UNIVERSITY AMERICAN COLLEGE SKOPJE
SELF-EVALUATION REPORT

ACADEMIC YEAR 2018/2019

University Profile

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

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

It is guided by the 3-I Principles:

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

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

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

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

The Doctoral studies are with duration of 3 years, during which the student obtains 180 ECTS. The programs for undergraduate and graduate levels are designed to be completed in 3+1+1 years, with the full option of transferring credits from other accredited institutions.

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

Table 1.1 Number and types of study programs at undergraduate level (first cycle)

School	Number of study programs	Study programs
School of Business Economics and Management	6	- Management - Marketing - Finance - Audit & Accounting[1] - Human Resources - Double degree program with Tor Vergata, University of Rome[2]

Table 1.2 Number and types of study programs of Graduate studies (second cycle)

School	Number of study programs	Study programs
School of Business Economics and Management	5	- Management - Marketing - Finance - Audit & Accounting[3] - Human Resources [4] - Business administration and Economics [5]

[1] Still not accredited by ACBSP
[2] New Programs, still not accredited by ACBSP
[3] New Programs, still not accredited by ACBSP
[4] New Programs, still not accredited by ACBSP
[5] New Programs, still not accredited by ACBSP

Table 1.3 Number and types of study programs of Doctoral studies (third cycle)

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

The number of students in each academic unit.
Below in Table 2, one can see a list of the number of students at each academic unit for the academic year 2018/2019

Table 2 - Number of students (Academic year 2018/2019)

School	Undergraduate Program	Graduate Program	Doctoral Program	Total
School of Business Economics and Management	259	77	21	357
School of Architecture and Design	128	44	0	172
International School for Architecture and Design	36		0	36
Faculty of Political Science and Psychology	50	10	0	60
Faculty of Computer Science and Technology	112	5	0	117
117Faculty of Foreign Languages	31	10	0	41
Faculty of Law	27	25	6	58
Total	643	171	27	841

Table 3 - Faculty engaged for the Academic year 2018/2019

	Employed Faculty	Adjunct Faculty	Visiting Faculty	Total
School of Business Economics and Management	14	37	4	55
School of Architecture and Design	14	11	2	27
School of Political Science and Psychology	4	17	1	22
School of Law	3	7	0	10
School of Foreign Languages	4	9	1	14
School of Computer Science and Information Technology	3	27	0	30

University Accreditations

The University American College Skopje (UACS) is accredited by the Board of Accreditation for Higher Education and licensed by the Ministry for Education and Science of the Republic of Macedonia. It is licensed to offer undergraduate[6], graduate[7][8] and doctoral[9] level degrees by the Ministry of Education and Science.

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

UACS holds ACCA accreditation for Accounting and Audit program. The ACCA (Association of Chartered Certified Accountants) is a globally acclaimed body that offers international certification for accountants and auditors, by passing a customized exam divided into 12

[6] Latest edition in the UACS programs is "Business administration and economics" offered as a double degree with University Tor Vergata in Rome/ It is not ACBSP accredited

[7] Most of the business programs have been accredited by ACBSP. The ones that haven't been accredited yet are: Audit and accounting – both Undergraduate and Graduate, and Management of Human Resources – Both Undergraduate and Graduate

[8] UACS offers Graduate courses in every school with the exception of ISAD.

[9] On the doctoral level it is accredited for three concentrations: PhD in Economics (SBEM), Doctor for Business Administration DBA (SBEM) and PhD in Law (School of Law). Neither of this program is currently accredited by ACBSP.

modules. UACS, has incorporated 8 of those modules in their academic program for accounting and audit, so that once students complete their academic program, they will only have to take 4 more exams to obtain ACCA certification.

UACS is currently the only higher education institution in the region that has implemented the exams into their programs and has made it available for students that wish to pursue some of the most highly paid careers in the world.

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

Decisions for accreditation

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

International Cooperation Agreements

SBEM Partnership Universities	
CONTRACS WITH UNIVERSITIES RANKED TOP 500 ACCORDING TO ARWU	
1. University Tor Vergata, Rome, Italy Dauphine University, Paris (www.dauphine.fr) Technical Faculty of Bor, University of Belgrade [10]	**27.** Romanian American University, Bucuresti, Romania http://www.rau.ro/index.php?newlang=english
2. Technical University Vienna https://www.tuwien.ac.at/en/[11]	**28.** Varna University of Management , Bulgaria , http://vum.bg/
3. Eötvös Loránd University, Budapest[12]	**29.** Universidad a distancia de Madrid, Madrid, Spain http://www.udima.es/
OTHER INTERNATIONAL COOPERATION AGREEMENTS	**30.** VSEM College of Economics and Management, Prague (www.vsem.cz)
4. Maastricht School of Management, Maastricht ,Netherlands (http://www.msm.nl/)	**31.** Baku Business University from Baku, Azerbaijan, http://bbu.edu.az/en
5. Aachen University of Applied Sciences, Aachen , Germany	**32.** Mehmet Akif Ersoy University , Turkey, http://mehmetakif.edu.tr/
6. International University of Monaco, Monaco (www.monaco.edu)	**33.** Univesidad de Burgos , Spain http://wwww.ubu.es/
7. Virginia International University, Fairfax USA (www.viu.edu)	**34.** Friedrich Schiller University Jena , Germany , http://www.uni-jena.de/
8. John Cabot University, Rome (www.johncabot.edu)	**35.** Haute Ecole de la Province de Liège , Belgium http://www.provincedeliege.be/
9. Vesalius College Brussels (www.vesalius.edu)	**36.** Université Catholique de Lille, France , http://www.fges.fr/
10. Horizons University, Paris (www.horizonsuniversity.org)	**37.** UNICUSANO , Italy, http://www.unicusano.it/en/
11. CMH Academy and IEMI- European Institute of International Management, Paris	**38.** University of National and World Economy ,Sofia, Bulgaria http://www.unwe.bg/en/
12. East Carolina University, USA (www.ecu.edu)	**39.** University of Applied Sciences Worms, Worms, Germany http://www.hs-worms.de/
13. Institut Supérieur de Gestion (ISG), Paris (www.isg.fr)	**40.** Universita di Foggia, Foggia, Italy http://www.unifg.it/
14. Swiss Management Center, Zurich, Vienna (www.swissmc.ch)	
15. European Institut of Education,San Gwan, Malta (www.eieonline.com/)	
16. St.Louis Community College,Missouri (www.stlcc.edu/)	
17. http://www.fh-aachen.de/en/	

[10] The first three contracts are SBEM contracts.
[11] Agreement of UACS SAD
[12] Agreement of UACS SPOL

18.	**University of Applied Sciences Baltazar Zaprešić, Croatia , http://www.vspu.hr**		**41.** Muğla Sıtkı Koçman University, Mugla,Turkey http://www.mu.edu.tr/
19.	**Caucasus Univeristy from Georgia, Georgia, http://www.cu.edu.ge/en**		**42.** University of Pila, Pila, Poland, http://www.mu.edu.tr/
20.	**EDEM Escuela de Empresarios, Valencia, Spain http://www.edem.es/Inicio.aspx**		**43.** Angel Knachev University of Ruse, Ruse , Bulgaria https://www.uni-ruse.bg/en/univers
21.	**Miguel Hernández University of Elche, Valencia, Spain http://en.umh.es/**		
22.	**ESIC-Business and Marketing School, Malaga, Spain http://www.esic.edu/malaga/**		
23.	**Gazi University, Ankara, Turkey http://gazi.edu.tr/**		
24.	**GEA College , Ljubljana, Slovenia http://www.gea-college.si/**		
25.	**Lazarski University, Warszawa, Poland, http://www.lazarski.pl/en/international-exchange/contact/**		
26.	**Politehnica University of Timisoara, Timisoara, Romania http://www.upt.ro/english/**		

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

The coordinators within each department are as follows:

Coordinator	School of Business Economics and Management
1. **Iva Gjorgjieva is coordinator of the undergraduate students**	– The School of Business Economics and Management, from 1 to 3 year of study (undergraduate level)
2. **Nadezda Pop-Kostova is coordinator for the graduate studies.**	– The School of Business Economics and Management- MBA Program - 4 and 5 year – The School of Business Economics and Management-MA program - 4 and 5 year

3. **Elena Popovska is coordinator for undergraduate studies and doctoral studies.**	– Doctor of Business Administration (DBA) – PhD in Economics – The School of Law – The School of Political Science and Psychology – The School of Computer Science and Information Technology – The School of Foreign Languages
4. **Elena Penkova is coordinator for undergraduate studies.**	– The School of Architecture and Design – The School of Business Economics and Management
5. **Sonja Filipovska is coordinator for issuing final documents (diploma and transcripts)**	– The School of Business Economics and Management – The School of Architecture and Design – The School of Computer Science and Information Technology – The School of Law – The School of Political Science and Psychology – The School of Foreign Language

The Records Office provides support to students in terms of:

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

PART I – Leadership

School of Business Economics and Management

Criterion 1.1

The leader of the school unit is to be accountable for the development, execution and continuous improvement of the programs and processes in the school unit, and for their compliance with the ACBSP Standards and Criteria. The Dean, in such instance, acts as a gateway of communication between the management and the faculty, between the strategic directions set forth by the university as a whole and the programmatic improvements needed for the school, as well as over viewing regular day to day operations.
Regular activities of the Dean that encompass actions that promote the development, execution and improvement of the processes of the school and academic programs are listed below in Table 1.1.

Table 1.1 Dean's activities

Activity	Description	Number of activities held in 2018-2019	Parties included	Key Activities and Outcomes Reported in
Faculty Council Meetings	The Deans assemble Faculty meetings to discuss current and upcoming activities: Schedule Elections of faculty Discussion of evaluations; Discussion of other relevant documents.	2018: 5 meetings 2019: 4 meetings	- Dean of the School, - Faculty members, - Administrative staff	Faculty Council Meeting Minutes are made available to all relevant parties
Departments Meetings and Reports	The Heads of Departments assemble meetings to discuss the program, students' satisfaction and issues.	Two meetings per year/ once in a semester	- Head of Department - Professors who are part of the department	Department meetings are made available to all relevant parties

Quality Circles Meetings Meetings with students from each academic year and study concentration, where they meet with up with the Dean and discuss all aspects of their experience with the program and give their viewpoints and suggestions.	- Quality of: - teaching process - administrative staff - library and books - Cafeteria - IT	Two sessions per year / once in a semester	-Students -Faculty	Act upon the student suggestions where possible within the academic year and conduct graduate level quality circles meeting
Career Development Workshop	The career development workshop is dedicated to teaching the students regarding their future job, ways to find job, writing CV and have a catch-up with the most influential recruiters in the country.	Once per year	- Dean of the School, - Faculty members - Career Center department - Influential recruiters in the country - Students	Excellent opportunity for recruitment students for internships

Meet up hours	Advising students on academic probation		- Dean of the School - Faculty members - Administrative staff - Students	
Business simulation competition	Supporting more involvement of the students to take part in the international competitions	One per year	- Dean of the School - Faculty members - Students	Students won third place on the universal level in real case simulation in Paris.
Master thesis seminar	Supporting students during the process of writing master thesis	Twice a year	- Dean of the School - Faculty members - Administrative staff - Students	Students were taught regarding the whole process of writing master thesis. They had a chance to speak with their potential mentors, discuss the topic of interest and receive guidelines of how to write dissertation from scratch.

Criterion 1.1.a.

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

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

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

Activity	Description	Number of activities held in 2018-2019	Parties included	Key Activities and Outcomes Reported	Specific activities relevant to criterion
Orientation Day September, 2018	Introducing students to the staff, bylaws and procedures and overall experience of the university campus.	1	New Students Administrative staff, faculty, deans	/	- Introduction to the premises - Introduction to faculty and general information on the program - Description of student rights and obligations - Information on university code - Introducing the students to campus life and setting expectations for their progress
Teaching Improvement Seminar	Discussion with the faculty members regarding the ways of teaching	1	Provost Faculty members		-Sharing teaching experience -Suggestions on new ways of teaching
Career days at UACS Part I (students divided into groups, workshop for writing biography) - **February 25-26, 2019** - **March 4, 2019** Part II (lectures from Human Resource managers from the Industry) -**March 4, 2019,**	Excellent opportunity for recruitment students for internships	1	Head of Career Center and Dean of SBEM	/	The main topics for each meeting was: • finding internship opportunity of student's interest, • developing professional CV, • advising and preparing students for the first interview • assisting and helping students for applying in international institutions,

Part III (networking with company's who offer internships)					• encouraging students to enroll in different companies each year in order to gain more experience and to brand their CV

Criterion 1.1.b.
Programs must have processes in place for evaluating the performance of both administrators and the faculty. Explain how the performances of administrators and the faculty are evaluated.
UACS has adopted a policy for 360 degrees evaluation. This policy has been adopted since 2011. In meantime it has undergone various revisions. We're still searching for the best model. However in 2018/2019 we have performed the 360. More details have been presented in Chapter V.

Criterion 1.2.
Programs should address the impacts on society of its program offerings, services, and operations.
Table 1.2.b.

	Description	Measure/Activity
Business Council	Contacts with the business community keep the programs up to date and hence allow contribution to the development of companies (through proving them quality new employees)	Discussions with BC members
Corporate Responsibility	SBEM regularly organize at least one event per year that addresses some societal/global issue together with the students	New Year's Auction - charity auction of artwork, with paintings and sculptures donated by famous Macedonian artists. – Donation to the Children's Hematology Clinic. Please refer to the following link: UACS holds second annual Pre-Christmas Charity Auction of Artwork
Round tables and workshops	We provide research on a topic that is very critical for the country, raise the public awareness on the topic and propose some policy recommendations	• Workshop –for PhD Students (Organized by prof. Marjan Petreski, PhD)

International Conference	The annual international conference is held each year. The official opening of the conference addressed his Excellency, Mr. Carlo Romeo, Ambassador of the Republic of Italy to the Republic of Macedonia, and a special speaker was prof. Dr. Giuseppe Novelli, rector of the Tor Vergata, University in Rome. Conference was organized with the Ministry of Foreign Affairs in their Congress room	The conference involved about 20 prominent Macedonian and International scholars as well as around 120 attendees. The conference was divided into four working sessions with prominent professors and experts presenting their analyzes and researches aimed at re-examining the concepts of business innovation, social innovation, entrepreneurship, labor market and innovations in the educational process in Europe and the European Union.
Projects and activities with the community	Students and/or faculty preparing projects/seminar papers for companies on various topics.	March, 2019 – UACS professors and students had possibility to get involved in a creative workshop Junior Achievement Macedonia Innovation Camp in Delchevo.

School of Architecture and Design

Criterion 1.1 The leader of the unit is to be accountable for the development, execution and continuous improvement of the programs and processes in the unit, and for their compliance with the ACBSP Standards and Criteria.
The Dean of SAD as the leader is responsible for the development, execution and continuous improvement of the programs and processes in the unit according general University plans. The Dean works in collaboration with the University management and faculty staff representing a link between them. The processes go through the Faculty Council which meets on monthly base at least or more if necessary. During 2018 18 meetings were held, and during 2019, since May 29, 7 meetings were held, with the participation of faculty staff and representative of administrative staff. There are also informal meetings held occasionally for various topics regarding the education and school organization.

Criterion 1.1.a. Administrators and the faculty must set, communicate, and deploy programs values and performance expectations.
Program values and expectations are coming from University's Mission, Vision and Value statements. Out of them University makes its strategic decisions, which are operated by the Dean of each school, department and administrative unit.
Intended learning outcomes within the courses at the School of Architecture and Design are measured through various tools. Some of them is the Annual Student Exhibition organized at public exhibition halls, working with students from foreign Schools with which UACS has Memorandum for Collaboration (School for Architecture at Technical University at Vienna), Workshops tutored by foreign experts and university professors (Prof. Bob Giddings, G. Britain, visiting professor Kreshimir Rogina, Croatoa) and collaboration with the Business Council through student practice. This included an initial step to set learning outcomes; it also prescribed ways for measuring their achievement, and follow-up corrective actions if the results do not match the intended learning outcomes.
The School has clearly defined learning outcomes assessment program, following the recommendations of the Ministry of Education and Science based on the best European experienced. There are indicators set according to 5 categories or types of acquired competences: 1) knowledge and understanding; 2) application of knowledge and understanding; 3) ability to asses and/or evaluate; 4) communication skills; 5) learning skills.

Criterion 1.1.b. Administrators and the faculty must review programs performance and capabilities to assess programs success and your program's ability to address its changing needs.
Reviewing programs performance and capabilities to assess programs is continual process at SAD, initiated by the collaboration with different parties, and the requirements set by the Macedonian Ministry of Education and Science.

Criterion 1.1.c. Programs must have processes in place for evaluating the performance of both administrators and the faculty.
"360 degrees evaluation" process provides a good basis for objective overviewing the performance of faculty, administrative staff and University's management.

Criterion 1.2 Social Responsibility

Criterion 1.2.a. Administrators and the faculty must create an environment that fosters and requires legal and ethical behavior.

Code of Ethics is an unique foundation over which every participant in the process of education at our University can act within this organization based on legal and fair relations with ethical behavior of all sides.

Criterion 1.2.b. Programs should address the impacts on society of its program offerings, services, and operations.

Architecture and architects being one of the key stones of modern societies bear a significant impact on human life regarding it's social and physical environment. Theoretical and practical programs on both 1st and 2nd cycles are connected with real social needs. SAD every year chose a different city in our state to work on it's architectural and urban problems and needs in tight collaboration with public and local institutions. So far, we have worked on those issues for Ohrid, Bitola, Dojran, Strumica, Vinica, Struga, Mavrovo. Next academic year we will work in Prilep. Also, some programs were connected with organizations working with preschools, homes for elderly people, etc.

Criterion 1.2.c. Programs should ensure ethical and academic practices in all student and stakeholder transactions and interactions.

Student Affairs and Records Office provides support to students in terms of: correspondence with prospective students, current students and all stakeholders who need information about undergraduate and graduate programs, the method of study, examinations, re-taking, payment, compulsory and elective courses, registration of new students, and registration of existing students in each semester. Coordinators also assist in the transfer of students from full-time to part-time status and vice versa, as well as students who come from other institutions to UACS. They also monitor the progress of the students, their attendance at classes and their success. Advice is given to students about their grade average, selection of courses and other issues of interest.

Criterion 1.2.d. Programs should have processes in place for monitoring regulatory and legal compliance.

All UACS internal laws and regulations are available from the intra portal. Each faculty members receives an electronic copy of all amended internal acts. In addition, the changes are discussed at faculty council meetings to ensure that faculty members are updated and comply with the policies and regulations.

School of Computer Science and Information Technology

Criterion 1.1 The leader of the unit is to be accountable for the development, execution and continuous improvement of the programs and processes in the unit.
This goes without saying. The role of the leader (especially in education) implicates responsibility for the quality of the product – in this case, students and their readiness for the real world at the end of their studies. That means continuous following of the execution of the study program, periodically (if needed, once per year), analysis and if necessary, finding ways to improve the program. Also, following the progress in the field (in this particular case, IT industry), that could mean consultation with IT companies and assessing their needs for trained personal (in this case, programmers or other IT related staff).

Criterion 1.1.a. Administrators and the faculty must set, communicate, and deploy programs values and performance expectations.
Absolutely true. In order to function as a team, administrators and the faculty should coordinate their activities in that sense. Also, the Dean must set clear and precise (as much as possible) goals for everybody.

Criterion 1.1.b. Administrators and the faculty must review programs performance and capabilities to assess programs success and your program's ability to address its changing needs.
There must be instruments (means) put in place so that the program performance can be assessed. Internal evaluations, communications with alumnae as well as the speed at which the employment market accepts graduates should be enough, for the time being. We will see for the future.

Criterion 1.1.c. Programs must have processes in place for evaluating the performance of both administrators and the faculty.
Yes. Usually, it is done by initiating periodic evaluations by students. One other mean could be to establish contact with the alumni – so that, following their progress and how they face (and overcome) challenges could provide additional information.

Criterion 1.2 Social Responsibilities
The university (and education in general) is a crucial part of society. Therefore, they must take care of upholding its high standards. Social responsibility is one of them. The students of IT support as much as possible all related UACS activities.

Criterion 1.2.a. Administrators and the faculty must create an environment that fosters and requires legal and ethical behavior.
Education as a process is especially sensitive to any non-legal or non-ethical behavior. Therefore, it must upheld standards that will guarantee legality in everyday teaching, as well as other activities (like promotion, or cooperation with businesses). Also, regarding ethics, legality and integrity – students have courses, at least two, in which crucial parts and activities are dedicated to this concepts. In order to

further develop soft skills, they are required to work (and present) projects which must give accent to ethics and legality, while integrity is (should be) learned from the staff (as a role model).

