandar Krzalovski (NGO sector).
- Garage Sale (17 May 2014) - organized with SBEM students and Municipality of Aerodrom. Students taking the course of Entrepreneurship were involved in preparing kids from elementary school with selling skills and students from the Marketing department were developing and designing promotional materials. All together they organized stands and were selling their own products for fundraising, for the Association for animals without home.
- Week of water (12-16 May 2014) - students were delivering interactive presentation classes with video and promo flyers to elementary schools' kids for the importance of water saving and rational consuming.
- Career day (14 May 2014) - students organized few speakers and companies for connecting and networking between students and business sector, in order to develop their careers and to look for job opportunities.

With the Association for Better Education, (NGO supported from the UACS staff) we provided

- Training to High Schools' professors on topic as *Interactive teaching* for the new generation of pupils.

- Career directions (joint project with AIESEC - international student's organization) - one weekend intensive training for High School students in order to provide them with self evaluation skills, skills for analyzing, communication and presentation skills, and managing skills as time management, as well as leadership.
 - Interactive classes at High Schools on interesting topics as Personal Marketing, Personal Finance, and Social Entrepreneurship.
- **Is the faculty actively involved in the organization of events of this kind? Please specify and clarify.**

Yes it is. The Faculty is involved in the organization of such events externally and internally.

Faculty is involved externally, through participation in various bodies (committees, association, organizations, such as: Committee on Social Responsibility within the AmCham (American Chamber of Commerce) as well as within the Association for Better Education, founded by UACS Professors in January, 2013.

In terms of internal involvement of the faculty in the organization of events, the School of Business Economics and Management organized events of this nature and always included part of the faculty, administration, and students. For example, the CSR events organized by SBEM such as: From old bags to new products and Garage sales were organized in direct partnership together with the students.

9. Does UACS or any of its Schools have a standardized way of monitoring the compliance with the regulatory and legal requirements?

- **How are the changes in the internal regulations of the UACS shared with the employees?**

Secretary General is in charge of observing the national regulation concerning the higher education, the compliancy of them and alerting for any changes. Afterword every change in the national regulation is addressed by the responsible person or department at UACS.

Changes in internal bylaws are shared through regular meetings, electronic notices, Town Hall Meetings etc. Compliance with the regulatory and legal requirements is ensured through the University Senate, Rector's Board and Academic Council meetings.

- **Which method do you use to make the above changes respected and applied?**

To make the above changes respected and applied, all changes or amendments in the Act for Higher Education or other legal national acts made by the Ministry of Education and Science of the Republic of Macedonia are implemented in the internal Bylaws through the process of preparation of the amendments of the existing policies and procedures by the authorized UACS employees (like for example: By the Secretary General, Deans, Vice Deans etc) and afterward they are adopted by the University Senate as the highest UACS governmental body.

1. Do you have a formal process for setting a strategic direction for UACS and for each School or program?

University American College Skopje has a formal process for setting a strategic direction for UACS and for each School or program. UACS and its schools pay special attention to strategic planning, due to its crucial importance to the creation and implementation of long-term goals and directions for the University. In this regard, in times of rapid change, it is essential for the strategic planning process to have a structured approach to emerging challenges and predictions and expectations for the future. The strategic planning process began convening a working group of the Rector, whose members are representatives of academic and administrative staff (middle level managers). The formal process consists of several steps as follows: members of the planning group prepare individual SWOT analysis. Then, individual remarks and proposals are discussed and based on them strategic goals are set up and grouped as: general long term goals, (accomplishment within the time frame of five years) general short term goals (accomplishment within the time frame of one/two years), and other goals specified upon the different departments as: academic goals, accreditation goals, international collaboration goals, financial goals, networking goals, IT goals and library goals.

Each UACS School and department prepares Annual Plan in a systematic way with all specified activities and resources, needed for strategic goals achievement. Through this process, resources are appropriately focused on multiple targets, in order to increase the benefits for the stakeholders.

Strategic Planning Sessions, with a thorough presentation of the UACS market position is usually organized at the beginning of the Academic year.

2. Do the academic and administrative staffs have a voice in the process?

Yes they have a voice in the process. First, they participate in preparation of the UACS strategic plan, in the formal process for setting a strategic direction, (explained in question 1), and later on, each UACS School and department prepares an Annual Plan based upon the UACS Strategic Plan.

3. How do Schools reconcile its annual plan with the strategic plan of UACS?

First, each School within the University prepares its own Annual Plan. The starting point for preparation of the Schools' Annual Plan is the Strategic Plan, i.e. the priorities, goals and the targets of the Plan. In that way, all schools reconcile its own Annual Plan with the strategic plan of UACS. Given that the Strategic Plan covers the period 2010-2015, the School's Annual Plan also incorporates new developments in the educational environment, changes in legislation, etc. The Annual Plan is drafted by the Dean and the Department Heads (so-called Dean's board). It sets the priorities for the particular year: targets to be achieved and necessary resources for the implementation. The draft Annual Plan is then sent to all faculty and the administrative staff who is involved within the particular school, for further comments and suggestions. Afterwards, a session of Academic Council is organized, particularly dedicated to the Annual Plan. Following the received comments and discussion that takes place at the Academic Council, the Annual Plan is finalized and then approved by the Council.

- Has each School set strategic goals and a schedule for the current planning period?

Yes. Each School at UACS set strategic goals and a schedule for the current planning period.

- The School's Annual Plan is based upon the UACS Strategic Plan. The Annual plan is consisted of all the activities and tasks for the upcoming/current period, aligned with the UACS strategic plan for the period 2010-2015.

- Each School sets specific priority targets in their Annual plan. For example: The School of Law is the youngest school of UACS and therefore its top objective in the plan is to increase the number of students.
- The same objective is the top objective for the School of Political Science, since the school has no enrollments of undergraduate students in the last two years.
- The School of Computer Science and Information Technology's top 3 objectives are: to increase the number of enrolled students, to improve the overall quality of the program, and to enhance the scientific research work.
- In the Annual plan of The School of Business Economics and Management, the top objective is increased internalization and scientific research.
- The School of Foreign Languages as top two objectives has to enhance the scientific research work and to increase the promotion of the SFL study programs.
- The School of Architecture and Design has one primary objective, to increase the scientific research work. The Annual plan is adopted at the Academic Scientific Council of each school for the academic year 2013/14. The Annual plan for the academic 2014/2015 is in process of preparation.

4. Is there a set of measures to monitor the progress of the Annual plans?

Yes there is. The Annual plan contains key performance indicators, which are measured permanently throughout the year and the progress is discussed in continuation. Corrective measures are being undertaken whenever an objective is underachieved. The next academic year, a Report for the realization of the goals stated in the Annual plan is adopted.

5. Do you communicate your goals, annual plans and measures for monitoring with the faculty, administrative staff, and appropriate stakeholders?

Goals, annual plans and measures for monitoring are communicated and shared with the faculty, administrative staff, and stakeholders through meetings called Strategic planning meetings where all employees (including faculty) are invited to attend. At these meetings the Rector of the University regularly informs employees about the achieved goals, the activities in process, and the objectives for the future.

At these meetings the strengths and weaknesses of the University are discussed, and the opportunities and threats facing the University.

These meetings are considered a brainstorming sessions on how to transform threats into opportunities and pave the way to harnessing the potential opportunities of the environment.

Out of the Strategic planning meetings, the General Secretary prepares a forum which is placed on the intra portal and which creates an opportunity for discussions, suggestions and ideas for new projects and challenges.

1. Have you identified the primary and secondary stakeholders?

- How do you identify their needs?
- How do you address the identified needs?

The primary and secondary stakeholders of UACS are identified and listed below, as well as their needs and the way we address their identified needs.

a. *Primary stakeholders and their addressed needs*

- **Undergraduate students** – student evaluation provides feedback on student satisfaction from each faculty in the current semester, but also from the administrative staff and the overall impression at UACS. Evaluation is reviewed by the deans and the vice-dean(s) for teaching once per semester and by the rector on annual basis in order to identify potential shortcomings and means to overcome it. In terms of knowledge acquisition needs, we analyze the results based on learning outcomes and the overall success in order to estimate their acquired knowledge. The achievement of the learning outcomes is then discussed on the AC meetings of each school, as well on Rector’s Board meeting, in an aggregate form. Means for addressing and overcoming underperformance are identified and directions for implementation are set.
- **Graduate students** – similar to undergraduates, graduate students have a student survey after every course they take. The evaluations are then reviewed by the deans, the vice-dean for teaching and the MBA coordinator once per semester and by the rector on annual basis in order to identify potential shortcomings. In terms of knowledge acquired, we analyze their research projects, learning outcomes and the overall success at the end of the study program. Similar pattern of corrective action is applied as for the case of undergraduate studies.
- **Students’ parents** – parents can express their demands or suggestions informally to the dean of the school where their child is enrolled or (for more important issues) they can address the rector with a formal request. UACS organizes *Parent’s Day* meeting annually where parents can see the work of students throughout the year and can discuss with professors in an informal atmosphere, which could, however, lead to scheduling more formal meetings and discussions afterwards. Ultimately, we measure employability which is very important for the students but also for parents.
- **Employees** – In the process of 360 degree evaluation, UACS receives feedback for the overall satisfaction with the teaching environment and cooperation among faculty colleagues. In addition, we receive feedback on effectiveness of the teaching methodology or new methods of class conduct. Faculties express their needs at the Academic Council meetings whereas administrative staff expresses their needs at the administration meetings. Employees as researchers are addressed in a variety of forms: through the Teach&Research Seminar Series, whereby they exchange ideas, but also build the corporate culture, through teaming up for research, through financial support for presenting at international conference and/or publishing
in a journal, through financial awards of the papers published in journals with impact factor, and so on.
- **Alumni Association** – ‘one can leave this house but it will always remain his/her home’ is the motto of UACS. Therefore, we try to keep graduated students informed and included in all our processes. The Alumni Association has formal general assembly meetings and ad hoc

meeting of the managing board and they provide sufficient input on UACS' programs or other service activities.

- **Accreditation Board of the Republic of Macedonia** – UACS follows the accomplishment of the obligations defined in the Law on Higher Education of the Republic of Macedonia. Each requirement obtained from the Accreditation Board is carefully studied and approached in a comprehensive manner at the satisfaction of the Board.
- **Ministry of Education and Science of the Republic of Macedonia** – the requirement of the MOES is that the UACS academic programs are in line with the Bologna Declaration, that we participate at the Inter-University Conference for the Private Higher Education Institutions and to other meetings. UACS maintains and implements the mandatory and elective courses in accordance with the Law on Higher Education of the Republic of Macedonia, as well by abiding to all other regulations.

b. Secondary stakeholders and their addressed needs

- **Board of Directors** – the long-term orientation of the Board of Directors is the continuous development and sustainability of UACS, implementation of new programs, internationalization and ultimately – profit. The demands of the Board are being satisfied through a permanent reporting.
- **Business Council (BC)** – BC can express their interests at the cluster meetings organized by the coordinator of the cluster. The interest of the BC members is to have influence in the curricula development according to the demands of the specific industry, to have students as interns in their companies and to have projects developed by students related to the company and in cooperation with a course head or faculty member. We measure the satisfaction with the rate of employment of our students and we follow the academic, social and other scholarships for undergraduate and graduate students provided by the BC as assurance of the quality of the UACS' programs. Satisfaction with interns is also quantitatively measured.
- **Secondary schools** – UACS established an Association for Better Education which cooperates with many secondary schools in Macedonia in order to provide them with information about our programs and activities as well as to get feedback from them on their needs and requirements from the higher education institutions. UACS provides leadership in promoting the needs of the University and provides the key secondary schools with college programs and with tools for implementation
- **Employment Agency** – The Employment Agency of the Republic of Macedonia provides information on key employability skills to undergraduates in certain profiles. UACS is open for consultation on the specific profiles that are needed in the country or for promotions of the programs provided for job placement.
- **Universities that share exchange programs and cooperation agreements with UACS** – The needs of these institutions are taken into consideration while drafting the Memoranda of Understanding. Re-approved exchange programs and extension of duration of the agreements are considered a confirmation of the successful cooperation. Both institutions make an assessment of student's learning at both universities and compatibility comparison. In case there is potential misfit, synchronization of programs and elimination of items which are not transferable is pursued.

2. Students as primary stakeholders:

- **Have you determined the student's groups to whom school's programs are addressed?**

UACS has two types of students:

- Undergraduate students

- Graduate students

However, within the group of undergraduate students, we pay a special attention to our part-time students.

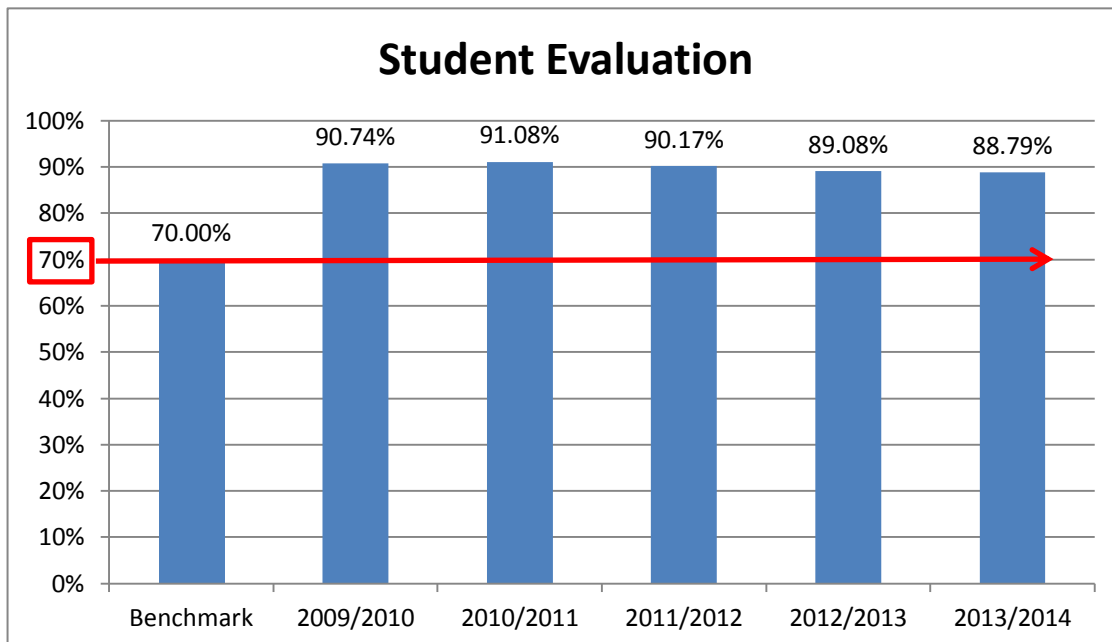
- **Have you identified methods to listen and learn how to determine student’s requirements?**
- **How do you achieve that? Please describe the methods used to achieve this.**

There are several formal feedback channels that UACS uses to understand students’ needs in addition to informal communication they have with administration members, with other faculty members or with the dean. One of them is the 360^o evaluation which provides feedback on the faculty and administration but also on the course content and delivery etc. In addition, at the end of their studies, students are asked to provide feedback on each faculty they had a course with, in order to receive feedback on their overall impression of the academic staff. Finally, students’ representatives from the English and Macedonian groups of undergraduate studies (1-3 year) participate in so-called Quality Circles, where they discuss relevant matters to their studies and UACS services such: cafeteria, library, IT etc., with the dean. Generally, the Quality Circle’s meetings are held two times per semester.

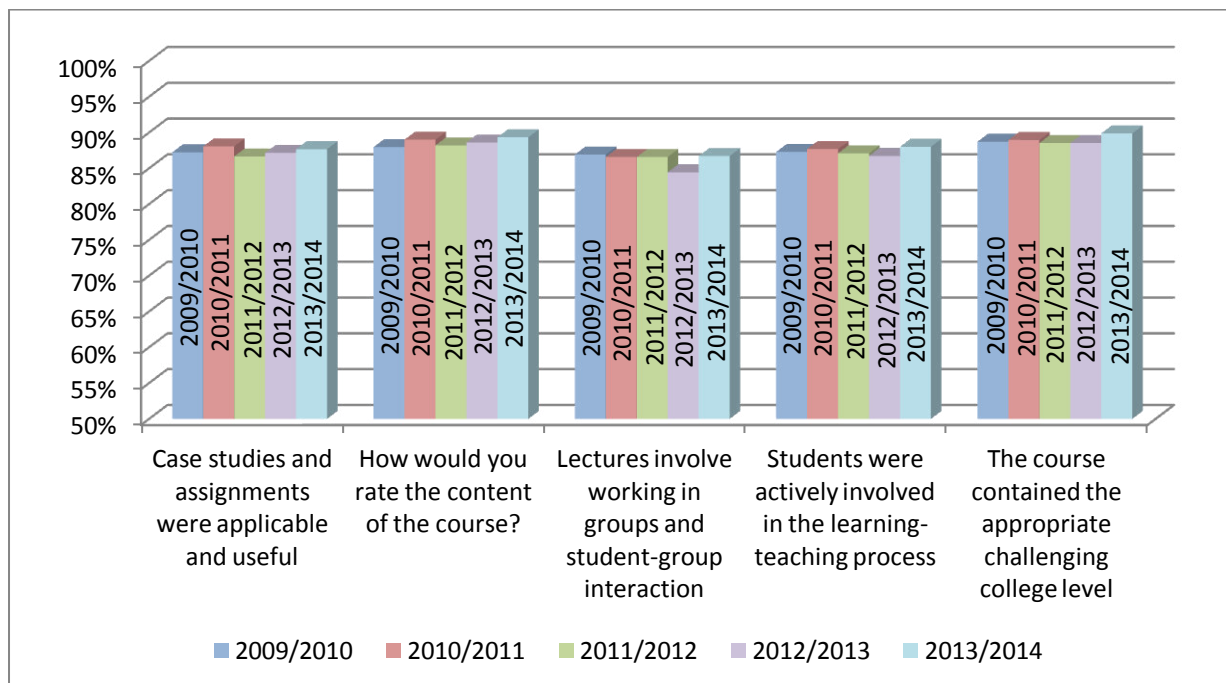
- **Please provide data on student’s satisfaction evaluation for the program and courses (undergraduate)?**

Graph 1 below, presents the overall student satisfaction by academic year. The questionnaires are distributed for each course separately and provide information on the following areas: a) *Syllabus and Course Materials*, b) *Course Delivery* and c) *Instructor Assessment*. It can be deduced that for the academic year 2013/14 the overall student satisfaction from the faculty is 88.8%. The average student’s satisfaction for undergraduate courses for all schools is 90.0% while the average graduate students’ satisfaction is 85.9%, which is relatively high and satisfactory.

Graph 1. Student’s satisfaction for courses



Graph 2. Student's satisfaction evaluation for the program



UACS also follows the progress on each of the questions related to these three areas (stated above). The Graph 2 presents how UACS follows the progress of the overall program content. From the data presented in graph 2, it can be established that there were no significant variations and the results are on a satisfactory level between 80%-90% in all academic years measured. However, UACS continues to put strong emphasis on the quality of the program and the satisfaction of the students.

- **How do you use the results from the student's satisfaction evaluation?**

Professors receive the results from undergraduate and graduate evaluations. The results include: comments from the students as well as quantitative data referring to the professor's teaching style, material used during the course, group size, applicability of the curriculum learned in the future etc. The faculty uses results to improve their teaching style and method in order to improve student's satisfaction into the future.

- **What will be done by the university, if the university's evaluation results are unsatisfactory?**

According to the 360 degree Policy of the Academic staff as part of the Performance Management System, if a professor has an overall student evaluation lower than 70% for two consecutive years, UACS is empowered to terminate the contract. In order to improve faculty's performance, UACS provides additional trainings which aim to improve teaching skills.

- **Is there a functioning student body at the school? How do you stimulate students to get actively involved in this body?**

There is a student body at the University, in which students are actively involved, and it is called the Students' Union. Students are stimulated to maintain active membership by organizing open meetings, events, competitions, trainings, through which they can improve their skills, and get

informed for a lot of learning opportunities. The Union is for and from the students and it is formed with a main scope to defend students' rights and to implement as much as it can from their mutual, ideas, comments, regarding all the issues they face, while studying at UACS.

- **Do you have a process for using the information obtained from the students for planning educational programs; offerings and services; marketing; process improvements; and for development of other services?**

Yes, UACS have a process through which it uses all the information obtained from the students for making overall improvements at all schools at UACS.

- **Does the academic unit have a process to seek information, pursue common purposes and receive complaints from students regarding the program and facilities?**

The academic units at UACS have a process to seek information, pursue common purposes and receive complaints from students regarding the program and facilities.

UACS students may raise concerns and complaints about matters and issues relating to their grades and their academic or administrative experience at UACS. Student appeals should be written, signed and sent to the Grievance Office. For all students who want to stay anonymous, they can submit their appeals in the drop boxes for complains and concerns.

The process is lead by the UACS grievance officer who seeks, pursues and receives complaints from students. The process could be formal and informal:

❖ **Informal Grievance Procedures**

Students are encouraged to resolve grievances informally. The Grievance Officer will try to resolve the issues with the student in an academic and friendly atmosphere.

- ❖ **Formal Grievance procedures** shall not be initiated unless informal efforts to resolve the grievance have been exhausted and the grievor has provided a written description of each effort.

- **Formal Grievance Procedures**

- If a grievance has not been satisfactorily resolved by informal procedures, the student may file a written grievance to the Dean or the Committee for concerns and complains.

- **Grade Appeals**

- If a student is not satisfied with his final course grade within 24 hours, the student may appeal the instructor's decision by submitting a written appeal to the Dean of school. The Dean will send a written request to the course instructor in order to review the student's grade within 24 hours.
- If the course instructor does not review the grade of the grievor within 24 hours, the student may again take the course exam in front of a committee consisted of three professors from the same school department.

- **Academic and Administrative Grievance**

- All grievances concerning the academic and administrative department can be filed to the Committee for concerns and complains within 30 calendar days. The Committee should resolve the grievor issue within 5 days.
- If a grievance has not been satisfactorily resolved, the grievor may file a written appeal to the University Senate within 5 working days of receiving the answer from the Committee for concerns and complains. All information previous presented shall be included with the appeal, and the Dean shall submit to the University Senate a report describing attempts to resolve the grievance. The University Senate shall make its decision within 5 days of the hearing and shall mail its decision to all concerned parties. The University Senate outcome shall be the final decision.

In the academic year 2013/2014 **four (4)** official complaints were registered at UACS.

- **How many students receive scholarships by the Ministry of Education and Science?**

UACS does not maintain database on the number of students who received scholarships by the Ministry of Education and Science in the academic 2013/2014.

- **How many students receive scholarships by the UACS?**

During academic 2013 – 2014 **UACS disbursed 16 scholarships** in three categories:

Category A: 1000 euro scholarship for students with average GPA from 3.93 – 4.00.

- School of Business Economics and Management – 2

Category B: 750 euro scholarship for students with average GPA from 3.90 – 3.92.

- School of Architecture and Design – 1

Category C: 500 euro scholarship for students with average GPA from 3.85 – 3.89.

- School of Computer Science and Information Technology – 1
- School of Law – 1

Category D: 250 euro scholarship for students with average GPA from 3.67 – 3.84.

- School of Business Economics and Management – 6
- School of Architecture and Design – 3
- School of Computer Science and Information Technology – 1
- School of Foreign Languages – 1

Also UACS established with its members an alumni UACS foundation which gave 2 scholarships worth 50% of the yearly tuition, for period of 3 years (Undergraduates studies).

3. Alumni Association as important primary stakeholder:

3.1. How many members does the Alumni Association have?

The Alumni Association has more than 1000 members, but only 5% of them are somehow active.

3.2. What activities have been organized with the Alumni organization?

The UACS ALUMNI Association exists to maintain a powerful bond between graduates with main purpose to benefit the graduates and the university. UACS Alumni Association is institution established and operative for stirring multilevel collaborations centering its members, students and institutions, by adding them value while strengthening attachment and relations among them.

The Alumni Association had organized the following events during the academic 2013 – 2014 year:

- Annual Assembly Meeting

The annual assembly meeting was held on 11th of December 2013 at University American College Skopje and new president and new members of the Managing board were elected.

President:

- Petar Ribarski – Country Manager of Portline

Members of the managing board:

- Sofija Bazmadjieva Zezajl - Informational Officer, UNDP
- Zoran Drangovski - Macedonian Young Layers Association
- Bojan Boskovski – Postgraduate student
- Marko Todorovski – Personal Ltd. (IT company)
- Aleksandra Karadza, Assistant to the Rector, UACS
- Marko Gorgievski – Sparkasse Bank

The new president and the new managing board decided to do new annual program of work that will be realized during academic 2014 – 2015 academic year.

3.3. How many students are available to work but jobless (actively looking for work) one year after graduation, how many have been enrolled in graduate studies and how many are not actively seeking jobs?

Table 1 below presents a detailed analysis of the employment and educational status of graduates:

Table 4: Employment and Educational Status of Graduates (full time and part time), Class of 01.11.2012 – 15.09.2013

	Number in Class	Number of respondents		Full-Time Employment		Pursuing Further Education		Still Seeking Employment	
		#	%	#	%	#	%	#	%
Curriculum Group		#	%	#	%	#	%	#	%
SBE&M	102	76	74.5%	48	63.1%	39	51.3%	8	10.5%
<i>Management</i>	19	12	63.2%	11	91.6%	4	33.3%	1	8.3%
<i>Finance</i>	51	43	84.3%	24	55.8%	25	58.1%	4	9.3%
<i>Marketing</i>	32	21	65.6%	13	61.9%	10	47.6%	3	14.2%
Political Science	16	10	62.5%	4	40%	6	60%	2	20%
<i>International Relations</i>	16	10	62.5%	4	40%	6	60%	2	20%
Computer Science	14	9	64.3%	7	77.7%	4	44.4%	0	0%
<i>Computer Networks</i>	4	3	75%	2	66.6%	2	66.6%	0	0%
<i>Software Engineering</i>	8	6	75%	5	83.3%	2	33.3%	0	0%
<i>MIS</i>	2	0	0%	0	0%	0	0%	0	0%
Foreign Languages	4	3	75%	2	66.6%	2	66.6%	0	0%
<i>TEFL</i>	3	2	66.6%	1	50%	2	100%	0	0%
<i>Translation and Interpretation</i>	1	1	100%	1	100%	0		0	0%
Architecture	55	34	61.8%	11	32.4%	28	82.4%	1	2.9%
Law	14	7	50%	4	57.1%	6	85.7%	0	0%
Total University American College - Skopje	205	139	67.8%	76	54.7%	85	61.1%	11	7.9%
<i>*Unemployed (Still Seeking Employment) are considered all students that are not employed and did not pursue further education.</i>									

Table 4 shows that the number of unemployed students decreased from the previous 10% to 7.9% at the University level. Furthermore, there is slight increase in the number of employed students from 52.7% to 54.7%. The trend of the previous year continues this year and students who did not find job decided to continue with their education on postgraduate studies. We should also note that the

large number of students that continue their education at School of Law and School of Architecture and Design is expected because they cannot be lawyers or autonomous architects without having 5 (five) years of education. Finally, the increase of employment was as a result of increased employment from the students from School of Business Economics and Managements, Foreign Languages and especially of computer engineers as a result of the demanding market for these occupations in Macedonia.

3.4. What are the future plans for inclusion of the Alumni Association in the work of the academic unit?

The future plans for inclusion in the work of the academic unit of UACS ALUMNI Association are incorporated in the Annual plan of the Alumni, and they will benefit all the parties included. UACS Alumni will organize the following main events and in that way will be included in the work of the UACS academic unit:

- General Assembly Meeting
- Alumni fundraising party, 4th of July – for collecting money for scholarships for UACS foundation, which covers a social component important for each potential student at UACS
- Workshops (job finding strategies, CV and cover letter training etc.) for UACS students and Alumni
- Master Thesis Seminars
- Guest lecturers
- Annual Regional Conference

The events will have several objectives: successful alumni students to teach at UACS as guest lecturers or clinical teachers directly will be involved in the work of the academic units. Furthermore, workshops will be done in order to help our students find jobs and internships and to connect the alumni who are seeking for a job with the companies. By this, the members have better chances to find their desired position. The UACS Alumni encourages all its members who haven't defended their master thesis yet, to join the master thesis semester and foster the process of making of the thesis, which is part of the work of each School at UACS.

4. Business Council as important secondary stakeholder:

4.1. Have you identified methods to listen to the needs of the Business Council?

We have identified several methods to listen to the needs of the Business council:

- We organize meetings with the Business council representatives (board of trustees for every school and coordinative body for the University)
- We organize General Assembly (once a year)
- We perform surveys
- We organize Guest lectures
- We perform Internship evaluations for first year students onwards
- Group and panel discussions
- We do external evaluation to our graduating students (test is done with the Business council in order to evaluate the skills and knowledge of our graduate students; the test does not have impact on the grades).