Criterion 1.2.b. Programs should address the impacts on society of its program offerings, services, and operations.
Creating intellectuals that are far from everyday lives is futile. The students that graduate at this university should be up-to-date with the society progress, and be prepared to hit the ground running.

Criterion 1.2.c. Programs should ensure ethical and academic practices in all student and stakeholder transactions and interactions.
It is a continuing process. The students always need guidance, and the staff needs encouragement.

Criterion 1.2.d. Programs should have processes in place for monitoring regulatory and legal compliance.
Definitely. For this activity, maybe the role of University is crucial. Academic coordinator should lead.

School of Foreign Language

Criterion 1.1 The leader of the unit is to be accountable for the development, execution and continuous improvement of the programs and processes in the unit, and for their compliance with the ACBSP Standards and Criteria.

The process of continuous improvement involves several fundamental parts of the institution. The Dean, in such instance, acts as a gateway of communication between the management and the faculty, between the strategic directions set forth by the university as a whole and the programme improvements needed for the school, as well as over viewing regular day to day operations. Dean's regular activities that encompass actions, which promote the development, execution and improvement of the processes of the school and academic programs are listed below in Table 1.1.

Activity	Description	Parties included	Key Activities and Outcomes Reported in
Faculty Council Meetings	Main body for discussion, proposing and approving internal rules, documents, reports, etc. and other relevant documents related to the operation of the school	Dean of the School, All faculty members of the School, Members of the administrative staff	Faculty Council Meeting Minutes made available to all relevant parties

As in every sector and business, the leader is responsible for the quality of the product, it is in this case too – the Dean but the School's team also, are accountable for what programs the School offers to the students and thus to the market, how they are executed, that is, how the teaching is delivered, and how they are developed over time to ensure that the students do make progress and are well-prepared for the challenges of their job after their graduation. The Dean and the team do this by closely monitoring the teaching-learning process, detailed analysis, and continuous consulting and contact with practitioners, seeing the needs of the market. In this case, those are schools (education institutions), translation agencies and publishing houses.

Criterion 1.1.a. Administrators and the faculty must set, communicate, and deploy programs values and performance expectations.

Primarily, the program values and expectations are set within the University's Mission, Vision and Value statements. They are the

founding pillars upon which the University makes its strategic decisions, later deployed by the Dean of each school, department and administrative unit.
The communication and enforcement of program values and performance expectation is consistent throughout the academic year. It is primarily effectuated through the Faculty Council Meetings for each School, but also through a variety of other activities. Some of them are aimed at internal fortification of the program values and expectation, and others at communicating the same values and expectations to various stakeholders. However, the administrators and the faculty follow the rules and plans and work towards achieving the set goals.

Criterion 1.1.b. Administrators and the faculty must review programs performance and capabilities to assess programs success and your program's ability to address its changing needs.
UACS has adopted a policy for 360 degrees evaluation. This policy has been adopted since 2011, and so far it has provided a good basis for an unambiguous and realistic evaluation of the performance of faculty, administrative staff and the University's leadership. Upon gathering data from the 360 evaluation and suggestions on its improvement, they are evaluated by the students, the management, administration and the deans.
Besides the evaluation, what the School hears as feedback is the input from alumni and regular meetings and contacts with companies-members of the School's Business Council.

Criterion 1.1.c. Programs must have processes in place for evaluating the performance of both administrators and the faculty.
As part of the 360 degrees evaluation, the students evaluate both the administrators and faculty, meaning that the teaching and the administrative processes are assessed and feed backed on. Again, the alumni body is important, to follow their progress and hear their experiences.

Criterion 1.2 Social Responsibilities
Social responsibility is one of the crucial segments in which the University and thus the School are evaluated. The School of Foreign Languages is part of the UACS activities aimed at social responsibility.

Criterion 1.2.a. Administrators and the faculty must create an environment that fosters and requires legal and ethical behavior.
Education as a process is especially sensitive to any non-legal or non-ethical behavior. Therefore, it must uphold standards that will guarantee legality in everyday teaching, as well as other activities (like promotion, or cooperation with businesses). Also, regarding ethics, legality and integrity – students have courses, at least two, in which crucial parts and activities are dedicated to these concepts. In order to further develop soft skills, they are required to present projects which must give accent to ethics and legality, while integrity is learned from the staff.

Criterion 1.2.b. Programs should address the impacts on society of its program offerings, services, and operations.

	Description	Measure/Activity
High School lectures	Continuous organization of special lectures for students and teachers from High Schools on very new and interesting topics as well as improvement of teaching methods	High School students attendance in university lectures, and in lectures organized for high school teachers in order to improve teaching methods
International events	Reading Competition	High school students from all over the country, mentored by their teachers, participate in the competition by reading their favourite excerpts written by the author whose anniversary is celebrated. Jury made of renowned literature professors and actors assess the readings. The impact on society is the contribution that the School makes towards spreading the English language and culture, especially love for literature, and doing it not only among university students, but encouraging the high school students to read and enjoy literature.
	UACS-ELTAM workshops for English language teachers	English language teachers from Macedonia attend the workshops, being offered theoretical and practical tips, which enhance their career development.
	Spelling Bee competition	Primary school students compete in their knowledge of English.

Criterion 1.2.c. Programs should ensure ethical and academic practices in all student and stakeholder transactions and interactions.

It is a continuing process. The students always need guidance, and the staff needs encouragement.

Criterion 1.2.d. Programs should have processes in place for monitoring regulatory and legal compliance.

At university level, care is taken for bylaws and decisions that monitor regulatory and legal compliance of the study process to be undoubtedly put in force.

School of Law

Criterion 1.1 The leader of the unit is to be accountable for the development, execution and continuous improvement of the programs and processes in the unit, and for their compliance with the ACBSP Standards and Criteria.

The process of continuous improvement involves several fundamental parts of the institution. The Dean, in such instance, acts as a gateway of communication between the management and the faculty, between the strategic directions set forth by the university as a whole and the programmatic improvements needed for the school, as well as over viewing regular day to day operations. Regular activities of the Dean that encompass actions that promote the development, execution and improvement of the processes of the school and academic programs are listed below in Table 1.1.

Activity	**Description**	**Number of activities held**	**Parties included**	**Key Activities and Outcomes Reported**
Faculty Council Meetings	Main body for discussion, proposing and approving internal rules, documents, reports, etc. and other relevant documents related to the operation of each school separately	Meetings on monthly basis	Dean of the School All faculty members of the School Members of the administrative staff	Faculty Council Meeting Minutes and made available to all relevant parties
Review of the 360 evaluation results	An important tool for review of the performance of faculty, stakeholder satisfaction, performance of the school overall	- Change in the 360 academic evaluation - Discussion on potential improvements in processes and in specific courses - Personal advising with faculty that fall on the lower end of the student satisfaction results	Annual 360 Evaluation	Previous Year

Criterion 1.2.a. Administrators and the faculty must create an environment that fosters and requires legal and ethical behavior.

Activities / Bylaws supporting ethical behavior	Description	Activities undertaken
Code of Ethics	Encompasses all the relevant ethical and moral manners of conduct between faculty, administrative staff and students. It also incorporates grievance procedures for breaking the rules of conduct.	– Student or professor expulsion: None – Student or professor suspension: None – Student removed from class due to inappropriate conduct: – Student receiving formal reprimand by the dean: – Student receiving formal reprimand by rector – Faculty receiving formal complaint by student and or colleague: None
Anti-plagiarism Policy	The anti-plagiarism policy is instilled into each and every syllabus, apart from being a document set forth by the University. Each faculty member strongly advises students to avoid plagiarism of any kind not only in class but also in life.	- Professors regularly check for plagiarism in student produced course papers and during exams (no formal reports on misconduct filed) - For graduate studies, antiplagiarism software is used for review of the master thesis.
360 Evaluation	The evaluation tool also serves as a mechanism for fostering ethical behavior. The survey is anonymous and hence any complaint or suggestion can be made without a breach in ethical behavior.	The 360 process has been reviewed and a new 360 evaluation bylaw has been adopted by the University Senate.

School of Political Science

Criterion 1.1 The leader of the unit is to be accountable for the development, execution and continuous improvement of the programs and processes in the unit, and for their compliance with the ACBSP Standards and Criteria.
The process of continuous improvement involves several fundamental parts of the institution. The Dean, in such instance, acts as a gateway of communication between the management and the faculty, between the strategic directions set forth by the University as a whole and the programmatic improvements needed for the school as well as overviewing regular day to day operations. Regular activities of the Dean which encompass actions that promote the development, execution and improvement of the processes of the school and its academic programs are listed below in Table 1.1.

Table 1.1. SPS General Activity

Activity	Description	Number of activities held in 2018/2019	Parties included	Key Activities and Outcomes Reported
Faculty Council Meetings	Main body for discussion, proposing and approving internal rules, documents, reports and other relevant documents related to the operation of each school separately	2018: 11 meetings 2019: 7 meetings (until June 2019)	Dean of the School; All faculty members of the School; Members of the administrative staff	Faculty Council Meeting Minutes are made available to all relevant parties

Criterion 1.1.a. Administrators and the faculty must set, communicate, and deploy programs values and performance expectations.
Program values and expectations are primarily set within University's Mission, Vision and Value statements. They are the founding pillars upon which the University makes its strategic decisions, later deployed by the Dean of each school, department and administrative unit. The communication and enforcement of program values and performance expectation is consistent throughout the academic year. It is primarily effectuated through Faculty Council Meetings (as described in table 1.1.) for each School, but also through a variety of other activities. Some of them are aimed at internal strengthening of the program values and expectation, and others at communicating the same values and expectations to various stakeholders.

The School of Political Science develops an annual operational plan in a participative manner, based on assessment reports on activities in the previous academic year and on up-to-date SWOT analysis; each faculty member is asked to contribute to the planning process, and the annual operational plan is formally passed by the scientific council of the School.
The School has defined a set of intended learning outcomes within the courses, and the program in general. Specific tools and procedures have been installed to measure the learning process and the accomplishment of the intended learning outcomes. This included an initial step to set learning outcomes; it also prescribed ways for measuring their achievement, and follow-up corrective actions if the results do not match the intended learning outcomes.
The School has clearly defined learning outcomes assessment program, following the recommendations of the Ministry of Education and Science based on the best European experienced. There are indicators set according to 5 categories or types of acquired competences: 1) knowledge and understanding; 2) application of knowledge and understanding; 3) ability to asses and/or evaluate; 4) communication skills; 5) learning skills. They are organized with regard to the axis established by 1st and 2nd cycle of studies, according to which the latter required deeper critical and analytical understanding of phenomena and subject to study whereas the former entails learning through independent and critical thinking as an aspect of the learning process itself.

Criterion 1.1.b. Administrators and the faculty must review programs performance and capabilities to assess programs success and your program's ability to address its changing needs.
The scientific council of the School has received feedback on the curricula through a process of individual and group discussions with Business Council members and visiting scholars. Relevant suggestions were incorporated in the amended curricula.
In addition to designing the outcomes assessment program described above, the School of Political Science has developed descriptors for learning levels and programs according to the requirements set by the Macedonian Ministry of Education and Science (MoES).

Criterion 1.1.c. Programs must have processes in place for evaluating the performance of both administrators and the faculty.
UACS has adopted a policy for 360 degrees evaluation. This policy has been adopted since 2011, and insofar it has provided a good basis for an unambiguous and realistic evaluation of the performance of faculty, administrative staff and the leadership of the University. They are evaluated by the students, the management, the administration and the deans. The deans, on the other hand, are evaluated by their faculty members, the management, the students and the administrative staff. The administrative staff is evaluated by the deans, the faculty, the students and the management. Hence, each operational unit of the University is evaluated between each other. Different weights are assigned to each evaluation deflecting the importance of stakeholder most influenced by the party evaluated. This evaluation is administered once each year.

Criterion 1.2 Social Responsibility

Criterion 1.2.a. Administrators and the faculty must create an environment that fosters and requires legal and ethical behavior.

Students and faculty member are acquainted with the UACS Code of Ethics, and they are encouraged to discuss issues of ethical behavior with the Dean during specified office hours or by appointment. There were no reports of misconduct by faculty or students in the past year.

Criterion 1.2.b. Programs should address the impacts on society of its program offerings, services, and operations.

The School took part in all Corporate Social Responsibility activities organized by UACS in the past year.

Criterion 1.2.c. Programs should ensure ethical and academic practices in all student and stakeholder transactions and interactions.

Student Affairs and Records Office provides support to students in terms of: correspondence with prospective students, current students and all stakeholders who need information about undergraduate and graduate programs, the method of study, examinations, re-taking, payment, compulsory and elective courses, registration of new students, and registration of existing students in each semester. Coordinators also assist in the transfer of students from full-time to part-time status and vice versa, as well as students who come from other institutions to UACS. They also monitor the progress of the students, their attendance at classes and their success. Advice is given to students about their grade average, selection of courses and other issues of interest.

Each member of staff regularly reports on all the functions that they do during the school year. The load is then calculated by the HR Department. The staff also submits a list of all the activities undertaken with the students to the Dean and they report all activities undertaken with the students. The 360 evaluation is also used to evaluate the nine functions.

Criterion 1.2.d. Programs should have processes in place for monitoring regulatory and legal compliance.

All UACS internal laws and regulations are available from the intra portal. Each faculty members receives an electronic copy of all amended internal acts. In addition, the changes are discussed at faculty council meetings to ensure that faculty members are updated and comply with the policies and regulations.

PART II – Strategic Planning & Annual Planning

In the period 2010 - 2015 we have faced:

- Market Volatility;
- Government intervention, and
- Political uncertainty.

We had faced serious obstacle like: MSM deal not being supported, ban to launch e – courses and racketeering in Kosovo. Yet, we have managed to achieve our main goal, **International Accreditation.**

Period 2016 – 2019 started with the creasiest year ever, the year of impasse in the process of formation of Government. This is the main reason why have we switched to three years plan.

- To progress from No.10 to No.6 University in Macedonian ranking;
- **We have also managed to get ranking of the No. 1 Private University and No. 5 in the Country;**
- Doctoral program is flourishing;
- We signed a Double Degree with Tor Vergata - being ranked in the TOP 50 under 50;
- Ideas Repec has continuously ranked UACS SBEM as the Best School of Business in Republic of Macedonia.

UACS has employed the following principles in its operations:

- Legality and Ethicality – full compliance;
- Relationship Building with the stakeholders;
- Helping those in need;
- Independence of political influence.

I. Strategic Goals, Officers in Charge, Strategies

Major Long Term goals: "*Success is not final, failure is not fatal: it is the courage to continue that counts."(**Winston Churchill)***

Goa #	Goal	Roles	Strategies	Resources	KPI	Status June 2019
I.1	Stability of operations					
I.2	Maintain minimum 700 students until the genuine market conditions from 2005 shall have been restored	Rector, Vice Rector for Research COO, Deans , CAO	Integration and Creation of Learning organization Differentiation and Innovation		Minimum income bearing students (700 students)	DONE
I.3	Meeting HEA standards for mentors	Vice Rector for Research , Secretary General, Professors	Professional Development	Research Budget	Meeting the standards	ACCOMPLISHED
I.4	New Concentrations	Leadership	Brainstorming, Monitoring the environment			ACCOMPLISHED Audit and accounting has been running for 4 years now, and we earned accreditation from ACCA Tor Vergata has been signed. Still unstable enrollment!
I.5	Professional education	Rector, COO Sales	Sales Strategy			NOT ACCOPMLISHED
I.6	Non Degree Programs	Rector, Sales				PARTIALLY ACCOMPLISHED

						TOEFL is a success. Noncredit offering, didn't start well

II. General short-term Goals

Goal #	Goal	Roles	Strategies & Resources	KPI	Status June 2019
II.1	Student from III to IV – from 30 to 50%	COO, Deans	Presentations, PTA meetings, Financial benefits,	Progression rate	NOT ACCOPMLISHED Considering dropping this goal
II.2.1	Revision of UACS Bylaws	Rector, Secretary General	"Hard work"	Bylaws adopted & presented	ACCOPMLISHED
II.2.2.	Revision of UACS Contracts	Rector, Secretary General, Provost			DROPPED
II.3	Students Council, AIESEC	Rector	Continuous Collaboration	Excellent activities; Students have general elections every year. They have introduced "ombudsman"	DONE UACS Student has become President of AIESEC SKOPJE
II.4	Delta Mu Delta Establishment and Development	Prof. Elena Bundaleska		Establishment of DMD; Continuous activities of the organization Induction of new members every year	DONE
II.5	Accreditation for Mentors		Professional Development	UACS has earned 27 mentors for Master's degree and 20 mentors for doctoral programs	DONE

III. Academic Goals

Goal #	Goal	Tasks/Activities	Time Frame	Role	KPI	Results June 2018
III.1	SBEM: Improvig the Learning Outcomes Measurements	Sumative, External ILO	2016	CAO, Dean	Decision Faculty Council SBEM[13]	DONE
III.2	Other Schools	Introducing ILO and Summative measurements	SAD,SCSI, 2017	CAO, Deans		NOT ACCOPMLISHED
III.3	Introduction of DD for the Graduate studies		2016/2017	Rector, CAO	Report rom CAO	NOT ACCOPMLISHED
III.4	Graduate programs to be PCL minimum 70%	Professional development and training of faculty members		Dean / MBA Coordinator	Education, Professional development and socialization process for adjunct and visiting professors – Good results, but for UACS professors	DONE

IV. Accreditatioan Goals

Goal #	Goal	Tasks / Activities	Time Frame	Role	Strategies	Measure KPI	Status June 2019[14]
IV.1	ACBSP	Interim Report	September 2016	CAO, Rector		Remove Conditions & Remove probation	DONE
IV.2	Improvement of S.E.R	Revision	June 2016	CAO			We have a good progress

IV.3	Launch International accreditation SAD & SCSI	Prepare Initial questionnaire & Self Study	December 2016	CAO Deans	Professional development	Accreditation process	NOT DONE

V. International Collaboration Goals

Goal #	Goal	Tasks / Activities	Time Frame	Role	Resources	KPI	Status June 2019
V.1	Enlarge exchange programs	Signing new Erasmus contracts	2016/2019	IRO Deans	TBD	Increase number of students 10% per year	DONE
V.2	ERASMUS participation	Continuity	2016/2019	IRO			DONE
V.3	CEEPUS	Intensity	2016/2019	CEEPUS Coordinator			DONE
V.4	EFER & Resita	Continuity	2016/2019	Liaison Officer			Unfortunately: EFER has been dismantled, Resita is no longer funded by DAAD, and thus faded away
V.5.	To become member of International research networks:			VRR			DONE with the COST Project

VI. HR Goals

Goal #	Goal	Tasks / Activities	Time Frame	Role	Strategy	Measured KPI
VI.1.1	Professional Development- Professors				Strategy 1, 2.1 and 2.2.	DONE
VI.2	Research Development				Strategy 1 , 2.1. and 2.2.	Report in Appendix by Marjan Petreski
VI.1.2	Professional Development- Administration				Strategy 1	
VI.1	Have a ratio Domestic / International Faculty	Direct Communication	2016/2019	COO Dean	Finding professors who are native speaker,living in Macedonia	DONE HR Report
VI.2	Continuation of 3/3 policy					DONE

VII. Networking Goals

Goal #	Goal	Tasks / Activities	Time Line	Role	Strategies	Measured KPI
VII. 1	Organize one PR event per month / Interview with guest lecture or interview with UACS…			Stakeholders Director	Stakeholders officer	DONE Australian Ambassador February
VII.2	Events / Organize 1 major industry leader visit per semester / Organize one ambassador visit per semester			Stakeholders Director	Stakeholders officer	DONE AMCHAM President HR Managers companies on Career day

VII.3	UACS Alumni Establishment	Establishment Appointment of officer	2016	Rector President	Action Plan, Networking	NOT DONE yet as of 2016, June
VII.4	Business council – Launch remaining clusters Maintain Pace 2x meetings a year	GAM once a year		Stakeholder Officer Deans	Direct communication	Operative plans IN PROGRESS
VII.5	Foundation goals Increase 10% per year		2016/2019	Foundation Director	Direct marketing Promotion	NOT DONE
VII.6	Collaboration with high schools teachers and principals			COO Assistant to the Provost	Events, Direct communication	PARTIALLY DONE We have excellent collaboration with
VII.7	Promotion – Switch to Digital			COO, Assistant to the Provost		PARTIALLY DONE Have intensified the advertising on line budget
VII.7	Consultations with Macedonian Chamber of Commerce		Career Officer VRR	Direct Communication		NOT DONE
VI.8	Considering of setting up UACS TV					DROPPED

VII. IT Goals

Goal #	Goal	Tasks / Activities	Time Frame	Role	Strategy	Measured KPI
VII.1.1.	Full automation	Redirect course registration to Moodle	Fall 2016	Records Office + IT	Active monitoring of UACS and use of Moodle app	
VII.1.2	Full automation	Redirect course registration to Moodle	Spring 2017	Records Office + IT	Active monitoring of UACS and use of Moodle app	
V.2	New web page		March 2016	COO		
V.3	Implementing Online Payment		May 2017	IT, Consultant		

VI.4	Strategic Policy Decision - Full replacement every 48 months	Policy adoption	2016	Secretary General, CFO, IT		Improvement Report
VI.5	In the area of Technological Innovation, UACS will apply to the Development Fund and other project holders to provide labs and develop entrepreneurial ideas to students and a link with employers and the labor market, through which we will recruit our graduates.					

Tasks / Activities	**Role**	**Time Frame**	**Measured KPI**
Migrate all activities of the class and Module evaluation	IT, COO, Iva	Spring 2017	NOT DONE Under considerations
E-library	Library and Ivan Dodovski	June 2016	Under considerations
Implementing Online Payment	COO, Consultant	March 2016	NOT DONE Works in progress with the new web site

VIII. SBEM GOALS

Goal #	**Goal**	**Tasks / Activities**	**Time Frame**	**Role**	**Strategy**	**Resources**	**KPI**
VIII.1	Constant monitoring of society and preparation for new Concentrations		2016-2019			DONE We have opened new concentrations according to the environment	
VIII.2	New programs (Audit, HR)					DONE	
VIII.3	Organize and offer EXEX ED courses	Action Plan	2010 2011	Vice Rector for Research ,Sale Officer	Direct marketing	TBD	NOT DONE
VIII.4	Brainstorming / Business Council Session Report to NNS - once in a semester for potential for other concentrations			Dean, Rector, Officer		Successfully launched - new programs	DONE

VIII.5	Redirect from Course Outline to Course Manual / Graduate Programs Only		2016	Dean	Participative Management	Time	NOT DONE
VIII.6	Industry Relations	Action Plan		Dean	We have partial results, mostly through: -Business council meetings, -Individual results: Marjan Petreski-member of AMCHAM Board, Marjan Bojadjiev-member of Vitaminka, Nikica Mojsoska Blazevski- member of 2025		
	Keep up the good practice						
VIII.7	Master Thesis Seminar	Action Plan	Continue			We had two sessions in 2018/2019	
VIII.8	Research Activity	Action Plan		Vice Rector for Research			PF
VIII.9	Doctoral programs	Action Plan			Collaboration	TBD	PF

IX. Financial Goals

Goal #	**Goal**	**Tasks/Activities**	**Time Frame**	**Role**	**Strategy**
IX.1	Improving capital: debt ratio from 33% to 45%	Stable enrollment	2016/ 2019	Provost, CFO	We have reduced the total debt from 5 mil € to 3 mil €
IX.2	Maintaining the current liquidity ratio				We are in better shape with the conversion of loans from banks to EIB
IX.3	Maintaining a 1-3% profitability ratio Consolidated Income Statement		2016/ 2019		DONE

X. Library Goals

Goal #	Goal	Tasks/Activities	Time Frame	Role	Strategy
X.1	E-books	Action Plan	2016 / 2017	Librarian	Improvement Report
X.2	Introducing the ESCB as a compulsory part of literature for all faculties		June 2016		DONE-But unfortunately not implemented in practice
X.3	Continuation of good practice Pearson				DONE
X.4	Introducing Library of School of Architecture and School of Foreign Languages				DONE Library policy that states that 40% of the library income shall be spend for the respected school

PART III – Student & Shareholder Focus

Criterion 3.1
Business programs must determine (or target) the student segments its educational programs will address. State targeted and served student segments.

Table 3.1. Student targeted segments

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

Criterion 3.2
The business unit will have identified its major stakeholders, and found methods to listen and to learn from its stakeholders in order to determine both student and stakeholder requirements and expectations.

List your business unit's major stakeholders other than your students. Briefly describe how you gather and use relevant information from students and stakeholders.
The university has identified two main groups of stakeholders; primary and secondary.

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

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

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

Primary stakeholders	Secondary stakeholders
- Students - Faculty and Employed - Control and Regulatory bodies: (MON, BoA, ACBSP)	- Board of Directors of the University - Business Council - Student's parents - Alumni

Criterion 3.3
The business unit will periodically review listening and learning methods to keep them current with educational service needs and directions. Describe your periodic review processes pertinent to this criterion.
UACS has established a process for reviewing the methods for gathering data.

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

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

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

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

Criterion 3.4
The business unit will have a process to use the information obtained from students and stakeholders for purposes of planning educational programs, offerings, and services; marketing; process improvements; and the development of other services.

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

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

The improvement suggestions are also conveyed to the University Senate and Rectors Board so that any major changes and/or addendums are revised to be in line with the strategic goals of the University. If there is a fit between the current availability of resources and the improvement measure, then it is implemented and addressed. The following table shows some of improvements that have been made during the course of the academic year

Stakeholder	Information/Requirement	Information Obtained via	Reviewed by	Educational Program addressing requirement
Alumni	Reconnecting and networking between the alumni network	Free executive training	Alumni (Graduate 10 years ago / Graduate 1-5 years ago) Students	Introducing the businesses and employment opportunities between members
Alumni	Networking and speed dating among alumni members. Lecturing on specific subject, sharing knowledge and experience.	Training and Networking	Alumni (Graduate 10 years ago / Graduate 1-5 years ago) Students	UACS welcomed Zorica Popovska, certificated NLP lecturers and founder of Sensum Training and Coaching. Zorica has worked as a coach for companies and individuals. She delivered a lecture on Personal development and power of self-responsibility.
Alumni	Lecturing on specific subject, sharing knowledge and experience. Inspiring stories of the alumni speakers.			Each semester UACS invite a guest lecturer from the Alumni members. UACS welcomed: Mr. Dushan Mitrev, Chief Financial Officer (CFO), Pivara AD Skopje who is MBA Alumni. He was delivering a lecture for Finance in real life with focus

		Alumni guest speaks for undergraduate and graduate students	Undergraduate students	on: Finance role within the organization, Finance job ticket, Finance org structure, big bets, focus areas, Finance competencies needed, KBI dashboard. Mr. NIkola Ilievski**,** KFC Marketing Director. He was delivering experiences on How the UACS master studies help him to get employed in an international company.
Alumni	Assessing success after graduation	Survey via phone calls	Head of Career Center Development	Alumni survey used to assess success after graduation.
Students	Providing internship opportunities in Alumni's company's	Careers days, daily communication via e mail, info boards and in person in the career center office	Head of Career Center Companies where Alumni work, Companies that Alumni own	Career center provides internship opportunities via communication with the HR offices in the company's, developing project with the companies for the need of internship experience to the students.
Students	Providing internship opportunities in Business council members company's/organizations/ NGO's	- Daily and weekly communication via e mail, info boards -Career days -Individual sessions with the Head of Career Center department	Head of Career Center Business council members company's/organizations/ NGO's	Career center provides internship opportunities via communication with the HR offices, owners in the company's, developing project with the companies for the need of internship experience to the students.
Students	Internship opportunities at Governmental bodies (ex. Ministry of foreign Affairs and Embassies)	-Career Center and Governmental bodies	Head of Career Center department	Providing new internship opportunities on domestic and international level

			Governmental bodies (Ministry of foreign Affairs and Embassies)	
Students	More international experience and exposure	Quality Circles Meetings	SEC, Faculty Council	Reviewing current Erasmus + partner universities and exploring new options
Students	More international experience and exposure	Quality Circles Meetings	SEC, Faculty Council	Introducing the AIESEC Internship program
Business Council	Introduction of more specialized programs that address specific job requirements, such as accounting, auditing etc	Business Council Meeting	Career Center department ,SEC, Stakeholder Officer, Faculty Council	Development of new Under Graduate and Graduate program for Account and Auditing

Criterion 3.5
The business unit should have processes to attract and retain students, and to build relationships with desired stakeholders.
Define and describe your processes pertinent to this criterion.
The School actively keeps up with attracting new students to its programs via clear communication with the Networking and Marketing Department. All activities undertaken by the School are aimed at attracting, retaining or engaging both students and relevant stakeholders. They are also communicated to the relevant stakeholders through the Networking and Marketing Department via print or electronic media.

Table 3.5.1. Student attraction processes

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

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

Table 3.5.2. Student retention processes

Target audience	Activity	Purpose
Current Students	Student Metrics	Discussed at least once a year, including the indicators on student's retention and progression
Current Students	Quality Circles	Includes selected students meeting the dean at least twice a semester and discussing options for improvement.
Current Students	Focus Groups	Selected student group meeting the Rector at least once a semester to discuss QC remarks for every school and other broad topics
Current Students	Tutoring Club	Help students with potential difficulties in covering a certain area or course
Current Students	Provide Erasmus and AIESEC Internships	International Exposure
Current Students	Provide Summer Schools and workshops	International Exposure
Current Students	Business council members as guest lecturers	Involving the BC members into the academic program and exposing students to expertise from a specific company/industry
Current Students	Alumni guest lectures	Involving the Alumni community into the academic program and exposing students to expertise from a specific company/industry
Current Students	Career Counseling	To prepare the students for future employment
Current Students	Graduate program benefits presentation for UACS Undergraduates	Retention and progression of UG's into the graduate programs

The table below, highlights institutional departments and functions that efficiently and effectively work with the SBEM, to admit and retain students in addition to stakeholder support.

Institution Department	**Student / Stakeholder Primary Focus**	**Information, data reporting to SBEM**	**Activities in support of SBEM strategic plan goals SBEM**	**Department Scheduled Meetings**
Records office	Student admission, student retention	Student enrolment matrix report	Road show in high schools in and outside of Skopje, Offering state – matriculation preparatory courses , Scholarship contests, Active radio, TV, print and social media advertising, Lectures by UACS Faculty, Open Day, B2B meetings, Promo Day – Promo Class	During the whole years regarding the communication and marketing action plan
Career Services	Student job and internship opportunities	Searching and informing the students for new internships, part time and full time jobs	Career Days Seminar on how to be successful candidate for job position	Seminars and individual meetings with students
Marketing, communication and networking	Student prospects, stakeholders	Web and social media activities, events,	Campaign events, ads and delivering strategic goals	Semiannual planning, monthly review of the outreach
Alumni services	Graduates	Graduate contact information	Events, e mail outreach for announcing new graduate programs E mail out reach announcing job opportunities from Business Council members	Semiannual planning meetings
Provost Office	Stakeholders	Invitations to attend events, meetings with stakeholders - Invitations to trustee, board meetings	Invitations to present University strategy at trustee meetings	Annual 2 times

Table 3.5.3. Relationship strengthening with other stakeholders

Target audience	Activity	Purpose
Faculty	Professional Development Opportunities	To enhance teaching quality, motivate faculty, and strengthen bond with the school
Business Council Members	Executive Education Courses offered	To give back to the Business Council members
Business Council Members	Recommending the best students from the years for future employment	Strengthening Business Council Members bonds and providing employment opportunity for the students
Alumni	Alumni Networking	Strengthening alumni bonds and networking
Student's Parents	Records office is sending grades report to house address	Strengthening bonds with students' parents

Criterion 3.6

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

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

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

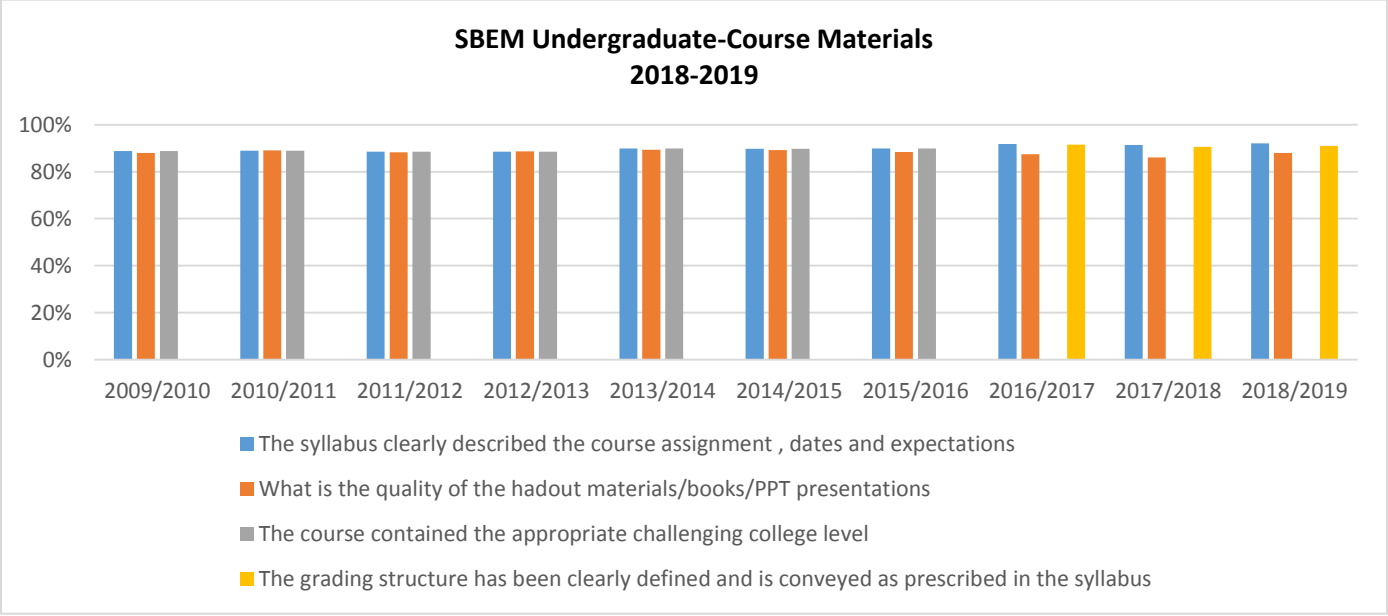
Table 3.6.1. Formal and informal grievance procedures by students

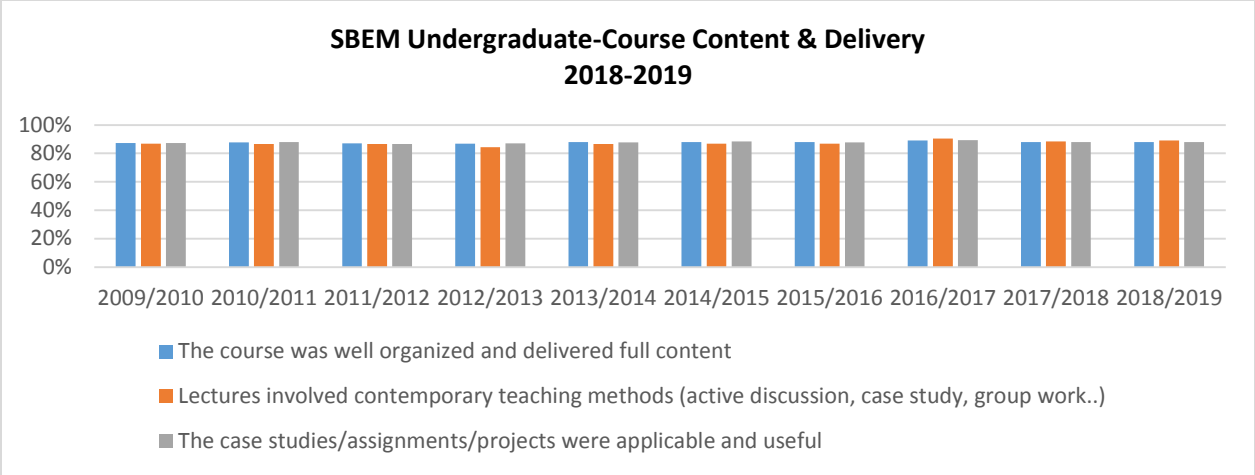
	Number of Informal Complaints /Suggestions	Complaints /Suggestions on services	Complaints /Suggestions on faculty	Complaints /Suggestions on administrative staff	Complaints /Suggestions on course/program	Other	Resolved issues
2018/2019	5				✓		5

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

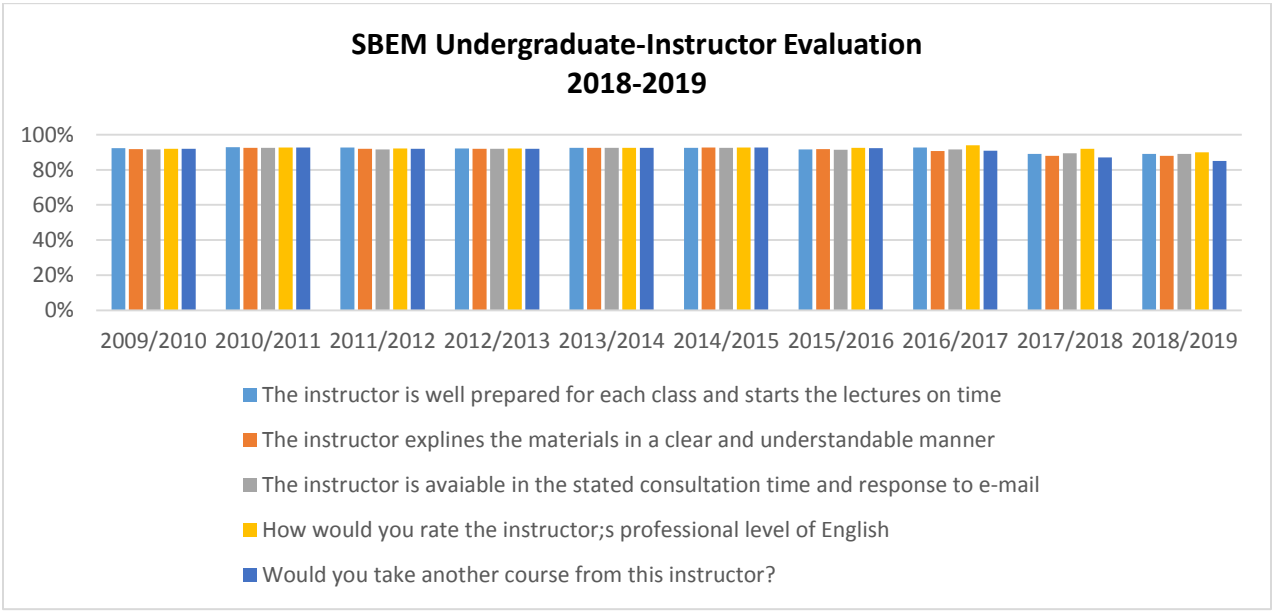
In order to address this criterion the following tables and graphs has been provided:

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

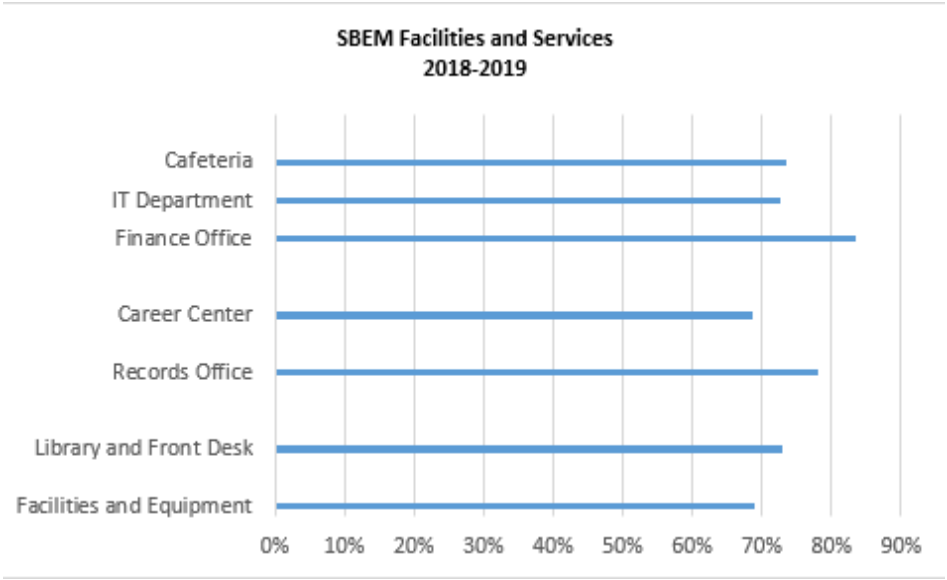




2. Graph 3.8.1.b. – Undergraduate Student Satisfaction from Instructor



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



4. **Table 3.8.1.d. – Undergraduate Student Placement (Employment and Educational Status of Graduates**