4.2. How many meetings with the Business Council have you organized?

During 2013 - 2014 the following meetings with the clusters of the Business Council were organized:

- Annual General Assembly
- One meeting with the cluster of School of Business Economics and Management;

- One meeting with the cluster of School of Law and School of Political Sciences;
- One meeting with the School of Computer Science and Information Technology
- One meeting with the School of Foreign Languages
- One meeting with the School of Architecture and Design

4.3. How many internship/job placements have been organized in collaboration with the Business Council?

During the academic 2013 – 2014 year, 232 out of 253 students graduated and performed internship. The total number of realized internships is 562 or 90.6% of all students enrolled at the undergraduate studies. The data for internship/job placements can be found in the two tables below.

Table 5: Internship in the past 3 years

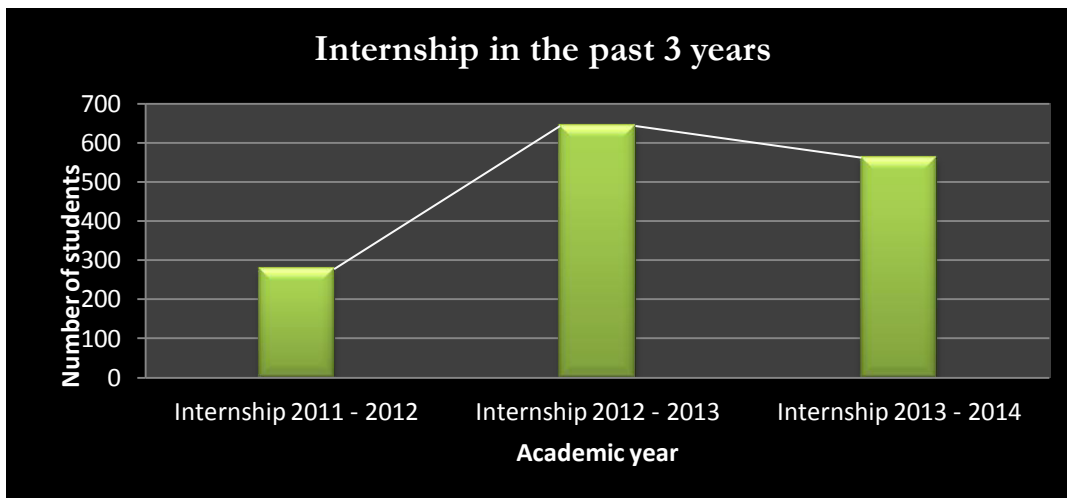
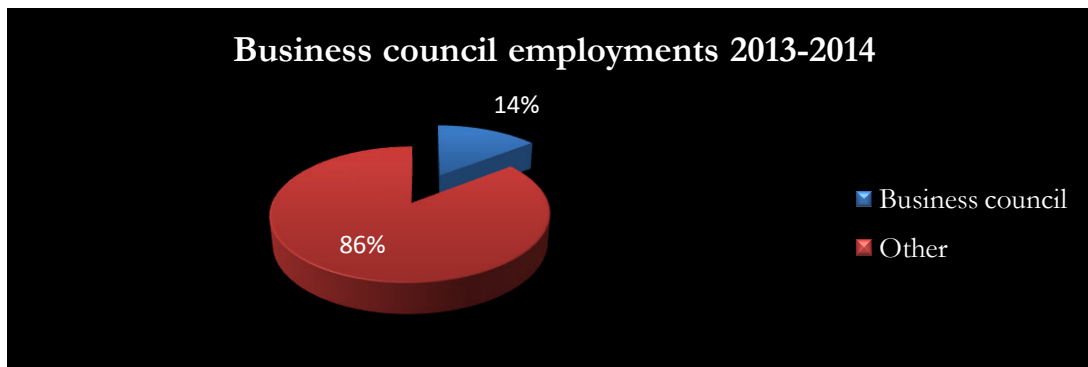


Table 6: Business Council Job Placements in the academic 2013/14 year



76 graduates' job placements were achieved in the period between 01.11.2012 and 15.09.2013 (see question 3.3.). 11 graduates or 14% have been employed within Business Council's member companies. A year earlier, 12% of job placements took place within the Business Council's members.

4.4. Does the academic unit use any sort of evaluation of the Business Council satisfaction evaluation of students as interns and/or employees? Please provide the results.

Yes, it does. According to the decision on learning outcomes, article 4, the Career center measures the learning outcomes from the internships. The data of the internship evaluation for 2013-2014 is as follows:

Evaluation results:

Company (mentors) evaluation

1. Do the students on internship possess the skills which are in compliance with your needs?
(please mark one option)

	2012-2013 %	2013-2014 %
They possess the skills which in larger part or entirely satisfy the need	84.06	88.52
They possess skills that partially satisfy the needs	15.94	8.2
Do not possess the needed skills	0	0

2. Top three rated knowledge/skills:

2012-2013	2013-2014
<ul style="list-style-type: none"> Comes to internship regularly and on time 	<ul style="list-style-type: none"> Completes its obligations/tasks on time
<ul style="list-style-type: none"> Completes his/her obligations/tasks on time 	<ul style="list-style-type: none"> Ability to work in multicultural environment
<ul style="list-style-type: none"> Knowledge with computers (Microsoft Office) 	<ul style="list-style-type: none"> Communication skills

- Worst three rated knowledge/skills:

2012-2013	2013-2014
<ul style="list-style-type: none"> Recognizes, analyzes and reacts on ethical dilemmas in the organization 	<ul style="list-style-type: none"> Recognizes, analyzes and reacts on ethical dilemmas in the organization
<ul style="list-style-type: none"> Skills to complete and interpret evaluation sheets, surveys 	<ul style="list-style-type: none"> Imitative and able to work continuously
<ul style="list-style-type: none"> Capability for generating creative and innovative ideas/solutions 	<ul style="list-style-type: none"> Analytical skills

3. According to your opinion, do educational qualifications of UACS students qualify them for internship in your organization?

	2012-2013		2013-2014	
	Number of answers	%	Number of answers	%
Yes	68	100	59	96.72
No	0	0	0	0
No answer	0	0	2	3.28

4. How well has UACS prepared its students for internship?

	Number of answers	2012-2013	Number of answers	2013-2014
		%		%
Excellent	24	34.78	34	55.74

Very good	22	31.88	23	37.70
Average	8	11.59	2	3.28
Below average	7	10.14	1	1.64
Failed	0	0	0	0
No answer	8	11.59	1	1.64

5. In total, how would you assess your level of satisfaction with the work and performance of the student in your organization?

		2012-2013		2013-2014
	Number of answers	%	Number of answers	%
Very satisfied	46	66.67	50	81.97
Satisfied	14	20.29	8	13.11
Unsatisfied	0	0	0	0
No answer	9	13.04	3	4.92

Student's evaluation

1. Does the internship contributed to your professional and private life? (please mark one option)

		2012-2013		2013-2014
	Number of answers	%	Number of answers	%
Yes, it contributed	68	98.55	57	100
No, it did not contribute	1	1.45	0	0
Other	0	0	0	0

2. Did the experience at UACS or any specific course help you during the internship process?

		2012-2013		2013-2014
	Number of answers	%	Number of answers	%
Yes	43	97.73	34	100
No	1	2.27	0	0

Three top-rated knowledge/skill:

2012-2013	2013-2014
• Working environment	• Working environment
• Interaction with coworkers	• Mentor supervision
• Acquired working knowledge and skills	• Formal training

Worst three rated knowledge/skills:

2012-2013	2013-2014
<ul style="list-style-type: none"> • Compatibility with the curriculum 	<ul style="list-style-type: none"> • Informal training
<ul style="list-style-type: none"> • Quantity of workload 	<ul style="list-style-type: none"> • Quantity of workload
<ul style="list-style-type: none"> • Used knowledge acquired in school 	<ul style="list-style-type: none"> • Used knowledge acquired in school

Type of internship:

	2012-2013	2013-2014
Paid internship	30.77%	0%
Unpaid internship	69.23%	100%

4.5. How is the Business Council involved in the activities of the academic unit? (For example: curricula review, guest lectures, mentoring etc.)

The representatives of the BC take part in developing educational programs, realization of the educational programs, providing internship, training and possibilities for employment. The Business Council members are organized in clusters for every school. Each cluster is responsible to fulfill the mission statement of each school.

The following representatives of the Business Council appeared as guest speakers over the academic year:

Table 7: Guest Lecturers in the academic year 2013/14

GUEST LECTURERS IN THE ACADEMIC YEAR 2013-2014		
Name	Topic	Date
Vesna Kondratenko, NBRM	The recent challenges of the European Monetary Union	07.04.2014
Danco Gjorgievski	Internet and Digital Marketing	07.04.2014
Dejan Mitov, Babylon	Team Foundation Sever 2010, MSF – Agile Software Development	07.05.2014
Gerasim Vancev, Semos	Information systems at SEMOS	06.05.2014
Irena Jakimova	Creative Writing	08.04.2014
Liljana Cvetkova, GfK	Introduction to SPSS	05.05.2014
Natalija Schikova,	Rule of law and democracy	29.04.2014
Emil Jakimov,	Organization and workflow of the foreign exchange market	04.03.2014
John Cubbon,	ICTY practice in adjudicating war crimes	09.04.2014
Clinical teachers and Expert from the field 2013-2014		
School of Business Economics and Management		
Name	Subject	Company name

Darko Blazevski	Insurance, Finance and Corporate Risk	Agency for supervision
Elena Mladenovich	Introduction to Marketing	TTK Banka
Lazar Popov	Financial Accounting	
Tatjana Lukanovska	Architecture and Management	31.10.2012
Svetlana Petrovska	Business Strategy and Policy	Target Communication
Branko Stancev	Strategic Marketing	Makedonski Telekom
Ljupka Georgievska	Monetary Economy	NBRM
Jimmy Char	Skills Ltd learning for performance excellence	Consultant
Vlatko Bezovski	Transport	
Lazar Popov	Introduction to Marketing	13.12.2012
Maja Parnadzjeva Zmejko	Financial Markets	Health Insurance Fund
Natasa Dukovska	PR	
Dimitar Kovacevski	Brand Management	Makedonski Telekom
Snezana Savic	Contract Law	
Sultanica Bojceva Terzijan	Economic Transition in CEE	NBRM
Vele Samak	Corporate Finance	Minister without portfolio
Dimitar Bogov	Macro Economy and Financial Stability	NBRM
Kosta Kotevski	Recruitment and Selection	Replek
Samir Ljatif	Corporate Governance	USAID
Sonja Markova	Venture Capital	Keiretsu form – Angels Firm
	School of Architecture and Design	
Vlatko Kocevski	Mathematics	
Ivan Mirkovski	Principles of Urbanism	Smart Living
Saso Blazevski	Architectural Construction 1	Lou-Tech Architects
Zoran Popovski	Esthetics, Visual Rhetoric	Zoran Popovski
Martin Gulevski	Designing Public Buildings	Martin Gulevski
	School of Computer Science and Information Technology	
Simon Bojadzievski	Telecommunication	
Dejan Mitov	Software Development and Arc. And Design of Software Systems	Babilon
Snezana Cerepnalkovska	Internet services	
Natasa A. Bojadzievska	Computer Application 1	
Irena Lokvenec	Computer Application	Makedonski Telekom

	School of Political Science	
Zivko Gruevski	International Relations, International Human Rights, Theory and History of Diplomacy Relations	Honorary Consul of Canada
Gorgi Veljanovski	International security and globalization, World politics and USA, International Organizations and Institutions	ARM
Jadranka Ivanova	EU structures and institutions, Ecology and sustainable development	Ministry of Environment and Physical Training
	School of Foreign Languages	
Joko Morikava	Japanese 1	
Goran Camurovski	Multimedia tools for English Teaching Classes	Integra Solutions
Eli Makazlieva	Pedagogy	Prosvetno Delo
	School of Law	
Faik Arslani	Кривично процесно право	Supreme court
Slavica Ilievska	Company and EU Law	KHV
Lujza Tomovska	Financial Law	KHV
Kate Trajkova	Law of Labor	Ministry of Labor and Social Policy
Valentina Micajkova	Banking Law	Komercijalna Banka AD Skopje
Aleksandar Icokaev	Business Law	Lawer
Aleksandar Pulejkov	Civil Procedural Law	Enforcer
Олгица Трајковска	Copyright	Ministry of Culture
Dimitar Ristovski	Financial Law	EBA
Julija Cavdar Hristova	Law of Misdemeanors	Primary Court Skopje 1

5. Other stakeholders

- **Do you have a process for using the information obtained from other stakeholders for the purposes of planning educational programs; offerings and services; marketing; process improvements; and the development of other services? Please explain the procedure and identify the stakeholders who are included in this process.**

UACS does not have a formal process for using information of other stakeholders in improving our educational programs; however, suggestions for improvement are usually informally communicated either to the employee involved with that process or with a person responsible (dean, professor, Chief Operations Officer etc.). Employees at UACS are encouraged to suggest process improvements which could also be proposed by a stakeholder or a shared idea based on industry experience on joint meetings (ex. at the Academic-Scientific Council). The information we believe are suitable for our curricula development or can be used for developing other services, we implement in the process. In addition, we could say that we use the information on courses and curricula obtained

from other universities that sign a cooperation agreement with UACS in order to improve our programs or processes.

- **Does the academic unit have a process for obtaining information, following common objectives and receiving complaints from the stakeholders?**

For obtaining information from other stakeholders UACS usually uses *ad hoc* surveys in order to obtain relevant information from the community or from a particular group or industry. We obtain information relevant to UACS on joint meetings or meetings organized by our stakeholders. In terms of complaints, much like obtaining information, we do not have a formal process for complaints but we rather receive them and act upon them in a more informal way. Any party can submit a formal complaint through the Archive services to any member of UACS. All complaints submitted formally are then discussed within UACS with parties it is addressed to.

PART V a - Quantitative Indicators

1. Do you have indicators for following the overall program efficiency?

The cohort tables covering all quantitative indicators for measuring the overall program efficiency for the programs in Macedonian and in English language at all 6 Schools at UACS for undergraduate and graduate studies are attached as Annex 3.

UACS is working on refining the system to enable better measurement and program efficiency at UACS graduate level.

2. Please indicate the results for the following indicators in the last 3 years of the first and second cycle of studies:

- **Indicators for student's success:**
 - **Average GPA**
 - **Progression rate**
 - **Retention rate**
 - **Drop-out rate**
 - **Withdrawal rate**
- **Indicators of the time of study**
 - **Average completion time**
 - **Completion on-time rate**
 - **Completion rate**
 - **Extended completion rate**
 - **Number of students graduated on-time (in 3 years) and in 4, 5, 6 or more years.**

First cycle of studies

SBEM: Analysis of the indicators in the last three years, for first and second cycle of studies:

➤ First cycle of studies, program in English language

The number of students enrolled at first year of studies, in the English program in the last 2 years had a declining tendency mostly due to the general situation in the field of higher education in Republic of Macedonia – proliferation of state higher education across the country and the lingering economic crisis. The student progression rate from 1st to 2nd year increased from 83% to around 87% in 2010/11 and is almost stable ever since. However, in 2012/13 there is a decrease in the progression rate from 2nd to 3rd year, from about 94% to 86%. The average GPA for each year is around 2.6, although certain oscillations can be noticed. For example, in 2013/2014, the average GPA in 3rd year has substantially increased, but at the same time student's progression rate has decreased (only students with better grades progressed to year 3, which is expressed through the higher average grade).

The rate of student's retention is oscillating between 92 and 98%, with the most significant decrease in 2013/14 (89%). The GPA of the students who graduated is around 2.8 (GPA), and the average time for completion of the studies is 3 years. The rate of graduated students is around 63%, and around 60% of the students complete the studies on time.

➤ First cycle of studies, program in Macedonian language

The trends for Macedonian-language students are similar to those studying in English. However, for

almost all indicators, the students in the Macedonian language program show lower results and lower efficiency. The progression rates are lower; the average GPA is lower and fewer students have finished the program on time.

One of the explanations for this lower results, is the low entry achievements (grades obtained in high school) of the students which is transferred to lower results on the entry tests. For example, the results of the entry tests for the *Introduction to Microeconomics* module taught in first year in both English and Macedonian language differ: the average grade of the students from the English group was 42.40%, while of the Macedonian group was 30.4%. Hence, in the academic year 2013/14 the progression rate for the program in Macedonian language from year 1 to year 2 is lower. However, the progression rate from year 2 to year 3 increased in 2012/13, after the low results in 2011/12 of 83.3%. On the other hand, positive changes in the average grade (GPA) can be observed. Unlike the English program where around 63% of the students graduate on time, only 50% of the students who study the Macedonian program graduate on time.

SAD: One of the specifics of Architecture studies is gaining skills through core courses for the first time in their studies. The number of core courses (design studio) in the curriculum is increased in the second and third year of studies compared to the curriculum in the first year (mostly general University studies).

Probably, those are the main causes for the tendency of decrease in progression from 1st to 2nd and from 2nd to 3rd year, as well as for the fall in the GPA comparing the results in the first year with those in the third year.

The aforementioned tendency affects the absence of admission test, and the assumption that high-school students with generally lower average grades enroll SAD. (Roughly 30 out of 40 is the average score of the 1st year students who had participated in state Matura examination)

Based on the on time completion rate of around 50% and the GPA of roughly 2.8, we can conclude that only above average students complete their studies on time.

The retention rate oscillates between 80% and 87%.

The number of students on hold is negligible.

SCSIT: From the cohort table of the SCSIT, we can notice that the number of enrolled students had a declining trend until the year 2013/14 when a slight increase has been detected. This is mainly due to the decision to allow the studies on SCSIT to be carried in English. The progression rate is high and is about 84% for students continuing to the 2nd year for the last three years and about 97% for students continuing to the 3rd year of studies, for the last two years. There have been 5 cases of retention in 2011/12 and none since then. There are no drop-outs in the last three years. The amount of withdrawals has declined from 4 in 2011/12 to none in 2013/14. The average completion time tends to be 3 years, i.e. on-time completion of studies. The rate of completion on time is 29%, and the total rate of completion is around 63%.

SPS: In the academic year 2012/13, there were no newly enrolled students, whereas in the academic year 2013/14 the School of Political Science decided to temporarily put on hold the enrollment in the first cycle of studies. This decision was based on the assessment that there is a decreased interest in the discipline, along with some unfavorable factors, such as the general economic situation in Macedonia and new state-sponsored undergraduate study programs in political science. Hence, the results discussed here refer to the 2011/12 cohort only. This cohort has a graduation GPA average of 2.67, which is an increase in comparison with previous years. The retention rate in the first year is 81.82% compared to 100% retention in the second year. As regards completion rate, 7 out of 9 students who registered in the third year have graduated on time (i.e. within three years). These numbers show progress vis-à-vis previous cohorts. However, the School of Political Science is focused on addressing the main challenge of attracting new students for the first cycle of studies.

SFL: The indicators for student's success at SFL show the following results:

Average GPA: In the first analyzed year, 2011/2012, which is a year when the School of Foreign Languages decided to temporarily put on hold the enrollment in the first cycle of studies, there is no average GPA measured for first-year students in that academic year, because there were no newly enrolled students. This decision for not enrolling students that year came as a result of the fact that there was no significant interest in the existing English language studies, which could be seen in the small number of students enrolled in the previous years. Therefore, the GPA in 2011/2012 is not analysed here for any year of studies, because in that year there were no students in first, second or third year, so the students' progress couldn't be followed or analysed. In 2012/2013, when 3 students enrolled in first year, whereas 1 student in second and third year separately, the average GPA at first-year students is 3.12, at second-year students it slightly increases to 3.22, while it is the lowest at the third-year student. In 2013/2014, the only 1 first-year student had an average GPA of 2.09.

Progression rate: In the last three years, the number of students who progress from year 1 to year 2 increases, so that in the first year from where the analysis starts – 2011/2012 it was 0%, progresses to 33,33% in 2012/2013, and peaks to 100% in 2013/2014. In the last year, all students showed progress in their studies.

Retention rate: In 2012/2013, the retention rate was the highest – 66.67%, while in the year before that and in the one after, the rate was 0%. This is connected with the previously given fact that in that year the number of enrolled students was bigger, that is, 3, compared to the year before when it had been 0, or the year after that, when it was 1.

Drop-out rate: There is a positive situation in this aspect since in the three years that are being analyzed, the first and the last have 0% rate, meaning there haven't been students who have quit their studies.

Withdrawal rate: In 2012/2013, this rate was 100%, because many graduate students finished their fourth year, found a job and paused with their studies, not having decided whether to proceed with fifth year – Master degree, or to stop at specialist degree. This is the reason for the high withdrawal rate. In the year before and after that, the situation is satisfactorily unchanged – 0%.

SL: Since 2009/10 the number of new enrolled students is decreasing at the School of Law (with exception of the year 2012/13, when we had a small increase). The declining trend is due to the general situation in the field of higher education in Macedonian, as well as due to the unfavorable economic situation in the country.

The rate of student's progression to the second year is solid and the average is around 94%. The trends are similar regarding progression in third year, where the average is about 92.5% from all 4 analyzed years.

The average grade in the first year (GPA) is 2.22, in the second year is 2.38, and in the third year is around 2.8, which indicates improvement in the average student's success in the higher academic years of study. The rate of students' probation is relatively low, ranging from 5.26% in 2009/10, 14.29% in 2010/11 to 10% in 2011/12. In the last two academic years there are no students under probation. Also, we could notice positive trends regarding the dropout rate. Out of the last four academic years, only 1 student has dropped out of the SL in 2009/10.

Students' retention rate is reaching the maximum. In the last 4 academic years it reaches 100%. Only, in 2009/10 the rate has been slightly lower, 95.45%. The average completion time is 3 years, and this trend is present since 2009/10.

The average grade of the graduate students is around 2.6. The rate of graduated students is around 81%, and around 70% of the students complete their studies on time.

Second Cycle of Studies

SBEM: Although, the system is still under construction, we can see that the enrollments for the graduate programs are slightly increased in the academic year 2013/2014, except for the program

MA in English 4+1, for which we can notice decrease in the enrollments from 5 in 2012/2013 to only 2 in 2013//2014. Regarding the GPA, it is evident the slightly higher GPA of the English groups compared to the Macedonian groups.

SAD: There is a small increase in the number of students enrolled at SAD for the program 3+2, from 39 enrollments in 2012/2013 to 46 in 2013/2014. For the program 4+1, there were no enrollments in the academic year 2013/2014. Regarding the GPA, there is a small decrease.

SCSIT: The system is still under construction. Hence, there is no data for the academic year 2013/14.

SPS: There is a minimal increase in the number of students enrolled both for the program 3+2 and for the program 4+1 offered in English. The average GPA varies within a usual range, with the exception of students enrolled in the program 4+1 taught in English who have a generally higher GPA, especially in the first year, compared to students enrolled in the programs 3+2 (offered in English or Macedonian).

SFL: There is an increase in the number of enrolled students from only 1 student in 2012/2013, to 6 in 2013/2014. However, still the overall number of students remains low.

SL: There was slight decrease in the enrollments for the program 3+2 in 2013/2014, from 24 in 2012/2013 to 17 enrollments in the last academic year, and there were no major differences regarding the GPA.

3. Please indicate the results from the evaluation of success by course and by professor, as well as, the results from the alignment with the policy of normal distribution (Bell curve).

SBEM: The policy of normal distribution is present in all cases/courses where the group counts more than 30 students. Proper grading is present also in smaller groups. We have not noticed any deviations from the normal grade distribution.

SAD: The policy of normal distribution is respected and present in the grading, which provides a balanced distribution of academic results. The policy of normal distribution is present in all of the courses and in general we have not noticed any deviations.

SCSIT: Since the groups of students on SCSIT are small, the bell-curve distribution could not be properly achieved. However, merit-based grading is strictly enforced at SCSIT.

SPS: The policy of normal distribution is generally respected without serious deviations despite the fact that it is applied in a smaller group of students from the 2011/12 cohort.

SFL: The Bell curve is well-displayed in the grading, that is, there is normal distribution of grades, although the groups are small.

SL: The policy of normal distribution is present in all cases/course. We did not notice any deviations from the normal grade distribution.

4. What is the average grade of the state matura examination of the newly enrolled students?

The average grade of the state exam of the newly enrolled students at all six schools at UACS is provided in table 8 below together with a brief data analysis.

SBEM: The results of the average grade of the state exam of the newly enrolled students at the School of Business Economics and Management is almost the same in all three analyzed years. Hence, we do not have any changes in the quality of the new enrolled students at SBEM, which means that there is no effect on the further grades and success.

SAD: The state matura examination score of the students enrolled at the School of Architecture and Design in almost all analyzed years is slightly higher in comparison to other schools, especially in the last academic year 2013/14, where the matura examination score of the students enrolled at SAD is 30.767. We could not say that higher matura examination score automatically means that all enrolled students would be successful students, but it did have a positive impact on the higher student performance.

SCSIT: At SCSIT, the percentage of students not obliged to participate in the state matura examination has been increasing in the past three years, which shows a trend of internationalization of the students on SCSIT. In 2013-14, 70% of the total number of students enrolled in the 1st year of studies on SCSIT did not have to participate in the state matura examination. Since this is accomplished by using just a single study program on SCSIT in English, opening up more study programs in English (for which materials and staff are available) would likely increase that percentage and attract more international students. Even the students who were obliged to participate in the state matura examination showed a steady increase in the average score, as seen during the past three years. This means that the students who enrolled in the 1st year on SCSIT showed better results than their counterparts who had enrolled in previous years, which is an indication that the studies on SCSIT attract higher-achievement students with each subsequent year. Since the knowledge and proficiency in English is very much a prerequisite for every Computer Science student (and professional), the students who were obliged to participate in the state matura examination who enrolled on SCSIT are largely bilingual at least, which itself indicates their greater potential. Opening up more study programs in English on SCSIT would likely attract other higher-achievement students who were obliged to participate in the state matura examination, since they would have a larger selection of courses through which they would obtain their University degrees.

SPS: The state matura examination score of the students enrolled at the School of Political Science in 2011/2012 is slightly higher in comparison to other schools, and it did have an impact on the higher student performance. Unfortunately, low or no enrollment in 2012/2013 and 2013/2014 respectively does not allow for a comprehensive cross-generational conclusion.

SFL: According to the numbers, it seems that those students who had taken the state matura exam score higher at university than those who had not participated in this exam, which is proven with the data for all three academic years. That is in the years when there are students who have participated in the state matura exam the average score of those first year students is constantly positive, that is, even when there is only 1 student of that kind, the score is above 0. From this, it can be said that the state matura exam tests the knowledge the students have when they leave high school, summarises the facts they have learnt until then, and it is worth having this exam because in that way the students leave the high school with recognition of their knowledge and skills. That stage is later on upgraded by the university where the students continue their education. The state matura exam does not always guarantee how good the student is but is one of the good ways to assess the skills, knowledge and preparedness of the students for further educational life.

SL: The table below shows that there is a correlation between the achievements of the state matura examination and the achievements of the students during the studies. We think that, there is a need for improvement of the preparation of the students who are about to enroll at UACS, which implies that, there is a need for overall improvement of the level of quality of the higher education in Macedonia. In a medium term, that would mean enrollment of students with higher level of preparedness and better success. Certainly, we also strive to improve the success of the enrolled students regardless their educational background and success at the state matura examination. In this regard we should focus more on these groups of students in order to increase their motivation and be able to achieve higher results and learn the course material. The statistical parameters show the correlation between the student's results of the state matura examination and the student's achievements during the studies. The numbers in the tables show that the results of the state matura examination influence on the further success of the students during their studies. The material for examination on the state matura exam, especially the material for vocational subject, it's not a factor for qualification for admission at the University, which means it's not a relevant indicator for the necessary pre knowledge of the potential student in a given area. The success achieved on the state matura examination could not be considered as a dominant predictor for success during the studies, without taking into consideration the student's individual motivation. Hence, it remains an open question the need for a certain improvement of the study material in the higher education, if we want to improve the necessary pre knowledge of the students for certain

areas of knowledge. Given the fact that at our University there aren't any exams for admission, we could expect that this means also enrollments of students with lower success at the state matura examination. This tendency is evident as well at the other UACS Schools.

Table 8: State Matura Examination - Student's Results

State Matura Examination - Student's Results												
	2011-12				2012-13				2013-14			
Name of the School	Total number of students	Number of students not obliged to participate in state matura examination	Number of students who had participated in state matura examination	Average score of those 1st year students (degree seeking) who had participated in state matura examination	Total number of students	Number of students not obliged to participate in state matura examination	Number of students who had participated in state matura examination	Average score of those 1st year students (degree seeking) who had participated in state matura examination	Total number of students	Number of students not obliged to participate in state matura examination	Number of students who had participated in state matura examination	Average score of those 1st year students (degree seeking) who had participated in state matura examination
SBEM	130	5	125	28.913	117	46	71	28.837	79	27	52	28.814
SAD	88	1	87	29.602	61	14	47	30.048	77	34	43	30.767
SCSIT	28	1	27	24.575	19	8	11	27.049	23	16	7	28.868
SPS	16	2	14	31.096	1	1	0	/	2	2	/	/
SFL	0	0	0	0	10	9	1	34.151	2	1	1	34.666
SL	12	/	12	30.12	24	8	16	29.243	9	4	5	27.544

5. How do you use the results of the indicators in order to make changes and modifications of the learning processes as well of the student's achievements?

Quantitative results are extensively discussed on a thematic session of the Academic Council of each School and then at the Rector's Board.