Academic year		**Number of respondents**		**Full-Time Employment**	**Part-Time Employment**	**Pursuing Further Education**	**Still Seeking Employment**
Cohorts by Major	**Number in Class**	**Number**	**%**	**Number (%)**	**%**	**Number (%)**	**%**
SBEM 2012-2013	12	76	74.5%	48(63.1%)	/	39(51.3%)	8 (10.5%)
SBEM 2013 - 2014	110	89	80.1%	53 (59.5%)	/	54 (60.6%)	7 (7.9%)

SBEM 2014 - 2015	125	71	56.8%	35(49.2%)	/	42(59.1%)	6(8.5%)
SBEM 2015 - 2016	66	46	69.7%	33(71.7%)	/	28(60.9%)	7(15.2)
SBEM 2016 - 2017	54	41	75.9%	23(56%)	/	22 (53.6%)	9 (21.9%)
SBEM 2017-2018	68	46	67.6%	31(67.4%)	/	24 (52.2%)	6(13%)
KPI	/		Not to fall below 60%	Not to fall below 50%		Not to fall below 50%	Not to go above 15%

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

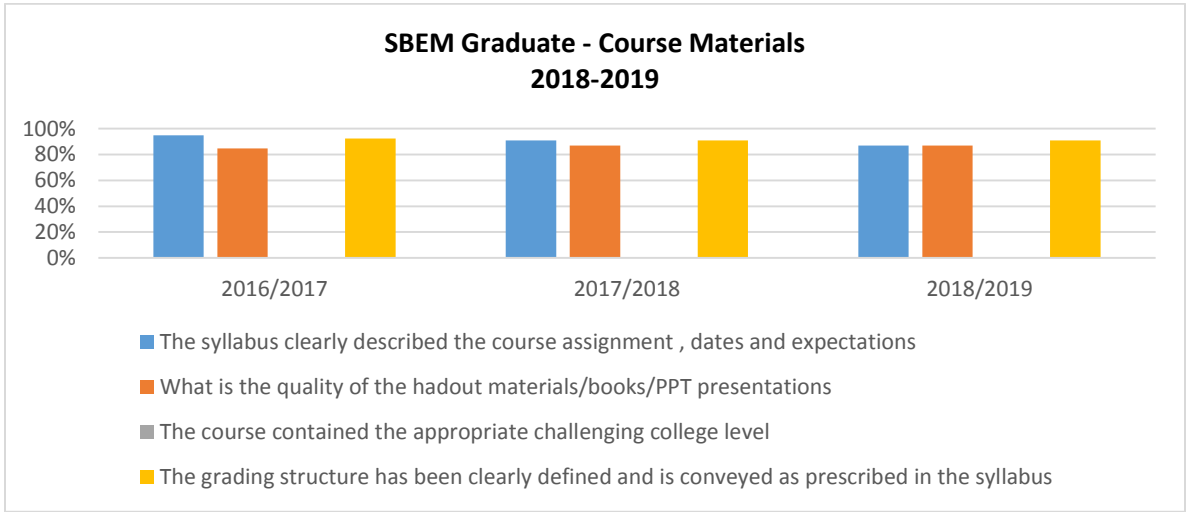
Academic Year	**CV and Cover Letter % of students participated**	**Measurement By timely internships**	**Interview and Job searching strategies**	**Measured by employed after graduation**	**Probation**	**Measured by out of probation**	**Academic counseling students received interpersonal advising**	**Measured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

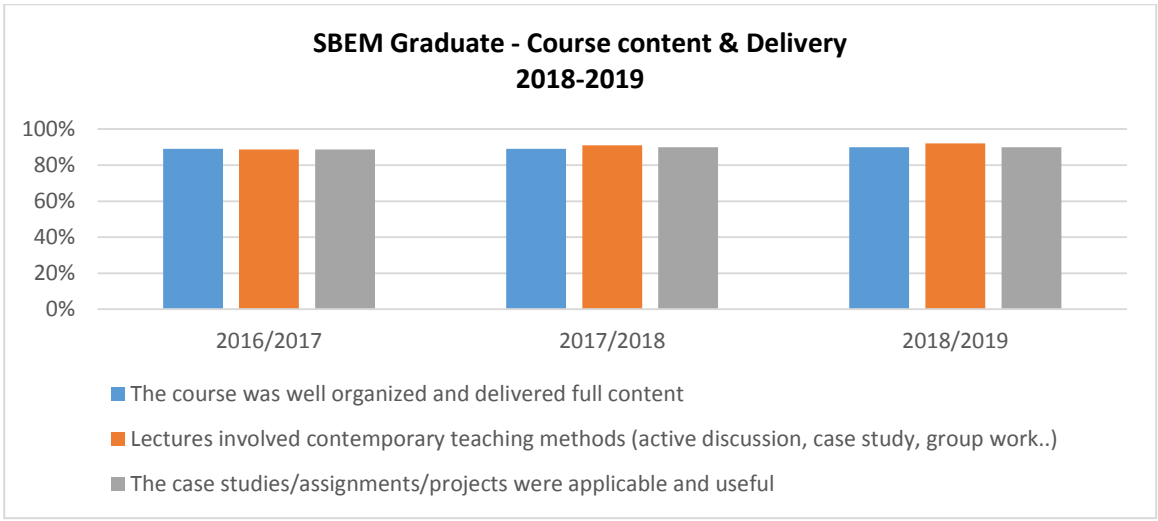
									tutoring provided
2014-2015	43%	95%	67.3%	44.8%	77	60 (77.9%)	88%	51%	5 tutors provided (60 hours)
2015-2016	?	96%	?	47.5 %	*	*	*	*	10 tutors
2016-2017	81 %	91.6%	81 %	77.5%	*			58.8%	6 tutors
2017-2018	87%	94%	87%	70%				60%	9 tutors provided (388 hours)
KPI	**Above 50%**	**Above 90% on time internships**	**Above 70%**	**Above 50%**	**Decrease no. of probation**	**Increase student out of probation**	**Above 80%**	**Above 50%**	**Increase tutors and hours by 50%**

Comment: Suggestions for improvement

- Reduction of academic load for students who continuously are on academic probation for two consecutive semesters;
- Promote best students to the companies (recommendations);
- Mini-trainings for employment skills by the Alumni association.

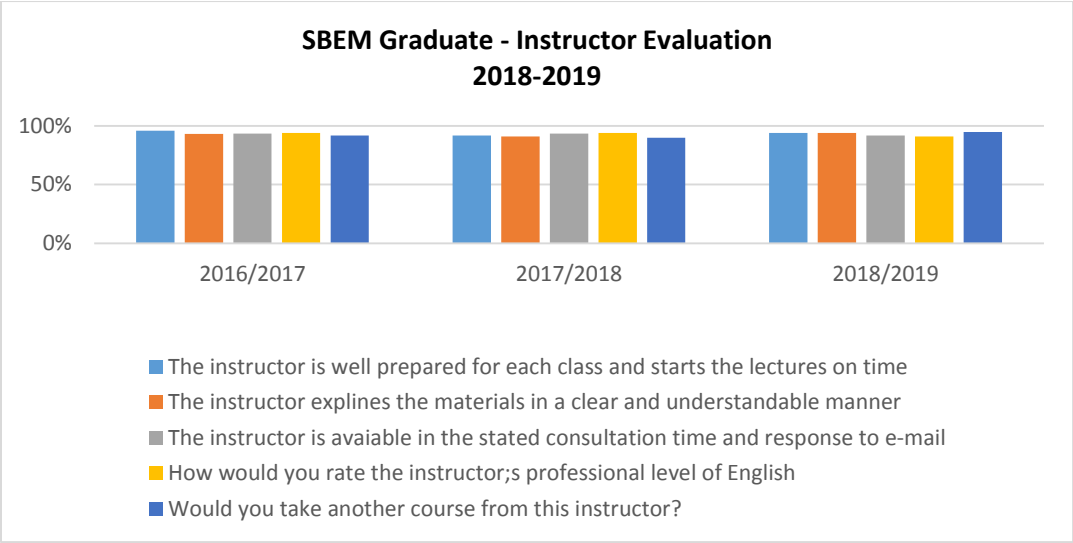
6. **Graph 3.8.2.a. – Graduate Student Satisfaction from Course**



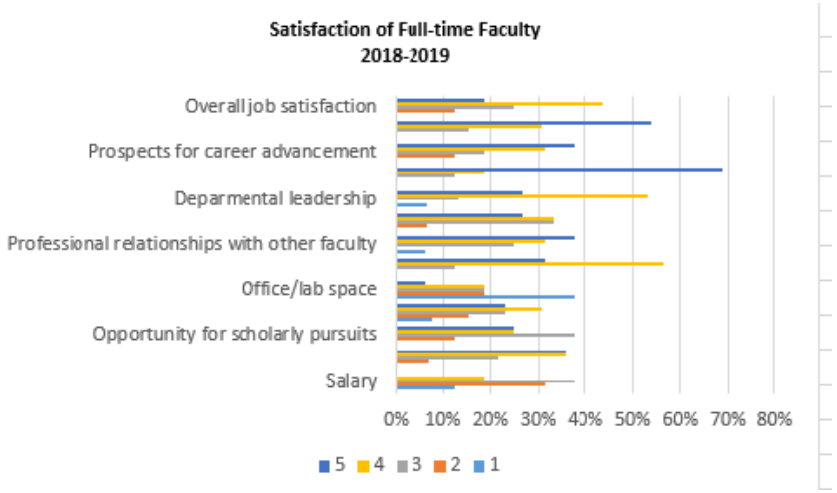


Comment: Student satisfaction from the courses at SBEM has been higher than the allotted KPI (89%) for more than 6 consecutive years. Suggested improvements are to either raise the KPI, and/or review the process.

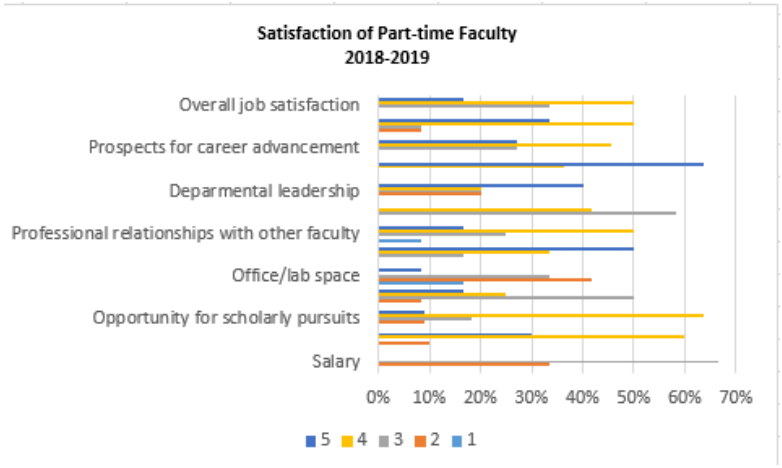
7. **Graph 3.8.2.b. – Graduate Student Satisfaction from Instructor**



8. **Graph 3.8.3.a Faculty Full-time Members' Satisfaction**



9. Graph 3.8.3.b Faculty Part-time Members' Satisfaction



10. Graph 3.8.4.a Administrative Staff Satisfaction

PART IV – Measurement Analysis of Student Learning & Performance

Criterion 4.1.
The business unit shall have a learning outcomes assessment program.
State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) to be accredited. A program is defined as follows: a plan of study is considered a program when it requires a minimum of 12 credit hours of coursework beyond the CPC and/or is recorded on a student's transcript

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

1. SBEM Decision for assessment of Learning objectives - first cycle of studies
2. SBEM Decision for assessment of Learning objectives - second cycle of studies

Describe your learning outcomes assessment process for each program;
The learning outcomes assessment program is defined within the following Decisions of SBEM:
1. Decision for assessment of Intended Learning Outcomes (ILO) on undergraduate study programs of SBEM - No. 14- 1465/6 from 1.09.2014
2. Decision for assessment of intended learning outcomes for second cycle of studies at the SBEM
3. Decision for assessment of ILO for master programs of SBEM are developed and are currently in procedure for acceptance from the School Council and the University Senate.

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

The decision for undergraduate covers combination of methods, including formative and summative, internal and external. The internal formative is including pre-test and post-test assessment at the beginning and end of the academic year.
- **Internal summative** are including capstone project assessment including various items from different departments.
- **External summative** are including external test approved by the Business community and external assessment on students' internships.

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

Identify external learning outcomes assessment information and data you gather and analyze; and
External learning outcomes assessment is performed on several levels. Summative assessment for undergraduate is performed through implementation of Exit tests, approved from the business council members at the last year of studies. Also at the undergraduate level performed is internship evaluation.
On MBA level external assessment of the MBA ILO is performed through external members in the master thesis' committee or just external member – professor of management practice written opinion.

Identify formative and summative learning outcome assessment information and data you gather and analyze.
Formative learning outcomes assessment information are the pretest and posttest examination in specific courses, but also formative assessment could be taken the external assessment of the students internships as presented in figure 4.1.
Summative learning outcome assessment information are the capstone project assessment for each program concentration as an internal way of assessment. Another summative form is the exit test at the end of the program.

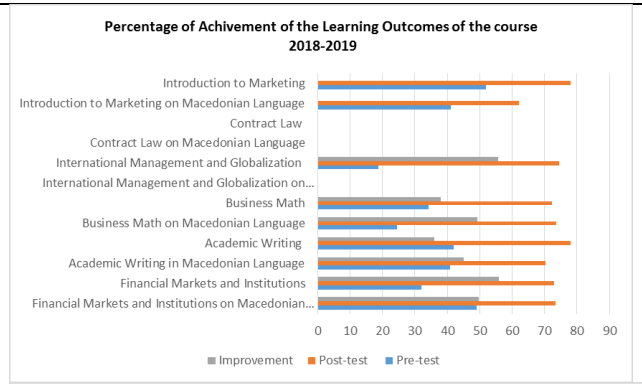
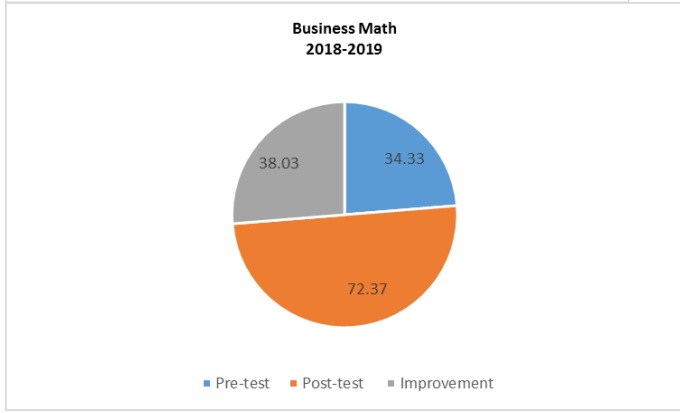
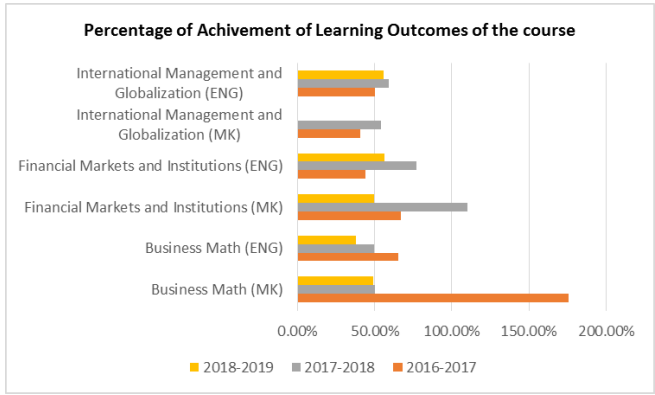
Assessment tools/data for Undergraduate programs

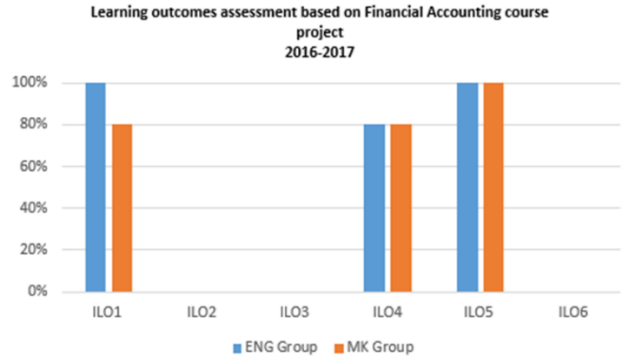
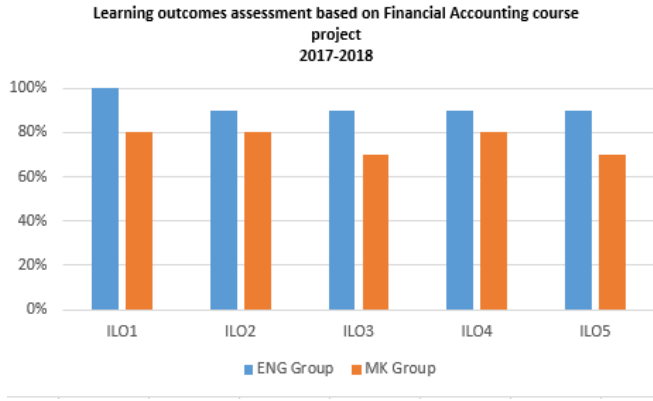
<table>
<tr><th colspan="4">SBEM Undergraduate program</th></tr>
<tr><th rowspan="2">Concentration</th><th colspan="2">Internal Data and Information</th><th rowspan="2">External Data and Information</th></tr>
<tr><th>SUMMATIVE Data and Information</th><th>FORMATIVE Data and Information</th></tr>
<tr><td>Marketing concentration</td><td>- Capstone project for concentration LO
- Capstone project for general LO and soft skills</td><td rowspan="3">Pre-Post test results (courses)
- Microeconomics
- Business mathematics
- Contract Law
- Introduction to Marketing
- Financial markets and institutions
- International management</td><td>- Exit test
- External assessment on students internship</td></tr>
<tr><td>Management concentration</td><td>- Capstone project for concentration LO
- Capstone project for general LO and soft skills</td><td>- Exit test
- External assessment on students internship</td></tr>
<tr><td>Finance concentration</td><td>- Capstone project for concentration LO
- Capstone project for general LO and soft skills</td><td>- Exit test
- External assessment on students internship
External evaluation on final course project</td></tr>
</table>

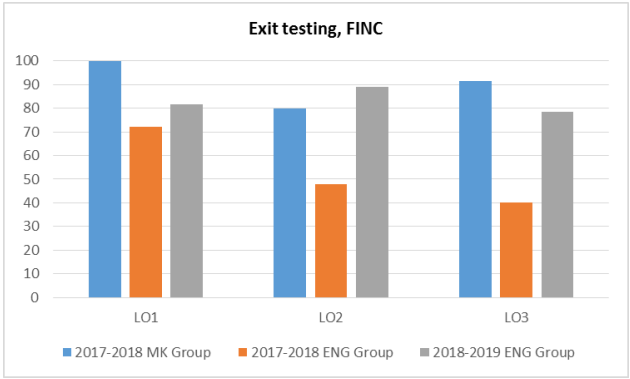
Assessment tools/data for Graduate programs

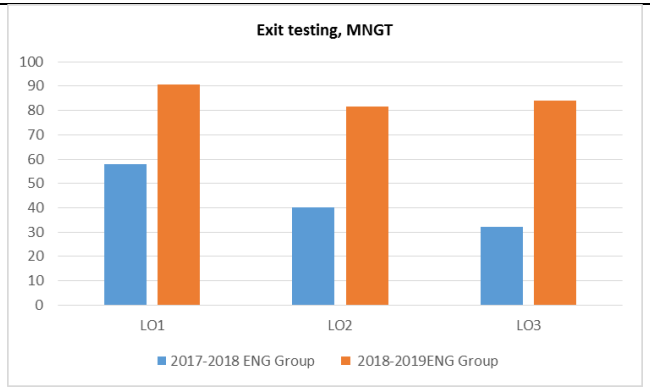
SBEM Graduate program			
Concentration	**Internal Data and Information**		**External Data and Information**
	SUMMATIVE Data and Information	**FORMATIVE** Data and Information	
Marketing concentration	-Master thesis -Master thesis seminar	Portfolio of major assignments within the MSc/MBA courses	Participation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

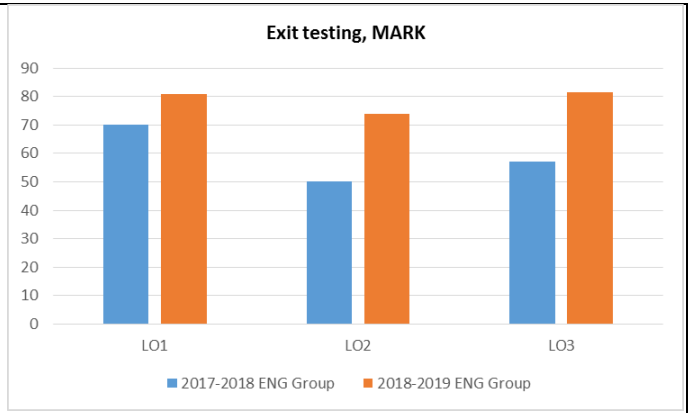
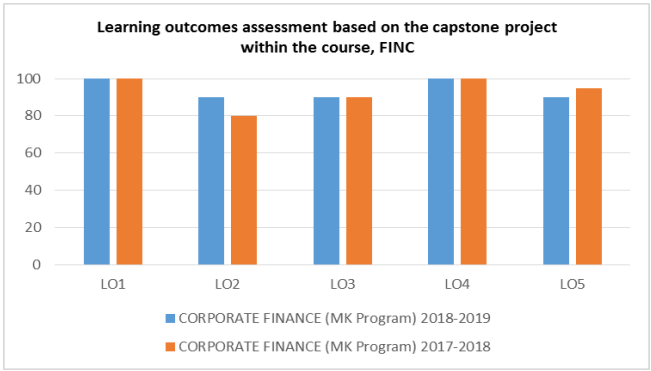
Student Learning Results	A student learning outcome is one that measures a specific competency attainment. Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination). Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.				
Analysis of Results					
Performance Measure **Measurable Goal** **What is your goal?**	**What is your measurement instrument or process?** **Do not use grades** **(Indicate type of instrument)**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from results?**	**Action Taken** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends**
Undergraduate, all concentrations. To measure the added value of specific courses to students knowledge. Students must score an average	Formative, direct, internal; Success will be measured using a Pre test/Post test in specific courses to determine improvement during the semester and knowledge at the	Students demonstrated added value of specific courses to students knowledge. Average scores ranging from 70-80% on the	Data scores demonstrate a positive trend. i.e. Results improved over the semester. All the scores on the LOs in the post tests exceed the Pre-test	Examine the possibility of adding a new type of project and/or class activity in Intro to Marketing in order to ease student learning (MKD	

of 70% or more on the comprehensive post-test to demonstrate mastery of learning outcomes set for the specific courses. At least 50% improvement (change) is expected to be achieved as a difference between pre/ post test results.	end of the semester. The test was designed to evaluate all learning objectives for the specific course.	comprehensive post-test demonstrate mastery of learning outcomes set for the specific courses. The sole expectation is the Intro to Marketing course (MKD group) with a post-test score slightly exceeding 60%. 50% improvement to pre-test score not achieved in Academic writing, Intro to Marketing and Business Math. Nonetheless, the improvement is at a satisfactory level (cca 40%).	starting position indicating added value to student knowledge.	group in particular).	  

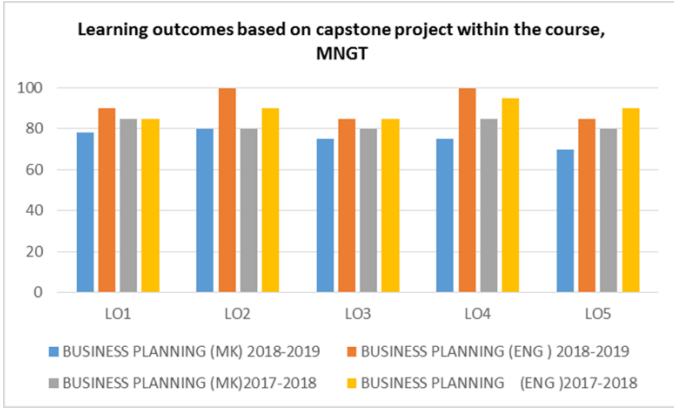
Undergraduate students, concentration FINC, Financial accounting course project.	Summative, indirect, external, comparative; Competition involving all the students enrolled in the FA course, English (2 teams) and Macedonian (1 team). Goal: marketing and financial analysis of the Macedonian confectionery industry. Benchmarked companies: Vitaminka AD Prilep, member of the UACS Business Council, and Grupa Kras (Croatia). Key analysis tools (acquired in class): horizontal and vertical analyses, ratios. Panel of judges: two finance department reps from Vitaminka, Prof. Hristova,	Project designed to evaluate all learning objectives for the FA course. All competing groups achieved high scores on the five ILOs (ILOs surpassing 70%). The English groups demonstrated an improvement in comparison to last year on ILO1 and ILO4.	Students get passionately involved when working on real cases, such as the financial accounting course project (public companies trading on the regional stock exchanges). Using projects as part of student assessment is highly advisable, especially in upper-level courses.	We will focus on developing the students' practical skills and the application of knowledge by using more case studies in the final year of the concentration which should provide the cognitive and autonomous learning dimension the Macedonian group lacks, according to the contest evaluation results.	 

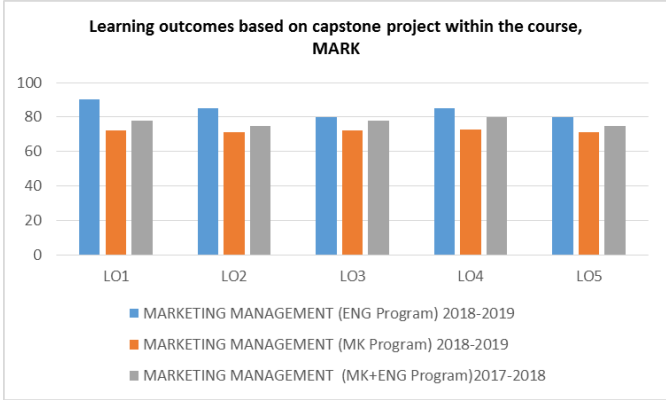
	and Prof. Srbinoska.				
Undergraduate, all concentrations. To measure the achievement of the program's LO. 3rd year of business students, all concentrations, must score an average of 70% or higher on the summative exit test, to demonstrate a mastery of program's LO (MNGT, MARK, FINC).	Summative, external, direct, comparative. Success will be measured using a rubric for the summative exit test examination for students. The exit test has been approved by the business community.	The ENG group achieved high scores on all three LOs demonstrating solid knowledge in theory, practical skills and cognitive skills (LO1, LO2 and LO3 above 70%).	Satisfactory scores achieved which demonstrates a well-balanced teaching approach and a solid match to student needs and academic level.	We will continue to focus on developing the students' practical skills and the application of knowledge by using more case studies in the final year of the concentration in order to work on the cognitive dimension the 2017-18 English group lacked, given the Exit test results for the previous academic year.	

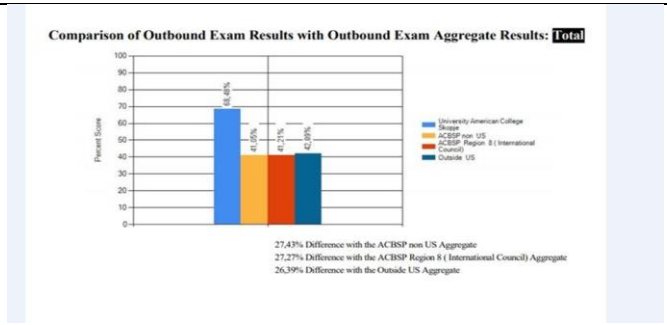
Undergraduate, all concentrations. To measure the achievement of the program's LO. 3rd year of business students, all concentrations, must score an average of 70% or higher on the summative exit test, to demonstrate a mastery of program's LO (MNGT, MARK, FINC).	Summative, external, direct, comparative. Success will be measured using a rubric for the summative exit test examination for students. The exit test has been approved by the business community.	In 2018/2019 the students show good achievement of all LO's. The best achievement is on LO1 which is expected as it is the more basic level of knowledge. Compared to previous results the students have exceeded expectations and their results are much improved.	The difference between the years might be due to changes in the test administration . In 2018/2019 the students took computer based exit test (same questions as previous years) in addition to the external testing by Peregrine. The students might have been more motivated and hence better prepared for the test as a result.	We will continue to focus on developing the students' practical skills and the application of knowledge by using more case studies in the final year of the concentration in order to work on the cognitive dimension the 2017-18 English group lacked, given the Exit test results for the previous academic year.	
Undergraduate, all concentrations. To measure the achievement of the program's LO.	Summative, external, direct, comparative. Success will be measured using a rubric for the summative exit test examination for students. The	Students score above 70% on each LO. The scores on LO1 and LO3 are even above 80% LO2 is above 70% with	Students showed clear understanding and ability to apply marketing concepts in making	In future more exercises will be included in order to improve practical skills, accompanied with guest lectures, study	

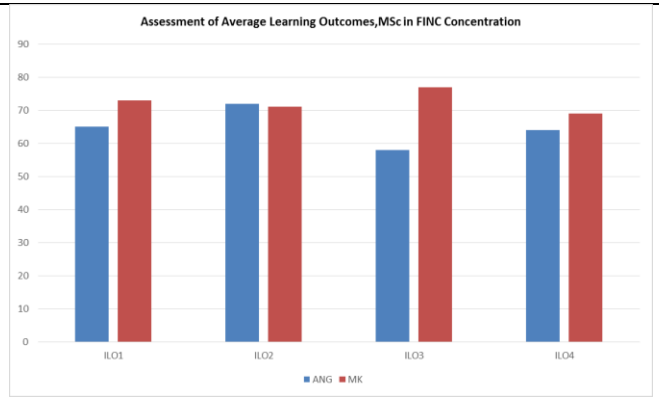
3rd year of business students, all concentrations, must score an average of 70% or higher on the summative exit test, to demonstrate a mastery of program's LO (MNGT, MARK, FINC).	exit test has been approved by the business community.	room for improvement	marketing decisions The lectures included case studies and real business examples on marketing concepts application The group project focused on application of acquired knowledge on marketing plan development	visits and internships	
Undergraduate, all concentrations. To measure the program's LO through the average score of the capstone project within a core course. Business students will have an average score on final capstone project 70% or higher	Direct, internal, summative, comparative. Success will be measured using a rubric for the final capstone project in the core business courses, MNGT Business Planning and Strategy; MARK, Marketing Management and FINC, Corporate Finance course.	The overall score was well above 70% altogether, and for every LO separately.	Instructors can place a larger emphasis on the application of investment project evaluation tools through more practical cases in class. Moreover, by solving more problems hands on in class and	The evident solid understanding of theoretical concepts and their practical application point out that the applied teaching methods help students develop and achieve the program's LO.	

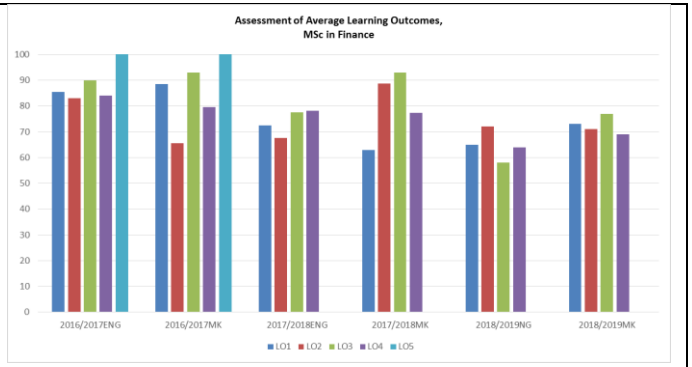
for each of the concentration, to demonstrate a mastery of program LO's.	The capstone project is directly linked to program's LO. Students were required to prepare project documentation in Word, along with calculations in Excel (supporting tables used in the original project documentation). The project was presented in class using Power Point as a tool. Students were required to prepare an analysis of a business investment decision (starting a new company in an industry of their own preference) using the project analysis tools studied in this course: WACC, NPV, PI, payback		through home assignments students should feel comfortable applying the basic finance instruments when faced with specific investment decisions.		

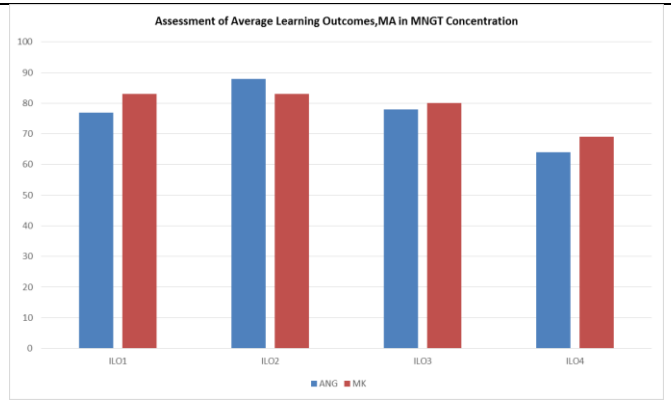
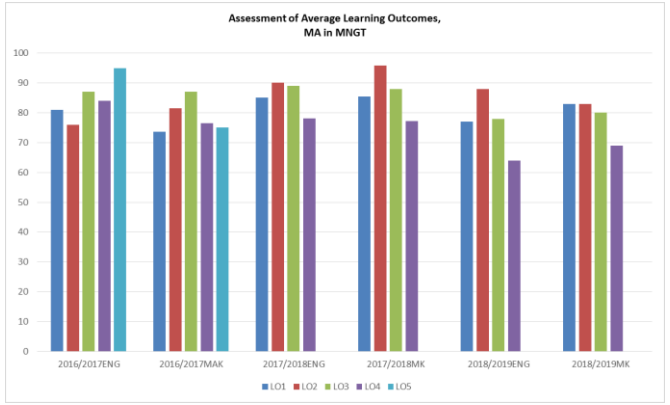
	period, IRR, accounting break even and EVA, ratio analysis of liquidity, solvency and profitability. Recommendations were given in the concluding part of the document.				
Undergraduate, all concentrations. To measure the program's LO through the average score of the capstone project within a core course. Business students will have an average score on final capstone project 70% or higher for each of the concentration, to demonstrate a mastery of program LO's.	Direct, internal, summative, comparative. Success will be measured using a rubric for the final capstone project in the core business courses, MNGT Business Planning and Strategy; MARK, Marketing Management and FINC , Corporate Finance course. The capstone project is directly linked to program's LO.	The overall score was well above 70% altogether, and for every LO separately.	The MK students underperform compared to the previous assessment period, while ENG achieved outstanding scores across all tested program's LO. Also, findings indicate that ENG groups have higher success rates in writing and performing capstone ours than MK students. Overall, LO 5	Specific curricular changes are not indicated at this time. Additional cases and scenarios will be assigned to all students and party\circularly for MK group to be able to learn more from practice and improve the critical thinking and practical skills required for this project. The update of	

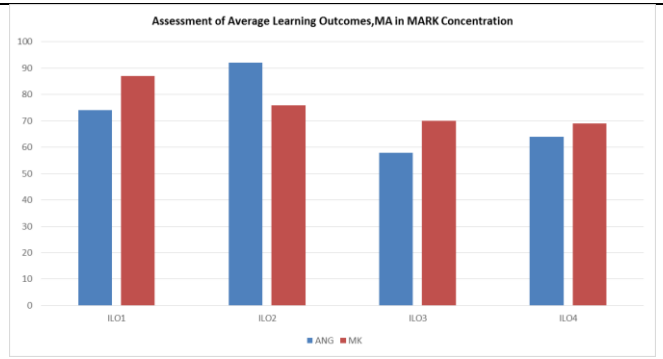
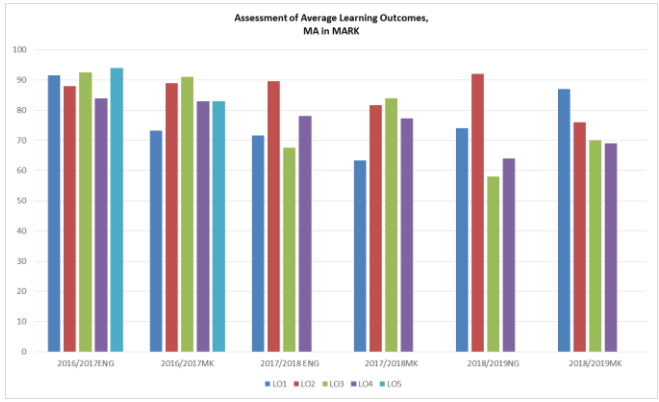
			has the lowest score.	the literature in Macedonian language is needed, there is a lack of translated cases and study materials.	
Undergraduate, all concentrations. To measure the program's LO through the average score of the capstone project within a core course. Business students will have an average score on final capstone project 70% or higher for each of the concentration, to demonstrate a mastery of program LO's.	Direct, internal, summative, comparative. Success will be measured using a rubric for the final capstone project in the core business courses, MNGT Business Planning and Strategy; MARK, Marketing Management and FINC , Corporate Finance course. The capstone project is directly linked to program's LO. Regular two exams: mid-term and final exam. Both examinations will include	Students were divided into 5 groups of 4 or 5 students. All members of the group participated in the preparation of a marketing plan for a particular new market offer implementation according to the LO. They prepared marketing strategy and implementation plan based on detailed analysis and conducted consumer research. All students	All students should contribute more to class interactivity particularly in the part of developing critical thinking regarding theory application	Greater application of wider concepts of management and financial management would be beneficial for 3rd year students	

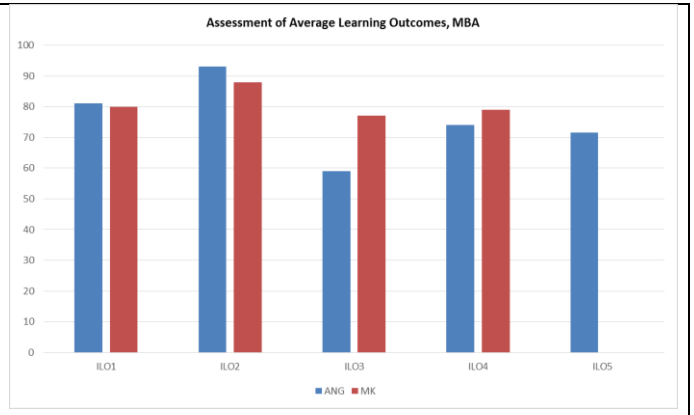
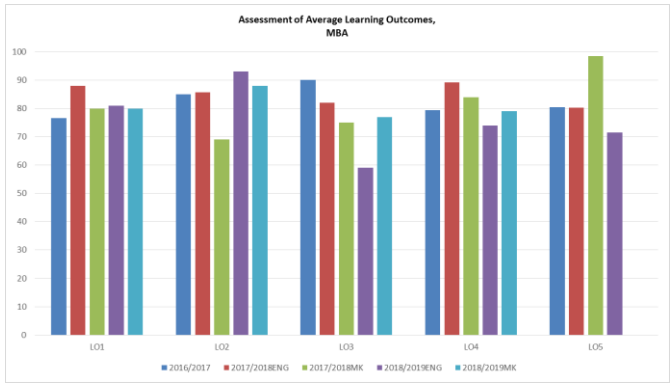
	questions from lectures and literature (multiple / one choice, half-essay and essay questions), including case study. Project assignment and research paper: the student will need to present opinions based on rational thinking about a particular topic. Presence and Activity of classes: has an impact on the assessment	scored on the final capstone course project higher than 70% and showed ability to create marketing program for original business idea			
Undergraduate, all concentrations. To measure the achievement of the SBEM programs' LO (ENG groups). 3rd year of business students, all concentrations,	Summative, external, direct, comparative. Success will be measured using the Peregrine summative exit test examination for students. In the course of the academic 2018-19, SBEM scheduled its	The ENG undergrads from all concentrations achieved outstanding scores across all tested domains demonstrating solid knowledge in theory,			