SBEM: In the up-coming period the focus will be placed on achieving increased student's progression rates to 2nd year and 3rd year (especially of the students studying the Macedonian program). Indirectly we will work towards achieving a higher average (GPA), without lowering the standards, the quality of the curriculum and the grading. In order to achieve that, we will continue with the implementation of pre and post tests, with a special focus on the courses where the average (GPA) is low. SBEM will focus more on the topics (learning outcomes) on which students have low results. Additionally, as of the beginning of the academic 2013/14 year we have created and implemented a tutoring club and classes for the students with low achievements, provided by the best and successful students. Until now, this measurement has shown satisfactory results. Additionally, we have established a system in which every student who is graded by a professor as student who risks to be expelled and/or who has low achievements, will pass through an academic counseling and support.

SAD: According to the results of the indicators in the following period, the biggest effort will be placed on increasing student progression rates from 1st to 2nd year of study, and from 2nd to 3rd year. By increasing the progression rate we will try to increase competition on-time rate (currently is around 50%). Also, special attention will be paid to lower the number of drop-out students.

SCSIT: Based on the results of the indicators, we determine whether the changes in the progression rates from a studying year to the following year (including graduation) is due to retention, motivation, or prioritization of the students, and all issues are dealt with through counseling. It has been shown that the students prefer face-to-face counseling, so this practice will be continued in the future, especially for the students which show a declining trend in their GPAs.

The quality of the curriculum will be determined with pre and post tests. The goal is to determine which parts of the curriculum the students have the most problems with, so that they could be improved. Additionally, if some parts of the curriculum are well received by the students, more challenging materials from those areas would be given to the students.

Additionally, efforts should be made to increase the enrollment on SCSIT. Currently, only one study program is active on SCSIT, even though four are accredited, and that program is taught only in English, even though it is possible to teach it in Macedonian as well. Enabling all programs on SCSIT would very likely increase the number of enrolled students, thus giving the opportunity to provide more accurate data for the indicators specified. Additionally, we have requested that doctoral studies be opened on SCSIT, which would also increase the number of enrolled students on SCSIT.

SPS: The results of the indicators were regularly discussed at the Academic Council's meetings so as to improve the performance of the third-year students from the 2011/12 cohort. Actions were taken to meet student needs, and occasionally tutoring and individual classes were offered for students who had problems with some of the courses. Also, regular attention was paid to various aspects which affect the learning process, including the introduction of new course materials, new method of learning and teaching, and an increased use of digital tools.

SFL: The results are used to decide if something needs to be changed in the program, or if certain students need help. If the program should be adapted according to the students' level, then the material is combined with other literature sources that would help students to more easily master the units and chapters presented to them. If certain students should be helped, then additional (mentoring) classes are offered to them; the instructor works on an individual basis, or student's tutor is assigned from those students who are doing well. Certainly, if it is shown that particular

students do not progress satisfactorily, individual counselling sessions are organized to discover the reasons and advises are shaped to help them overcome the hurdles in the process.

SL: The School of Law in the upcoming period will be mainly focused on achieving increased student's progression rates in all years of studying, will a special accent on achieving increased progression rate to 2nd and 3rd year of undergraduate studies at SL. In addition, the School will be concentrated on increasing the average (GPA) at first cycle of studies at SL. This would be especially significant for the courses for which are noticed lower student's achievements in correlation to the learning outcomes.

1. Does the academic unit have defined outcomes assessment program?

- **Does the program have learning outcomes and measures regarding their achievement? Please describe the learning outcomes results and how are they measured.**

School of Business Economics and Management (SBEM):

The learning outcomes of SBEM are defined in the Decision for Adoption of Learning Outcomes (LO) on undergraduate level, Decision for Learning Outcomes (and their measurement) for 4-year programs and Decision on Learning Outcomes for master studies. The intended LO are defined by concentrations/departments.

The measuring of the learning outcomes at undergraduate studies is conducted in accordance with the Decision on measuring learning outcomes for the undergraduate study programs of SBEM (adopted on 29.03.2011). The decision envisages a combination of methods for measuring learning outcomes, formative and summative, internal and external. These include: pre- and post-tests, capstone course and project, external test (prepared by the business council' members), measurement of learning outcomes within some courses, measuring LO through the internship, etc. (see question 2). A distinctive decision regulates LO and measurement methods for 4-year BA studies. The SBEM is in a process of setting measurement tools for the learning outcomes on master level.

Moreover, the SBEM constantly promotes and enhances the process of measuring learning outcomes through faculty workshops and discussions within the Dean's board.

Business-Related Programs

All such programs have defined learning outcome at the school level, program and course.

Students that participate in the Business Related Programs are undertaking a qualification in a field of study that is intended to foster self employment and running a small enterprise. Though such practice where appropriate, students are encourage to incorporate learning based on their competencies including the business related program content to develop an understanding of business and self employment. The content of each module shall be part of formal summative assessment at the end of the semester.

The modular curriculum of all business Related Programs is structured in such a way that it incorporates the Common Professional Components (CPC) of business education. There four distinctive areas in the CPC to that ensure proper distribution of business learning areas and competency. Within each of the CPC components, there are numerous individual competencies that cover basic business knowledge for non-business majors. The modular curriculum should ensure all students achieve their full academic potential in their field of study and foster development to improve their business skills. Core programs that contain non-business competency are written to reflect undergraduate level criteria.

Modules 1 and 2 have been analyzed for knowledge acquisition based on the learning outcomes stated in the program and module syllabus. Initial data results from the summative evaluation of each module offered through the business related programs, portray non-business majors have an average of 70% success in mastering and understanding business related content. The tables below represents the results achieved from the measurement of the LO, for the three Business Modules.

The business modules 1-4 for the business related program are structured according to the general principles for basic business competency.

The four learning areas of the CPC are divided by:

1. Functional Areas
 - a. Marketing,
 - b. Business Finance,
 - c. Accounting,
 - d. Management, Organizational Behavior, HRM and/or Operations Management.
2. The Business Environment
 - a. Legal Environment of Business,
 - b. Economics,
 - c. Business Ethics,
 - d. Global Dimensions of Business.
3. Technical Skills
 - a. Information System,
 - b. Quantitative Techniques/Statistics.
4. Integrative Areas
 - a. Business Policies,
 - b. Experiential competency.

Module Structure and Content

Modules have been designed to have a generic structure to enable non-business students to navigate and complete them without relying on business course prerequisite. However, some variations were imposed to the structure of the CPC components in order to group similar topics within the four modules. By doing so, the contents within each module reflect the modules' learning outcomes and similarities that applies to it.

Numerous elements of business education are built into the design of a typical module:

1. Core Business Content – material drawn from relevant, up-to-date curriculum linked to business school practice,
2. Discovery Content – outline of the rationale and/or learning journey for a module,
3. Case Study – an anonymous in-depth look at an aspect of the module content from a business school perspective,
4. Account of Practice – this is an attributed example of how a business leader addresses specific ethical and legal challenges,
5. Opinion piece – this is designed to stimulate and provoke thinking about aspects of business leadership incorporated into their core program education,
6. Scenarios – brief experiential background stories drawn from real life situations to illustrate how future business leaders approach challenging situations.

Module 1

Research Methodology

1. Enhance student presentation and writing skills,

Module 2

Intro to Business

1. Ability to develop a business strategy
2. Develop a sound business plan for

2. Academic writing and referencing, startup
3. Understanding the concepts of hypothesis testing.

Mathematics

1. Solving polynomial equations including real and integer numbers
2. Discover real numbers and basic Algebraic expressions
3. Develop skills to implement exponential and logarithm functions
4. Discover linear and non-linear models and functions

Statistics

1. Learn the key concepts in descriptive statistics
2. Learn the key concepts in probability

Module 3

Business Law

1. Identifying the legal system,
2. Comparative legal norms in the USA, EU and MK,
3. Types of corporations, proprietor, limited liability, and other types of corporations,
4. Forming, operating and dissolving corporations,

Contract Law

1. Develop skills and implementation of contractual agreements,
2. Developing skills to form binding and nonbinding agreements.

Ethics

1. Application of ethical behavior in business,
2. Comparing ethics, religion and philosophy in doing business

Entrepreneurship

1. Ability to identify good management skills,
2. Ability to apply good managerial skills,
3. Develop a working business plan.

E-business

1. Ability to apply e-business tools and skills to a business.

Module 4

Principles of Accounting

1. Introduction into accounting, USA, EU and Macedonia,
2. Ability to recognize accounting sheets and complete basic accounting report in a small business environment,
3. Ability to implement, retail-wholesale stock and inventory principles

Managerial Accounting-Finance

1. Internal control of cash flow, financial markets and interest rates
2. Developing a sound budget for 1,2, and 3 years of operations,
3. Stockholders equity and statement of cash flow

Corporate Finance

1. Financial markets and institutions,
2. Risk return and capital budgeting
3. Working capital management

- **Results from the measurement of the LO for the three Modules.**

The results from the measurement of the LO for the Modules 1, 2 and 3, are provided in table 1, 2 and 3 below, together with graphs respectively for each module.

Measuring learning outcomes for Module 1

The results from the Learning outcome measurement for Module 1, show that in the academic year 2013/14, students are more successful in research methodology, and less successful in Mathematics and Statistics. Generally, students have more difficulties with the quantitative courses. However, from the graph we can conclude that the LO for Module 1 are completed at a satisfactory level, given the fact that the achieved results are above the benchmark expect for LO 6 and 7 for Mathematics, where the achievement of these Lo is 0.00

Measuring learning outcomes for Module 2

The results from the Learning outcome measurement for Module 2, show that in the academic year 2013/14, students have achieved the defined Learning Outcomes above the benchmark. The Rate of completion for Module 2 is 66.67%, and the benchmark is 60%, which is satisfactory.

Measuring learning outcomes for Module 1

The results from the Learning outcome measurement for Module 3, show that in the academic year 2013/14 the LO are achieved above the benchmark, which is 0.60. Especially the LO number 2 for Business Law which is achieved with 0.96. This can be seen in the graph below.

Measuring learning outcomes for Module 1

Learning Outcome Measurement		Σ Stud	2012/13	Σ Stud	2013/14	Σ Stud	2014/15	Σ Stud	2015/16
Research Methodology									
1	Enhance students presentational and writing skills	24	0.71	14	0.81				0.60
2	Academic Writing and Referencing	24	0.61	14	0.85				0.60
3	Understand the concept of hypotheses testing	24	0.71	14	0.81				0.60
Mathematics									
4	Solving polynomial equations including real and integer numbers	24	0.74	14	0.67				0.60
5	Discover real numbers and basic Algebraic expressions	24	0.65	14	0.67				0.60
6	Develop skills to implement exponential and logarithm functions	24	0.00	14	0.00				0.60
7	Discover linear and non-linear models and functions	24	0.00	14	0.00				0.60
Statistics									
8	Learn the key concepts in descriptive statistics	24	0.60	14	0.68				0.60
9	Learn the key concepts in probability	24	0.58	14	0.61				0.60
	Raw score (average GPA score of all segments in Module 1)		0.63		0.61				
	Benchmark		0.60						

Measuring learning outcomes for Module 2

Learning Outcome Measurement		Total students	2013/14	Total students	2014/15	Total students	2015/16
Intro to Business		12					
1	Student response to topic		72%				
2	Ability to develop a business strategy		95%				
3	Develop a sound business plan for startup		72%				
Entrepreneurship		12					
4	Student response to topic		97%				
5	Ability to identify good management abilities		66%				
6	Ability to analyze sound business environment		54%				
7	Develop a working business plan		97%				
E-business		12					
8	Student response to topic		88%				
9	Ability to apply e-business tools and skills set		86%				
	Raw score (average GPA score of all segments in Module 2)		60%				
	Benchmark		60%				
	Rate of completion for module-2		66.67%				

Measuring learning outcomes for Module 3

	Learning Outcome Measurement	Total students	2013/14	Total students	2014/15	Total students	2015/16
	Business Law	1					
1	Limited Liability Company		0.94				
2	Limited partnership		0.96				
3	Joint stock company		0.93				
	Contract law	1					
4	Develop skills to implement contractual agreements		0.00				
5	Skills to implement binding/nonbinding agreements		0.00				
6	Structure of Joint Stock Company		0.00				
7	0		0.00				
	Ethics	1					
8	Business ethics, law, theory and philosophy		NA				
9	Comparing ethics, religion and philosophy		NA				
	Raw score (average GPA score of all segments in Module 1)		NA				
	Benchmark		0.60				

2. Assessing the Learning Outcomes

- **What internal learning outcomes assessment information and data do you gather and analyze?**
- **What external learning outcomes assessment information and data do you gather and analyze?**

School of Business Economics and Management (SBEM)

The following internal data are collected and analyzed:

- Pre- and post-tests for certain courses (as a formative assessment method),
- achievements of students on the project within the capstone course, for each department,
- grades achieved per LO in some courses (when tests are structured by LO),
- a range of indicators for measuring students' success on undergraduate studies, in accordance with the Decision for defining the indicators for measuring the success of the full time and part time students on undergraduate studies at UACS. These indicators involve student's GPA, average duration of study, progression in upper study years, etc. (see chapter 5a).

The following external data are collected and analyzed:

- The external test at the end of the undergraduate studies (as summative assessment), and
- An evaluation of company's satisfaction from the interns, based on the defined LO for internship.

At the end of each academic year, the Academic Council adopts a report which summarizes main data and indicators on achievement of learning outcomes. From academic year 2013/2014, this report is comprehensive and involves all previously mentioned measurement methods and data.

Business Related Programs

Business related programs have 4 modules that encompass the entire CPC table and represent the internal data collected. Students are introduced to topics that cover at least 40 hours of content in each CPC topic. Efforts have been made to modify and adjust each module to comply with requirements for business related accreditation. Such efforts of external learning outcomes have not been measured through the modular curriculum; instead they are redirected to the practical part of the curriculum where student actively participates in practical work provided by the career center of the University.

3. Do you have measures/indicators for tracking the program's overall performance?

School of Business Economics and Management (SBEM)

The overall performance of the program is measured based on the previously elaborated methods and quantitative indicators above (part 5a).

Business Related Programs

Successful analysis of the entire business related program (module 1-4 and business courses), including the content program yields outcome for the entire program as per the outcomes developed by the Deans of each school.

4. How the results from the evaluation are used in order to make changes and modifications in the process of studying as well as the achievements of the students?

Change occurs through development of the strategic plan, annual plan of the school and student feedback. Deans and faculty develop means and modes of implementing change through careful analysis of achievement and challenges of the past year.

The report on the achievement of LO that is discussed on the Academic Council session is used also for undertaking some corrective measures for improvement of the program performance (the report itself also includes some suggestions for improvement). The measures range from individual course' changes (delivery of the classes, projects, on-class activities, etc.) but also program-wide measures. However, improving the overall performance cannot be achieved on a short run (while keeping the high standards), but on a longer term. In the past year, we have started few programs, for instance establishment of a tutoring club, learning assistance club, additional teacher training, in order to make positive changes and modifications in the process of studying.

Part VI - Human Resources Management

1. Does UACS have a human resources plan?

UACS has a Human Resources Policy adopted in 2011. It encompasses both the faculty members and the administrative staff. The Human Resources Policy covers:

- recruitment,
- selection,
- training, professional development and specialization,
- promotion,
- transfer from one position to another etc.

The Human Resources Policy is founded on the Labor Act of the Republic of Macedonia as well as the Higher Education Act of the Republic of Macedonia.

2. How is the human resources plan implemented?

The Human Resources Policy follows the non-discrimination rule on all grounds. The Rector, the Deans of the schools and the HR Officer carry out the policies and procedures related to recruitment, selection and training before the beginning of each semester. The trainings for professional development and skills improvement are organized throughout the year, according to the needs of the faculty.

The Human Resources Policy encompasses elements such as:

- **Resources optimization** – UACS tries to maintain an optimal number of academic and administrative staff while at the same time maintaining the high quality of teaching and services offered.
- **Performance management** – UACS uses the evaluation process to reward the top performers, to work and improve the skills of the average performers and to cope with the underperformers. UACS relates performance with a reward system.
- **Professional Development** – UACS stimulates both academic and administrative staff to improve and upgrade their skills through participation at conferences, workshops etc. in Macedonia and abroad, through financial support for PhD studies and professional certifications, publishing papers etc.
- **Participative decision-making** – UACS encourages employees to actively participate in the decision-making processes by draft- proposals for policy amendments, proposals for processes improvement, suggestions for optimization of workload etc.

The Human Resources Policy is subject to regular monitoring and further improvement by the Rector, the Deans and the Department Heads in cooperation with faculties and administrative staff. All policies and procedures adopted by UACS' corresponding unit are distributed to all professors, adjunct faculty and administration via an Intranet portal. In this way, UACS ensures transparent distribution to all newly adopted policies and procedures to all of its employees.

3. How does the makeup of your faculty and faculty processes ensure depth and breadth of knowledge, creativity, a critical eye and intellectual curiosity towards the future profession of the students?

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 ideas 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 or professors of management practice

In addition, UACS applies the Participant-Centered-Learning method (PCL Method) which presupposes that the student is in the center of the learning process and the professor is the 'mediator' between the knowledge and the students acquiring this knowledge on their own, by using real life examples, case studies, exercises which reinforce critical thinking and logical reasoning etc.

4. What is the method of introducing the new members of the faculty with the program and the content of the course, including the possibility for them to get introduced with the faculty teaching related courses?

Socialization and Training Seminar (S&T Seminar) is organized before the beginning of each semester for the new members of the faculty. The seminar covers introduction with other faculty and administration members, the proposed methods of class conduct at UACS, the Bylaws and procedures which are expected to be respected, the Code of Ethics and Conduct, etc. new members are assigned a mentor – usually a professor teaching a related field or a Vice-Dean for Teaching, to guide the new faculty through the induction and inclusion process.

5. How do you provide guidance and assistance for new faculty in the process of selection of course materials, tests, grading structure and teaching methods?

The academic methods, creation of tests and the methods of evaluation are covered with the Seminar for socialization which is organized for every new member of the faculty before teaching starts. In addition, UACS provides mentor – a faculty of the same / similar academic discipline - for each new faculty member for assistance and consultations on the exam structure, suitable primary and supplementary literature and related issues. In some cases, the Department Head is assigned as a mentor. In case there is no Department Head, the role of mentor can be assigned to experienced professor teaching related courses. Ultimately, the Dean of the school always supports and participates in the process of induction of new members of the faculty to the teaching process. Furthermore, all faculty members are encouraged to learn from and exchange experiences with their colleagues at the same position (i.e. Peer-to-Peer Feedback). UACS considers that this approach enables direct feedback on the teaching methods and class conduct which is very useful for the new faculty, but also for the all professors interested in improving the quality of their course/s.

6. How do you provide in-course as well as after-course evaluation and monitoring?

During the semester UACS employs two types of evaluation.

The first type is student surveys, where students are asked to participate and give feedback on each course they have during the semester.

The second is a peer review process, where faculties are encouraged to invite colleagues to attend their classes. They can give direct feedback about and suggest venues for improvement.

UACS developed a 360 degree evaluation for its employees, which is an after-course evaluation. The after-course evaluation will be elaborated additionally.

7. Specify the number of faculty in each academic unit (tenured professors and assistants, adjunct faculty, visiting professors).

- How this allocation is related with the human resources policy?

Table 9: Number of faculty in each academic unit

	Employed Faculty	Adjunct Faculty	Visiting Faculty	Total
SBEM	11	12	9	32
SAD	9	2	4	15
SCSIT	8	0	1	9
SPS	4	3	2	9
SFL	3	2	2	7
SL	6	1	/	7
Total	41	20	18	79

In order to provide a combination of theoretical, practical and international knowledge and experience, UACS HR Policy contains a 33:33:33 rule explained afore. Taking numerous unfavorable economic factors into consideration, in the recent academic years UACS tried to optimize the workload of the full-time faculties and that had a slight influence on the HR Policy. This trend should be taken into consideration for the next Strategic Report and in addition, amendments (or rather adjustments) in the HR Policy may follow.

8. Please specify the total number of administrative staff employed

- Please provide the organizational structure for the administration.

Currently, UACS has 27 employees in administration. The organizational structure of the administration is attached at the end of this report as Annex 1.

Table 10: Age and gender structure of faculty¹ and administration for 2013/2014

Age and gender structure of faculty and administration for 2013/2014												
		less than 25	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65 and more	TOTAL
SBE&M	Men	0	0	3	7	4	1	3	3	0	0	21
	Women	0	0	2	4	2	2	0	0	0	0	10
	TOTAL	0	0	5	11	6	3	3	3	0	0	31
SAD	Men	0	0	1	3	2	2	4	1	1	1	15
	Women	0	0	1	0	0	0	1	0	1	0	3
	TOTAL	0	0	2	3	2	2	5	1	2	1	18
SCSIT	Men	0	0	0	1	0	2	0	0	1	0	4
	Women	0	0	1	0	0	1	0	0	0	0	2

¹ Under the term 'faculty' we consider all professors which hold an academic title/degree (i.e. industry professionals who do not have an academic title according to Higher Education Act are excluded from this table).

	TOTAL	0	0	1	1	0	3	0	0	1	0	6
SPS	Men	0	0	0	0	1	0	2	1	1	0	5
	Women	0	0	1	0	0	1	0	0	0	0	2
	TOTAL	0	0	1	0	1	1	2	1	1	0	7
SFL	Men	0	0	0	0	0	0	0	0	0	0	0
	Women	0	0	2	1	1	0	0	0	0	0	4
	TOTAL	0	0	2	1	1	0	0	0	0	0	4
SL	Men	0	0	1	0	0	1	2	1	0	0	5
	Women	0	0	0	0	1	0	0	0	1	0	2
	TOTAL	0	0	1	0	1	1	2	1	1	0	7
Admin.	Men	0	0	1	0	0	1	2	1	0	0	5
	Women	1	5	7	3	1	2	1	2	0	0	22
	TOTAL	1	5	8	3	1	3	3	3	0	0	27

9. Provide information on the coverage (total credit hours produced – CHP – by the faculty at each school, total number of credit hours produced by faculty with terminal degree, as well as the percentage for each separately) for first and second cycle of studies separately.

- Faculty according to academic title and courses they teach

The list of the Faculty according to academic title and courses they teach can be found in the Annex number 4.

- Specify the student/staff ratio for each academic unit

Student/staff is calculated as follows: number of students enrolled at a particular school / the number of professors elected to teach at that school.

Student/Faculty Ratio for 2013/2014			
	Enrolled Students	Faculty Engaged	Student/Faculty Ratio
SBE&M	337	31	11
SAD	192	18	11
SCSIT	70	6	12
SPS	25	7	3
SFL	15	4	4
SL	53	7	8

The report for coverage of classes within the framework of the academic-administrative load is provided for in the Table 7 below. Credit-Hours Produced are calculated as follows: number of students * ECTS credits per each class attended.

– CHP coverage

	SBE&M	SAD	SCSIT	SPS	SFL	SL
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CHP Fall Undergraduate	7728	5664	966	210	162	858
<i>Out of which, produced by faculty with terminal degree</i>	5262	2244	546	210	150	858
CHP Spring Undergraduate	6960	5946	870	216	252	816
<i>Out of which, produced by faculty with terminal degree</i>	4512	2562	498	216	252	816
CHP Graduate	7824	4914	204	1026	186	1710
TOTAL	22512	16524	1836	1452	600	3384

The CHP coverage chart represents the Credits Hours Produced at undergraduate and graduate studies in the academic 2013/2014. CHP are divided according to the school where the students are enrolled and are not dependent on the school where the faculty is appointed. The CHP are calculated according to the European Credit Transfer System (ECTS). In order to present a more comprehensive picture, in the chart are specified the credit hours produced by faculty with a terminal degree. For some schools (such as the School of Architecture and Design and School of Foreign Languages) master of arts is considered a terminal degree according to the Macedonian higher Education Act. For classes conducted by both a faculty with a terminal degree and a non-terminal degree teaching assistant, credit hours are divided accordingly.

10. How do you determine and justify the appropriate percentage of faculty with doctoral degree (or faculty with the highest terminal degree) in order to comply with the University's mission?

UACS operates in accordance with the Higher Education Act setting out that only persons who have acquired the highest (terminal) degree are entitled to teach individually in first and second cycle of studies. In addition, the Higher Education Act (HEA) requires that at least 10% of the curricula should be taught by industry professionals who have more than 10 years of practical experience in the designated area.

UACS considers that there should be a balance between the theoretical knowledge and the practical experience which students gain during the studies.

Our experience indicates that the ratio between domestic professors, industry professionals and foreign professors should be 33:33:33. For the programs delivered in Macedonian language, this ratio is 50:50 (academic professors – industry experts). In order to achieve the objective of 33:33:33, i.e. 50:50, of the Human Resource Policy, and to be in compliance with the requirements of the Higher Education Act, UACS strives that at least part of the industry professionals are in a possession or pursuit of a terminal degree. In such cases, the industry professionals are also elected into an 'academic' title, to comply with the HEA.

11. How do you establish the appropriate workload of the faculty?

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, the hours expected to be spent for research and research-related activities, and the number of hours that they are expected to spend for additional activities (such as mentorship of master students, administrative work and other) in order to comply with the Labor

Act of the Republic of Macedonia and fulfill the criterion of 40 working hours per week. Aside the teaching which is a subject of the class schedule, all other activities are at the decretionary right of the professor to organize in order for them to achieve the optimal load for the week.

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. This Bylaw sets out the specific level of academic and/or administrative workload which a professor should have in accordance with his/her title. The Bylaw also lays out the systematic promotion of professors following either an academic or an administrative track. For example, if a professor has the ambition to develop a career as a researcher, the load can be redistributed so as to allow more work time spent on research and have lower teaching hours. Or 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.

12. How are these policies administered?

The Rector, the Deans, the Heads of Departments and the Human Resource Office are responsible to monitor the level of compliance with the AAL policy. The plan for the workload of the professors which corresponds to qualifications is prepared before the beginning of the academic year. If necessary, the plan is subject to revision before the beginning of the spring semester. At the end of the year, the HR Officer provides a report on the actual load throughout the year. In this report, we take into consideration all aspects of a professor's job including number of credit-hours produced (CHP) and decide what measures should be taken for the next academic year, if UACS needs to reduce the teaching load for a certain professor or needs to assign additional teaching load to a professor. When decisions are made, multiple factors are taken into consideration: previous work load and teaching load, area of expertise and area of research interest, level of language proficiency, student evaluation, etc.

13. How do your part-time faculty members participate in these essential functions?

The part-time faculties participate on the ASC 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 students' demands. In addition, part-time faculties are actively involved in curricula development because UACS believes that their contribution as industry experts is very important.

14. How do you identify the development needs for the faculty members and the administrative staff?

The faculties have the right 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. For example, in case a faculty member chooses the research track, then the load of classes is reduced, but the member is expected to publish significantly larger amount of international peer-reviewed publications than compared to one who chose teaching track. Similarly, in case a faculty member is promoted to perform an administrative role (e.g. dean, vice-dean and the like), the load with classes is reduced due to the increased administrative workload of the professor.

Principally, the development needs of the faculty and the administration result from the UACS strategy as well as the individual needs of the employee. In the academic 2013/2014, the strategic emphasis remained strong on research and publication. Consequently, Research Seminar Series – RSS were organized for this purpose. For the members of the administration, the employees have the academic freedom to participate at seminars and trainings which would help them advance professionally or to ask for sabbaticals in order to pursue an academic/research degree (including a

post-doc). Both academic and administrative staff is encouraged to participate in professional organizations and to pursue a higher educational degree.

15. What types of trainings and orientation programs are available?

UACS has several programs for training and orientation:

- 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.
- Peer-to-Peer Feedback – faculty member invites other faculty member to attend his class and provide valuable feedback. This is a program which UACS introduced in order to enrich the communication and the exchange of best-practices among faculty.
- “Be a Host” Program – full-time faculty member attends classes of an international professor. This is a program which is carried out on regular basis within the UACS and which enables gaining new skills and techniques for teaching from visiting professors coming from prestigious universities.
- 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.
- ExecEd Trainings – UACS developed the UACS Enterprise which offers trainings for companies in various disciplines (legal, economic/econometric, linguistic, IT). UACS professors design these courses, oftentimes with another industry expert in the field and UACS members are also offered the opportunity to participate.
- Master and Doctoral Degrees for faculty and administration – UACS offers to all of its members a first and a second cycle education. For the members who wish to advance in academia, UACS sponsors doctoral programs
- Other external trainings – UACS sponsors external trainings related to the necessity for professional advancement of its members (in particular of administration).

16. How do you recruit and develop the academic and administrative staff?

UACS uses several recruitment methods:

- By advertising vacancies in the daily newspapers, the UACS web page and other advertising web pages in Macedonia (part of which are a requirement of the legislature in Macedonia);
- By publishing vacancies in international media (usually on the ACBSP web page, on annual basis), as well through the portals for recruiting academics of the European Union;
- By means of individual applications, which are continuously reviewed and best candidates are usually offered a chance for cooperation (a cherry-picking process);
- By establishing contacts with the business community (according to recommendations of the members of the Business Council of the UACS), so as to reach the best industry professionals.

17. How do you measure and compare the trends of activities related to the development of the academic and administrative staff?

Every year, the Dean and the professors set out the objectives of the school in the Annual Plan of Activities. This Annual Plan corresponds to (or better derives from) the Strategy of UACS. The trends of activities of the academic and administrative staff are measured and compared according to the level of compliance of the plans for professional development of each member of the faculty with

the Annual Plan for each school and/or the level of compliance with the objectives set out at the beginning of the year.

18. In the process of development of the academic and administrative staff, how do you manage the activities such as leaves (sabbatical), paid leave, student support grants, travels and research support?

The paid leave and sabbaticals of the faculty or the administration are set out in the Bylaw on the Academic-Administrative Load of UACS.

Simple policy (so far) has been that 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. Currently it is designed to address the needs of the School of Business Economics and Management, but UACS will expand this bylaw to correspond to the needs of other schools as well.

19. How do you monitor/evaluate the service activities of the faculty?

The service activities of the faculty boost the exchange of knowledge and practice between academia and the industry (the business world or the community). Faculty members submit annual report on their service-related activities. We are proud to have faculty members that are:

- Members of Supervisory Boards (of banks or companies),
- Industry or business consultants (ex. one professor is consultant to the Minister of Labor, another professor is a Member of the Board of Accreditation and Evaluation of the Higher Education in the Republic of Macedonia),
- Partners with local municipality and community (ex. SAD is partner with major cultural institutions such as Ohrid Summer Festival and Skopje Cultural Summer)

20. How do you monitor/evaluate the administrative activities of the academic staff?

The administrative activities of the faculty are evaluated with the 360 degrees evaluation. The administrators who cooperate with professors evaluate the timely submission of grades, availability to students and colleagues, fulfillment of the obligations related to the student affairs etc. In addition, the Dean evaluates the work of professors in respect to their involvement in the meetings of the Academic Councils, assistance and support in the processes of accreditation etc.

21. How do you monitor/evaluate the relations of the faculty with the industry?

In the Annual Professional Development Report, professors specify the activities which they have participated in throughout the year. This report includes activities directed towards strengthening, improvement or establishing new relations with companies and organizations in Macedonia or abroad. UACS monitors the consultancy projects in which the faculty has been involved in, professional memberships in national and international organizations etc.

22. How do you monitor/evaluate the consultancy activities of the faculty?

Since 2013, UACS has established a UACS Enterprise – a consultancy and training providing unit of the University which strengthens industry relations and provides linkage between industry and faculty through consultancy activities, trainings, workshops etc.

In addition to the trainings organized by UACS Enterprise, professors are expected to engage in consultancy projects and activities via UACS Enterprise and in consortium with other organizations or institutions. In this way, they contribute to improving the line 'income from industry' and the overall UACS rankings according to Jiao Tong.

On the other hand, UACS offers powerful networking opportunities for its faculty through the Business Council clusters. UACS also provides financial support and financial warranties, if requested by the organizations seeking consultancy services.

23. How do you monitor / evaluate you faculty's additional contributions to the schools or programs?

The additional activities of the professors are monitored by their active participation in the AC Meetings or the Departmental Meetings. The reports from these meetings include suggestions for improvement of the academic programs, improvements of a specific course, appropriate literature, new grading methods or teaching methods etc.

In addition, UACS strongly encourages promotional activities which include, but are not limited to:

- A) Road shows,
- B) Educational fairs,
- C) Participation in accreditation teams,
- D) Participation in the activities of the Association for Better Education.

These activities are part of the Rector's evaluation. They are classified as "organizational commitment" and "organizational citizenship".

24. How do your faculty and staff promote a student focus?

UACS applies the model of participative learning with focus on the students (Participant Centered Learning). This method puts students in the center of the teaching/learning process. It is a principle implemented by the Harvard Business School and is recognized as one of the most effective methods of in-class teaching.

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.

In addition to the educational process, UACS strongly believes that the educational process improvements require the focus of the teaching and learning processes to be put on the students. Students are stimulated to evaluate their professors at the end of the semester, to evaluate the administration and to indicate means or ways of improving the student life on campus.

UACS has designated a Grievance Officer so that students can submit complaints related to grades, education process or other matters related to their experience at UACS.

In addition, UACS has designated faculty member in charge of students' sports and recreational activities. UACS has also designated a Student Advisor – member of the faculty who should work more closely with the students on probation.

UACS dedicates great attention to the practical training of students and development of their skills and thus pays great focus on providing internships. The Career Center has a specific task to provide internship for students which sometimes even lead to employment in the company.

25. How do faculty responsibilities ensure effective communication and cooperation across functions and units that need to work together to meet student and school and/or program educational requirements?

UACS considers that the best way for establishing effective communication and cooperation between schools is to set interdepartmental teams. This is one of the ways for members of different sectors to cooperate on mutual matters. It is considered a powerful means of exchanging ideas.

UACS strongly supports and encourages cooperation between the departments of one school as well as cooperation between the different schools. This cooperation is especially important in the areas of research and consultancy projects.

Any information which might be of interest for the broader public and is organized by some of the units at UACS is published on the information boards and monitors throughout the University. In addition, all decisions which are adopted by the bodies of the University are published on the intranet portal.

26. How do you ensure work and jobs are designed, organized, and managed to provide opportunities for individual initiative and self-directed responsibility in designing, managing and improving school and/or program processes?

UACS strongly supports the participatory management. All concerned parties are involved in the consultation and drafting process as well as in the decision-making process. UACS does not foster strict formal hierarchy in terms of ideas proposals and fostering new improved methods and processes. UACS believes that in order for professors to provide their maximum in terms of improvement of the curricula and the school processes they need to have the sufficient freedom in terms of research, curricula design, etc. UACS controls the curricula up to a level that it is in compliance with the program; however the rest is up to the professor's creativity, knowledge and innovativeness.

UACS stimulates the creativity of its members by providing more general directions in terms of work requirements and provides space for creativity and individuality in terms of organization and delegation of tasks. UACS also values the self-initiatives of each of its members.

27. How do you ensure work and jobs are designed and managed to promote flexibility, cooperation, rapid response and learning in addressing current and changing student, stakeholder, and operational requirements?

UACS considers that the faculty must be flexible in relation to working hours in order to:

- 1) Achieve the balance between the personal and professional life
- 2) Stimulate faculty creativity
- 3) Stimulate research freedom and sufficient time to be able to follow the latest trends and developments regarding their profession or area of expertise

In order to transfer this knowledge easily to other faculty or administration members concerned, UACS ensures sufficient space for mutual meetings in order to intensify the cooperation among faculty or between the faculty and the students.

In order to provide rapid response to students' demands, UACS introduced the Grievance Officer which should enable students to express their demands and transfer them to the faculties or management. In order to provide a rapid response, UACS does not employ strict bureaucratic procedures but rather insists that all problems are solved as a part of the professor-student relations. In case no such agreement can be achieved, students are free to address either the Grievance Officer or the Dean of their school.

28. How do you ensure work and jobs are designed and managed to promote knowledge and skill sharing across work functions, units and locations?

UACS creates and maintains organizational culture where ideas and information-sharing are considered the key for success. The faculties are stimulated to attend lectures of their colleagues, to learn from each other and to exchange their experiences using the peer-to-peer feedback. In addition, UACS has adopted a decision for introducing the "Be a Host" Program which stimulates faculties to learn and adopt new and improved skills and to exchange experiences with visiting professors who have a teaching experience at prominent universities abroad.

29. How do your compensation and recognition approaches for individuals and groups, including faculty and staff, reinforce the overall work system performance and learning objectives?

UACS employs:

- A) Skill-based plan – remuneration according to the formal title, and
- B) Performance-based plan – merit based remuneration and promotion.

Every year, UACS conducts the 360^o evaluation and awards those faculty and administration members who presented excellence in their overall work during the year. In addition to these annual bonuses aimed to support performance, UACS also provides ad-hoc bonuses to individuals or teams for “job well done”. It is considered an additional motivator. The downside is that there are no clear criteria for job well done bonuses. Of course, there is always space for improvement. UACS continues to work on improvement of its performance in this regard.

30. How do you improve your evaluation system?

The system of 360^o evaluation is subject to periodical review in accordance with the changes in the academic/business environment, the needs of UACS for improvement of the organizational culture, the needs of the faculty for more detailed feedback on their performance etc.

The faculty has the possibility to propose amendments to the evaluation. UACS regularly follows the trends which are applied by other international universities and if it is considered that a specific practice could be useful, it incorporates this in the process of evaluation. At the same time, we use the experience from the previous years as an indicator for specific parts of the evaluation which could be improved in the future. However, before introducing any kind of amendment in the evaluation, it must be communicated to all members of the faculty by the Rector at a joint meeting (in most cases at the Town Hall Meetings where the professors, assistants (junior faculty) and administrative staff of the University are invited to attend).

31. How do you measure the satisfaction of the academic staff? Specify the results. What can be done in order to improve the results?

UACS does not employ a job satisfaction survey per se but uses other methods for determining the employee satisfaction. The faculty can express their satisfaction or dissatisfaction informally as well as through the formal 360 degrees evaluation. Professors participate in the evaluation of the Dean of the school, the Rector of UACS, other administrators at UACS with whom they cooperate (ex. Students’ Records Officer, Secretary General, Human Resource Officer, Chief Academic Officer, IT). The results of the evaluation are subject to analysis by the management at the end of the year. In cooperation with all employees, solutions are being discussed in direction of improving the current situation.

32. Which fact-based information, such as benchmarking (comparison with the best practice) with other high-quality institutions or historically appropriate criteria do you use in order to compare your work with the others?

UACS operates according to the policy applied by most of the Universities which are accredited by ACBSP (Accrediting Council for Business Schools and Programs). The world leading Universities have policies of appropriate academic-administrative load which include lectures/teaching, research, administrative activities etc., and UACS has adopted and implemented this practice since 2011.

With regards to the AAL policy, UACS has been using the experiences of: University of Phoenix, TX, USA, University of Budapest, Budapest, Hungary, University of Rotterdam, Rotterdam, The Netherlands, GEA College, Ljubljana, Slovenia and others.

1. How are new programs developed and introduced at the schools within UACS?

The new programs at the Schools within UACS, are developed and introduced if the Rector's Board, the Academic Scientific Council, or if any other UACS academic body, determine or confirm that there is a need on the market for introduction of new programs (new curriculum, literature), or new method of teaching, new/foreign professors etc. Some of the ideas for development and introduction of new programs come from the data of the annual research survey, which is prepared by the Office for Academic Affairs and the Career Center, and delivered to the graduates and UACS alumni. The annual research survey measures the level of satisfaction of graduates and alumni. Collected data is analyzed and classified according to programs and levels. Findings of student satisfaction are shared amongst primary and secondary stakeholders and leaders of the business advisory group. Feedback from such informative meetings with our advisory groups is to ensure that students' expectations have been met and program needs have been fulfilled. Further on, the draft of the new program is communicated and shared with a broader range of stakeholders, who give its own input in the drafted new program.

2. What is the credit structure of the courses at the schools? What is Notion learning Time to earn academic credits?

While taking courses, students earn academic credits: the European Credit Transfer System (ECTS) suggest 25 hours of learning time (Notion Learning Time, NLT) per academic credit. Usually, the basic and intermediary courses carry 6 ECTS, and advanced courses 8 ECTS. Thus, the NLT is 150 and 200 hours per course, respectively.

Students can earn a bachelor degree with a minimum of 180 ECTS. With additional 60 ECTS, they can earn a degree of Specialist, and with additional 60 to 72 ECTS they reach the graduate master level (at least 300 ECTS).

3. Do academic units offer non-traditional programs? How do they support the mission and the vision of the University?

Such types of non-traditional programs are not offered presently.

4. How do you ensure that the systems for support of the educational process are functioning effectively?

The systems for support of the educational process are listed below with a brief description regarding their effective functioning.

- Library

The educational process guarantees that all students are provided with the necessary literature and additional reading stuff. Students pay annual fee for library membership. The annual fee for membership also covers the using of the on-line library, Ebsco Host. The library also provides support of 9500 student books, reference literature, reading books from instructors, reading books and reading texts at the university level, as well as weekly/monthly magazines. Case studies are purchased by UACS from HBS, for every student.

- Records Office (Student Affairs Office)

Students who successfully enroll to some of the programs are provided with a support for structuring their academic program, for registering the courses, seminar for orientation, academic counseling, transfer of academic credits, continuing the studies abroad, academic counseling in case of probation, tutorship, issuing records, lists and coordination of the parents with the students.

- IT

The University opted out of self-hosting of student data and introduced cloud hosting provided by Google. The cloud service oversees security and delivery of e-mail services to student, faculty and administration of the university.

- Finance Office

During the admission process, students gain a variety of opportunities for program discounts during the studies. A variety of discounts are available: 5% discount for early registration, 5% family discount, and 5% discount for a member of the Business Council. A total discount of up to 20% may be awarded to the newly enrolled students.

- The students may be provided with student loans and installment payment. The annual plan for payment includes payment of 9 installments, which are paid in two semesters depending on the degree provided by the Finance Office.
- Scholarships for the best and merit students. Given predetermined criteria, students can receive up to 50% reduction of the tuition. During the academic year 2012-2013, 15 scholarships have been granted to students who achieved excellency and to orphans.
- Students are granted with scholarships from sponsors which collaborate with UACS and from the UACS Foundation. Three scholarships have been granted by the Foundation.

- Reception Desk

The Reception or the Front Desk aims to provide the first impression. Calls are received and redirected and connected for the purposes of clear and understandable communication. The calls are frequent and persistent throughout the entire working hours and at any time there is a person responsible for coordination and redirection of the entire communication. The communication is on Macedonian and English language.

- Marketing and Networking

The purpose of the Unit for Networking is to ensure and confirm that all students are informed for the daily and weekly activities. The methods and channels of communication include Facebook, short telephone messages, telephone calls and posts. Students use their university e-mail addresses to communicate with the administrators and with the other resource centers of the University.

- Career Center

The purpose of the Career Center is to educate advice and help students and graduates to ensure their career goals. We serve as a bridge between our students and the business community. We dedicate our knowledge and networking to help each student to reach their professional ambitions through offering; variety of internships and job opportunities to the best national and international companies, organizations and institutions in Macedonia. We also provide training's such as career counseling, job searching strategies and other training's and career fair event that will help students in the process of finding their first job.

- Cafeteria

Food and beverages are available for reasonable prices. The cafeteria is open all day. It works in two shifts which ensure continuous operation and the food is delivered on daily basis for additional guarantee of quality and safety.

- **Please indicate quantitative indicators for measuring student satisfaction and measures for improvement**

The graphs and pie charts provided in Annex number 5 present the responses and satisfaction of the undergraduate, graduate and part-time student's evaluation of the administration at UACS, as well as the student's evaluation for each system for support of UACS that are listed and explained previously above in the academic year 2013/14.

5. What is the main institution from/ to which the academic unit receives/sends transfer students? Please provide data for transfer students.

In the last academic year 2013/14, UACS has received 28 transfer students from the Universities listed below in a transitional matrix:

Table 11: Transitional matrix of transfer students

<u>Transfer</u>	<u>UACS – Schools</u>
Faculty of Architecture – University of Ss. Cyril and Methodius	School of Architecture and Design
Faculty for Agriculture and food	School of Business Economics and Management
Faculty of Electrical Engineering and Information technology	School of Computer Science and Information Technologies
Faculty of Computer Science and Engineering - FINKI	School of Computer Science and Information Technologies
Prirodno matematički fakultet Skopje - PMF	School of Business Economics and Management
Faculty of Law - Ss. Cyril and Methodius	School of Law
Faculty of Economics – Ss. Cyril and Methodius	School of Business Economics and Management
Faculty of Civil Engineering	School of Architecture and Design
Faculty of Economics –Prilep	School of Business Economics and Management
Faculty of natural and technical science – Goce Delcev Stip	School of Architecture and Design
Faculty of Philology – Goce Delcev Stip	School of Foreign Languages
Faculty of Phiology- Св. Кирил и Методиј	School of Foreign Languages
MIT	School of Business Economics and Management
Foreign Universities	School of Business Economics and Management
Foreign Universities	School of Architecture and Design

6. How do you improve the process of enrolment of students?

The processes of students enrolment is constantly improved, through finding new ways of communication relevant for the new generations. Therefore the process is more direct, more interactive and digitalized. An overall unified and consistent marketing strategy, which is consisted of advertising, public relations, direct marketing, on line marketing, printed promotional materials and promotional events is used in the specified period. The main communication’s message delivered is that UACS is providing the best quality Higher Education in the region and is the only ACBSP certified in the country. UACS persist to organize variety of events, with a scope UACS to be always and permanently present in the public and in the media.

The following activities were developed in this period:

- **Developing and implementing strategic on line communication flow**
 - New web site platform

The university developed new web site platform <http://lp.uacs.edu.mk/> with online enrolment system that was swift, worked with its current IT systems and was accessible to new students. This new system is user-friendly with very easy access to the Enrolment application, efficient, and most importantly accurate and trustworthy. It’s called Moodle platform.

Social media Activities

- Facebook communication

During the year we buy space on facebook, usually boosting page and running sponsored stories and we make sure we have the right target of people and because our target is mostly students and they all use Facebook, we do believe that with valuable and entertaining posts we can make them like us and even study at UACS and stay loyal followers.

With posting interesting content and everyday UACS activities, we do believe that students who are interested to study at UACS can virtually check us, pictures, videos, news that we post without having to come personally. They can also see all the upcoming events that we are organizing.

- LinkedIn communication

UACS created University page on Linked In. Mostly, we use Linked in for working on brand awareness and for targeting students for master studies as well as for getting closer to UACS Alumni.

- YouTube communication

This channel is used for placing videos of professors, but also testimonials from our successful and satisfied students, as those who started own business, or find the best job, or got a scholarship on a prestigious University.

E mail

Usually during the High schools visit, we gather e-mail addresses from High schools' students. These addresses are used for further direct e-mail communication with them in order to inform them about UACS events, to invite them for open days and promotional classes, and send them offerings.

For master studies we are collecting new contacts from the participants at promo classes, events that we are organizing during the year, from the classes that we are organizing for executive education.

➤ **Developing Proposals for the employees and their family members in top 200 companies in the Country and UACS business council:**

- We develop exclusive proposal including PROMO CODES for each company that offers special discounts for undergraduate and graduate_for all company employees and members of their families.
- We place posters in some company's offices where we announce the benefits of enrolling in UACS graduate and undergraduate students.
- We develop newsletters for promoting the benefits of studying at UACS and HR department of the company was sharing the newsletter to all employees.

➤ **Organizing free promo classes for undergraduate students.**

- We promote schedule for promo classes from several UACS professors with topics interested and relevant for the young population. Previously UACS professors were delivering the lecture at the High School which provided better coverage. In the future we are planning to invite them more frequently at UACS for listening interesting lecture, for UACS presentation and for getting more information for the enrollment process. In the spring semester we covered 16 High Schools, with around 50 lectures on almost 1.200 High school students. In future we plan to invite them at some of the visiting professor's lecture on a certain interesting topic.

➤ **Organizing free promo classes for graduate students.**

- We develop free promo classes with UACS professors on actual topics. We offer promo classes for each company and individuals.
- We promote this opportunity on line (web, e mail, and social media), PR articles, on line newsletters, and sending direct emailing invitations to the existing data base.

- Some classes we promote together with Macedonian Chamber of Commerce, where they invite their members.
- **Promoting undergraduate scholarship among the High schools in Macedonia through:**
 - Hanging posters in front of the High schools for the undergraduate scholarship opportunity
 - Sharing flyers among the students from the High schools
 - Announcing information's on the UACS web page and social media
- **Promoting MBA scholarship among business world through:**
 - Announcing information's on the UACS web page and social media
 - Designing newsletter and sharing to all contacts via e mail
 - Sharing the opportunity in other organization within their members (Ex. MACHR, MK 2025, Masit, Chamber of Commerce)
 - PR articles
 - media buying at newsletter
 - developing special offer for all candidates who did not receive the MBA scholarship
- **Designing and printing brochures and promotional materials for each faculty.**
- **Fundraising event for providing more scholarship opportunities for the quality students**
- **Training for selling skills to all administration staff**
 - UACS administration staff members participated on 5 training classes for increasing the sales skills
- **On line campaign for transfer students**
- **Campaign for foreign students**
 - UACS staff members visited education fairs to present the University in from the prospective students from Serbia and Turkey
 - On line campaign
- **Media Buying:**

For this year UACS advertising motto is: **University where students are people not numbers!**

UACS develop new TV commercial, radio commercial, web banners for each school and they were promoted among:

 - Radio stations
 - TV stations
 - Web portals
 - Magazines
 - Google campaign

- How the improvements are shared within the organization?

The new 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. If there is a need for their involvement, professors are invited for proposals by e-mail and proposals are discussed on meetings for finalization of the schedule for presentation and plans.

- How do you plan to achieve higher interest in enrollment if the interest for enrollment is very low?

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

1. More direct communication with Companies from the Business Council and new companies in the country.
2. More direct communication with High Schools
3. Seasonal offer for new students
4. Inviting High schools students to participate on a event where they can get informed more about: successful UACS student project, scholarship, employment successes etc

7. CPC Components for SBEM

Please make a tabular indicator for the coverage of the common professional components for each study program at SBEM as well as for the other business related programs.

The CPC components for the SBEM undergraduate program can be found in Annex number 6. The CPC components structure presented in the course's syllabi of the undergraduate program indicate that the number of hours stated in each component for each course satisfy the requirements for the program to be successful.

8. CPC Components for the Business Related Programs

Please make a tabular indicator for the coverage of the common professional components for each business related program at UACS.

Business related programs have specific interdisciplinary learning outcomes for each program. The first and foremost component is the program core which teaches student to become an engineer, lawyer, civil engineer, translator and politician. The second component in their learning objective is the business component which allows each student to develop knowledge and means of becoming an independent entrepreneur. This is followed by practical experience on ways how to conduct and operate a successful small and medium business related to their core competency.

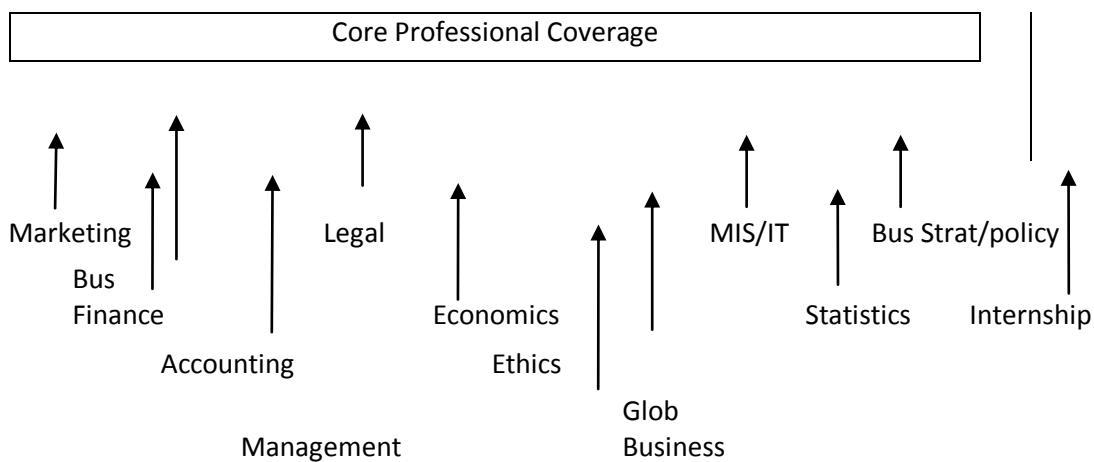
Those programs that comply with the CPC components for non business majors have incorporated in the curriculum one or more business courses as well as one business module annually. There are 4 business modules in total that cover all 12 points in the CPC table. Careful design of the major program including the CPC components have allowed for sufficient number of hours in each component which satisfy the minimal requirements for the program to be successful.

Table 12: Management of Information Systems – Hours Class Sessions by CPC Topics

	Hour Class Sessions by CPC Topics												Total
	Functional Areas				Business Environment				Technical skills		Integrative skills		
	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	D1	D2	
Business Module 1	0	6	6	0	0	0	2	2	25	25	0	6	72
Business Module 2	0	30	30	6	6	3	3	1	0	3	6	6	94
Business Module 3	3	6	0	3	35	0	30	6	0	0	6	6	95
Business Module 4	25	6	0	6	3	12	6	35	3	15	12	6	129
Composition 1	0	0	0	0	0	0	0	2	0	0	2	0	4
Computer Ethics and Responsibility	1	1	1	7	9	7	9	5	0	0	3	2	45
College Math	0	8	0	0	0	8	0	4	4	0	0	0	24

Computer Applications	0	0	4	0	2	2	2	30	0	0	0	0	40
Introduction to Programming	0	0	10	0	0	0	0	0	35	0	0	0	45
Composition 2	0	0	0	0	0	0	0	2	0	0	2	0	4
Calculus	0	4	0	0	0	8	0	4	4	0	0	0	16
Object programming	0	0	0	0	0	0	0	0	42	0	0	0	42
Computer systems	0	0	0	0	0	0	0	4	10	0	0	0	14
Introduction to multimedia	4	0	0	0	2	0	0	4	10	0	0	10	30
Operating Systems	0	2	0	2	0	0	0	2	12	2	0	0	20
Programming Languages	0	0	0	0	0	0	0	0	42	0	0	0	42
Data Structures	0	0	0	2	0	0	0	0	42	0	0	0	44
Computer Networks	0	0	0	0	0	0	0	2	20	0	0	0	22
Computer Graphics and Animations	6	0	0	0	0	0	0	0	20	0	0	0	26
Network Technologies and Administration	0	0	0	0	0	0	0	0	22	0	0	0	22
Database	0	2	2	2	0	4	2	2	42	0	0	0	56
Network Programming	0	0	2	5	0	0	0	0	42	0	5	5	59
Software Engineering	0	0	0	6	0	0	0	2	24	0	0	6	38
System Software	0	0	0	0	0	0	0	0	42	0	0	0	42
Data Security	6	0	0	2	2	0	4	2	20	0	4	0	40
Internet	0	0	0	0	0	0	5	5	65	0	5	0	80
Information Systems	8	2	2	8	4	14	2	8	2	0	6	0	56
Distributed databases	0	0	0	4	0	0	0	4	12	2	0	0	22
Organizational Behavior	3	2	0	13	3	2	10	3	1	0	6	3	46
Information Systems Management	2	4	4	8	4	4	4	4	12	2	12	0	60
Managerial Accounting	4	14	14	4	4	2	6	4	2	2	6	0	62
Human Resource	4	2	2	26	8	2	6	4	2	2	2	0	60

management													
Undergrad Thesis													0
Database management system	0	0	0	2	0	4	0	2	42	0	0	0	50
Computer Networks Management and Administration	0	0	0	4	0	0	0	0	20	0	0	4	28
Operations and project management	0	4	4	8	4	4	4	4	10	6	12	0	60
Information skills and research	2	4	4	8	4	4	4	4	12	2	12	0	60
Operations and project management of IS	2	4	4	8	4	4	4	4	12	2	12	0	60
System analysis, design and implementation	4	0	4	12	0	12	0	0	8	0	0	0	40
Operational research	0	0	0	0	0	0	0	0	40	0	0	10	50
Specialization thesis													0
Total CPC	74	101	93	146	94	96	103	151	701	63	113	64	1799



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

Through the Research Committee (RC), 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.

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

To achieve professional advancement in accordance with LHE, a set of objective criteria must be met. Faculty must publish research in international peer-reviewed journals, as well present ongoing research work at international conferences.

Faculty who teaches design and architecture is also required to present its work in a suitable form (exhibitions for instance).

Schools monitor the professional development of their members. They also provide advice and assistance where necessary.

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), widely understood as a forum to present ongoing research, consult colleagues in a similar research domain, present experience from a methodological seminar, conference, workshop and the like. 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.

The faculty is encouraged to participate in international conferences and to disseminate their research results, and the University has funds to support these activities. In addition, the University supports the establishment of research laboratories and the Research Committee is responsible for their creation and work. Table 8 summarizes the research activity of UACS, through different categories of research work, for each school.

In the academic 2013-14 year, UACS increased the level of research by 28% compared to the previous year. Most of the points, about 51% are produced by SBEM. SL and SAD have significantly increased their research activities compared to the previous year (66% and 45%, respectively). The composition of the research activities at UACS reaffirms the focus to papers in peer-reviewed journals and international conferences, as 58% of research activities belong to the group 'published articles in international journals and conferences'. Also, a notable increase of 145% of research activities is registered in the group 'editorials and reviews'.

Table 13: – Research activities

Figures represent units (e.g. number of papers; number of conference presentations and the like), unless otherwise noted.