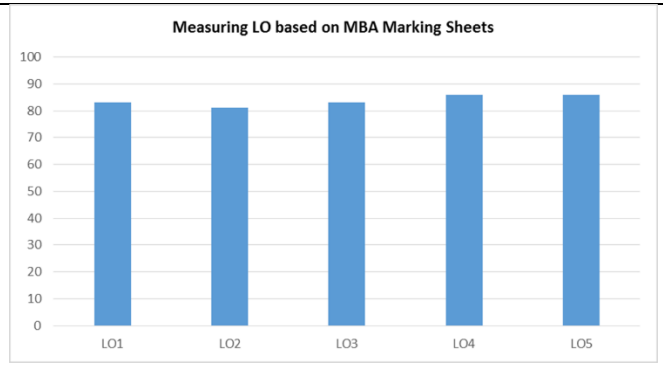
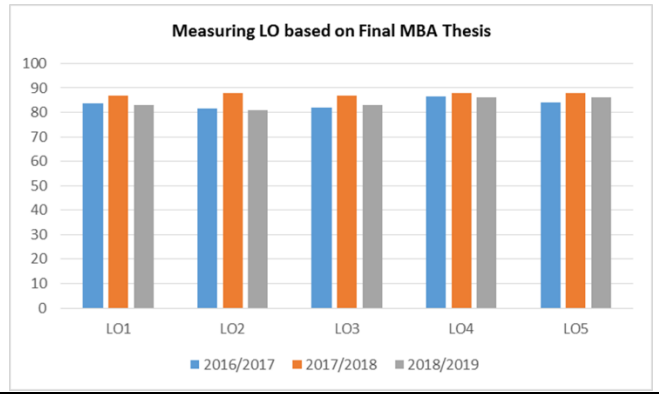
must score a higher average score that the average Outside US Aggregate to demonstrate a mastery of the individual program's LO (MNGT, MARK, FINC).	first Peregrine exam for the undergraduate business programs as a comparative summative assessment tool. The exam was conducted in May 2019 and encompassed the ENG SBEM undergrad programs (students in their last study year).	practical skills and cognitive skills (overall score of 68.5%).			
Graduate, MSc. in FINC To measure the achievement level of program LO's. The average score of MSc students will be 80% or higher for each of the concentrations, to demonstrate a mastery of the learning outcomes.	Direct, formative, internal, comparative. Success will be measured using the portfolio of major assessments (tests, course projects and assignments) from each of the core courses within the program.	The MKD FINC Master students achieved acceptable scores across all tested domains demonstrating solid knowledge in theory, practical skills and cognitive skills (overall score of 70% or above).	ENG FINC Master students should contribute more to class interactivity particularly in the part of developing critical thinking regarding theory application. Also, given the ILO4 (below 70%), the MKD group	In order to enhance Intellectual and cognitive skills (i.e. decision making abilities as foreseen by ILO3), instructors need to place greater emphasis on knowledge in interpreting financial data, as well as evaluating	

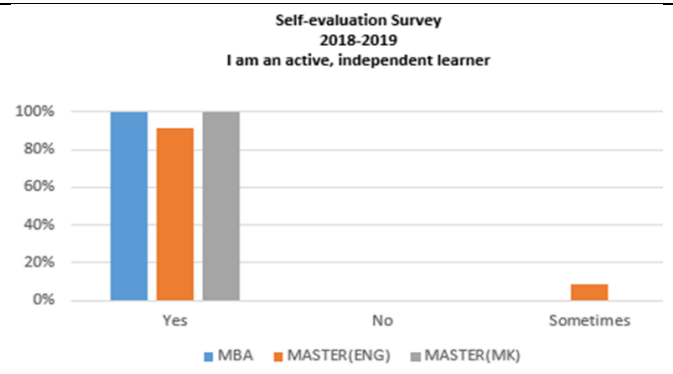
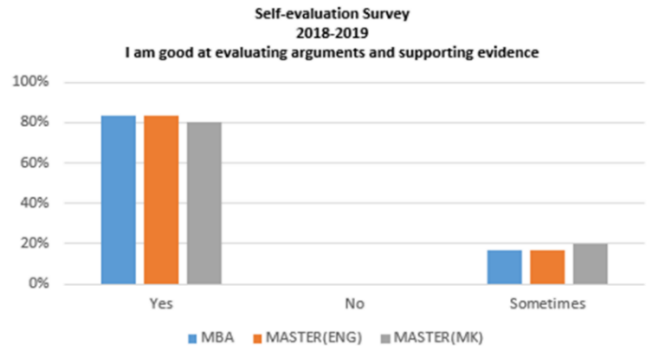
		The achievements demonstrated by the ENG FINC Master students lag slightly behind (in the 60-70% range), with ILO3 falling below 60%.	communication skills can be further developed.	investment projects and financial and investment risks issues encountered by financial markets and institutions (ENG groups). Students need to be more engaged in effective communication through in-class presentations and encouragement of class discussions/round tables (in order to enhance their academic verbal and writing expression skills).	
Graduate MA program, concentration MNGT and MARK.	Formative, direct, internal/external Success will be measured using	The MKD MNGT Master students achieved high scores across	Satisfactory scores achieved which demonstrates	Students need to be more engaged in effective communicatio	

To measure the achievement level of program relevant LO. MNGT and MARK MA students average rating score by the industry will be at least 4 or better, on a scale of 1(poor) to 5(excellent) to demonstrate a mastery of "practical skills", LO 2.	the portfolio of major assessments (tests, course projects and assignments) from each of the core courses within the program.	all tested domains demonstrating solid knowledge in theory, practical skills and cognitive skills (overall score of 80% or above). The ENG MNGT Master students achieved a somewhat lower score (in the 60-70% range) in ILO4. The MKD Marketing Master students achieved high scores across all tested domains demonstrating solid knowledge in theory, practical skills	a well-balanced teaching approach and a solid match to student needs and academic level. Given that ILO4 is below 70% (ENG group only), communicatio n skills can be further developed. ENG Marketing Master students should contribute more to class interactivity particularly in the part of developing critical thinking regarding theory application (ILO3 being	n through in-class presentations and encouragemen t of class discussions/ro und tables (in order to enhance their academic verbal and writing expression skills). In order to enhance Intellectual and cognitive skills (i.e. decision making abilities as foreseen by ILO3), instructors need to place greater emphasis on knowledge in interpreting relevant marketing data for making and	 

		and cognitive skills (overall score of 70% or above). The achievements demonstrated by the ENG MARK Master students are slightly lower, with ILO3 and ILO4 within the 60-70% range.	close to 60%). Also, given that ILO4 is below 70%, the ENG group communication skills can be further developed.	implementing strategic decisions for sustainable growth. (ENG groups). Students need to be more engaged in effective communication through in-class presentations and encouragement of class discussions/round tables (in order to enhance their academic verbal and writing expression skills).	 

Graduate, MBA To measure the Achievement level of program LO's. The average score of MBA students will be 80% or higher for each of the concentrations, in a variety of courses and portfolio of projects, to demonstrate a mastery of the learning outcomes.	Direct, formative, internal. Success will be measured using the portfolio of major assessments (tests, course projects and assignments) from each of the core courses within the program.	The MKD MBA students achieved high scores across all tested domains demonstrating solid knowledge in theory, practical skills and cognitive skills (overall score close to 80%). The ENG group lags behind on ILO3 given the 60% score.	Students need to enhance their decision-making competence in formulating and evaluating managerial decisions that influence behavior on individuals and groups and the performance of the organization;	In order to enhance Intellectual and cognitive skills (i.e. decision making abilities as foreseen by ILO3), instructors need to place greater emphasis on knowledge in interpreting relevant data for making and implementing strategic decisions for sustainable growth. (ENG group).	 
Graduate, MBA program. To measure the Achievement level of MBA program LO's. MBA students will have an average score of 80% or higher	Direct, summative, internal/external Success will be measured using the Marking Sheet evaluation form and its standardized rubric, evaluated	MBA students achieved high scores across all tested domains demonstrating solid knowledge in theory, practical and cognitive skills,	Satisfactory scores achieved which demonstrates a well-balanced teaching approach and a solid match to student	The evident solid understanding of theoretical concepts and their practical application point out that the applied teaching methods help	

on their MBA final thesis to demonstrate a mastery of the program's learning outcomes.	by faculty and one external evaluator from the industry.	presentation abilities and self-learning. (score close to or exceeding 80%).	needs and academic level.	students develop and achieve the individual program's LO.	 
Graduate, MA program, MS program and MBA program To measure learning skills (LO5-Students will demonstrate the ability to learn autonomously (or the ability for	Indirect, summative, internal. ILO5 was introduced in 2018/2019 measurements. Success measured using a self-evaluation survey	In order to conduct a thorough analysis, students were divided in 3 groups: MBA, Master (Eng), and Master (Mk). Scoring above 70% on	Overall satisfactory level of self-study capacity at the graduate level given the multiple scores above a 70% threshold. The group	Provide guided reading materials and teaching of academic writing in class and for projects in order to ease the acquisition of knowledge	

self-directed learning) and to use their extended study skills. Learning skills self-assessment is conducted, with particular emphasis on reading, notes, writing, research, referencing, and self-assessment.	conducted in March 2019 during the Master thesis seminar (participants: all Master students in the thesis stage). The survey is directly linked to graduate programs' LO5. Students were required to assess their learning skills and self-direction by answering 25 questions. Answers were anonymous.	evaluating arguments, ability to separate main ideas and supporting evidence in sources, understanding the material, swift proofreading and drafting assignments, finding sources and referencing. Highest score (90-100%): defining themselves as active, independent learners.	indicates a lack of skills in finding relevant sources using databases, formal writing and use of academic vocabulary, and referencing. MK Master group handles exams better than assignments. MA Eng needs improvement given their lowest scores in overall self-evaluation in comparison to MBA and MA Mk students.	for academic writing styles and vocabulary. Graduate-level instructors should offer more support in use of databases for the purposes of detecting relevant sources and emphasize referencing tools and guidelines in assignments.	 

PART V – Faculty & Staff

Criterion 5.1 Human Resource Planning
The business unit will have a human resource plan that supports its strategic plan. In a brief statement here, explain your HR plan's relationship to your strategic goals.

Table 5.1 UACS sessions 2018-2019

In the period 2018-2019 HR Policies were linked with achieving goals like: Creating a Learning organization; Overcoming Silo Vision; Establishment of cross Functional teams.

Criterion 5.2 Employment Practices

Criterion 5.2.1
The business programs must show how the composition of the full-time and part-time faculty (in terms of their practical experience and academic credentials) matches program objectives.

a. how the composition of your faculty provides for intellectual leadership relative to each program's objectives;
At UACS, courses and programs are designed to offer theoretical and practical knowledge that provides quality in the educational process.

Table 5.2.1 In this table is presented the number of full-time and part-time professor, as well as the number of visiting professors in academic year 2018-2019.

School of Business Economics and Management						
Teaching Staff with PhD		**Teaching staff without PhD**		**Visiting Professors**		**Total**
Part-Time	**Full-Time**	Part-Time	Full-Time	PhD	Non PhD	51
16	11	19	3	2	/	

Table 5.2.2 There is a balance between FT Faculty with a degree earned abroad and at home

2018/2019								
FULL-TIME FACULTY MEMBERS	Year of initial appointment	Highest Degree		Earned	Assigned Teaching Discipline/s	Prof. Cert.	Level of Qualification	Tenure/ [15]
		Type	Discipline					Contract [16]
Marjan Petreski	2009	PhD	Economics	UK	Monetary Economics Statistics International Money and Finance		AQ	C
Ilijana Petrovska	2009	PhD	Economics	MK	Marketing		AQ	C
Marjan Bojadjiev	2005	PhD	Economics	MK	Leadership Organizational Behavior	CMC, Bank License	AQ	T
Venera Krliu-Handziski	2014	PhD	Economics Sociology	MK	Sociology Organizational Behavior		AQ	C

[15] Tenue refers to full professors whose appointment is terminal.

[16] Contract refers lecturers, assistant and associate professors whose appointment is slinked with their appointment, being usually for a period of five years

Nikica Mojsoska-Blazhevski	2006	PhD	Economics	UK	Macroeconomics Microeconomics		AQ	T
Tome Nenovski	2010	PhD	Economics	MK	Public Finance Macroeconomics Banking	Bank License	AQ	T
Marija Andonova	2013	MBA	Mathematics	MK	Business Mathematics Introduction to Statistics		PQ	C
Dimitar Kovachevski	2012	PhD	Economics	Montenegro			AQ	C
Snezhana Hristova	2013	PhD	Economics	Netherlands / MK	Management Accounting International Management		AQ	C
Ana Tomovska-Misoska	2009	PhD	Psychology	UK	HRM Psychology Consumer Behavior		AQ	C
Elena Bundaleska	2012	PhD	Economics	U.S. /MK	Contract Law Business Ethics		AQ	C
Dusica Stevchevska-Srbinovska	2017	PhD	Finance and Financial	MK	Accounting Corporate Finance		PQ/AQ	C

			Manageme nt					

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

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

Criterion 5.2.2

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

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

After the recruitment of a new Faculty at UACS, he/ she is undergoing the process of learning and training.
Socialization and training: There are *Socialization Seminars* organized, which also represents one of the preconditions for start the teaching process.
At the beginning of each semester UACS organizes a seminar for induction of the new faculty. In addition to the new members of the UACS family, this seminar is available for all existing members of UACS who consider it useful.
Mentorship program at UACS ; Apart from it, each new teacher is assigned a mentor- teacher, who is working on the design of the syllabus, examination, grading structure, etc.
UACS has several programs for training and orientation

Table 5.3 Programs for training and development

Master and Doctoral Degrees for faculty and administration	UACS offers to all of its members a first, second and third cycle education.
Research Seminar Series – RSS	Seminars designed to facilitate the process of research experience and the exchange of practical advices among faculty and to enable higher level of involvement of the faculty in research-related activities.

Other external trainings	UACS supports external trainings related to the necessity for professional advancement of its members (in particular of administration)
External Collaboration Events	After the cease of RESITA network, most of UACS activities are linked with Erasmus and / or CEEPUS as well as with TOR VERGATA
International Teaching Experiences	Assoc. Prof. Ilijana Petrovska, PhD- Visiting professor at University Tor Vergata, Italy. Prof. Marjan Bojadjiev, PhD delivered lectures at University Tor Vergata, Italy. Assoc. prof. Snezhana Hristova delivered lecutre at Cracow Univeristy of Economics, Poland, at University EDEM, Spain, and guest lecturer at Brooke House College, Leicester, England Ass. Prof. Dushica Stevchevska Srbinoska, Visiting professor at University of Angers
"Be a host" Program	Is a policy that faded away, but in fact, there is always responsible faculty team who takes care about the visiting professors.
Team Building "Get Involved VII"	In June, 2019, UACS organized Team Building which was a great opportunity for all faculty and administration members to get to know each other, and UACS culture.

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

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

Active participation on the Faculty council meetings

c. how you orient new faculty members to assigned course(s);

d. how you provide opportunity for part-time and/or full-time faculty members to meet with others teaching the same courses;

e. how you provide guidance and assistance for new faculty members in text selection, testing, grading, and teaching methods;

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

Table 5.4 (c, d and e)

The Role of the Dean / Vice Dean	Orientation, Counseling
Faculty Council and Department meetings	At the Faculty Councils all Faculty members are invited. The same is even more for department meetings (Marketing; Management, Finance)
Mentor Protégé Relations	The Dean will assign formally or informally Mentors
Shared Experiences	The teaching experiences are shared on the Teaching Improvement Seminars.
Opportunity consult with a professor that teaches a course within the same discipline	Importance on the course content, learning outcomes and delivery methods that are in accordance with UACS bylaws and practices are highly stressed.

f. how you provide for course monitoring and evaluation.

The monitoring is of a twofold nature.

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

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

The students are attending Quality Circle Meetings, where they have opportunity to share experiences about the faculty staff, through which the Dean of SBEM get additional evaluation for the faculty members. **Criterion 5.3. Faculty Qualifications, Workload, and Coverage**

Criterion 5.3.1

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

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

- 1/3 of the curricula to be taught by academicians and professors with terminal degree in the area in order to provide students with solid theoretical knowledge which is an essential prerequisite for critical reasoning. In addition, these academicians are encouraged to research and publication activities which activates their creativity as well and this creativity we expect to be transferred to the students.

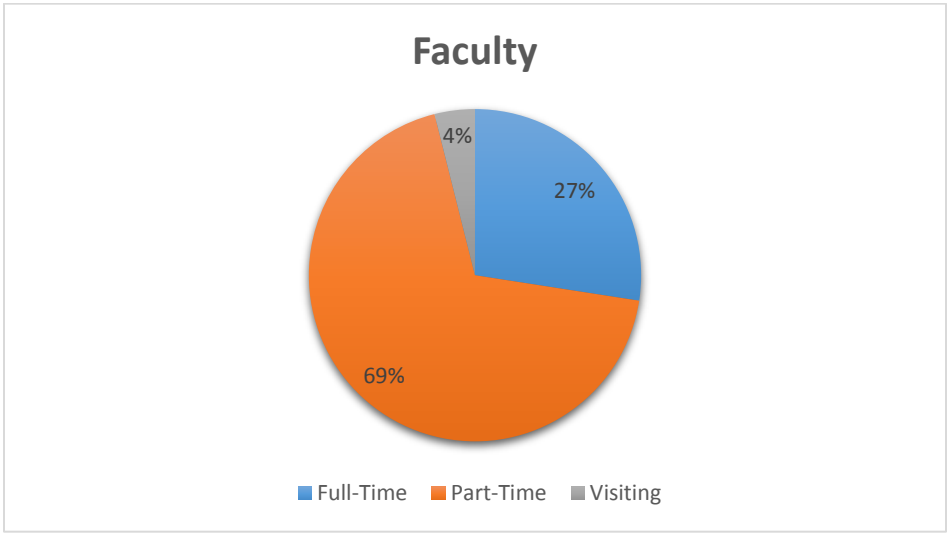
- 1/3 of the curricula to be taught by industry professionals which can relate the theoretical background to the country-specific industry context so students can develop a more critical eye on the current developing and idea s how to overcome potential obstacles

- 1/3 of the faculty to be internationally recognized experts or academicians who can provide to students a broader vision and insight on how problems are tackled in different countries and across different cultures. For the Macedonian teaching programs, the rule is 50:50. This implies that:

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

- ½ of the curricula should be taught by industry experts of professors of management practice.

Graph 1. Composition of UACS SBEM faculty



Instructors of practice	Teacher Assistant	Assistant Prof.	Associate Prof.	Prof.	Teaching Staff		Visiting professors	Total Number
					Part-time	Full-time		
24	3	6	11	5	35	14	2	51

Criterion 5.3.2.a
Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vitae (not more than two years old) for all business faculty should be provided and included as an appendix in the self-study report.

Criterion 5.4 Faculty Deployment

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

Table 5.4 Teaching Load per semester

Faculty Member	Undergraduate (Hours weekly)		Graduate (Hours)	
	Fall	Spring	Fall	Spring
Ana Tomovska Misoska	7	12	0.8	0.8
Elena Bundaleska	0	6	0	2

Makedonka Dimitrova	10	4	1.6	2.4
Marija Nacova	10	6	0	0.8
Marjan Bojadjiev	1	1	0.8	0.8
Marjan Petreski	10	4	0	1.6
Nikica Mojsoska Blazhevski	3	0	0.8	0
Snezhana Hristova	4	6	0	0.8
Tome Nenovski	6	4	0.8	0
Dushica Srbinovska Stefcevska	10	6	0	0
Ilijana Petrovska	0	0	0	0.8
Dimitar Kovachevski	9	6	1.6	0.8

Note: For the graduate studies, lectures are scheduled in two weeks. The total number of hours lectured for every course is 20 hours plus 4 hours for exam, with an exception for groups with 5 students or less (in this cases the total number of lectures is 8 hours + exam). Every course is divided to be lectured in two weeks, 10 hours in total during the first week (usually Thursday, Friday, and Saturday), and 10 hours during the second week.

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

Criterion 5.5 Faculty Size and Load
Criterion 5.5
Though other qualified individuals may participate in these functions, the faculty must play an essential role in each of the following: classroom teaching assignments, student advising and counseling activities, scholarly and professional activities, community and college service activities, administrative activities, business and industry interaction, special research programs and projects, thesis and dissertation supervision and direction, if applicable travel to off-campus locations and/or non-traditional teaching, if applicable.

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

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

Table 5.5 –Table for Faculty Load (2018/2019)

Qualification	FULL-TIME FACULTY MEMBERS (Name and Surname)	Scholarly activities			
		Papers Published	Conferences Attended	Trainings and workshops held	Trainings and Workshops Attended
PhD	Marjan Petreski	14	3		
PhD	Ilijana Petrovska	1	4		
PhD	Marjan I. Bojadjiev	3	3	3	
PhD	Venera Krliu Handjiski		1		
PhD	Nikica Mojsoska Blazevski	6	6	1	
PhD	Tome Nenovski	3			
PhD	Dimitar Kovachevski	5	1		1
PhD	Snezhana Hristova	6	1		1
PhD	Dushica Stevchevska Srbinoska	2			
PhD	Ana Tomovska Misoska	3	1		
PhD	Elena Bundaleska				
MA	Makedonka Dimitrova			1	
MA	Marija Andonova	2	2		
MA	Ivona Mileva	3	2		

The Bylaw is based on the experiences of similar and highly recognized international universities as well as on the compulsory criteria of the international accreditations UACS obtained.
If a professor is also assuming an administrative position (such as Department head, vice-dean, dean) their teaching and research load is reduced in order to provide sufficient time for the other duties.

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

Table 5.5.2 Students / Faculty Ratio

Students/Faculty Ratio		
Academic Year 2018/2019	School of Business Economics and Management	**6.5**

c. the institutional policy that determines the normal teaching load of a full-time faculty member;
UACS has a bylaw on Academic-Administrative Load (AAL) which regulates the number of contact-hours for undergraduate and graduate program, mentorships of bachelor and master thesis and thus like, as explained above in 5.5.1.a .

d. how the combination of teaching and other responsibilities for full- and part-time faculty members is consistent with fulfilling all nine functions effectively;
The above mentioned AAL policy as well as its implementation proves that the UACS faculty do have enough time to fulfill their functions effectively, as it can be seen in Table 5.6.