Name of group	Description of the scientific paper/lecture/research project	SBEM	SCSIT	SAD	SFL	SPS	SL	Total units	Total points	Group points	Group participation	Change compared to 2012/13	Change by group
Scientific books and monographs	Prominent scientific book and monograph of international importance	0	0	0	0	0	0	0	0			0%	
	Scientific book and monograph of international importance	3	0	0	0	0	0	3	21			-25%	
	Scientific book and monograph of domestic importance	2	0	0	0	0	0	2	8	29	2%	100%	-9%
Book chapters and book reviews in journals	Book chapter of international importance; book review in leading journal or thematic journal of international importance	4	0	0	0	1	5	10	40			100%	
	Book chapter of domestic importance; book review in leading journal or thematic journal of domestic importance	0	0	0	0	0	3	3	6	46	3%	50%	92%
Published articles in international journals and conferences	Published article in international journal with impact factor	8	1	0	4	3	2	18	270			350%	
	Published article in international journal without impact factor	11	5	4	1	6	6	33	231			14%	
	Plenary session of invited paper at a conference of international importance, printed entirely or abstract	8	0	0	0	1	3	12	60			100%	
	Paper presented at a conference of international importance, printed entirely or abstract	33	14	6	4	11	9	77	308	869	58%	10%	52%

Published articles in domestic journals and conferences	Published article in domestic journal	0	0	3	0	1	1	5	10			67%	
	Introductory session of invited paper at a conference of domestic importance, printed entirely or abstract	4	0	0	0	0	0	4	6			100%	
	Paper presented at a conference of domestic importance, printed entirely or abstract	1	2	0	0	0	0	3	2	18	1%	100%	94%
Dissertations and theses by faculty	Defended doctoral thesis by faculty	0	0	2	0	0	0	2	12			100%	
	Defended master thesis by faculty	0	0	0	0	0	0	-	-	12	1%	-100%	0%
Devising a research proposal	Devising an international research proposal as principal or co-principal researcher	2	0	0	0	0	3	5	40			-55%	
	Devising an international research proposal as assistant researcher	5	0	0	1	0	0	6	36			-33%	
	Devising a domestic research proposal as principal or co-principal researcher	2	0	0	0	0	0	2	12			100%	
	Devising a domestic research proposal as assistant researcher	0	0	0	0	0	0	-	-	88	6%	-100%	-41%
Work on a research project	Work on international project with an outcome: Report, Monograph, Study, where the faculty appears as principal or co-principal researcher	10	0	2	0	0	0	12	120			-8%	
	Work on international project with an outcome: Report, Monograph, Study, where the faculty appears as assistant researcher	6	0	0	0	0	2	8	56			167%	
	Work on domestic project with an outcome: Report, Monograph, Study, where the faculty appears as principal or co-principal researcher	1	0	2	0	0	1	4	20			33%	

	Work on domestic project with an outcome: Report, Monograph, Study, where the faculty appears as assistant researcher	1	0	0	0	0	0	1	3	199	13%	-50%	16%
Analytics	Report (Editor)	4	0	0	0	0	0	4	16			0%	
	Short analysis, forecasts, models (Editor)	0	0	0	0	0	0	-	-			-100%	
	Report (Analyst)	1	0	0	0	0	0	1	3			100%	
	Short analysis, forecasts, models (Analyst)	1	0	0	0	0	0	1	2	21	1%	-86%	-36%
Editorial and reviews	Editor at international journal with impact factor listed on the Web of Science	0	0	0	0	0	0	0	0			0%	
	Editor at international journal	0	0	3	0	0	3	6	30			200%	
	Editor at national journal	0	0	0	0	0	0	0	0			-100%	
	Reviewer at international journal with impact factor listed on the Web of Science	5	0	0	0	0	0	5	25			150%	
	Reviewer at international journal	7	0	3	0	0	1	11	33			267%	
	Reviewer at domestic journal	0	0	0	0	0	0	0	0			-100%	
	Participation In Program or Reviewing Committee of International Conference	6	1	0	0	0	4	11	33			83%	
	Reviewer of International Conference	3	1	0	0	0	2	6	12			100%	
	Participation In Program or Reviewing Committee of International Conference	1	0	0	0	1	0	2	3			100%	
	Reviewer of national conference	0	0	0	0	0	0	0	0	136	9%	100%	145%
Research stays	Research stay in USA, EU, Canada, Japan, Switzerland, Norway	2	0	1	0	0	2	5	75			-29%	
	Research stay in other countries	1	0	0	0	0	0	1	7	82	5%	0%	-27%
TOTAL									1500			28%	

3. 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, whereby each member is responsible for his/her school. It ensures uniform distribution of research activities and publishing.

4. Please provide a list of books, papers, conferences, publications, monographs and textbooks published at UACS in the last academic year. (The lists of titles please attach it as an annex).

Detailed list of research papers and work can be found in Annex 7.

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

Detailed list of research papers and work can be found in Annex 7.

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

Detailed list of research papers and work can be found in Annex 7. Web of Science journal publications are marked with gray.

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

The following research projects and consultancy activities have been conducted at UACS in the course of the academic year:

- Manual for energy efficiency and renewable sources of energy for the municipalities (2014) Dimitrov Konstantin et al.. Center for energy efficiency of Macedonia, Skopje, ISBN 987-608-65523-2-9. International project IRECO.
- International expert on Access, completion and prevention of drop out in education, Nikica Mojsoska Blazevski. Preparation of Baseline report and Regional Programme of Action on Access to, completion and prevention of drop out in education. Name of employer: Regional Cooperation Council.
- Regional expert on employment policies, Monitoring and Evaluation Capacity Development for the Western Balkans and Turkey, Nikica Mojsoska Blazevski. Assessment of the capacity and current practices for Monitoring and Evaluation of Employment Policies in the Western Balkan countries; developing set of SMART indicators for monitoring of employment policies for each country; regional training to national teams and stakeholders. Name of employer: World Bank.
- Research project: "Youth self-employment in households receiving remittances in Macedonia". Provider: Partnership for Economic Policy (PEP)
- Research project: Joint EU/CoE Project "Regional Support for Inclusive Education" in South East Europe, Nikica Mojsoska Blazevski. Calculation of an index of social inclusion for selected 7 schools in Macedonia (primary, secondary general and vocational schools); preparation of a country report; with additional focus on school-drop outs. provider: EU and CoE.
- Research project: "Evaluating the Impact of Alternative CCT Modalities in Macedonia" - statistical analysis and impact evaluation of the conditional cash transfers program for secondary education in Macedonia. Provider: International Initiative for Impact Evaluation.
- Research project: "We growth with curiosity", Provider: European Commission
- Research project: "To consume or to self-employ: Evidence from remittances' use in Macedonia, Kosovo and Bosnia, with emphasis on crisis, gender and ethnicity role", Provider: Regional Research Promotion program

- Research project: “Analysis and recommendations on the local governance and service delivery aspects of the implementation of the action 2014 Decentralization and Local Self-Government Development Programme and its Action Plan”, Provider: USAID

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

The following exhibitions and related activities have been conducted at UACS in the course of the academic year:

- Findings – a project for representing the Republic of Macedonia at the 14th International Architecture Exhibition – Biennale in Venice. ISBN 978-9989644624
- Art project „Invisible Skopje“
- Exhibition: “Looking in the Mirror”, “Close, Closer”, the third edition of Triennale de Arquitectura de Lisboa - Associated Projects program, Fundação Portuguesa das Comunicações. Lisboa, Portugal.
- Art project „Church St. Ilia“ the village of Govrlevo
- Promotion of the monograph of the architect Blagoja Kolev – a professor and dean of the School of Architecture within the State University in Skopje, followed by an exhibition of his works.
- Exhibition of the SAD students at the Biennale of the Macedonian architecture – national gallery Mala Stanica Skopje
- Annual exhibition of the SAD students – Skopje Museum
- Summer school on architecture within the cultural festival Ohridsko leto, with an exhibition
- SAD professor participant at „Experimental Drawing Exhibition“ - gallery Lucerna – Prague
- SAD professor participant at International Printmaking Workshop – Sicevo
- Summer semester for architecture organized by FAD within the association for 10 faculties of architecture with FAD students and professors as participants, organized in Valencia, Spain.
- Summer school for architecture Groznjan Croatia, participation of FAD students and professors
- ID NET architectural platform –Netherlands, Participation of FAD students and professors

9. How many academic conferences were organized?

One academic conference on European integration (9th annual conference) was organized, under the title: “The Europe of Tomorrow: Creative, Digital, Integrated”.

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

During the academic year, 6 TRSS were organized on research topics of academic writing, reviewing, preparing abstract, academic publishing, selection of journals for publishing and related topics.

11. Have the members of the faculty won national or international awards for their academic work? Please provide a list of awards and credits.

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

12. Please specify the income generated for research from the Ministry of Education and Science (for 2013 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.

13. Please specify the income generated for research from other domestic public or private institutions (for 2013 fiscal year).

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

14. Please specify the income generated for research from international organizations and institutions (for 2013 fiscal year).

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

15. 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.

Part IX - Finance

1. How is the University financed?

The University is financed by tuition of the students enrolled on the undergraduate and graduate studies at all six schools. Part of the income comes from research projects from national and international donors, as well as from offering corporate training (executive education) and consultancy.

2. Through this way of financing, what are the financial results for the last 2 years? Specify indicators.

Table 14: Profit margin

2012	2013
2.25%	3.12%

3. Does the University receive state funds? If yes, please state the proportion of those assets to the total assets of the University?

The University does not receive state funds.

4. Please specify the tuition for the various programs?

The tuition for various programs is provided in Annex 8.

5. Please specify the ratio between tuition and the total cost of the program?

The ratio total cost/tuition of the program is 80%.

6. What is the cost/investment for the library, electronic database, and vocational literature and for the journals in relation to the total UACS revenue and in relation to the total number of students?

1% of UACS revenue is spent for library, electronic database, vocational literature and journals, being 26 euro/student.

7. What is the cost/investment for the IT infrastructure in relation to the total UACS revenue and in relation to the total number of students?

0.5% of UACS revenue is spent for IT infrastructure, being 18 euro/student.

Part X-Internationalization

1. Please state the collaboration agreements which UACS signed with various institutions.

- How many collaboration agreements have been signed with foreign institutions in the last academic year? Please make a list and explain the type of collaboration between the university and the foreign educational institution.
- How many collaboration agreements have been signed with a various domestic institutions in the last academic year? Please make a list and explain the type of collaboration between the university and the domestic educational institution.

The list below presents all the institutions in total 18, with which UACS has signed a collaboration agreement. All the agreements listed below are signed with Universities which are part and members of the Erasmus+ network.

1. Universita di Foggia, Foggia, Italy <http://www.unifg.it/>
2. Miguel Hernández University of Elche, Valencia, Spain <http://en.umh.es/>
3. EDEM Escuela de Empresarios, Valencia, Spain <http://www.edem.es/Inicio.aspx>
4. Universidad a distancia de Madrid, Madrid, Spain <http://www.udima.es/>
5. ESIC-Business and Marketing School, Malaga Barcelona, Spain <http://www.esic.edu/malaga/>
6. Gdansk Management College, Gdansk, Poland <http://www.wsz.pl/>
7. Infrastructure and Management College, Warsaw, Poland <http://www.wsiiz.pl/>
8. Polish Open University, Warsaw, Poland, <http://pou.pl/international/en/>
9. Lazarski University, Warsaw, Poland
10. IBS International Business School Ljubljana <http://www.ibs.si>
11. GEA College, Ljubljana, Slovenia <http://www.gea-college.si/>
12. Politehnica University of Timisoara, Timisoara, Romania <http://www.upt.ro/english/>
13. Romanian American University, Bucuresti, Romania <http://www.rau.ro/index.php?newlang=english>
14. Eftimie Murgu University of Resita, Resita , Romania <http://www.uem.ro>
15. Gazi University, Ankara, Turkey <http://gazi.edu.tr/>
16. Aachen University of Applied Sciences, Aachen, Germany <http://www.fh-aachen.de/en/>
17. Staffordshire
18. Stredoeurópska vysoká škola, UCEU University of Central Europe

2. How many foreign lecturers teach at the University?

- Please state their academic title, the school and the cycle of studies in which they teach.

The table below presents all the foreign lecturers who taught at the University over the academic 2013/14 year.

Table 15: International Faculty Teaching at UACS in the Academic 2013/2014

International Faculty Teaching at UACS in the Academic 2013/2014			
Title	Name and Surname	School	Undergraduate (UG)/Graduate (G)
PhD	Gerhard Wassenberg	School of Business Economics and Management (SBE&M)	(G)

PhD	Ivan Mihajlovic	School of Business Economics and Management (SBE&M)	(G)
PhD	Jaka Vadnjal	School of Business Economics and Management (SBE&M)	(G)
PhD	Jeremy Cripps	School of Business Economics and Management (SBE&M)	(G)
PhD	Jean-Francois Gagne	School of Business Economics and Management (SBE&M)	(G)
PhD	Jimmy Char	School of Business Economics and Management (SBE&M)	(G)
PhD	Khosro Jadhi	School of Business Economics and Management (SBE&M)	(G)
PhD	Vittorio DePedys	School of Business Economics and Management (SBE&M)	(G)
PhD	Dimitris Akrivoulis	School of Political Science (SPS)	(G)
Expert	Donatino Marcon	School of Political Science (SPS)	(G)
PhD	Erwan Fouere	School of Political Science (SPS)	(G)
PhD	Zlat Milovanovic	School of Political Science (SPS)	(G)

- **What is the percentage of foreign lecturers who teach, in relation to domestic lecturers?**

At undergraduate studies UACS did not engage international faculty over 2013/14. The priority during the academic 2013/2014 was given to domestic lecturers due to cost cuts. In addition, having only one school where the program is delivered in English, the policy was not to engage professors at undergraduate studies for an entire course, but to rather have visiting lecturers from the graduate program to teach a part of a course at undergraduate studies.

For the graduate studies, the percentage of foreign and domestic professors is presented in the table below. (See Table 12)

Table 16: Domestic/Foreign Professors at Graduate programs

Domestic/Foreign Professors at Graduate programs			
		Absolute numbers	Percentage
School of Business Economics and Management	Domestic Professors	15	65,2%
	Foreign Professors	8	34,8%
School of Political Science	Domestic Professors	7	63,6%
	Foreign Professors	4	36,4%

3. What are the number and percentage of foreign students at your University?

The number of foreign students at University American College Skopje is in total 41, and 62 on preparing courses (Macedonian and English Language).

4. How many professors and assistants from your University taught abroad in the last academic year? Please list the institutions.

In the past academic year none of the UACS professors went for a teaching exchange abroad, mainly due to the measures taken by the university and limitations in the budget allocated for this. However, the university worked on several joint degree projects with universities from Europe, which are expected to produce teaching exchange in the forthcoming years.

5. How many professors and assistants were on a study visit for at least 15 days in the last academic year? Please indicate the duration of the stay for each professor.

Three UACS professors had a study visit of at least 15 days in the past academic year.

Table 17: Study visits of the UACS Faculty Members

Study visits of the UACS Faculty Members			
Title	Name and Surname	Institution/ Country	Duration of stay
PhD	Nikica Mojsoska Blazhevski	Vienna Institute for International Economic Study	3-week stay January 2104
PhD	Marjan Petreski	Institute for East and Southeast Economic Studies	3-week stay, January 2014
MSc	Simon Milosheski	Staffordshire University, 3-month stay	3-month stay, Sept-Dec 2013

6. How many students were on a study visit abroad for at least 3 months in the last academic year?

Only one student was on a study visit abroad for at least 3 months in the academic year 2013/14. He was on the study visit in Thessaloniki, Greece at the University Sheffield.

7. How many students from abroad came on a student's exchange or on an internship at our University? (please indicate the institution and the country in which the students were on exchange)

In the last academic year, 4 students in total came on a student's exchange from abroad at our University.

- 2 students from University of Monaco, Monaco;
- 1 student from John Cabot University, Rome Italy;
- 1 student from A & M University in Kingsville, TX USA.

8. How many students went abroad on student's exchange or on a vocational training at your University? (please indicate the institution and the country in which the exchange has been made)

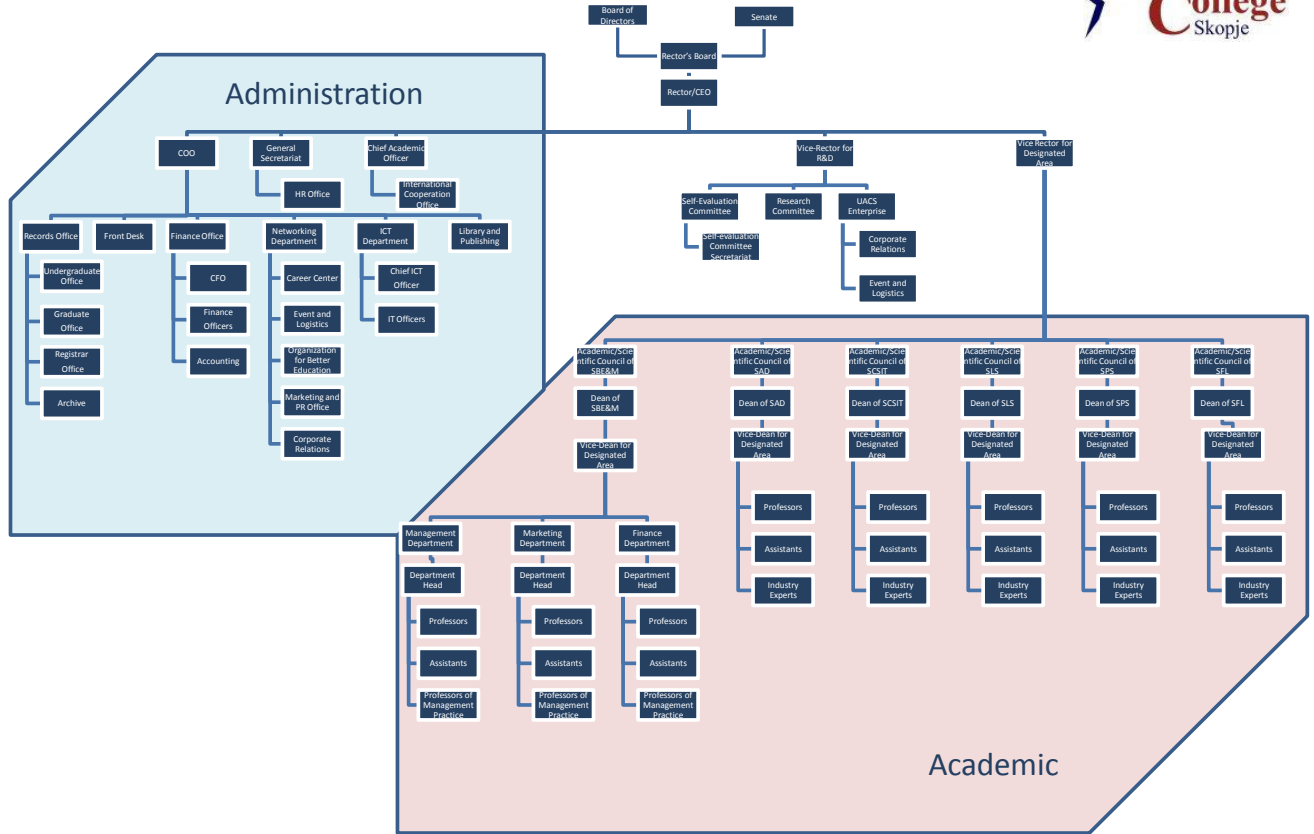
In the last academic year none of our students went on a student's exchange or on a vocational training.

9. How many students participated in international vocational competitions? How many students participated in international and scientific gatherings?

In the academic year 2013/14, in total 210 students from all the schools, participated in scientific conferences, 40 participated in scientific gatherings and 40 in international vocational competitions.

Annex 1 – Organisational structure

Organizational Chart – University American College Skopje



REPORT

for achievement of learning outcomes for students studying in undergraduate study programs at the School of Business Economics and Management in the academic year 2013/2014

According to the Decision for measuring Learning Outcomes, *the learning outcomes* measure the completion and achievement of certain competence by the student, through conducting evaluations upon specific criteria presented in this report of SBEM.

The measurement of the achievement of the Learning Outcomes (LO) is conducted on the basis of:

- 1) Decision for measuring learning outcomes for students studying in undergraduate study programs at SBEM. Upon the Decision, there would be several forms for measuring the student's achievements.
- 2) Decision for definition of indicators for measuring the success of the full and part-time students in undergraduate studies at the University American College Skopje

This Report analyses the success, based on defined forms.

I) Achievements of the learning outcomes by measuring the average success of the core course of the concentrations

I.1) Concentration Marketing

Table 1 presents the average grades of the project prepared by the students as part of the core course (Marketing Management), for the study program in concentration Marketing

Table 1: Average grade of the core course Marketing Management

Academic year	2012/2013	2013/2014
English group	76.67	50.25
Macedonian group	73	73.67
Total average	74,8	61,96

Average grade of the project as part of the core course Marketing Management

Academic year	2011/2012	2012/2013	2013/2014
Semester			
English group	85	73	84
Macedonian group	46	72.5	/
Total average	65,5	72,75	

The table shows significant progress in terms of achieving the learning outcomes according to the successfulness of the project for concentration in Marketing. In 2011/12, there is a big difference in the successfulness of the students studying in English and in Macedonian language.

I.2) Concentration Management

Table 2 presents the average grade of the core course (Business Strategy and Policy) for the study program with concentration in Management.

Table 2: Average grade of the core course Business Strategy and Policy

Academic year	2011/2012	2012/2013	2013/2014
English group	92.9	88.74	79,1
Macedonian group	72.1	75.09	76
Total average	82,5	81,9	77,5

Average grade of the project, as part of the core course Business Strategy and Policy

Academic year	2013/2014
English group	82,54
Macedonian group	90
Total average	86,27

I.3) Concentration Finance

Table 3 presents the average grade of the core course (Corporate Finance) for the study program with concentration in Finance.

Table 3: Average grade of the core course Corporate Finance

Academic year	2011/2012	2012/2013	2013/2014
English group	85	68.25	88.30
Macedonian group	54.48	43.62	60.39
Total average	69,74	55,9	74,3

II) Formative assessment of the achievements

The next form of measuring learning outcomes is through average achievement of the learning outcomes within the Examination test, in cases where the test is structured according to the learning outcomes. This is one of the ways of formative measurement of learning outcomes. The courses which were analyzed by this analysis in the fall semester were: Introduction to Microeconomics, Introduction to Marketing, Marketing Management (Macedonian group), Introduction to Microeconomics (Macedonian group), International Management and Globalization, Monetary Economics, and International Management and Globalization, while in the spring semester were: Introduction to Microeconomics, Introduction to Marketing, and Financial Markets (Macedonian group).

In attachment are presented the results of the student's achievements for the learning outcomes, of the courses listed above measured in the fall semester in the academic year 2013/2014.

Table 4: Course name: Introduction to Microeconomics – Nikica Mojsoska Blazevski

Group - 1A1	Pre test	Post test	Improvement
Average in %	42.40%	55.30%	30.42%
Number of students	16	10	

Table 4a. Success measured by the achievement of learning outcomes

Learning Outcomes	Achievement of the learning outcomes on the entry	Learning Outcomes	Achievement of the learning outcomes on the exit
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LO1	53.1%	LO1	54%
LO2	46.25%	LO2	56%
LO3	35.41%	LO3	80%
LO4	37.5%	LO4	30%
LO5	6.25%	LO5	60%

The results show that the lowest progress was achieved in the fourth learning outcome (LO4), and highest score and progress in the fifth learning outcome (LO5), which actually is the most complex and consists of application of the knowledge gained through the entire material. However, one of the reasons for these results is the small number of students who answered the post test.

Table 5: Course name: Introduction to Marketing – Ilijana Petrovska

Group - 1A1 and 1A2	Pre test	Post test	Improvement
Average in %	32%	58%	81.25%
Number of students	34	37	

Table 5a. Success measured by the achievement of learning outcomes

Learning Outcomes	Achievement of the learning outcomes on the entry	Learning Outcomes	Achievement of the learning outcomes on the exit
LO1	76%	LO1	65%
LO2	47%	LO2	62%
LO3	26%	LO3	73%
LO4	29%	LO4	51
LO5	62%	LO5	68%
LO6	53%	LO6	81%
LO7	6%	LO7	30%
LO8	6%	LO8	8%
LO9	9%	LO9	65%
LO10	3%	LO10	59%
LO11	35%	LO11	76%

The achieved results show that there is a difference in the achievement of certain learning outcomes. However, what is evident is the good performance achieved in most of the learning outcomes.

Table 6: Course name: Marketing Management – Krum Efremov

Group - 1A1	Pre test	Post test	Improvement
Average in %	57%	75%	31%
Number of students	4	4	

Table 7: Course name: Introduction to Microeconomics (Macedonian group) - Evica Delova Jolevska

Group - 1A1	Pre test	Post test	Improvement
Average in %	30.4%	67.8%	123%
Number of students	25	23	

Table 8: Course name: Monetary Economics – Marjan Petreski

Group - 1A1	Pre test	Post test	Improvement
Average in %	55%	81%	47%
Number of students	14	19	

Table 8a. Success measured by the achievement of learning outcomes

Learning Outcomes	Achievement of the learning outcomes on the entry	Learning Outcomes	Achievement of the learning outcomes on the exit
LO1	77%	LO1	89%
LO2	48%	LO2	80%
LO3	41%	LO3	80%
LO4	93%	LO4	95%
LO5	64%	LO5	58%
LO6	21%	LO6	89%
LO7	7%	LO7	42%

Table 9: Course name: International Management and Globalization – Makedonka Dimitrova

Group - 1A1	Pre test	Post test	Improvement
Average in %	44%	71.46%	62.4%

Number of students	18	20	
Table 9a. Success measured by the achievement of learning outcomes			
Learning Outcomes	Achievement of the learning outcomes on the entry	Learning Outcomes	Achievement of the learning outcomes on the exit
LO1	36%	LO1	70%
LO2	54%	LO2	69%
LO3	37.5%	LO3	75.8%

Table 10: Course name: International Management and Globalization – Makedonka Dimitrova

Group - 1A1	Pre test	Post test	Improvement
Average in %	31.36%	64.1%	104.4%
Number of students	21	19	
Табела 10s. Success measured by the achievement of learning outcomes			
Learning Outcomes	Achievement of the learning outcomes on the entry	Learning Outcomes	Achievement of the learning outcomes on the exit
LO1	34%	LO1	67%
LO2	31%	LO2	60%
LO3	29.3%	LO3	68%

In attachment are presented the results from the student's achievements of the student's learning outcomes, for the selected subjects in the spring semester in the academic year 2013/2014.

Table 11: Course name: Introduction to Microeconomics – Nikica Mojsoska Blazevski

Group - 1A2	Pre test	Post test	Improvement
Average in %	45.26%	59.24%	30.88%
Number of students	18	14	
Табела 11a. Success measured by the achievement of learning outcomes			
Learning Outcomes	Achievement of the learning outcomes on the entry	Learning Outcomes	Achievement of the learning outcomes on the exit
LO1	41%	LO1	67.1%

LO2	51%	LO2	58.57
LO3	50%	LO3	66.6%
LO4	50%	LO4	50%
LO5	2.75%	LO5	71.42%

Table 12: Course name: Introduction to Marketing – Ilijana Petrovska

Group – 1B1	Pre test	Post test	Improvement
Average in %	31%	53%	22%
Number of students	31	25	

Table 12a. Success measured by the achievement of learning outcomes

Learning Outcomes	Achievement of the learning outcomes on the entry	Learning Outcomes	Achievement of the learning outcomes on the exit
LO1	14%	LO1	60%
LO2	11%	LO2	80%
LO3	74%	LO3	80%
LO4	13%	LO4	44%
LO5	23%	LO5	44%
LO6	68%	LO6	88%
LO7	35%	LO7	16%
LO8	68%	LO8	64%
LO9	13%	LO9	12%
LO10	52%	LO10	4%

Table 13: Course name: Financial Markets – Jadranka Mrshik

Group – 3B3	Pre test	Post test	Improvement
Average in %	44%	72%	67%
Number of students	10	15	

Learning Outcomes	Achievement of the learning outcomes on the entry	Learning Outcomes	Achievement of the learning outcomes on the exit
LO1	10%	LO1	47%
LO2	42%	LO2	84%
LO3	70%	LO3	88%
LO4	33%	LO4	51%

☒ From the overall analysis of the subjects on which the assessment was made in both semesters, we can conclude that all analyzed subjects indicate progress in achieving success of the student's learning outcomes from the beginning to the end of the course. In the fall semester the courses marked improvement for more than 30%, and in the spring semester for more than 20%. This formative methods for measuring the LO success are successfully implemented and are useful for measuring the progress of the knowledge and the overall student's success from the beginning until the end of the course. They also indicate in which learning outcome the knowledge and success should be improved. The analysis is also useful for the faculty teaching the analyzed subjects, who based on the results could take some measures for improving the student's achievements for the learning outcomes with lower results.

III) Summative assessment of student's achievements

This part presents the results from the two forms of summative assessment:

1. External test for evaluating student's achievements, based on intended learning outcomes
2. Summative assessment of the achievement of the learning outcomes through a project within the core course (capstone project)
3. Summative measurement of the achievement of general skills, through the project within the core course (capstone project)

III.1) Summative assessment of SBEM is realized as well through **external test** approved by the Business Council. This year we continue with the goal of testing the students of third year in order to measure the achievement of the expected results for the concentration. A new version was implemented with the students from 4-year, at the end of their specialization studies.

Table 1 below presents the results from the external test conducted for students in 3th year, with concentration in **Marketing**.

Table 14: Results from the external test in third year, with concentration in Marketing

Learning outcomes	2012/13		2013/14	
	MK group	Eng. Group	MK group	Eng. group
Develop a complex marketing plan, including development and implementation of situational analyses, implementing a market research and concluding a market summary,	75%	43%	100%	56%
Define the product positioning, differentiation and development a product, brand, price, delivery and communication strategies	0%	0%	50%	56%
Assess the elements of the brand, measure the level of awareness of the brand, assess the image of a brand and propose measures for improving the perceived quality of the brand	0%	0%	25%	39%

Implement the steps in the selling process that will increase likelihood for success	45%	29%	0%	22%
Create or choose most effective distributing channel for the company	35%	14%	50%	22%
Negotiate and implement few negotiation tactics in order to successfully close the sale	not covered in the exit examination			
Develop a strategy for e-business development and opening an e-shop	50%	64%	0%	33%
Develop an integrated marketing communications strategy, using alternative channels	0%	0%	0%	37%
Design an advertisement, a label, multimedia TV commercial.	not covered in the exit examination			
Conduct small scale independent research and draw conclusions relevant to marketing	not covered in the exit examination			
Critically examine the practical significance of what has been learnt about consumer behavior to their personal life	0%	0%	0%	44%
Business specific skills including basic research on the micro-environment	50%	50%	0%	56%
Business specific skills including basic research on the macro environment	35%	50%	0%	44%
Average	29%	25%	23%	41%

From the presented results we can conclude that students from the English group showed higher and better results in the defined learning outcomes compared to the students from the Macedonian group, and particularly the difference in the success is evident in implementing the steps of the sales process, and in the development of the electronic business and electronic strategy.

Table 14a, presents the results from the external test conducted in the 4th year students, with concentration in Marketing.

Table 14a: Results from the external test in 4th year, with concentration in Marketing

Learning Outcomes for the academic 2013/14 year	Percent
ILO 1: Conduct small scale independent research and draw conclusions relevant to marketing	65%
ILO 2: Development and product positioning	90%
ILO 3: Develop an integrated marketing communications strategy	80%
ILO 4: Create or choose most effective distributing channel for the company	80%
ILO 5: Define pricing strategy in accordance to the marketing strategies	80%
ILO 6: Understanding the basic concept of Marketing and implementation of holistic marketing strategy	65%

From Table 1a, it can be concluded that students from 4th year, with concentration in Marketing with more than 60% successfully achieved the learning outcomes for the academic year 2013/14.

Table 2, presents the results from the external test conducted in 3th year, concentration in **Management**.

The external test in the academic year 2013/2014 was implemented for students in 3th year of undergraduate studies. The test was voluntarily answered by 8 students from the English group and 2 students from the Macedonian group.

Table 15: Results from the external test conducted in 3th year, concentration Management

Learning outcomes	2012/2013	2013/2014	
	ENG group	ENG group	MAK group
Prepare and logistically support the board and staff meetings and other clerical tasks	33,3	31,2	12,5
Perform detailed analysis of the broad business environment and conditions, as well as assessment of the earning potential of various industries	58,3	29,7	18,7
Perform detailed competitor analysis of the main competitors as introduction into the strategic planning process, and evaluate the organizational strategic plan	50	25	20
Perform analysis of the earning potentials of the strategic business units of the company	44	35	16
Preparation and participation in activities of defining and redefining the mission statement and setting the long term objectives and the vision of the company	66,7	50	25
Critical evaluation of the company's performance, using different evaluation methods, including management of information systems	75	25	25
Demonstrate the ability to communicate and ensure internal controls are professionally, implemented and provide assurance for users of financial statements	16,7	6,2	25
Apply ethical reasoning and team building practices in business management.	83,3	18,7	0

From the results it's obvious that the students from the English group have better results in achieving the learning outcomes compared to the students from the Macedonian group. What we can notice is the general decrease in the achievement of the learning outcomes. It may be due to the way in which the test was conducted and due to the small number of students who completed the test (only three students from the English group filled the test in 2013/14). In 2012/2013 the test was conducted during the classes, and in 2013/14 the test was conducted during the final exam when the students were maybe less concentrated while completing the external test. The recommendations for further improvement would be in direction of standardizing the procedure for completion and implementation of the external test, encouraging students to seriously answer the

questions of the test, and the focus will be also on reformulating the questions and the way of answering in order to have at the end more relevant results.²

Table 15a: Results from the external test in 4th year, concentration Management

Learning Outcomes	ENG group 2013/2014
Demonstrate advanced skills in planning and engaging in administrative support to organizations	90
Integrate the knowledge acquired in the program in order to critically evaluate the political, economic, environmental and social events/matters intertwined in current business affairs, whether locally, regionally or internationally	80
Critically evaluate and engage in the activities of the strategic planning process	50
Analyze and apply principles of human resource management	45
Demonstrate the ability to understand, communicate and use financial reports	15
Evaluate the implications of some of the major ethical issues facing business and society	60

The external test conducted in year 4, concentration Management was answered by 5 students from the English group. From the results for achievement of each learning outcome, it can be identified a problematic achievement for one learning outcome associated with understanding, communicating and using financial reports. Taking also into consideration the low student's achievement in 3th year for the learning outcome associated with understanding of financial indicators, we can conclude that certain measures are necessary to be undertaken for improvement of student's knowledge in that filed.

Table 3 presents the results from the external test conducted in 3th year, in the English and Macedonian group with concentration in **Finance**

Table 16: Results from the external test in 3th year, concentration Finance

Learning Outcomes for the academic 2013/14	MK group	EN group
ILO		
Business specific skills including basic research on the micro	75.00%	100.00%
Business specific skills including basic research on the macro environment	0.00%	87.50%
Present financial sector data with supporting justification for the data and reasonable understanding of the financial sector developments, financial sector structure and financial system stability and soundness	78.33%	72.81%

² On the other hand, it is not recommended to change the questions because they were set by the Business Council and also to ensure comparability of data from year to year.

Acquire the analytical skills of cost determination for the financial products, services and innovations	75.00%	100.00%
Professionally present financial reports justifying financial policy	96.67%	94.79%
Demonstrate an understanding of the basic technical skills such as the application of calculation of the main financial indicators and the main financial supervisory standards	78.00%	95.63%
Apply critical reasoning in financial sector analysis, as well as the analysis of the financial sector and macroeconomic environment	61.00%	69.25%

The external test in 3th year, concentration in Finance was answered and completed by only 4 students from the English group, and from only 1 student from the Macedonian group. From the results it is evident that the students from the English group achieved substantially better results in respect to the Macedonian group. Without exception, we can conclude that the students from the English group achieved all the learning outcomes satisfactorily. In terms of the Macedonian group, we can conclude that the learning outcome 2, it's not achieved at all (0%), but it's due to the fact that only one student completed the test in that group, and did not answer that particular question.

Table 16a: Results from the external test in year 4, concentration Finance

Learning outcomes 2013/14 година	English group
Business specific skills including basic research on the micro and macro environment	49.38%
Present financial sector data with supporting justification for the data and reasonable understanding of the financial sector developments, financial sector structure and financial system stability and soundness	50.00%
Acquire the analytical skills of cost determination for the financial products, services and innovations	65.63%
Professionally present financial reports justifying financial policy	65.63%
Demonstrate an understanding of the basic technical skills such as the application of calculation of the main financial indicators and the main financial supervisory standards	76.56%
Apply critical reasoning in financial sector analysis, as well as the analysis of the financial sector and macroeconomic environment	66.07%

III.2) Another way for summative measurement of the learning outcomes is at a level of program and through evaluation of a **certain part which covers the project** within the core course (**capstone course**).

Achievements of Learning Outcomes through the core project of the course (capstone) – Marketing

plan, **Marketing** department (in percents) for the academic year 2013/2014 are the following:³

Learning Outcomes	Eng. group	MK group
Developing a Marketing plan, situational analysis, market research and marketing strategy proposal	70	65
Strategic positioning and product development, brand, price, delivery and communication	75	60
Analysis of brand's elements and brand development strategy proposal	70	65
Proposal for using more effective distribution channels	65	65
Development of marketing communication campaign proposal	70	65
Making a small market research and making conclusions for the company's business decisions	70	65
Analysis and definition of behavior	65	60

Achievements of the learning outcomes through the core project of the course (capstone) Business Strategy and Policy, **Management** department (in percents) for the academic year 2013/2014 are the following:

Learning Outcomes	Eng. group	MK group
To make a detailed analysis of the wider environment and conditions, as well to evaluate the profit potential of different segments in the economy.	86,7%	83,1%
To make a detailed analysis of the completion and the main competitors as a core element to the process of strategic planning and evaluation of the strategic plan of the company	88,8%	91,7%
To analyze the earning potential of the strategic company's sectors.	75,2%	71,2%
Participation and preparation of activities for redefining the vision and mission of the company	82,5%	72,4%

Achievements of the learning outcomes through the core project of the course (capstone) Corporate Finance, **Finance** department (in percents for the two groups) for the academic year 2013/2014 are the following:

Learning Outcomes	Results in percents from the two groups
Presentation of data from the financial sector with sound data explanations and reasonable understanding of the developing tendency of the financial sector, structure of the financial sector and stability of the financial system.	70,4%
Analytical skills to determine the cost of financial products, services and innovations.	55,4%

³This form of summative measurement was implemented for the first time in 2013/14, so it is not possible to present comparative results.

Upon the results gained from the projects of the core (capstone courses) for each department, it can be concluded that higher achievements of the LO achieved the students from the English group compared to the students from the Macedonian group. However, generally the results are satisfactory for both groups.

III.3) Summative assessment of the general skills

A third form of summative measurement of the student's achievements is through measuring student's general skills developed during the studies. This form of this measurement is implemented through the project prepared within the core course (capstone course) for each study program and concentration.

- For the **Marketing** department, the student's achievements in general skills are measured through the final project of the course Marketing Management (capstone course), and the results are the following:

Evaluation of general skills within the project (expressed in percent) – Marketing plan for the course Marketing Management	English group	Macedonian group
Ability to work in a team and communicate effectively	80	70
Presentational skills	80	65
Academic writing, referencing	70	70
Technical (computer skills)	80	80

Again we can notice a higher results and achievements in the general skills of the students from the English group, but however the results of both groups are satisfactorily and we can conclude that the students achieved substantially all the intended general skills.

For the **Management** department, the student's achievements in general skills are measured through the final project of the course Business Strategy and Policy, and the results are the following:

Evaluation of general skills within the project (expressed in percent) – Business Strategy and Policy	English group	Macedonian group
Ability to work in a team and communicate effectively	74	96
Presentational skills	77	93
Academic writing, referencing	72	54
Technical (computer skills)	82	78

From the results it can be concluded that, students from the English group showed better results in terms of respecting the rules for academic writing and better skills in technical editing of the text, while the students from the Macedonian group showed better ability to work in a team, to communicate effectively and have better presentational skills.

For the **Finance** department, the achievement of the learning outcomes associated with general skills is measured through the final project of the course Corporate Finance, and the result measured as the average of all four defined skills (ability to work in a team, effective communication, presentation skills, academic writing, referencing and technical (computer skills) is 62.9%.

From the overall report, it is obvious the higher success in almost all parameters of the students studying in the English group, but however generally the success is satisfactory also for the students studying in Macedonian. Through this Report it can be concluded that with the application of these different methods and measurements of the student's achievements of learning outcomes, we can have a clear picture for the student's progress in the three concentrations of SBEM, and also which specific defined learning outcomes should be improved and which criteria should be met.

IV) Indicators for measuring part time and full time student's success in undergraduate studies at the University American College Skopje

The overall program effectiveness is measured through quantitative indicators, and based on the Decision for defining indicators for measuring the part time and full time student's success in undergraduate studies at the University American College Skopje.

Attached is the analysis of the quantitative indicators for 3 years period, according to the language of the study program.

IV.1) First cycle, study program in English language

The number of enrolled students at first year of studies, in program in English in the last 2 years, is decreased because of the general situation in the field of high education in Republic of Macedonia. Hence, the progression rate of students from year 1 to year 2 is almost not changed since 2010/11 onwards, when it increased from 83% to around 87%. However, in 2012/13 there is a decrease in the rate of progression from second to third year, from about 94% to 86%. The average GPA for each year is around 2.6 (expressed in GPA), although we can notice a certain oscillations. For example, in 2013/2014, the average GPA in 3th year it's substantially increased, but at the same time student's progression rate has decreased (only the better students have progressed to year 3, which is expressed through a higher average grade).

The rate of students on hold is oscillating between 92 and 98%, with the most significant decrease in 2013/14 (89%). The GPA of the graduates is around 2.8 (GPA), and the average time for completion of the studies is 3 years. The rate of graduated students is around 63%, and around 60% of the students complete the studies on time.

IV.2) First cycle, study program in Macedonian language

The trends presented at the students who study program in Macedonian language, are similar as the ones studying the program in English language. However, for almost all indicators, the program in Macedonian language has lower results and lower efficiency. One of the explanations for this is the lower pre achievement and results of the students. For example, the results of the pre tests implemented for the course Introduction to Microeconomics taught at the first year in English and in Macedonian are different; the average grade of the pre tests of the students from the English group was 42.40%, while the average grade of the student's pre test from the Macedonian group was 30.4%. Hence, in the academic year 2013/14 the progression rate for the program in Macedonian language in year 2 is decreased. Similarly, the progression rate from year 2 to year 3 has increased in 2012/13, after the low results in 2012/13 of (83.3%). On the other hand, we can notice on the program in Macedonian language positive changes in the average grade (GPA). Unlike, the English program where around 63% of the students graduate on time, that is case of only 50% of the students who study the Macedonian program.

Analysis of the quantitative indicators for 3 years period

School of Business Economics and Management		(in English)			
Description					
	2009-10	2010-11	2011-12	2012-13	2013-14
Number of Students enrolled in year 1	57	65	65	56	41
Number of Students enrolled in year 2	49	54	57	50	36
Progression rate from year 1 to year 2	85.96%	83.08%	87.69%	89.29%	87.80%
Number of Students enrolled in year 3	47	51	54	43	0
Progression rate from year 2 to year 3	95.92%	94.44%	94.74%	86.00%	0.00%
Average GPA in year 1	2.53	2.64	2.63	2.40	2.61
Average GPA in year 2	2.63	2.79	2.57	2.59	3.17
Average GPA in year 3	2.55	2.53	2.61	1.76	
Number of students on probation	0	8	5	0	0
Rate of students on probation	0.00%	15.69%	9.26%	0.00%	0.00%
Number of students on hold	3	2	0	1	1
Rate of students on hold	6.38%	3.92%	0.00%	2.33%	0.00%
Number of dropped out students	4	8	5	6	1
Rate of student's retention	92.98%	87.69%	92.31%	89.29%	97.56%
Rate of dropped out students	7.02%	12.31%	7.69%	10.71%	2.44%
Number of students graduated in 3 years	32	35	41	1	0
Number of students graduated in 4 years	2	6	0	0	0
Number of students graduated in 5 years	1	0	0	0	0
Number of students graduated in 6 years and or more	0	0	0	0	0
Average time for program completion (years)	3.11	3.15	3.00	3.00	0.00
Rate of students who graduated on time	56.14%	53.85%	63.08%	1.79%	0.00%
Rate of students who did not graduate on time	5.26%	9.23%	0.00%	0.00%	0.00%
Rate of graduated students	61.40%	63.08%	63.08%	1.79%	0.00%
Average GPA on GPA of graduates in 3 years	2.84	3.08	2.85	2.83	0.00
Average GPA on GPA of graduates in 4 years	1.96	1.75	0.00	0.00	0.00
Average GPA on GPA of graduates in 5 years	2.33	0.00	0.00	0.00	0.00
Average GPA on GPA of graduates in 6 years and more	0.00	0.00	0.00	0.00	0.00

School of Business Economics and Management		(in Macedonian)			
Description	Cohorts				
	2009-10	2010-11	2011-12	2012-13	2013-14
Number of Students enrolled in year 1	91	62	50	48	30
Number of Students enrolled in year 2	79	54	42	37	22
Progression rate from year 1 to year 2	86.81%	87.10%	84.00%	77.08%	73.33%
Number of Students enrolled in year 3	72	49	35	36	0
Progression rate from year 2 to year 3	91.14%	90.74%	83.33%	97.30%	0.00%
Average GPA in year 1	2.17	2.20	2.06	2.26	2.14
Average GPA in year 2	2.28	2.33	2.17	2.63	0.00
Average GPA in year 3	2.09	2.16	2.24	2.30	0.00
Number of students on probation	0	5	13	0	0
Rate of students on probation	0.00%	10.20%	37.14%	0.00%	0.00%
Number of students on hold	5	4	2	1	1
Rate of students on hold	6.94%	8.16%	5.71%	2.78%	0.00%
Number of dropped out students	5	5	7	7	5
Rate of student's retention	94.51%	91.94%	86.00%	85.42%	83.33%
Rate of dropped out students	5.49%	8.06%	14.00%	14.58%	16.67%
Number of students graduated in 3 years	43	32	26	1	0
Number of students graduated in 4 years	11	6	0	0	0
Number of students graduated in 5 years	4	0	0	0	0
Number of students graduated in 6 years and or more	0	0	0	0	0
Average time for program completion (years)	3.33	3.16	3.00	3.00	0
Rate of students who graduated on time	47.25%	51.61%	52.00%	2.08%	0.00%
Rate of students who did not graduate on time	16.48%	9.68%	0.00%	0.00%	0.00%
Rate of graduated students	63.74%	61.29%	52.00%	2.08%	0.00%
Average GPA on GPA of graduates in 3 years	2.53	2.49	2.32	2.83	0.00
Average GPA on GPA of graduates in 4 years	1.95	1.93	0.00	0.00	0.00
Average GPA on GPA of graduates in 5 years	1.70	0.00	0.00	0.00	0.00
Average GPA on GPA of graduates in 6 years and more	0.00	0.00	0.00	0.00	0.00

School of Business Economics and Management	(English and Macedonian)				
Description	Cohorts				
	2009-10	2010-11	2011-12	2012-13	2013-14
Number of Students enrolled in year 1	148	127	115	104	71
Number of Students enrolled in year 2	128	108	99	87	58
Progression rate from year 1 to year 2	86.49%	85.04%	86.09%	83.65%	81.69%
Number of Students enrolled in year 3	119	100	89	79	0
Progression rate from year 2 to year 3	92.97%	92.59%	89.90%	90.80%	0.00%
Average GPA in year 1	2.31	2.43	2.41	2.34	2.43
Average GPA in year 2	2.41	2.58	2.41	2.61	3.17
Average GPA in year 3	2.25	2.34	2.46	2.09	0.00
Number of students on probation	0	13	18	0	0
Rate of students on probation	0.00%	13.00%	20.22%	0.00%	0.00%
Number of students on hold	8	6	2	2	2
Rate of students on hold	6.72%	6.00%	2.25%	2.53%	0.000%
Number of dropped out students	9	13	12	13	6
Rate of student's retention	93.92%	89.76%	89.57%	87.50%	91.55%
Rate of dropped out students	6.08%	10.24%	10.43%	12.50%	8.45%
Number of students graduated in 3 years	75	67	67	2	0
Number of students graduated in 4 years	13	12	0	0	0
Number of students graduated in 5 years	5	0	0	0	0
Number of students graduated in 6 years and or more	0	0	0	0	0
Average time for program completion (years)	3.25	3.15	3.00	3.00	0
Rate of students who graduated on time	50.68%	52.76%	58.26%	1.92%	0.00%
Rate of students who did not graduate on time	12.16%	9.45%	0.00%	0.00%	0.00%
Rate of graduated students	62.84%	62.20%	58.26%	1.92%	0.00%
Average GPA on GPA of graduates in 3 years	2.66	2.80	2.65	2.83	0.00
Average GPA on GPA of graduates in 4 years	1.95	1.84	0.00	0.00	0.00
Average GPA on GPA of graduates in 5 years	1.83	0.00	0.00	0.00	0.00
Average GPA on GPA of graduates in 6 years and more	0.00	0.00	0.00	0.00	0.00

Annex 3 – Quantitative indicators for measuring the overall program efficiency - Undergraduate programs

School of Business Economics and Management (english)					
Description					
	2009-10	2010-11	2011-12	2012-13	2013-14
Number of Students enrolled in year 1	57	65	65	56	41
Number of Students enrolled in year 2	49	54	57	50	36
Progression rate from year 1 to year 2	85.96%	83.08%	87.69%	89.29%	87.80%
Number of Students enrolled in year 3	47	51	54	43	0
Progression rate from year 2 to year 3	95.92%	94.44%	94.74%	86.00%	0.00%
Average GPA in year 1	2.53	2.64	2.63	2.40	2.61
Average GPA in year 2	2.63	2.79	2.57	2.59	3.17
Average GPA in year 3	2.55	2.53	2.61	1.76	
Number of students on probation	0	8	5	0	0
Rate of students on probation	0.00%	15.69%	9.26%	0.00%	0.00%
Number of students on hold	3	2	0	1	1
Rate of students on hold	6.38%	3.92%	0.00%	2.33%	0.00%
Number of dropped out students	4	8	5	6	1
Rate of student's retention	92.98%	87.69%	92.31%	89.29%	97.56%
Rate of dropped out students	7.02%	12.31%	7.69%	10.71%	2.44%
Number of students graduated in 3 years	32	35	41	1	0
Number of students graduated in 4 years	2	6	0	0	0
Number of students graduated in 5 years	1	0	0	0	0
Number of students graduated in 6 years and or more	0	0	0	0	0
Average time for program completion (years)	3.11	3.15	3.00	3.00	0.00
Rate of students who graduated on time	56.14%	53.85%	63.08%	1.79%	0.00%
Rate of students who did not graduate on time	5.26%	9.23%	0.00%	0.00%	0.00%
Rate of graduated students	61.40%	63.08%	63.08%	1.79%	0.00%
Average GPA on GPA of graduates in 3 years	2.84	3.08	2.85	2.83	0.00
Average GPA on GPA of graduates in 4 years	1.96	1.75	0.00	0.00	0.00
Average GPA on GPA of graduates in 5 years	2.33	0.00	0.00	0.00	0.00
Average GPA on GPA of graduates in 6 years and more	0.00	0.00	0.00	0.00	0.00

School of Business Economics and Management (macedonian)	
Description	Cohorts

	2009-10	2010-11	2011-12	2012-13	2013-14
Number of Students enrolled in year 1	91	62	50	48	30
Number of Students enrolled in year 2	79	54	42	37	22
Progression rate from year 1 to year 2	86.81%	87.10%	84.00%	77.08%	73.33%
Number of Students enrolled in year 3	72	49	35	36	0
Progression rate from year 2 to year 3	91.14%	90.74%	83.33%	97.30%	0.00%
Average GPA in year 1	2.17	2.20	2.06	2.26	2.14
Average GPA in year 2	2.28	2.33	2.17	2.63	0.00
Average GPA in year 3	2.09	2.16	2.24	2.30	0.00
Number of students on probation	0	5	13	0	0
Rate of students on probation	0.00%	10.20%	37.14%	0.00%	0.00%
Number of students on hold	5	4	2	1	1
Rate of students on hold	6.94%	8.16%	5.71%	2.78%	0.00%
Number of dropped out students	5	5	7	7	5
Rate of student's retention	94.51%	91.94%	86.00%	85.42%	83.33%
Rate of dropped out students	5.49%	8.06%	14.00%	14.58%	16.67%
Number of students graduated in 3 years	43	32	26	1	0
Number of students graduated in 4 years	11	6	0	0	0
Number of students graduated in 5 years	4	0	0	0	0
Number of students graduated in 6 years and or more	0	0	0	0	0
Average time for program completion (years)	3.33	3.16	3.00	3.00	0
Rate of students who graduated on time	47.25%	51.61%	52.00%	2.08%	0.00%
Rate of students who did not graduate on time	16.48%	9.68%	0.00%	0.00%	0.00%
Rate of graduated students	63.74%	61.29%	52.00%	2.08%	0.00%
Average GPA on GPA of graduates in 3 years	2.53	2.49	2.32	2.83	0.00
Average GPA on GPA of graduates in 4 years	1.95	1.93	0.00	0.00	0.00
Average GPA on GPA of graduates in 5 years	1.70	0.00	0.00	0.00	0.00
Average GPA on GPA of graduates in 6 years and more	0.00	0.00	0.00	0.00	0.00

School of Business Economics and Management	(english and macedonian)				
Description	Cohorts				
	2009-10	2010-11	2011-12	2012-13	2013-14
Number of Students enrolled in year 1	148	127	115	104	71
Number of Students enrolled in year 2	128	108	99	87	58
Progression rate from year 1 to year 2	86.49%	85.04%	86.09%	83.65%	81.69%
Number of Students enrolled in year 3	119	100	89	79	0

Progression rate from year 2 to year 3	92.97%	92.59%	89.90%	90.80%	0.00%
Average GPA in year 1	2.31	2.43	2.41	2.34	2.43
Average GPA in year 2	2.41	2.58	2.41	2.61	3.17
Average GPA in year 3	2.25	2.34	2.46	2.09	0.00
Number of students on probation	0	13	18	0	0
Rate of students on probation	0.00%	13.00%	20.22%	0.00%	0.00%
Number of students on hold	8	6	2	2	2
Rate of students on hold	6.72%	6.00%	2.25%	2.53%	0.000%
Number of dropped out students	9	13	12	13	6
Rate of student's retention	93.92%	89.76%	89.57%	87.50%	91.55%
Rate of dropped out students	6.08%	10.24%	10.43%	12.50%	8.45%
Number of students graduated in 3 years	75	67	67	2	0
Number of students graduated in 4 years	13	12	0	0	0
Number of students graduated in 5 years	5	0	0	0	0
Number of students graduated in 6 years and or more	0	0	0	0	0
Average time for program completion (years)	3.25	3.15	3.00	3.00	0
Rate of students who graduated on time	50.68%	52.76%	58.26%	1.92%	0.00%
Rate of students who did not graduate on time	12.16%	9.45%	0.00%	0.00%	0.00%
Rate of graduated students	62.84%	62.20%	58.26%	1.92%	0.00%
Average GPA on GPA of graduates in 3 years	2.66	2.80	2.65	2.83	0.00
Average GPA on GPA of graduates in 4 years	1.95	1.84	0.00	0.00	0.00
Average GPA on GPA of graduates in 5 years	1.83	0.00	0.00	0.00	0.00
Average GPA on GPA of graduates in 6 years and more	0.00	0.00	0.00	0.00	0.00

School of Architecture and Design (macedonian)					
Description	Cohorts				
	2009-10	2010-11	2011-12	2012-13	2013-14
Number of Students enrolled in year 1	57	71	82	53	74
Number of Students enrolled in year 2	49	54	63	43	50
Progression rate from year 1 to year 2	85.96%	76.06%	76.83%	81.13%	67.57%
Number of Students enrolled in year 3	47	51	57	38	0
Progression rate from year 2 to year 3	95.92%	94.44%	90.48%	88.37%	
Average GPA in year 1	2.40	2.45	2.66	2.73	2.40
Average GPA in year 2	2.59	2.54	2.54	2.63	0.00
Average GPA in year 3	2.59	2.53	2.59	2.52	1.33

Number of students on probation	0	4	6	0	0
Rate of students on probation	0.00%	7.84%	10.53%	0.00%	0.00%
Number of students on hold	1	0	3	0	2
Rate of students on hold	2.13%	0.00%	5.26%	0.00%	0.00%
Number of dropped out students	7	13	17	7	11
Rate of student's retention	87.72%	81.69%	79.27%	86.79%	85.14%
Rate of dropped out students	12.28%	18.31%	20.73%	13.21%	14.86%
Number of students graduated in 3 years	32	35	39	1	0
Number of students graduated in 4 years	10	5	0	0	0
Number of students graduated in 5 years	0	0	0	0	0
Number of students graduated in 6 years and or more	0	0	0	0	0
Average time for program completion (years)	3.24	3.13	3.00	3.00	0.00
Rate of students who graduated on time	56.14%	49.30%	47.56%	1.89%	0.00%
Rate of students who did not graduate on time	17.54%	7.04%	0.00%	0.00%	0.00%
Rate of graduated students	73.68%	56.34%	47.56%	1.89%	0.00%
Average GPA on GPA of graduates in 3 years	2.84	2.70	2.85	2.73	0.00
Average GPA on GPA of graduates in 4 years	1.97	2.23	0.00	0.00	0.00
Average GPA on GPA of graduates in 5 years	0.00	0.00	0.00	0.00	0.00
Average GPA on GPA of graduates in 6 years and more	0.00	0.00	0.00	0.00	0.00

School of Computer Science and Information Technology (english)					
Description	Cohorts				
	2009-10	2010-11	2011-12	2012-13	2013-14
Number of Students enrolled in year 1	8	5	0	0	13
Number of Students enrolled in year 2	7	5	0	0	13
Progression rate from year 1 to year 2	87.50%	100.00%	0.00%	0.00%	100.00%
Number of Students enrolled in year 3	7	5	0	0	0
Progression rate from year 2 to year 3	100.00%	100.00%	0.00%	0.00%	0.00%
Average GPA in year 1	2.40	2.61	0.00	0.00	2.50
Average GPA in year 2	2.21	2.61	0.00	0.00	0.00
Average GPA in year 3	2.53	2.40	0.00	0.00	0.00
Number of students on probation	0	0	0	0	0
Rate of students on probation	0.00%	0.00%	0.00%	0.00%	0.00%
Number of students on hold	0	0	0	0	0
Rate of students on hold	0.00%	0.00%	0.00%	0.00%	0.00%
Number of dropped out students	0	0	0	0	0