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

<u>Criterion 5.5.2</u>
A faculty member who is extensively engaged beyond what is normally expected in any one of the nine functions (e.g., one who teaches graduate level courses, has significant administrative duties, directs multiple graduate theses and/or dissertations, or is engaged in extensive approved research) should have an appropriate reduction in other professional responsibilities. Explain your institution's policies with respect to the granting of release time for faculty members performing the sorts of exceptional

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

Criterion 5.6 Faculty Evaluation
Each program must have a formal system of faculty evaluation for use in personnel decisions, such as the awarding of tenure and/or promotion, as well as retention. This system must also provide processes for continuous improvement of instruction through formative evaluations. This standard requires justification of personnel decisions based on the mission of the programs. The actual system of annual evaluation is within the jurisdiction of the individual school or program. The system of evaluation must provide for some measurement of instructional performance and should consider related areas as appropriate, not limited to these topics:

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

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

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

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

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

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

Faculty's student advising and counseling is carried out constantly and there is no specific and strict procedure for doing so. UACS has embodied a culture where students are enabled to communicate with each professor freely and attend individual meetings during allotted

office hours. Each School at UACS during its faculty meetings discusses issues which are related with offering advising and counseling to the students. If issues are at place and needs attention they are discussed as solved during these meeting where if necessary students are present as well. Another procedure which is taking place and it is used for advising and counseling is the Quality Circle process in which students take active participation by engaging themselves in special meetings with the Deans of the UACS School, on which they discuss their potential issues and problems they have during their studies. Also, students are always advised to follow the Grievance policy and communicate with the Grievance officer in case they have issues with any aspect of their studies.

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

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

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

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

Table 5.6.2 Faculty engagement examples

Snezhana Hristova, PhD, Dusica Stevcevska-Srbinoska,PhD, Dimitar Kovachevski,PhD- CESIM simulation	Makedonka Dimitrova, MPPM– Start up Week	Makedonka Dimitrova, MPPM– Climbing Mont Everest simulation

h. how your compensation and recognition approaches for individuals and groups, including faculty and staff, reinforce the overall work system, student performance, and learning objectives,

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

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

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

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

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

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

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

Criterion 5.7.1

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

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

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

UACS bylaws are available at the following link UACS Bylaws.

Criterion 5.7.2

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

a. how you determine faculty and staff development needs;

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

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

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

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

Criteria 5.8 Scholarly and Professional Activities

Criterion 5.8.1

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

PART VI – Education & Business Process Management

Criterion 6.1.1
Educational programs must describe and explain approaches to the design of educational programs and offerings, its method(s) of making curricular changes related to the school's or program's mission statement and strategic plan, and its use of student and stakeholder input in these processes.
UACS has tried to get input from the Business Council on the Curricula development. However, the amendments on the Curricula design are result of the discussions on the faculty Council and Rector's Board. Changes in accreditations and curricula were conducted.

Criterion 6.1.2
Degree Program Delivery Describe the degree program delivery for each degree program. To fulfill this criterion, you must provide the following information:

a) **the length of time that it takes for a full-time student to complete the degree (both as cataloged and actually, on-average);**
The minimum time for the student to obtain a degree is three (3) years, if he/she timely pass all exams. During the studies, the student should pass the 6 semesters in order to graduate. UACS offers undergraduate studies with duration of 3 years, during which the student acquires a minimum of 180 ECTS and a degree title in the specified field.
The Graduate studies offer the possibility of acquiring the title Specialist or Master in the specified academic field. The specialization studies last 1 year and the student obtains 240 ECTS, which is equivalent to U.S. Bachelor. The Master's degree lasts for 2 years, and the student obtains 300 ECTS.
UACS employs the European model of continuous education. This includes an accelerated baccalaureate degree program as well as extended studies at the graduate level. The programs for undergraduate and graduate levels are designed to be completed in 3+1+1 years, with the full option of transferring credits from other accredited institutions.

b) **the number of contact (coverage hours or equivalent) hours required to earn three (3) semester hours (four (4) quarter hours) of credit or equivalent; and**
While taking courses, students earn academic credits: the European Credit Transfer System (ECTS) suggest 25 hours of learning time per academic credit. Usually, the basic and intermediary courses carry 6 ECTS, and advanced courses 8 ECTS.

c) **if your unit confers nontraditional degrees, such as accelerated, competency based, executive, etc., specially designed to meet the needs of specific stakeholders other than traditional college students, etc., describe how**
Currently at the University American College such types of non-traditional programs are not offered.

Programs	Time to degree	ECTS	Delivery method
MBA (4years+1year)	2 semesters	60	Classroom
MBA (3years+2years)	4 semesters	120	Classroom
MA/MS (4years+1year)	3 semesters	90	Classroom
Bachelor (3years)	6 semesters	180	Classroom/Part time

Criterion 6.1.3 Undergraduate Common Professional Component (CPC)

FIRST YEAR

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

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

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

Second year / Finance	Functional area				The Business Environment				Technical skils		Integritive areas		
Course	Marketing	Business Finance	Accounting	Management	Legal Environment of Bbusiness	Economics	Business ethics	Global dimensions of Business	MIS/IT Computing	Statistics/Quantitative techniques	Business politics/strategies	Internship	Total Course hours
Introduction to Statistics for Business	1	3	2	2	0	3	1	3	10	17	1	2	45
Introduction to Macroeconomics	1	2	1	1	3	30	1	3	1	1	2	2	48
Principles of Organizational Behaviour	3	2	0	13	3	2	10	3	1	0	6	3	46
Business Communication	0	0	0	0	0	0	0	0	0	0	0	0	0
Public Finance	0	5	5	5	5	10	5	5	0	5	0	0	45
Financial Accounting	0	4	30	7	2	0	3	3	3	0	0	3	55
3 Elective courses in Finance													
Business Ethics	3	1	0	4	3	1	14	5	3	0	3	7	50
EU Economics	0	0	0	0	0	0	0	0	0	0	0	0	0
International Management and Globalization	1	2	3	3	2	5	3	7	4	4	2	4	46
Introduction to HRM	2	1	0	35	3	0	3	3	3	5	1	3	59
1 Elective course at University level													
EU Structures and Institutions	0	0	0	0	0	0	0	0	0	0	0	0	0
Ecology and Sustainable Development	1	1	0	8	8	10	3	5	1	0	8	0	45
English as a Foreign Language 2	0	0	0	0	0	0	0	0	0	0	0	0	0
Global Understanding	0	0	0	0	0	0	0	0	0	0	0	0	0
Total hours	12	21	41	84	35	61	43	37	26	32	23	24	439

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

Third year / Marketing	Functional area				The Business Environment				Technical skils		Integritive areas		
Course	Marketing	Business Finance	Accounting	Management	Legal Environment of Bbusiness	Economics	Business ethics	Global dimensions of Business	MIS/IT Computing	Statistics/Quantitative techniques	Business politics/strategies	Internship	Total Course hours
Marketing													
Business Planning	5	5	4	20	2	2	2	4	4	4	2	6	60
Corporate Finance	0	24	6	4	2	10	2	0	0	12	0	**0**	**60**
Marketing Management	20	2	0	9	0	4	2	8	2	2	4	**12**	**65**
Product Development Policy	20	0	0	10	2	2	2	6	2	2	10	10	66
Marketing Communication and Media	15	2	0	3	1	4	2	6	10	1	3	20	67
Sales Management	19	6	1	8	2	6	3	6	1	1	3	8	64
2 Elective course													
Entrepreneurship	3	5	1	6	3	3	2	4	5	2	5	6	45
Contract Law	0	0	0	0	0	0	0	0	0	0	0	0	0
Internet and Digital Marketing Communication	15	2	0	3	1	4	2	6	10	1	3	20	67
Multimedia in Advertising	40	1	0	2	1	1	2	4	1	0	2	10	64
Total hours	**137**	**47**	**12**	**65**	**14**	**36**	**19**	**44**	**35**	**25**	**32**	**92**	**558**

Third year / Finance	Functional area				The Business Environment				Technical skils		Integritive areas		
Course	Marketing	Business Finance	Accounting	Management	Legal Environment of Bbusiness	Economics	Business ethics	Global dimensions of Business	MIS/IT Computing	Statistics/Quantitative techniques	Business politics/strategies	Internship	Total Course hours
Business Planning	5	5	4	20	2	2	2	4	4	4	2	6	60
Corporate Finance	0	26	6	4	2	2	2	4	6	0	4	4	60
Management of Financial Institutions	0	23	3	0	1	8	3	7	1	5	1	8	60
Banking	0	3	0	3	3	42	0	3	0	0	2	4	60
Financial Markets and Institutions	0	23	3	0	1	8	3	7	1	5	1	8	60
Contract Law	0	0	0	0	0	0	0	0	0	0	0	0	0
2 Elective course													
Entrepreneurship	3	5	1	6	3	3	2	4	5	2	5	6	45
International Money and Finance	0	3	3	3	3	31	1	9	3	1	1	2	60
Monetary Economics	0	3	0	2	1	34	0	2	0	0	1	2	45
Total hours	**8**	**31**	**20**	**38**	**16**	**130**	**13**	**40**	**20**	**17**	**17**	**40**	**450**

Criterion 6.1.7.
Report and explain your methods and processes for program evaluation.

School of Business Economics and Management

Undergraduate Program, English Language Group

Description										
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Number of students who enrolled in 1 year	56	65	64	56	39	31	41	43	53	79
Number of students who enrolled in 2 year	48	54	56	50	35	20	30	33	41	63
Progress rate from 1 to 2 year	85.71%	83.08%	87.50%	89.29%	89.74%	64.52%	73.17%	76.74%	77.36%	79.75%
Number of students who enrolled in 3 year	46	51	54	47	33	17	25	30	35	
Progress rate from 2 to 3 year	95.83%	94.44%	96.43%	94.00%	94.29%	85.00%	83.33%	90.91%	85.37%	0.00%
Average GPA in 1 year	2.55	2.64	2.64	2.40	2.61	2.36	2.31	2.57	2.50	2.51
Average GPA in 2 year	2.64	2.79	2.57	2.57	2.38	2.81	2.55	2.88	2.74	
Average GPA in 3 year	2.55	2.52	2.52	2.50	2.65	2.68	2.66	2.75		
Number of students under special conditions	5	14	7	13	4	12	11	2		
Rate of students under special conditions	10.87%	27.45%	12.96%	27.66%	12.12%	70.59%	44.00%	6.67%	0.00%	0.00%
Number of students at rest	3	1	0	1	0	0	0	2		1
Rate of students at rest	6.52%	1.96%	0.00%	2.13%	0.00%	0.00%	0.00%	6.67%	0.00%	0.00%
Number of cancelled students	4	8	5	6	3	6	2	1	7	4
Retention students degree	92.86%	87.69%	92.19%	89.29%	92.31%	80.65%	95.12%	97.67%	86.79%	94.94%
Rate of cancelled students	7.14%	12.31%	7.81%	10.71%	7.69%	19.35%	4.88%	2.33%	13.21%	5.06%
Number of students who graduated in 3 years	32	35	41	36	22	13	21	19		
Number of students who graduated in 4 years	2	6	9	2	3	0	4	1		
Number of students who graduated in 5 years	1	1	1	0	0	0	0			
Number of students who graduated in +6 years	0	0	0	0	0	0	0			
Average time for graduating	3.11	3.19	3.22	3.05	3.12	3.00	3.16	3.05	0.00	0.00
Rate of students who graduated on time	57.14%	53.85%	64.06%	64.29%	56.41%	41.94%	51.22%	44.19%	0.00%	0.00%
Rate of students who do not graduated on time	5.36%	10.77%	15.63%	3.57%	7.69%	0.00%	9.76%	2.33%	0.00%	0.00%
Rate of graduated students	62.50%	64.62%	79.69%	67.86%	64.10%	41.94%	60.98%	46.51%	0.00%	0.00%
Average GPA for graduated students in 3 year	2.84	3.08	2.81	2.69	2.77	2.90	2.67	2.79		
Average GPA for graduated students in 4 year	1.96	1.75	2.14	2.04	1.95		2.08	3.2		
Average GPA for graduated students in 5 year	2.33	2.15	1.70							
Average GPA for graduated students in +6 year										

Undergraduate Program, Macedonian Language Group

Description										
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Number of students who enrolled in 1 year	92	62	52	48	29	45	24	20	33	29
Number of students who enrolled in 2 year	80	54	44	37	21	30	16	15	22	19
Progress rate from 1 to 2 year	86.96%	87.10%	84.62%	77.08%	72.41%	66.67%	66.67%	75.00%	66.67%	65.52%
Number of students who enrolled in 3 year	73	49	35	36	21	28	16	14	16	
Progress rate from 2 to 3 year	91.25%	90.74%	79.55%	97.30%	100.00%	93.33%	100.00%	93.33%	72.73%	0.00%
Average GPA in 1 year	2.16	2.21	2.06	2.28	2.14	2.02	2.36	2.30	1.93	2.09
Average GPA in 2 year	2.28	2.34	2.18	2.64	2.26	2.54	2.73	2.42	2.56	
Average GPA in 3 year	2.09	2.14	2.26	2.37	2.23	2.49	1.94	2.39		
Number of students under special conditions	27	18	16	19	8	18	6	6		
Rate of students under special conditions	36.99%	36.73%	45.71%	52.78%	38.10%	64.29%	37.50%	42.86%	0.00%	0.00%
Number of students at rest	4	3	2	1	1	1	0	0		
Rate of students at rest	5.48%	6.12%	5.71%	2.78%	4.76%	3.57%	0.00%	0.00%	0.00%	0.00%
Number of cancelled students	7	6	7	9	5	7	6	1	9	6
Retention students degree	92.39%	90.32%	86.54%	81.25%	82.76%	84.44%	75.00%	95.00%	72.73%	79.31%
Rate of cancelled students	7.61%	9.68%	13.46%	18.75%	17.24%	15.56%	25.00%	5.00%	27.27%	20.69%
Number of students who graduated in 3 years	43	32	26	28	13	15	12	8		
Number of students who graduated in 4 years	11	6	4	2	2	4	0	1		
Number of students who graduated in 5 years	4	3	1	0	0	0	0	0		
Number of students who graduated in +6 years	4	3	0	0	0	0	0	0		
Average time for graduating	3.50	3.48	3.19	3.07	3.13	3.21	3.00	3.11	0.00	0.00
Rate of students who graduated on time	46.74%	51.61%	50.00%	58.33%	44.83%	33.33%	50.00%	40.00%	0.00%	0.00%
Rate of students who do not graduated on time	20.65%	19.35%	9.62%	4.17%	6.90%	8.89%	0.00%	5.00%	0.00%	0.00%
Rate of graduated students	67.39%	70.97%	59.62%	62.50%	51.72%	42.22%	50.00%	45.00%	0.00%	0.00%
Average GPA for graduated students in 3 year	2.53	2.49	2.32	2.62	2.47	2.83	2.76	3		
Average GPA for graduated students in 4 year	1.95	1.93	2.02	1.85	1.67	1.79		2.81		
Average GPA for graduated students in 5 year	1.70	1.77	1.73							
Average GPA for graduated students in +6 year	1.81	1.82								

Graduate Program

MA English 3+1 - Specialization	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Enrolments in year 1	1	8	2	4	/	1	2
Number of progressing to year 2							
Average GPA per pass exam - entered year 1	3.10	3.11	3.58	2.92		3.19	2.33
Average GPA per pass exam - entered year 2							
Number of graduated	1	3	1				
Number of students who passed all exams		3	1	1		1	
MA English 3+2	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
Enrolments in year 1	29	34	28	33	25	19	16
Number of progressing to year 2	23	26	18	28	20	14	8
Average GPA per pass exam - entered year 1	2.79	2.92	2.87	2.98	3.07	2.92	2.75
Average GPA per pass exam - entered year 2	2.98	3.10	2.75	3.08	3.19	3.3	2.77
Number of graduated	5	0	1				
Number of students who passed all exams	10	19	13	23	2	8	1
MA English 4+1	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
Enrolments in year 1	5	2	4	3	3	5	1
Number of progressing to year 2							
Average GPA per pass exam - entered year 1	3.58	2.81	3.27	2.73	2.86	2.89	3.33
Average GPA per pass exam - entered year 2							
Number of graduated	1	1				1	
Number of students who passed all exams	3	1	3	1		3	1
MBA 4+1	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
Enrolments in year 1	13	19	14	16	9	12	8
Number of progressing to year 2							
Average GPA per pass exam - entered year 1	3.35	3.26	3.26	2.87	3.16	2.89	3.1
Average GPA per pass exam - entered year 2							
Number of graduated	6	0	5		1		
Number of students who passed all exams	5	15	7	7	2	5	

MA- Mk 3+1 - Specialization	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Enrolments in year 1	1	1	6	2	3	4	4
Number of progressing to year 2							
Average GPA per pass exam - entered year 1	2.53	3.09	2.71	2.76	3.21	2.49	2.5
Average GPA per pass exam - entered year 2							
Number of graduated	1		1	1		1	
Number of students who passed all exams		1	1			1	
MA-MK 3+2	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
Enrolments in year 1	18	20	20	14	14	19	13
Number of progressing to year 2	12	8	10	12	13	12	10
Average GPA per pass exam - entered year 1	2.74	2.69	2.34	2.54	2.83	2.76	2.86
Average GPA per pass exam - entered year 2	2.82	2.55	2.5	2.83	2.95	2.71	2.5
Number of graduated	0	1	1	2			
Number of students who passed all exams	8	14	9	8		10	
MA-MK 4+1	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
Enrolments in year 1	3	8	4	2	1	4	1
Number of progressing to year 2							
Average GPA per pass exam - entered year 1	2.27	2.93	3.05	3.47	3.93	3.09	2.88
Average GPA per pass exam - entered year 2							
Number of graduated	0	0	1				
Number of students who passed all exams	0	6	2	1		2	1

School of Architecture and Design

Undergraduate Program

Description	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Number of students who enrolled in 1 year	57	71	81	53	75	95	50	50	45	38
Number of students who enrolled in 2 year	49	54	62	43	58	32	27	30	18	28
Progress rate from 1 to 2 year	85.96%	76.06%	76.54%	81.13%	77.33%	33.68%	54.00%	60.00%	40.00%	73.68%
Number of students who enrolled in 3 year	47	51	57	40	46	26	20	26	11	
Progress rate from 2 to 3 year	95.92%	94.44%	91.94%	93.02%	79.31%	81.25%	74.07%	86.67%	61.11%	0.00%
Average GPA in 1 year	2.40	2.45	2.68	2.75	2.41	2.57	2.41	2.69	2.54	2.52
Average GPA in 2 year	2.59	2.54	2.54	2.63	2.49	2.35	2.39	2.39	2.23	
Average GPA in 3 year	2.57	2.44	2.43	2.34	2.60	2.44	2.36	2.75		
Number of students under special conditions	6	10	7	4	20	9.00	6.00	0.00		
Rate of students under special conditions	12.77%	19.61%	12.28%	10.00%	43.48%	34.62%	30.00%	0.00%	0.00%	0.00%
Number of students at rest	1	1	3	0	4	2	3	0		
Rate of students at rest	2.13%	1.96%	5.26%	0.00%	8.70%	7.69%	15.00%	0.00%	0.00%	0.00%
Number of cancelled students	7	15	17	9	20	33	9	7	9	4
Retention students degree	87.72%	78.87%	79.01%	83.02%	73.33%	65.26%	82.00%	86.00%	80.00%	89.47%
Rate of cancelled students	12.28%	21.13%	20.99%	16.98%	26.67%	34.74%	18.00%	14.00%	20.00%	10.53%
Number of students who graduated in 3 years	32	35	39	29	26	21	18	27		
Number of students who graduated in 4 years	10	5	10	2	2	1	6	0		
Number of students who graduated in 5 years	0	1	1	0	0	0	0	0		
Number of students who graduated in +6 years	1	1	0	0	0	0	0	0		
Average time for graduating	3.30	3.24	3.24	3.06	3.07	3.05	3.25	3.00	0.00	0.00
Rate of students who graduated on time	56.14%	49.30%	48.15%	54.72%	34.67%	22.11%	36.00%	54.00%	0.00%	0.00%
Rate of students who do not graduated on time	19.30%	9.86%	13.58%	3.77%	2.67%	1.05%	12.00%	0.00%	0.00%	0.00%
Rate of graduated students	75.44%	59.15%	61.73%	58.49%	37.33%	23.16%	48.00%	54.00%	0.00%	0.00%
Average GPA for graduated students in 3 year	2.84	2.70	2.85	2.77	2.82	2.60	2.43	2.64		
Average GPA for graduated students in 4 year	1.97	2.23	2.08	2.48	1.67	3.22	2.28			
Average GPA for graduated students in 5 year		2.41	2.03							
Average GPA for graduated students in +6 year	1.75	1.41	0.00	0.00	0.00	0.00	0.00	0.00		