Rate of student's retention	100.00%	100.00%	0.00%	0.00%	100.00%
Rate of dropped out students	0.00%	0.00%	0.00%	0.00%	0.00%
Number of students graduated in 3 years	4	1	0	0	0
Number of students graduated in 4 years	1	2	0	0	0
Number of students graduated in 5 years	0	0	0	0	0
Number of students graduated in 6 years and or more	0	0	0	0	0
Average time for program completion (years)	3.20	3.67	0.00	0.00	0.00
Rate of students who graduated on time	50.00%	20.00%	0.00%	0.00%	0.00%
Rate of students who did not graduate on time	12.50%	40.00%	0.00%	0.00%	0.00%
Rate of graduated students	62.50%	60.00%	0.00%	0.00%	0.00%
Average GPA on GPA of graduates in 3 years	2.72	3.95	0.00	0.00	0.00
Average GPA on GPA of graduates in 4 years	2.59	2.69	0.00	0.00	0.00
Average GPA on GPA of graduates in 5 years	0.00	0.00	0.00	0.00	0.00
Average GPA on GPA of graduates in 6 years and more	0.00	0.00	0.00	0.00	0.00
School of Computer Science and Information Technology (macedonian)					
Description	Cohorts				
	2009-10	2010-11	2011-12	2012-13	2013-14
Number of Students enrolled in year 1	27	24	21	12	1
Number of Students enrolled in year 2	27	19	16	10	0
Progression rate from year 1 to year 2	100.00%	79.17%	76.19%	83.33%	0.00%
Number of Students enrolled in year 3	26	16	15	10	0
Progression rate from year 2 to year 3	96.30%	84.21%	93.75%	100.00%	0.00%
Average GPA in year 1	2.32	2.28	2.49	2.37	2.86
Average GPA in year 2	2.05	2.46	2.53	2.43	0.00
Average GPA in year 3	2.27	2.31	1.96	0.00	0.00
Number of students on probation	0	4	5	0	0
Rate of students on probation	0.00%	25.00%	33.33%	0.00%	0.00%
Number of students on hold	1	1	0	0	0
Rate of students on hold	3.85%	6.25%	0.00%	0.00%	0.00%
Number of dropped out students	1	4	4	2	0
Rate of student's retention	96.30%	83.33%	80.95%	83.33%	100.00%
Rate of dropped out students	3.70%	16.67%	19.05%	16.67%	0.00%
Number of students graduated in 3 years	8	6	6	0	0
Number of students graduated in 4 years	6	4	0	0	0
Number of students graduated in 5 years	3	0	0	0	0

Number of students graduated in 6 years and or more	0	0	0	0	0
Average time for program completion (years)	3.71	3.40	3.00	0.00	0.00
Rate of students who graduated on time	29.63%	25.00%	28.57%	0.00%	0.00%
Rate of students who did not graduate on time	33.33%	16.67%	0.00%	0.00%	0.00%
Rate of graduated students	62.96%	41.67%	28.57%	0.00%	0.00%
Average GPA on GPA of graduates in 3 years	2.79	3.18	2.84	0.00	0.00
Average GPA on GPA of graduates in 4 years	2.21	2.25	0.00	0.00	0.00
Average GPA on GPA of graduates in 5 years	1.92	0.00	0.00	0.00	0.00
Average GPA on GPA of graduates in 6 years and more	0.00	0.00	0.00	0.00	0.00

School of Computer Science and Information Technology (english + macedonian)					
Description	Cohorts				
	2009-10	2010-11	2011-12	2012-13	2013-14
Number of Students enrolled in year 1	35	29	21	12	14
Number of Students enrolled in year 2	34	24	16	10	13
Progression rate from year 1 to year 2	97.14%	82.76%	76.19%	83.33%	92.86%
Number of Students enrolled in year 3	33	21	15	10	0
Progression rate from year 2 to year 3	97.06%	87.50%	93.75%	100.00%	0.00%
Average GPA in year 1	2.34	2.35	2.49	2.37	2.53
Average GPA in year 2	2.09	2.49	2.53	2.43	0.00
Average GPA in year 3	2.33	2.33	1.96	0.67	0.00
Number of students on probation	0	4	5	0	0
Rate of students on probation	0.00%	19.05%	33.33%	0.00%	0.00%
Number of students on hold	1	1	0	0	0
Rate of students on hold	3.03%	4.76%	0.00%	0.00%	0.00%
Number of dropped out students	1	4	4	2	0
Rate of student's retention	97.14%	86.21%	80.95%	83.33%	100.00%
Rate of dropped out students	2.86%	13.79%	19.05%	16.67%	0.00%
Number of students graduated in 3 years	12	7	6	0	0
Number of students graduated in 4 years	7	6	0	0	0
Number of students graduated in 5 years	3	0	0	0	0
Number of students graduated in 6 years and or more	0	0	0	0	0
Average time for program completion (years)	3.59	3.46	3.00	0.00	0.00
Rate of students who graduated on time	34.29%	24.14%	28.57%	0.00%	0.00%
Rate of students who did not graduate on time	28.57%	20.69%	0.00%	0.00%	0.00%

Rate of graduated students	62.86%	44.83%	28.57%	0.00%	0.00%
Average GPA on GPA of graduates in 3 years	2.77	3.29	2.84	0.00	0.00
Average GPA on GPA of graduates in 4 years	2.26	2.40	0.00	0.00	0.00
Average GPA on GPA of graduates in 5 years	1.92	0.00	0.00	0.00	0.00
Average GPA on GPA of graduates in 6 years and more	0.00	0.00	0.00	0.00	0.00

School of Political Science (macedonian)					
Description	Cohorts				
	2009-10	2010-11	2011-12	2012-13	2013-14
Number of Students enrolled in year 1	8	11	11	0	0
Number of Students enrolled in year 2	7	10	9	0	0
Progression rate from year 1 to year 2	87.50%	90.91%	81.82%	0.00%	0.00%
Number of Students enrolled in year 3	6	9	9	0	0
Progression rate from year 2 to year 3	85.71%	90.00%	100.00%	0.00%	0.00%
Average GPA in year 1	1.75	2.12	2.19	0.00	0.00
Average GPA in year 2	2.29	2.53	2.47	0.00	0.00
Average GPA in year 3	2.23	2.25	2.54	0.00	0.00
Number of students on probation	0	0	1	0	0
Rate of students on probation	0.00%	0.00%	11.11%	0.00%	0.00%
Number of students on hold	0	1	2	0	0
Rate of students on hold	0.00%	11.11%	22.22%	0.00%	0.00%
Number of dropped out students	2	0	0	0	0
Rate of student's retention	75.00%	100.00%	100.00%	0.00%	0.00%
Rate of dropped out students	25.00%	0.00%	0.00%	0.00%	0.00%
Number of students graduated in 3 years	2	6	7	0	0
Number of students graduated in 4 years	1	2	0	0	0
Number of students graduated in 5 years	1	0	0	0	0
Number of students graduated in 6 years and or more	0	0	0	0	0
Average time for program completion (years)	3.75	3.25	3.00	0.00	0.00
Rate of students who graduated on time	25.00%	54.55%	63.64%	0.00%	0.00%
Rate of students who did not graduate on time	25.00%	18.18%	0.00%	0.00%	0.00%
Rate of graduated students	50.00%	72.73%	63.64%	0.00%	0.00%
Average GPA on GPA of graduates in 3 years	1.89	2.22	2.67	0.00	0.00
Average GPA on GPA of graduates in 4 years	2.07	1.89	0.00	0.00	0.00
Average GPA on GPA of graduates in 5 years	1.83	0.00	0.00	0.00	0.00
Average GPA on GPA of graduates in 6 years and more	0.00	0.00	0.00	0.00	0.00

School of Political Science (english)					
Description	Cohorts				
	2009-10	2010-11	2011-12	2012-13	2013-14
Number of Students enrolled in year 1	13	7	1	0	0
Number of Students enrolled in year 2	10	3	0	0	0
Progression rate from year 1 to year 2	76.92%	42.86%	0.00%	0.00%	0.00%
Number of Students enrolled in year 3	9	3	0	0	0
Progression rate from year 2 to year 3	90.00%	100.00%	0.00%	0.00%	0.00%
Average GPA in year 1	2.33	3.18	0.00	0.00	0.00
Average GPA in year 2	2.75	3.41	0.00	0.00	0.00
Average GPA in year 3	2.29	3.30	0.00	0.00	0.00
Number of students on probation	0.00	0.00	0.00	0.00	0.00
Rate of students on probation	0.00%	0.00%	0.00%	0.00%	0.00%
Number of students on hold	0	0	0	0	0
Rate of students on hold	0.00%	0.00%	0.00%	0.00%	0.00%
Number of dropped out students	2	2	1	0	0
Rate of student's retention	84.62%	71.43%	0.00%	0.00%	0.00%
Rate of dropped out students	15.38%	28.57%	100.00%	0.00%	0.00%
Number of students graduated in 3 years	4	2	0	0	0
Number of students graduated in 4 years	0	0	0	0	0
Number of students graduated in 5 years	1	0	0	0	0
Number of students graduated in 6 years and or more	0	0	0	0	0
Average time for program completion (years)	3.40	3.00	0.00	0.00	0.00
Rate of students who graduated on time	30.77%	28.57%	0.00%	0.00%	0.00%
Rate of students who did not graduate on time	7.69%	0.00%	0.00%	0.00%	0.00%
Rate of graduated students	38.46%	28.57%	0.00%	0.00%	0.00%
Average GPA on GPA of graduates in 3 years	2.71	3.73	0.00	0.00	0.00
Average GPA on GPA of graduates in 4 years	0.00	0.00	0.00	0.00	0.00
Average GPA on GPA of graduates in 5 years	2.16	0.00	0.00	0.00	0.00
Average GPA on GPA of graduates in 6 years and more	0.00	0.00	0.00	0.00	0.00

School of Political Science (english + macedonian)					
Description	Cohorts				
	2009-10	2010-11	2011-12	2012-13	2013-14
Number of Students enrolled in year 1	21	18	12	0	0

Number of Students enrolled in year 2	17	13	9	0	0
Progression rate from year 1 to year 2	80.95%	72.22%	75.00%	0.00%	0.00%
Number of Students enrolled in year 3	15	12	9	0	0
Progression rate from year 2 to year 3	88.24%	92.31%	100.00%	0.00%	0.00%
Average GPA in year 1	2.11	2.45	2.19	0.00	0.00
Average GPA in year 2	2.57	2.72	2.47	0.00	0.00
Average GPA in year 3	2.26	2.48	2.61	0.00	0.00
Number of students on probation	0	1	2	0	0
Rate of students on probation	0.00%	8.33%	22.22%	0.00%	0.00%
Number of students on hold	0	1	0	0	0
Rate of students on hold	0.00%	8.33%	0.00%	0.00%	0.00%
Number of dropped out students	4	2	1	0	0
Rate of student's retention	80.95%	88.89%	91.67%	0.00%	0.00%
Rate of dropped out students	19.05%	11.11%	8.33%	0.00%	0.00%
Number of students graduated in 3 years	6	8	7	0	0
Number of students graduated in 4 years	1	2	0	0	0
Number of students graduated in 5 years	2	0	0	0	0
Number of students graduated in 6 years and or more	0	0	0	0	0
Average time for program completion (years)	3.56	3.20	3.00	0.00	0.00
Rate of students who graduated on time	28.57%	44.44%	58.33%	0.00%	0.00%
Rate of students who did not graduate on time	14.29%	11.11%	0.00%	0.00%	0.00%
Rate of graduated students	42.86%	55.56%	58.33%	0.00%	0.00%
Average GPA on GPA of graduates in 3 years	2.44	2.59	2.67	0.00	0.00
Average GPA on GPA of graduates in 4 years	2.07	1.89	0.00	0.00	0.00
Average GPA on GPA of graduates in 5 years	1.99	0.00	0.00	0.00	0.00
Average GPA on GPA of graduates in 6 years and more	0.00	0.00	0.00	0.00	0.00

School of Law (macedonian)					
Description	Cohorts				
	2009-10	2010-11	2011-12	2012-13	2013-14
Number of Students enrolled in year 1	22	16	10	19	5
Number of Students enrolled in year 2	20	15	10	17	5
Progression rate from year 1 to year 2	90.91%	93.75%	100.00%	89.47%	100.00%
Number of Students enrolled in year 3	19	14	10	14	0
Progression rate from year 2 to year 3	95.00%	93.33%	100.00%	82.35%	0.00%
Average GPA in year 1	2.17	2.12	2.46	1.92	2.45
Average GPA in year 2	2.39	2.08	2.54	2.53	0.00

Average GPA in year 3	2.48	2.59	2.77	3.54	0.00
Number of students on probation	1	2	1	0	0
Rate of students on probation	5.26%	14.29%	10.00%	0.00%	0.00%
Number of students on hold	0	0	0	1	0
Rate of students on hold	0.00%	0.00%	0.00%	7.14%	0.00%
Number of dropped out students	1	0	0	0	0
Rate of student's retention	95.45%	100.00%	100.00%	100.00%	100.00%
Rate of dropped out students	4.55%	0.00%	0.00%	0.00%	0.00%
Number of students graduated in 3 years	15	9	8	1	0
Number of students graduated in 4 years	1	4	0	0	0
Number of students graduated in 5 years	2	0	0	0	0
Number of students graduated in 6 years and or more	0	0	0	0	0
Average time for program completion (years)	3.28	3.31	3.00	3.00	0.00
Rate of students who graduated on time	68.18%	56.25%	80.00%	5.26%	0.00%
Rate of students who did not graduate on time	13.64%	25.00%	0.00%	0.00%	0.00%
Rate of graduated students	81.82%	81.25%	80.00%	5.26%	0.00%
Average GPA on GPA of graduates in 3 years	2.50	2.42	2.77	2.20	0.00
Average GPA on GPA of graduates in 4 years	1.67	2.19	0.00	0.00	0.00
Average GPA on GPA of graduates in 5 years	2.16	0.00	0.00	0.00	0.00
Average GPA on GPA of graduates in 6 years and more	0.00	0.00	0.00	0.00	0.00

School of Foreign Languages (english)					
Description	Cohorts				
	2009-10	2010-11	2011-12	2012-13	2013-14
Number of Students enrolled in year 1	8	4	0	3	1
Number of Students enrolled in year 2	7	4	0	1	1
Progression rate from year 1 to year 2	87.50%	100.00%	0.00%	33.33%	100.00%
Number of Students enrolled in year 3	6	3	0	1	0
Progression rate from year 2 to year 3	85.71%	75.00%	0.00%	100.00%	
Average GPA in year 1	2.57	2.38	0.00	3.12	2.09
Average GPA in year 2	2.21	2.32	0.00	3.22	0.00
Average GPA in year 3	2.08	2.38	0.00	0.00	0.00
Number of students on probation	0	2	0	0	0
Rate of students on probation	0.00%	66.67%	0.00%	0.00%	
Number of students on hold	0	0	0	1	0
Rate of students on hold	0.00%	0.00%	0.00%	100.00%	
Number of dropped out students	0	0	0	1	0

Rate of student's retention	100.00%	100.00%	0.00%	66.67%	0.00%
Rate of dropped out students	0.00%	0.00%	0.00%	33.33%	0.00%
Number of students graduated in 3 years	5	2	0	0	0
Number of students graduated in 4 years	1	0	0	0	0
Number of students graduated in 5 years	0	0	0	0	0
Number of students graduated in 6 years and or more	0	0	0	0	0
Average time for program completion (years)	3.17	3.00	0.00	0.00	0.00
Rate of students who graduated on time	62.50%	50.00%	0.00%	0.00%	0.00%
Rate of students who did not graduate on time	12.50%	0.00%	0.00%	0.00%	0.00%
Rate of graduated students	75.00%	50.00%	0.00%	0.00%	0.00%
Average GPA on GPA of graduates in 3 years	2.39	2.85	0.00	0.00	0.00
Average GPA on GPA of graduates in 4 years	2.01	0.00	0.00	0.00	0.00
Average GPA on GPA of graduates in 5 years	0.00	0.00	0.00	0.00	0.00
Average GPA on GPA of graduates in 6 years and more	0.00	0.00	0.00	0.00	0.00

Quantitative indicators for graduate studies

School of Business Economics and Management		
MA English 3+1 - Specialization		
	2012-13	2013-14
Enrolments in year 1	1	8
Number of progressing to year 2	0	2
Average GPA per pass exam - entered year 1	3.1	3.13
Average GPA per pass exam - entered year 2	0	3.84
Number of graduated	0	0
Number of students who passed all the exams	0	0
MA English 3+2		
	2012-13	2013-14
Enrolments in year 1	29	33
Number of progressing to year 2	27	26
Average GPA per pass exam - entered year 1	2.78	2.93
Average GPA per pass exam - entered year 2	2.94	3.04
Number of students who passed all the exams		
Number of graduated	2	0
MA English 4+1		
	2012-13	2013-14
Enrolments in year 1	5	2
Number of progressing to year 2	5	0

Average GPA per pass exam - entered year 1	3.58	2.63
Average GPA per pass exam - entered year 2	3.11	0
Number of students who passed all the exams		
Number of graduated	1	0
MBA 4+1		
	2012-13	2013-14
Enrolments in year 1	13	18
Number of progressing to year 2	12	15
Average GPA per pass exam - entered year 1	3.35	3.28
Average GPA per pass exam - entered year 2	3.47	3.26
Number of students who passed all the exams		
Number of graduated	7	1

School of Business Economics and Management			
MA - MK 3+1 – Specialization			
	2012-13	2013-14	2014
Enrolments in year 1	1	1	
Number of progressing to year 2	0	1	
Average GPA per pass exam - entered year 1	2.53	2.89	
Average GPA per pass exam - entered year 2	0	4.00	
Number of graduated	0	0	
Number of students who passed all the exams			
MA - MK 3+2			
	2012-13	2013-14	2014
Enrolments in year 1	17	21	
Number of progressing to year 2	15	19	
Average GPA per pass exam - entered year 1	2.78	2.75	
Average GPA per pass exam - entered year 2	3.03	2.72	
Number of students who passed all the exams			6
Number of graduated	6	0	
MA - MK 4+1			
	2012-13	2013-14	2014
Enrolments in year 1	3	8	
Number of progressing to year 2	2	7	
Average GPA per pass exam - entered year 1	2.43	2.84	
Average GPA per pass exam - entered year 2	2.67	3.06	
Number of students who passed all the exams			
Number of graduated			

School of Architecture and Design		
3+2		
	2012-13	2013-14
Enrolments in year 1	39	46
Number of progressing to year 2	35	37
Average GPA per pass exam - entered year 1	3.08	2.64
Average GPA per pass exam - entered year 2	3.01	2.79
Number of students who passed all the exams		
Number of graduated	0	0
4+1		
	2012-13	2013-14
Enrolments in year 1	7	
Number of progressing to year 2	0	
Average GPA per pass exam - entered year 1	3.83	
Average GPA per pass exam - entered year 2	3.00	
Number of students who passed all the exams		
Number of graduated	1	

School of Computer Science and Information Technology	
3+2	
	2012-13
Enrolments in year 1	6
Number of progressing to year 2	5
Average GPA per pass exam - entered year 1	3.17
Average GPA per pass exam - entered year 2	3.73
Number of students who passed all the exams	
Number of graduated	0

School of Political Science		
MK 3+2		
	2012-13	2013-14
Enrolments in year 1	2	2
Number of progressing to year 2	2	1
Average GPA per pass exam - entered year 1	2.73	3.53
Average GPA per pass exam - entered year 2	3.04	
Number of students who passed all the exams		
Number of graduated	0	0

Eng 3+2	2012-13	2013-14
	Enrolments in year 1	5
Number of progressing to year 2	4	5
Average GPA per pass exam - entered year 1	2.72	3.53
Average GPA per pass exam - entered year 2	3.02	2.67
Number of students who passed all the exams		
Number of graduated	0	0
Eng 4+1	2012-13	2013-14
	Enrolments in year 1	2
Number of progressing to year 2	2	0
Average GPA per pass exam - entered year 1	3.89	3.69
Average GPA per pass exam - entered year 2	3.34	
Number of students who passed all the exams		
Number of graduated	0	0

School of Foreign Languages		
3+2	2012-13	2013-14
	Enrolments in year 1	1
Number of progressing to year 2	0	3
Average GPA per pass exam - entered year 1	2.19	3.33
Average GPA per pass exam - entered year 2	3.67	1.67
Number of students who passed all the exams		
Number of graduated	0	0
4+1	2012-13	2013-14
	Enrolments in year 1	1
Number of progressing to year 2	1	2
Average GPA per pass exam - entered year 1	3.63	3.81
Average GPA per pass exam - entered year 2	4.00	3.95
Number of students who passed all the exams		
Number of graduated	0	0

School of Law			
3+2			
	2012-13	2013-14	2014
Enrolments in year 1	24	17	
Number of progressing to year 2	23	14	
Average GPA per pass exam - entered year 1	3.18	3.01	
Average GPA per pass exam - entered year 2	3.04	2.29	
Number of students who passed all the exams			9
Number of graduated	11	0	
4+1			
	2012-13	2013-14	2014
Enrolments in year 1	12	12	
Number of progressing to year 2	0	0	
Average GPA per pass exam - entered year 1	3.30	3.63	
Average GPA per pass exam - entered year 2			
Number of students who passed all the exams	1		
Number of graduated	3	2	

Annex 4 – List of Faculty according to academic title and courses

Name and Surname	Title	Undergraduate Courses Taught (Macedonian and English)	Graduate Courses Taught (Macedonian and English)
Adrijan Bozhinovski	Assistant Professor	Data Structures and Algorithms Internet Internet Programming Network Programming Systems Software Telecommunications and Data Transfer Systems Computer Applications 1	Information Skills and Research Algorithm Design and Analysis Operations Research Network Services Practical Examples in Algorithms and Systems Artificial Intelligent System
Ana Tomovska Misoska	Assistant Professor	Consumer Behavior Psychology Human Resources Management	Human Resources Management
Angelka Peeva Laurenchikj	Industry Expert		Advanced Public Relations
Aneta Krstevska	Assistant Professor		Risk Management and Bank Stress Testing
Aneta Simovska	Lecturer	Italian Language 1+2	
Aneta Krstevska	Assistant Professor	Principles of Banking	
Biljana Stojchevska	Assistant Professor	Fundamentals of Programming Operating Systems Computer Networks Architecture of Computer Networks Object Programming Network Technologies and Administration Internet Services	Programming Science Contemporary Operating Systems Wideband Computer Networks Practical Applications in Computer Networks
Bogoljub Jankoski	Assistant Professor	EU Economics	
Darko Blazhevski	Industry Expert	Insurance, Finance and Corporate Risk	
Dimche Atanasovski	Industry Expert	Introduction to E-Business	

Dimche Lazarevski	Assistant Professor	Corporate Finance	Advanced Corporate Finance
Dimitar Kovachevski	Assistant Professor	Brand Management	Strategic Brand Management
Dimitris Akrlivoulis	Visiting Professor		Current Issues in International Relations and Diplomacy Advanced International Management
Dita Starova Qerimi	Teaching Assistant	Visual Expression 1	
Donatino Marcon	Industry Expert		Economic Diplomacy
Dragi Tasevski	Industry Expert		Financial Reporting and Financial Statement Analysis
Dragoljub Arsovski	Tenure Professor		Audit
Dushko Stojanovski	Associate Professor	Criminology Criminal Law Criminal Procedural Law Law of Misdemeanors	Penal Law
Ermis Lafazanovski	Tenure Professor		Methodology of Scientific Research
Erwan Fouere	Industry Expert		EU Foreign and Security Policy
Eva Blazhevska	Teaching Assistant	Programming Languages Architecture and Design of Software Systems Distributed Databases Internet Programming Databases Internet Services Software Development	
Evica Delova Jolevska	Associate Professor	Introduction to Microeconomics Introduction to Statistics for Business	Bank Management
Elena Bundaleska	Assistant Professor	Business Ethics Contract Law Business Law	Business Ethics and Corporate Governance Contract Law

Elena Klisarovska	Lecturer		Business Communication
Filip Ivanovski	Assistant Professor	Operations Management Sales Management	Operations Management
Gerhard Wassenberg	Visiting Professor	International Marketing	
Gjorgji Jovanchevski	Tenure Professor	Programming Languages Information Systems Architecture and Design of Software Systems Computer Applications 2 Data Security Business Math Software Engineering Software Development	
Goran Chamuroski	Industry Expert		ELT Multimedia Applications
Goran Vasilev	Industry Expert	Financial Accounting	Managerial Accounting
Hari Lokvenec	Teaching Assistant	Introduction to Management Management of Information Systems	Introduction to Management Management of Information Systems
Igor Velichkovski	Assistant Professor		International Finance
Ilijana Petrovska	Assistant Professor	Introduction to Marketing Public Relations Introduction to E-Business Introduction to Marketing Advertising and Promotion	Strategic Marketing Integrated Marketing Communications
Irena Nikolovska	Visiting Professor		International Marketing Strategic Human Resource Management
Ivan Dodovski	Assistant Professor	Information Skills and Research in Political Science Critical Theory Academic WritingComposition 1	Research Methods and Critical Thinking Academic Writing for Graduates
Ivan Mihajlovic	Visiting Professor		Operations Management
Ivan Mirkovski	Teaching	Urban Design	Urban Design

	Assistant	Principles of Urbanism	Principles of Urbanism
Ivana Trajanoska Stefanovikj	Lecturer	Business Communication Global Understanding French Language 2+3 Academic Writing 1	Business English
Jadranka Mrshikj	Assistant Professor	Principles of Accounting Financial Accounting Financial Markets Financial Statement Analysis	Financial Reporting and Financial Reports Analysis
Jasna Vurnek	Visiting Professor		Bank Management
Jean-Francois Gagne	Visiting Professor		Strategic Management
Jeremy Cripps	Visiting Professor		Managerial Accounting
Jovanka Jovanchevska Milenkoska	Lecturer	English Language 1+2 Academic Writing 1 Contemporary English Language 3+6	Educational Management
Kristijan Petkoski	Industry Expert	Brand Management	Integrated Marketing Communications
Katerina Kolozova	Tenure Professor		Gender Studies
Khosro Jadhi	Visiting Professor		Strategic Marketing
Kimo Chavdar	Assistant Professor	Roman Law Business Law Civil Procedural Law Civil and Material Law Contract Law	Business Law Contract Law Law on extrajudicial settlement Juridical Law Civil Law
Kokan Grchev	Tenure Professor	Theory and History of Architecture, Art and Design 1+2+3 Theory of Form The Macedonian Architecture in XIX and XX Century	
Krum Efremov	Assistant Professor	Marketing Management International Marketing International Business International Management and Globalization	International Marketing
Lazar Popov	Industry	Marketing Management	

	Expert		
Ljupcho Efremov	Industry Expert	Market Research	
Ljupcho Jovanov	Assistant Professor	Descriptive Geometry Urban Equipment Design Materialization of Architectural Space Graphic Design Perspective	Design 2
Ljupcho Petkukjeski	Industry Expert		Law on constitutional court procedure
Ljupcho Stevkovski	Assistant Professor	War and Diplomacy	
Maja Parnardjieva Zmejкова	Industry Expert	Financial Markets	
Makedonka Dimitrova	Teaching Assistant	Entrepreneurship International Management and Globalization International Management	Entrepreneurship Leadership International Management
Maksim Naumovski	Teaching Assistant	Principles of Urbanism Architectural Design 4	Urban Design 2
Marjan Bojadjev	Tenure Professor	Organizational Behavior Entrepreneurship Operations Management	Organizational Behavior
Marjan Petreski	Assistant Professor	Monetary Economics Business Math Introduction to Statistics for Business International Economic Relations Business Module 1	Research Methodology in Business
Marjana Vaneva	Assistant Professor	Preparation for Translation and Interpretation Modern English Language 1+2 English Language Syntax TEFL Methods Translation Theories Pedagogy	Semantics English Language for Legal Purposes Translation Theories Business English
Marko Andonov	Assistant Professor	Financial Law Company Law Labor Law Family and Inheritance Law	Law on securities Customs and Taxation Law Human Resources Management Bankruptcy and

			bankruptcy proceedings
Martin Guleski	Industry Expert	Design of Public Buildings	Architectural Design 2 – Culture Structures
Miodraga Stefanovska Petkovska	Assistant Professor	EU Economics Sociology	Research Methods in Business
Mishko Ralev	Associate Professor	Interior Design 1 Interior Design 2 Design of Public Building	Interior Design 2
Misho Nikolov	Industry Expert	Public Finance	
Natasha Anastasova Bojadjievska	Teaching Assistant	Computer Applications 1 Systems Software	Computer Applications 1
Natasha Dukoska	Industry Expert	Public Relations	
Nikica Mojsoska Blazhevski	Associate Professor	Introduction to Microeconomics Introduction to Macroeconomics International Economic Relations	Research Methods in Business
Ninko Kostovski	Associate Professor	Introduction to Management Economic Management Financial and Managerial Accounting Management of Information Systems	Business Module 4
Pero Stefanovski	Assistant Professor	Insurance Finance and Corporate Risk	
Sasho Blazhevski	Teaching Assistant	Details in Architecture Architectural Constructions 1+2	
Sasho Klekovski	Industry Expert		Entrepreneurial Finance
Simon Bojadjievski	Teaching Assistant	Computer Networks Telecommunication and Data Transfer Systems	
Simon Milosheski	Teaching Assistant	Financial Reports Analysis Corporate Finance Introduction to Statistics for Business	Portfolio Analysis Portfolio Management
Slobodanka Dimova	Tenure Professor		Advanced English Language Translation Methods

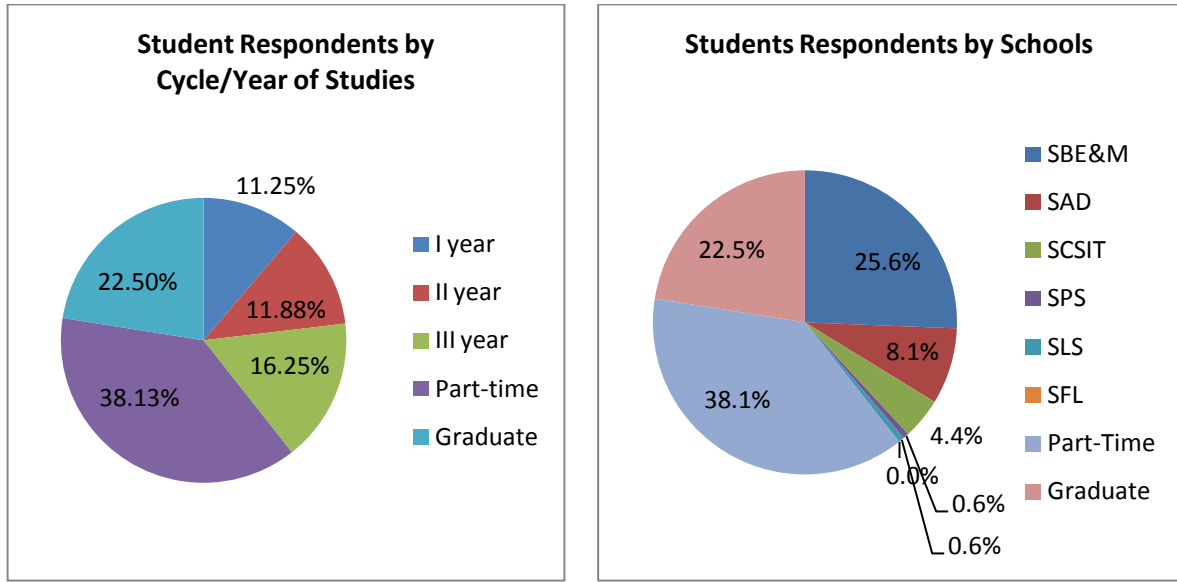
Snezhana Hristova	Assistant Professor	Principles of Accounting Business Strategy and Policy Introduction to Management	
Snezhana Savikj Dimovska	Industry Expert	Business Law	
Stevo Pendarovski	Assistant Professor	International Organizations and Institutions Globalization, World Politics and USA History of Law Contemporary Political Systems International Security	International Organizations Globalization
Svetlana Petrovska	Industry Expert	Business Strategy and Policy	Business Strategy and Policy Services Marketing
Tome Nenovski	Tenure Professor	Introduction to Macroeconomics Public Finance Monetary Economy Principles of Banking	
Toni Vasikj	Assistant Professor	Visual Expression 1+2 Computer Graphics and Animation Computer Graphics 1+2 Graphic Design Painting and Plastic Modeling	
Valentina Angjelkoska	Industry Expert	Contract Law	
Veno Pachovski	Associate Professor	Mathematics Computer Systems Computer Graphics Distributed Databases Databases Calculus Multimedia Systems and Technologies Design of Information Systems and Security Descriptive Geometry	Advanced Database Organization Theory of Computation Information Retrieval
Viktor Gaber	Industry Expert		Diplomatic Protocol, Etiquette and Correspondence
Viktorija Eremeeva	Associate Professor	Architectural Design 1+2 Principles of Urbanism	Principles of Urbanism Architectural Design

			2 – Culture Structures
Violeta Bakalchev	Assistant Professor	Architectural Design 3+4+5+6 Details in Architecture Architectural Constructions 1+2	
Vittorio DePedys	Assistant Professor		Advanced Corporate Finance
Vladimir Deskov	Teaching Assistant	Architectural Design 3+4 Computer Graphics 1+2 Computer Applications 1	
Vladimir Ladinski	Assistant Professor	Visual Rhetoric	
Vladimir Naumovski	Assistant Professor	Business Ethics	Business Module 4
Vlatko Beshoski	Industry Expert		Managing Distribution Channels
Zhaklina Geshtakovska Aleksovaska	Industry Expert		Performance and Compensation Management
Zdenka Nikolovska	Teaching Assistant	Organizational Behavior Operations Management	Organizational Behavior
Zlat Milovanovic	Tenure Professor		International Public Law International Humanitarian Law
Zoran Shapurikj	Associate Professor	Ecology and Sustainable Development Constitutional Law Administrative Law and Public Administration Electoral Systems Introduction to EU Law EU Structures and Institutions	European System for Human Rights Protection
Zoran Mihajloski	Assistant Professor	International Civil Law	Labor Law – Cases Corporate Governance
Zlatko Ivanovski	Teaching Assistant	Internet Operating Systems Fundamentals of Programming Computer Graphics Object Programming	

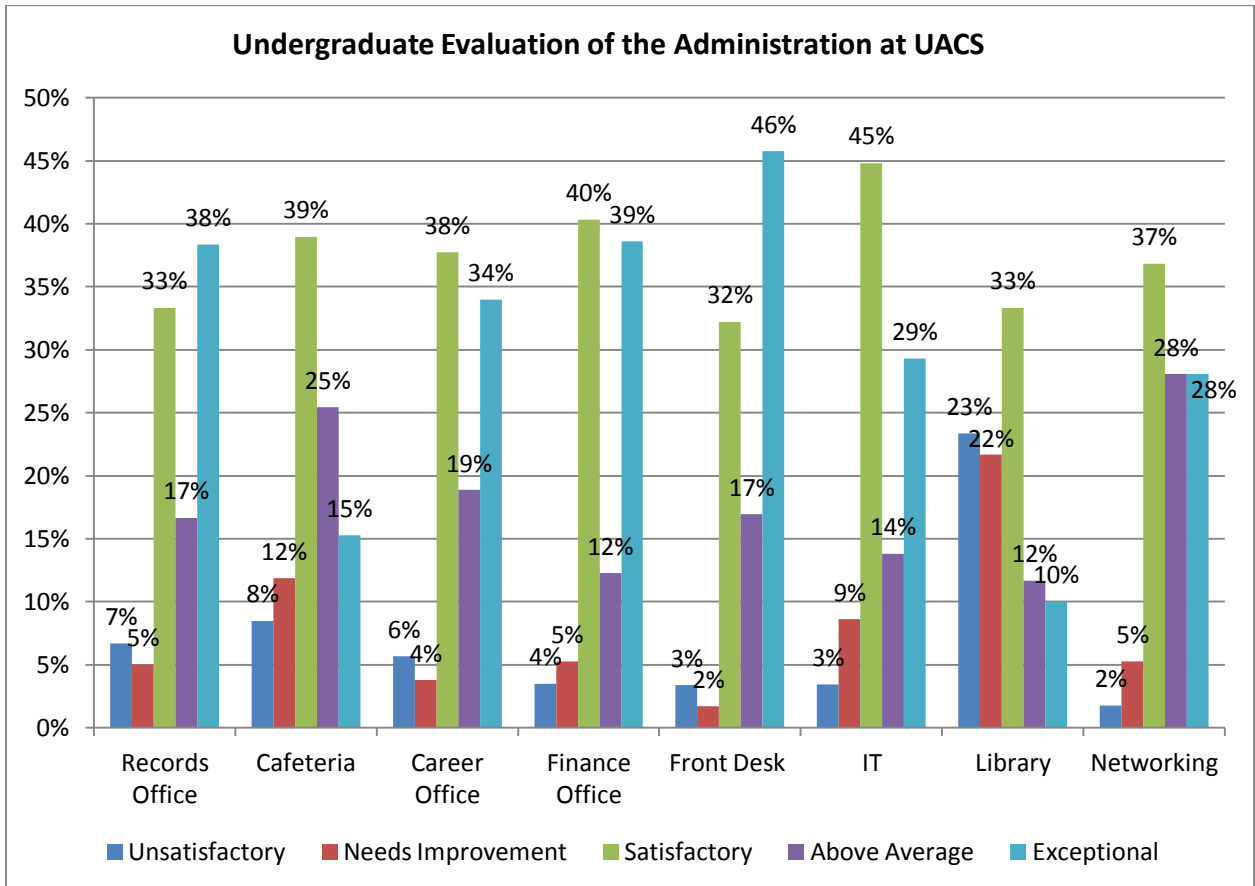
		Software Engineering Computer Applications 2 Multimedia Systems and Technologies	
Zoran Pavlov	Industry Expert	Theory and History of Architecture, Art and Design 1	
Zvonimir Jankuloski	Tenure Professor	International Public Law International Human Rights Theory and History of Diplomatic Relations	International Human Rights Theory and Practice of International Relations and Diplomacy International Public Law

Annex 5 – Student’s Satisfaction Evaluation

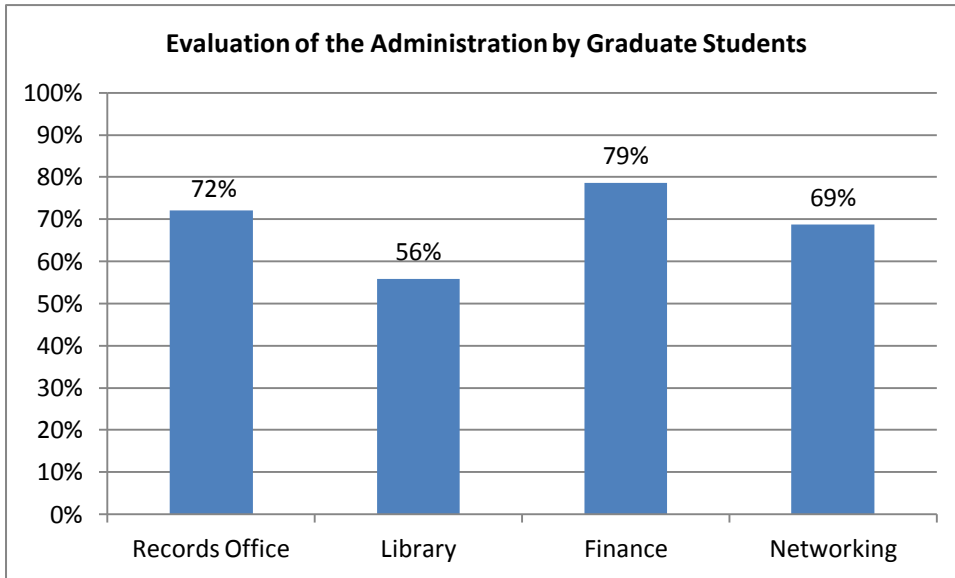
Pie chart 1: Students Satisfaction



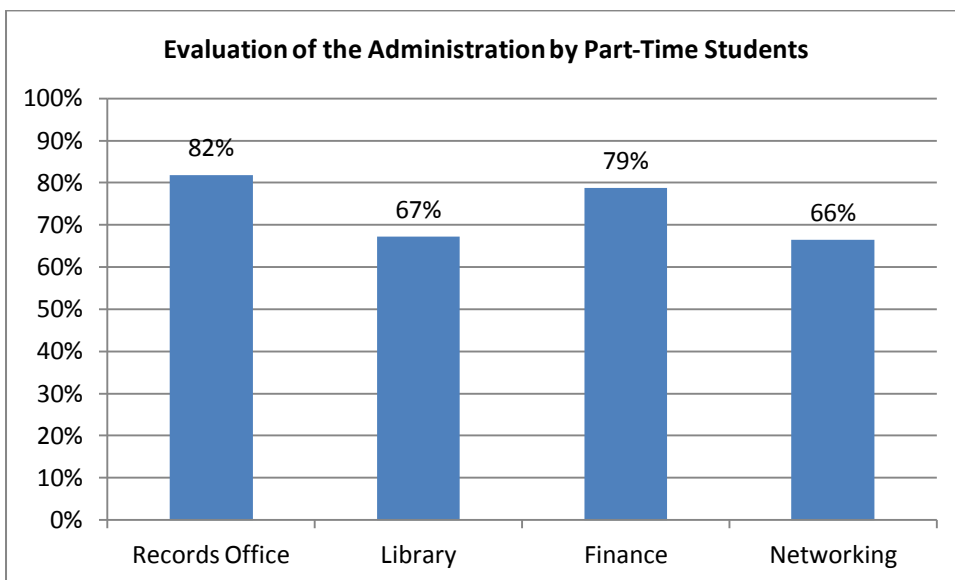
Graph 1: Student Evaluation of the Administration



Graph 2: Overall Evaluation of the Administration by Graduate Students



Graph 3: Overall Evaluation of the Administration by Part-Time Students



Annex 6 – Common professional components (CPC) for SBEM

Concentration Finance

First year													
Course	Marketing	Business Finance	Accounting	Management	Legal Environment of Business	Economics	Business Ethics	Global Dimension of Business	MI S/I T Computing	Statistics/Quantitative techniques	Business politics /strategies	Internship	Total Course hours
Introduction to Management	2	1	1	26	2	1	5	5		1	1		45
Introduction to Microeconomics	3	4	3	10	2	20	2	2	2	1	4	7	60
Business Math	1	3	2	2		3	1	3	7	20	1	2	45
Total	6	8	6	38	4	24	8	10	9	22	6	9	
Introduction to Marketing	20	2		5	1	2	2	2	3	3	3	6	49
Principles of Accounting			40	10	7		6				5		68
Composition 1	5			5	1		5	5			5	20	46
Total	25	2	40	20	9	2	13	7	3	3	13	26	
First Year Total	31	10	46	58	13	26	21	17	12	25	19	35	
Second year													
Course	Marketing	Business Finance	Accounting	Management	Legal Environment of Business	Economics	Business Ethics	Global Dimension of Business	MI S/I T Computing	Statistics/Quantitative techniques	Business politics /strategies	Internship	Total Course hours
Introduction to Macroecon	1	2	1	1	3	30	1	3	1	1	2	2	48

omics													
Business communication	10			10	1		5	5	2		5	10	
Introduction to Statistics for Business	1	3	2	2		3	1	3	10	17	1	2	45
Financial Accounting			40	10	7		6				5		68
Total	12	5	43	23	11	33	13	11	13	18	13	14	
Principles of Organisational Behaviour	3	2		13	3	2	10	3	1		6	3	46
Public Finance		6		1	2	30		3			1	2	45
Total	3	8		14	5	32	10	6	1	0	7	5	
Second Year Total	15	13	43	37	16	65	23	17	14	18	20	19	
Third year													
Course	Marketing	Business Finance	Accounting	Management	Legal Environment of Business	Economics	Business ethics	Global dimensions of Business	MI S/I T Computing	Statistics/Quantitative techniques	Business politics/strategies	Internship	Total Course hours
Finance													
Business Planning	3	2	1	10	2	5	2	3	2	2	10	10	24
Financial Markets and Institutions		24	4		2	9	4	8	2	6	2	8	69
Banking	1	4	2	8	4	17	1	3	1	4	3	4	52
Total	4	30	7	18	8	31	7	14	5	12	15	22	
Corporate Finance		24	6	4	4	10	2			10			60
Management of Financial Institutions		20		15	3	6	4		2		3	3	56

Contract Law	3	3	0.6	1.8	27	3	6	3	3	1.2	1.8	6.6	60
Total	3	47	6.6	20.8	34	19	12	3	5	11.2	4.8	9.6	
Third year total	7	77	13.6	38.8	42	50	19	17	10	23.2	19.8	31.6	
Grand total – Program	53	100	103	134	71	141	63	51	36	66	59	86	

**Concentration
Marketing**

First year Course	Marketing	Business Finance	Accounting	Management	Legal Environment of Business	Economics	Business ethics	Global dimensions of Business	MI S/I T Comp uting	Statistics/Quantitative techniques	Business politics /strategies	Internship	Total Course hours
Introduction to Management	2	1	1	26	2	1	5	5		1	1		45
Introduction to Microeconomics	3	4	3	10	2	20	2	2	2	1	4	7	60
Business Math	1	3	2	2		3	1	3	7	20	1	2	45
Toal	6	8	6	38	4	24	8	10	9	22	6	9	
Introduction to Marketing	20	2		5	1	2	2	2	3	3	3	6	49
Principles of Accounting			40	10	7		6				5		68
Composition 1	5			5	1		5	5			5	20	46
Total	25	2	40	20	9	2	13	7	3	3	13	26	
First Year Total	31	10	46	58	13	26	21	17	12	25	19	35	
Second year													

Course	Marketing	Business Finance	Accounting	Management	Legal Environment of Bbusiness	Economics	Business ethics	Global dimensions of Business	MI S/I T Computing	Statistics/Quantitative techniques	Business politics /strategies	Internship	Total Course hours
Introduction to Macroeconomics	1	2	1	1	3	30	1	3	1	1	2	2	48
Business communication	10			10	1		5	5	2		5	10	
Consumer Behaviour	40	1		3			3	4	3	7	1	3	65
Introduction to Statistics for Business	1	3	2	2		3	1	3	10	17	1	2	45
Total	51	3	1	14	4	30	9	12	6	8	8	15	
Principles of Organizational Behaviour	3	2		13	3	2	10	3	1		6	3	46
Market Research	28			3	2	2	4	4	10	10	2	2	67
Total	31	2		16	5	4	14	7	11	10	8	5	
Second Year Total	82	5	1	30	9	34	23	19	17	18	16	20	
Third year													
Course	Marketing	Business Finance	Accounting	Management	Legal Environment of Bbusiness	Economics	Business ethics	Global dimensions of Business	MI S/I T Computing	Statistics/Quantitative techniques	Business politics /strategies	Internship	Total Course hours
Marketing													
Product Development Policy	20			10	2	2	2	6	2	2	10	10	24
Business Planning	3	2	1	10	2	5	2	3	2	2	10	10	24

Marketing Management	25	2		12	1	3	3	2	2	1	1	8	12
Total	48	4	1	32	5	10	7	11	6	5	21	28	
Sales Management	12	3	1	25	2	1	3	1	1		1	2	52
Marketing Communication and Media	40	1		2	1	1	2	4	1	2		10	64
Corporate Finance		24	6	4	4	10	2			10			60
Total	52	28	7	31	7	12	7	5	2	12	1	12	
Third year total	100	32	8	63	12	22	14	16	8	17	22	40	
Grand total – Program	213	47	55	151	34	82	58	52	37	60	57	95	

Concentration Management

First year													
Course	Marketing	Business Finance	Accounting	Management	Legal Environment of Business	Economics	Business Ethics	Global dimensions of Business	MIS/IT Computing	Statistics/Quantitative techniques	Business politics/strategies	Internship	Total Course hours
Introduction to Management	2	1	1	26	2	1	5	5		1	1		45
Introduction to Microeconomics	3	4	3	10	2	20	2	2	2	1	4	7	60
Business Math	1	3	2	2		3	1	3	7	20	1	2	45
Total	6	8	6	38	4	24	8	10	9	22	6	9	
Introduction to Marketing	20	2		5	1	2	2	2	3	3	3	6	49

Principles of Accounting			40	10	7		6				5		68
Composition 1	5			5	1		5	5			5	20	46
Total	25	2	40	20	9	2	13	7	3	3	13	26	
First Year Total	31	10	46	58	13	26	21	17	12	25	19	35	
Second year													
Course	Mar keti ng	Busin ess Finan ce	Acco untin g	Man age men t	Lega l Envi ron ment of Bbu sine ss	Eco nom ics	Busin ess ethic s	Global dimensi ons of Business	MIS/IT Comp uting	Statistic s/Quant itative techni ques	Busin ess politic s/strat egies	Inte rnsh ip	Tota l Cou rse hou rs
Introduction to Macroeconomics	1	2	1	1	3	30	1	3	1	1	2	2	48
Business communication	10			10	1		5	5	2		5	10	
International Management and Globalization	1	2	3	9	2	5	3	7	4	4	2	4	46
Introduction to Statistics for Business	1	3	2	2		3	1	3	10	17	1	2	45
Total	13	7	6	22	6	38	10	18	17	22	10	18	
Principles of Organizational Behaviour	3	2		13	3	2	10	3	1		6	3	46
Introduction to Human Resource Management	2	1		35	3		3	3	3	5	1	3	59
Total	5	3		48	6	2	13	6	4	5	7	6	
Second Year Total	18	10	6	70	12	40	23	24	21	27	17	24	
Third year													
Course	Mar keti ng	Busin ess Finan ce	Acco untin g	Man age men t	Lega l Envi ron	Eco nom ics	Busin ess ethic s	Global dimensi ons of	MIS/IT Comp uting	Statistic s/Quant itative techni q	Busin ess politic s/strat	Inte rnsh ip	Tota l Cou rse

	ce	t	men t of Bbu sine ss	s	Business	ues	egies	hou rs					
Management													
Principles of Operations Management	9	9	3	15	2	5	5	1	2		2	2	55
Entrepreneurship	4	7	2	8	4	4	4	5	8	4	5	5	60
Business Planning	3	2	1	10	2	5	2	3	2	2	10	10	52
Total	16	18	6	33	8	14	11	9	12	6	17	17	
Business Applications and Information Systems	2	1	1	26	2	1	5	5	4		4	3	54
Corporate Finance		24	6	4	4	10	2			10			60
Principles of Project Management	3	3	1	20	3	6	8	6	3	4	3		60
Total	5	28	8	50	9	17	15	11	7	14	7	3	
Third Year Total	21	46	14	83	17	31	26	20	19	20	24	20	
Grand total - Program	70	66	66	211	42	97	70	61	52	72	60	79	

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Annex 8 – Tuition Fees for different programs
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Pursuant to Article 7 and 74 from the Statute of the University American College Skopje, on its 1st meeting held on 28.02.2013, the Directors' Board adopted the following

DECISION

**On setting tuition fees for
first and second cycle studies in the academic year
2013-2014**

1. The Board of Directors set the tuition fees for first and second cycle of studies for the academic 2013/2014 for the units within the University American College Skopje (hereinafter: University).
2. An integral part of this decision is the table with the tuition fees set for the first and the second cycle of studies at the University.
3. The tuition fees specified in the table apply to paying per semester for the first cycle of studies, that is, to paying two equal installments for the Master studies.
4. The decision enters into force on the date of its adoption.
5. The decision is to be submitted to the board members, the director, the deputy director, records office, finance office, and the University archive.

Directors' Board
President
Vladimir Iliev

SCHOOL OF BUSINESS ECONOMICS AND MANAGEMENT

<<<Undergraduate studies for the academic year 2013/2014>>>

Language of instruction	Study program	Tuition fee	5% discount for early registration (by 31.07)	5% discount for paying in cash	Registration fee
Macedonian	Management; Marketing; Finances	€ 2,000	€ 1,900	€ 1,805	€ 400
English	Management; Marketing; Finances	€ 2,600	€ 2,470	€ 2,347	€ 520

<<<Graduate studies for the academic year 2013/2014>>>

Model	Language of instruction	Study program	Foreign students tuition fee	For payment made by 15.08.2013		For payment made after 15.08.2013	
				UACS students tuition fee	Tuition fee for students outside UACS	UACS students tuition fee	Tuition fee for students outside UACS
3+2	Macedonian	Management; Marketing; Finances and Banking; Human Resources	€ 4,000	€ 3,060	€ 3,600	€ 3,420	€ 3,800
	English	Management; Marketing; Finances and Banking; Human Resources, Applied Economics	€ 4,600	€ 3,200	€ 3,780	€ 3,590	€ 3,990
	English	MBA (Master of Business Administration)	€ 5,200	€ 3,980	€ 4,680	€ 4,440	€ 4,940
4+1	Macedonian		€ 3,325	/	€ 2,700	/	€ 2,850

	English		€ 3,705	/	€ 2,835	/	€ 2,990
	English	MBA without concentration For concentration, additional 300 Euro is to be paid.	€ 4,370	/	€ 3,780	/	€ 3,990

SCHOOL OF ARCHITECTURE AND DESIGN

<<<Undergraduate studies for the academic year 2013/2014>>>

Language of instruction	Study program	Tuition fee	5% discount for early registration (by 31.07)	5% discount for paying in cash	Registration fee
Macedonian	<ul style="list-style-type: none"> ○ Architecture; ○ Interior Architecture; ○ Visual Arts; ○ Architecture and Management 	€ 2,000	€ 1,900	€ 1,805	€ 250

<<<Graduate studies for the academic year 2013/2014>>>

Model	Language of instruction	Study program	Foreign students tuition fee	BY 15.08.2013		AFTER 15.08.2013	
				UACS students tuition fee	Tuition fee for students outside UACS	UACS students tuition fee	Tuition fee for students outside UACS
3+2	Macedonian	<ul style="list-style-type: none"> ○ Architecture; ○ Interior Architecture; ○ Visual Arts; ○ Architecture and Management ○ Building Heritage 	€ 4,000	€ 3,240	€ 3,600	€ 3,420	€ 3,800
4+1	Macedonian		€ 3,000		€ 2,700		€ 2,900

SCHOOL OF COMPUTER TECHNIQUE AND INFORMATICS
 <<<Undergraduate studies for the academic year 2013/2014>>>

Language of instruction	Study program	Tuition fee	5% discount for early registration (by 31.07)	5% discount for paying in cash	Registration fee
English	<ul style="list-style-type: none"> ○ Software Ingenieering; ○ Information Systems Management 	€ 2,000	€ 1,900	€ 1,805	€ 400

<<<Graduate studies for the academic year 2013/2014>>>

Model	Language of instruction	Study program	Foreign students tuition fee	BY 15.08.2013		AFTER 15.08.2013	
				UACS students tuition fee	Tuition fee for students outside UACS	UACS students tuition fee	Tuition fee for students outside UACS
3+2	English	<ul style="list-style-type: none"> ○ Software Ingenieering; ○ Information Systems Management 	€ 4,000	€ 3,060	€ 3,600	€ 3,420	€ 3,800
4+1	English		€ 3,000		€ 2,520		€ 2,660

SCHOOL OF POLITICAL SCIENCE

<<<Undergraduate studies for the academic year 2013/2014>>>

Language of instruction	Study program	Tuition fee	5% discount for early registration (by 31.07)	5% discount for paying in cash	Registration fee
English	<ul style="list-style-type: none"> ○ International Relations and Diplomacy; ○ International Relations and Diplomacy with Business 	€ 2,000	€ 1,900	€ 1,805	€ 400

<<<Graduate studies for the academic year 2013/2014>>>

Model	Language of instruction	Study program	Foreign students tuition fee	BY 15.08.2013		AFTER 15.08.2013	
				UACS students tuition fee	Tuition fee for students outside UACS	UACS students tuition fee	Tuition fee for students outside UACS
3+2	English	<ul style="list-style-type: none"> ○ International Relations and Diplomacy; ○ International Relations and Diplomacy with Business 	€ 4,000	€ 3,060	€ 3,600	€ 3,420	€ 3,800
4+1	English		€ 3,000		€ 2,520		€ 2,660

SCHOOL OF LAW

<<<Undergraduate studies for the academic year 2013/2014>>>

Language of instruction	Study program	Tuition fee	5% discount for early registration (by 31.07)	5% discount for paying in cash	Registration fee
Macedonian	<ul style="list-style-type: none"> ○ Business Law; ○ Judicial concentration 	€ 2,000	€ 1,900	€ 1,805	€ 400

<<<Graduate studies for the academic year 2013/2014>>>

Model	Language of instruction	Study program	Foreign students tuition fee	BY 15.08.2013		AFTER 15.08.2013	
				UACS students tuition fee	Tuition fee for students outside UACS	UACS students tuition fee	Tuition fee for students outside UACS
3+2	Macedonian		€ 4,000	€ 3,060	€ 3,600	€ 3,420	€ 3,800
4+1	Macedonian		€ 3,000		€ 2,520		€ 2,660

SCHOOL OF FOREIGN LANGUAGES

<<<Undergraduate studies for the academic year 2013/2014>>>

Language of instruction	Study program	Tuition fee	5% discount for early registration (by 31.07)	5% discount for paying in cash	Registration fee
English	○ Business Communication and Translation in English	€ 2,000	€ 1,900	€ 1,805	€ 400

<<<Graduate studies for the academic year 2013/2014>>>

Model	Language of instruction	Study program	Foreign students tuition fee	BY 15.08.2013		AFTER 15.08.2013	
				UACS students tuition fee	Tuition fee for students outside UACS	UACS students tuition fee	Tuition fee for students outside UACS
3+2	English	○ Business Communication and Translation in English	€ 4,000	€ 1,530	€ 1,800	€ 1,710	€ 1,900
4+1	English		€ 3,000		€ 1,350		€ 1,400