Graduate Program

3+2	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Enrolments in year 1	40	47	31	19	28	19	23
Number of progressing to year 2	32	36	27	13	19	10	12
Average GPA per pass exam - entered year 1	3.07	2.64	2.62	2.93	2.75	2.81	2.67
Average GPA per pass exam - entered year 2	3.02	2.77	3.1	3.05	2.89	2.49	
Number of graduated	9	4	7	5	4		
Number of students who passed all exams	20	25	20	7		2	
4+1	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
Enrolments in year 1	7		1	2	3	2	
Number of progressing to year 2							
Average GPA per pass exam - entered year 1	3.86		3.22	3.21	3.42	3.96	
Average GPA per pass exam - entered year 2							
Number of graduated	1						
Number of students who passed all exams				1			

School of Computer Science and Information Technology

Undergraduate Program

Description	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Number of students who enrolled in 1 year	8	5			15	23	21	22	28	49
Number of students who enrolled in 2 year	7	5			15	13	13	19	24	33
Progress rate from 1 to 2 year	87.50%	100.00%			100.00%	56.52%	61.90%	86.36%	85.71%	67.35%
Number of students who enrolled in 3 year	7	5			11	12	10	19	19	
Progress rate from 2 to 3 year	100.00%	100.00%			73.33%	92.31%	76.92%	100.00%	79.17%	0.00%
Average GPA in 1 year	2.45	2.69			2.53	2.51	2.46	2.40	2.49	2.28
Average GPA in 2 year	2.21	2.61			2.05	2.42	2.32	2.52	2.67	
Average GPA in 3 year	2.48	2.31			2.24	2.29	2.32	2.82		
Number of students under special conditions	2	0	0	0	4	5.00	4	0	0	
Rate of students under special conditions	28.57%	0.00%		0.00%	36.36%	41.67%	40.00%	0.00%	0.00%	0.00%
Number of students at rest	0	0	0	0	0	2	2	0		1
Rate of students at rest	0.00%	0.00%		0.00%	0.00%	16.67%	20.00%	0.00%	0.00%	0.00%
Number of cancelled students	0	0	0	0	0	4	2	0	1	
Retention students degree	100.00%	100.00%			100.00%	82.61%	90.48%	100.00%	96.43%	100.00%
Rate of cancelled students	0.00%	0.00%			0.00%	17.39%	9.52%	0.00%	3.57%	0.00%
Number of students who graduated in 3 years	4	1			0	9	3	14		
Number of students who graduated in 4 years	1	2			1	0	2	1		
Number of students who graduated in 5 years	0	0			0	0	0	0		
Number of students who graduated in +6 years	1	0			0	0	0	0		
Average time for graduating	3.67	3.67		0.00	4.00	3.00	3.40	3.07	0.00	0.00
Rate of students who graduated on time	50.00%	20.00%			0.00%	39.13%	14.29%	63.64%	0.00%	0.00%
Rate of students who do not graduated on time	25.00%	40.00%			6.67%	0.00%	9.52%	4.55%	0.00%	0.00%
Rate of graduated students	75.00%	60.00%			6.67%	39.13%	23.81%	68.18%	0.00%	0.00%
Average GPA for graduated students in 3 year	2.72	3.95				2.46	2.62	2.74		
Average GPA for graduated students in 4 year	2.59	2.69			3.06		2.06	2.86		
Average GPA for graduated students in 5 year										
Average GPA for graduated students in +6 year	12.50	0.00			0.00	0	0	0		

Graduate Program

3+2 mk	2012-2013	2013-2014	2014-2015	2015-2016
Enrolments in year 1	6		7	4
Number of progressing to year 2	2		3	
Average GPA per pass exam - entered year 1	3.18		3.81	3.8
Average GPA per pass exam - entered year 2	3.77		3.78	
Number of graduated	1		1	
Number of students who passed all exams	0			
3+1	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**
Enrolments in year 1	5	1	2	1
Number of progressing to year 2				
Average GPA per pass exam - entered year 1	3.52	3.72	4	3.67
Average GPA per pass exam - entered year 2				
Number of graduated	0	0	0	
Number of students who passed all exams	3	1	0	

3+2 eng	2015-2016	2016-2017	2017-2018	2018-2019
Enrolments in year 1	2	2	2	4
Number of progressing to year 2				3
Average GPA per pass exam - entered year 1	3.6	3.92	3.87	3.6
Average GPA per pass exam - entered year 2				3.3
Number of graduated				
Number of students who passed all exams				

School of Foreign Language

Undergraduate Program

Description	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Number of students who enrolled in 1 year	8	4		3	1	7	7	6	9	9
Number of students who enrolled in 2 year	7	4		1	1	4	6	3	7	5
Progress rate from 1 to 2 year	87.50%	100.00%	0.00%	33.33%	100.00%	57.14%	85.71%	50.00%	77.78%	55.56%
Number of students who enrolled in 3 year	6	3		1	1	3	4	2	4	
Progress rate from 2 to 3 year	85.71%	75.00%	0.00%	100.00%	100.00%	75.00%	66.67%	66.67%	57.14%	0.00%
Average GPA in 1 year	2.57	2.38		3.12	2.09	2.07	2.62	2.66	2.64	2.62
Average GPA in 2 year	2.22	2.32		3.22	1.29	2.39	2.68	2.22	2.95	
Average GPA in 3 year	2.08	2.38		3.13	2.05	2.48	2.61	2.60		
Number of students under special conditions	0	0	0	0	0	2.00	0.00	0.00		
Rate of students under special conditions	0.00%	0.00%		0.00%	0.00%	66.67%	0.00%	0.00%	0.00%	0.00%
Number of students at rest	0	0	0	1	0	1	1	0		
Rate of students at rest	0.00%	0.00%		100.00%	0.00%	33.33%	25.00%	0.00%	0.00%	0.00%
Number of cancelled students	4	8	5	6	3	0	2	1		1
Retention students degree	50.00%	-100.00%		-100.00%	-200.00%	100.00%	71.43%	83.33%	100.00%	88.89%
Rate of cancelled students	50.00%	200.00%		200.00%	300.00%	0.00%	28.57%	16.67%	0.00%	11.11%
Number of students who graduated in 3 years	0	0	0	1	1	1	4	0		
Number of students who graduated in 4 years	5	2		1	0	0	0	0		
Number of students who graduated in 5 years	1	0		0	0	0	0	0		
Number of students who graduated in +6 years	0	0		0	0	0	0	0		
Average time for graduating	0	0		0	0	0	0			
Rate of students who graduated on time	0.00%	0.00%		33.33%	100.00%	14.29%	57.14%	0.00%	0.00%	0.00%
Rate of students who do not graduated on time	75.00%	50.00%		33.33%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Rate of graduated students	75.00%	50.00%		66.67%	100.00%	14.29%	57.14%	0.00%	0.00%	0.00%
Average GPA for graduated students in 3 year	2.39	2.85		3.41	1.88	3.06	2.63			
Average GPA for graduated students in 4 year	2.01									
Average GPA for graduated students in 5 year										
Average GPA for graduated students in +6 year						0.00	0.00	0.00		

Graduate Program

3+2	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Enrolments in year 1	1	7	1	1			3
Number of progressing to year 2	0	1					2
Average GPA per pass exam - entered year 1	2.00	3.16	3.73	2.47			2.3
Average GPA per pass exam - entered year 2	0	2.88					2.5
Number of graduated	0	0					
Number of students who passed all exams	0	0					
3+1	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
Enrolments in year 1	3			1	1	2	
Number of progressing to year 2							
Average GPA per pass exam - entered year 1	2.65			2.67	3.17	2.26	
Average GPA per pass exam - entered year 2							
Number of graduated	1						
Number of students who passed all exams	1					2	
4+1	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
Enrolments in year 1	1	5	4	7	2	4	2
Number of progressing to year 2							
Average GPA per pass exam - entered year 1	3.67	3.77	2.96	3.33	3.39	3.04	3.3
Average GPA per pass exam - entered year 2							
Number of graduated	0	2					
Number of students who passed all exams	1	1					

School of Law

Undergraduate Program

Description	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Number of students who enrolled in 1 year	22	16	10	19	5	23	11	11	8	8
Number of students who enrolled in 2 year	20	15	10	17	5	20	10	7	6	7
Progress rate from 1 to 2 year	90.91%	93.75%	100.00%	89.47%	100.00%	86.96%	90.91%	63.64%	75.00%	87.50%
Number of students who enrolled in 3 year	19	14	10	16	5	20	10	7	6	
Progress rate from 2 to 3 year	95.00%	93.33%	100.00%	94.12%	100.00%	100.00%	100.00%	100.00%	100.00%	0.00%
Average GPA in 1 year	2.17	2.14	2.46	1.92	2.45	2.08	2.34	2.39	2.85	2.88
Average GPA in 2 year	2.39	2.10	2.54	2.58	2.23	2.30	2.46	3.26	3.2	
Average GPA in 3 year	2.48	2.61	2.80	2.59	2.42	2.35	2	2.86		
Number of students under special conditions	8	6	1	9	0	7	3	0		
Rate of students under special conditions	42.11%	42.86%	10.00%	56.25%	0.00%	35.00%	30.00%	0.00%	0.00%	0.00%
Number of students at rest	0	0	0	1	0	0	0	0		
Rate of students at rest	0.00%	0.00%	0.00%	6.25%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%
Number of cancelled students	2	0	0	1	0	3	1	1		
Retention students degree	90.91%	100.00%	100.00%	94.74%	100.00%	86.96%	90.91%	90.91%	100.00%	100.00%
Rate of cancelled students	9.09%	0.00%	0.00%	5.26%	0.00%	13.04%	9.09%	9.09%	0.00%	0.00%
Number of students who graduated in 3 years	15	9	8	14	4	17	10	7		
Number of students who graduated in 4 years	1	4	1	2	1	0	0	0		
Number of students who graduated in 5 years	2	1	0	0	0	0	0	0		
Number of students who graduated in +6 years	0	0	0	0	0	0	0	0		
Average time for graduating	3.28	3.43	3.11	3.13	3.20	3.00	3.00	3.00	0.00	0.00
Rate of students who graduated on time	68.18%	56.25%	80.00%	73.68%	80.00%	73.91%	90.91%	63.64%	0.00%	0.00%
Rate of students who do not graduated on time	13.64%	31.25%	10.00%	10.53%	20.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Rate of graduated students	81.82%	87.50%	90.00%	84.21%	100.00%	73.91%	90.91%	63.64%	0.00%	0.00%
Average GPA for graduated students in 3 year	2.50	2.42	2.77	2.41	2.58	2.45	2.51	2.79		
Average GPA for graduated students in 4 year	1.67	2.19	1.67	2.53	1.67					
Average GPA for graduated students in 5 year	2.16	1.67								
Average GPA for graduated students in +6 year					0	0	0	0		

Graduate Program

3+2	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Enrolments in year 1	24	17	15	17	9	18	10
Number of progressing to year 2	16	11	12	11	7	15	8
Average GPA per pass exam - entered year 1	3.18	3.06	3.02	2.99	3.33	3.01	3.08
Average GPA per pass exam - entered year 2	3.03	2.73	2.76	3.15	2.72	2.96	3.33
Number of graduated	14	4	7	8	7	8	
Number of students who passed all exams	7	6	2	4	1	5	
4+1	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2018-2018**	**2017-2019**
Enrolments in year 1	12	12	9	5	3	2	
Number of progressing to year 2							
Average GPA per pass exam - entered year 1	3.28	3.63	3.71	3.55	3.85	3.82	
Average GPA per pass exam - entered year 2							
Number of graduated	7	7	8	5	2		
Number of students who passed all exams	2	3	1			1	

School of Political Science and Psychology

Undergraduate Program

Description	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Number of students who enrolled in 1 year	13	7	1		1		12	18	20	20
Number of students who enrolled in 2 year	10	3	0		0		8	14	18	15
Progress rate from 1 to 2 year	76.92%	42.86%	0.00%		0.00%		66.67%	77.78%	90.00%	75.00%
Number of students who enrolled in 3 year	9	3	0		0		5	12	13	
Progress rate from 2 to 3 year	90.00%	100.00%					62.50%	85.71%	72.22%	0.00%
Average GPA in 1 year	2.33	3.18			1.34	0	2.61	2.85	2.85	2.99
Average GPA in 2 year	2.75	3.41					2.89	2.72	2.75	
Average GPA in 3 year	2.27	3.30					3.18	3.04		
Number of students under special conditions	1.00	0.00	0.00	0.00	1.00	0	2	0		
Rate of students under special conditions	11.11%	0.00%		0.00%	0.00%	0.00%	40.00%	0.00%	0.00%	0.00%
Number of students at rest	0	0	0	0	1	0	1	0		
Rate of students at rest	0.00%	0.00%		0.00%	0.00%	0.00%	20.00%	0.00%	0.00%	0.00%
Number of cancelled students	2	2	1	0	0	0	1	2	1	
Retention students degree	84.62%	71.43%	0.00%		100.00%		91.67%	88.89%	95.00%	100.00%
Rate of cancelled students	15.38%	28.57%	100.00%		0.00%		8.33%	11.11%	5.00%	0.00%
Number of students who graduated in 3 years	4	2	0		0		2	5		
Number of students who graduated in 4 years	0	0	0		0		0	2		
Number of students who graduated in 5 years	1	0	0		0		0	0		
Number of students who graduated in +6 years	1	0	0		0		0	0		
Average time for graduating	3.83	3.00		0.00	0.00	0.00	3.00	3.29	0.00	0.00
Rate of students who graduated on time	30.77%	28.57%	0.00%		0.00%		16.67%	27.78%	0.00%	0.00%
Rate of students who do not graduated on time	15.38%	0.00%	0.00%		0.00%		0.00%	11.11%	0.00%	0.00%
Rate of graduated students	46.15%	28.57%	0.00%		0.00%		16.67%	38.89%	0.00%	0.00%
Average GPA for graduated students in 3 year	2.71	3.73					3.11	3.29		
Average GPA for graduated students in 4 year								2.55		
Average GPA for graduated students in 5 year	2.16									
Average GPA for graduated students in +6 year	7.69	0.00	0.00		0.00		0	0		

Graduate Program

MK 3+2	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Enrolments in year 1	1	2	1	0	0		
Number of progressing to year 2	1	0	0	0	0		
Average GPA per pass exam - entered year 1	3.17	3.12	3.22	0	0		
Average GPA per pass exam - entered year 2	3.25	0	0.00	0	0		
Number of graduated	0	0	0	0	0		
Number of students who passed all exams	0	0	0	0	0		
Eng 3+2	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
Enrolments in year 1	5	7	7	1	0	3	5
Number of progressing to year 2	2	6	5	1	0	2	3
Average GPA per pass exam - entered year 1	2.7	3.56	3.37	3.54	0	3.47	3.2
Average GPA per pass exam - entered year 2	3.05	2.78	3.08	3.17	0	3.46	3.4
Number of graduated	1	1	0		0		
Number of students who passed all exams	3	3	6	1	0		
MK 4+1	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
Enrolments in year 1	0	0	1	0	0		
Number of progressing to year 2							
Average GPA per pass exam - entered year 1	0	0	2.67	0	0		
Average GPA per pass exam - entered year 2							
Number of graduated	0	0	0	0	0		
Number of students who passed all exams	0	0	1	0	0		
Eng 4+1	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**
Enrolments in year 1	2	3	2	0	0		3
Number of progressing to year 2				0	0		
Average GPA per pass exam - entered year 1	3.89	3.67	3.79	0	0		3.46
Average GPA per pass exam - entered year 2	0			0	0		
Number of graduated	1	2	1	0	0		
Number of students who passed all exams	0	1	1	0	0		

MK 3+1	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Enrolments in year 1	2	1	0	0	0
Number of progressing to year 2					
Average GPA per pass exam - entered year 1	3.08	3	0	0	0
Average GPA per pass exam - entered year 2					
Number of graduated	1	1	0	0	0
Number of students who passed all exams	0	0	0	0	0
Eng 3+1	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
Enrolments in year 1	0	2	0	0	0
Number of progressing to year 2					
Average GPA per pass exam - entered year 1	0	3.03	0	0	0
Average GPA per pass exam - entered year 2					
Number of graduated	0	1	0	0	0
Number of students who passed all exams	0	1	0	0	0

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

Standard #6 - Educational Support Processes, Table 6.9			
Complete the following table.			
	Table 6.9 Standard 6 - Table for Education Support Processes		
Education Support Processes Results	Each business school or program should describe its use of education support processes (counseling, advising, placement, tutorial, computer facilities, equipment, classrooms, office space, and libraries) and explain how they are designed, managed, and improved, including those at all educational locations and on the internet. The table 6.9 captures the usage, satisfaction, and success data for education support services based on student and other stakeholder feedback.		
		Analysis of Results	

	Usage Rates	Success Rates	Student and Stakeholder Feedback
Advising	Availability of Academic Advising Options During the AY 2018/19, SBEM students had the opportunity to utilize (separately or in combination) the academic advising services from three main sources: Faculty, Records and Academic Advisers. The analyses of the survey data indicated that Faculty had the highest utilization of a single academic advising service (27%) with a slight increase from 2017/18 (25%). However, it is interesting to note that more than 50% of the students reported that they have approached all available services for academic advising, demonstrating a significant increase compared to 2017/18 (35%) (See Table 2. Academic Advising Survey). Academic Advising Meeting - dynamics, scheduling and duration Almost half of the students (49%) sought academic advice 2-3 times each semester (See Table 3. Academic Advising Survey). In 80% of the cases, the supervisor responded within 24h, while in 19% of the cases the response was received in 2-3 days (See Table 4. Academic Advising	Overall satisfaction (see Table 7.Academic Advising Survey and Table 8. Academic Advising Survey) The overall results from the survey indicated that the students are satisfied with the academic advising activities offered by SBEM. More specifically, 43% of the students were satisfied and 53% were very satisfied with the service. Only 4% reported that they were somewhat satisfied. A strong majority of 92% of the students would recommend their academic advisor to their colleagues. Assistance provided The students reported that their advisor offers assistance in selecting appropriate courses (98%), their advisor is well prepared for their appointments (96%) and is knowledgeable about academic and graduation requirements (96%). All of the students reported that their advisor answers all their questions (100%), and	Two separate surveys were conducted in 2018/2019 regarding the academic advising of students. One was aimed at students (Academic Advising Survey) and the other one gathered data from Faculty (Faculty Advising survey). Students rated their satisfaction with the Academic Advising process using 4 point scale (disagree, somewhat disagree, somewhat agree and agree). Faculty Advising survey contained questions about their involvement in advising. When it comes to support provided to students Faculty reported frequencies of activities using three point scale (never, sometimes and often). The Academic Advisors also prepared narrative reports of the scheduled academic counseling sessions. For graduate and 4th students, MASTER Thesis Seminar was organized in AY 2018/19. There were 26 students who attended the MASTER Thesis Seminar. (See Student Advising Survey and Faculty Advising Survey in the attached file Evaluation evidence data). **Evaluation Evidence Data AY2018_19.pdf**

	Survey). As with AY2017/18, the majority of the students proffered face-to-face appointments with the supervisor (48%), slowed by email communication (42%). It is interesting to note that the preference for text messaging increased (from none in AY 2017/18 to 8% in AY 2018/19). Regarding the duration of the meetings, a majority of 64% of the meetings were reported to last approximately 60 minutes (in AY2017/18 50% of the meetings lasted 60 minutes) (See Table 3. Faculty Advising Survey). Faculty Academic Advisors The proportion of the Faculty staff that engaged in academic advising activities during the AY 2018/19 was 93% (a 13 percentage points increase from AY 2017/18) (See Table 2. Faculty Advising Survey). For the majority of the respondents, the academic advising activities were part of both the service and teaching workload (43%). This was followed by 36% of faculty that categorized academic advising activities as part of the teaching workload (See Table 1. Faculty Advising Survey). Motivation for seeking Academic Advising Regarding the motivation for seeking academic advising, the results from	in cases when the advisor does not have the needed information, he/she makes an effort to obtain it from relevant sources (98%). Treatment of students Concerning the treatment of the students - 98% of them agree that their advisor is treating them as individuals, 96% agreed that the availability of their academic advisor is compatible with their needs and 90% of the students felt comfortable during the meetings without being rushed. Academic advising meetings The students agreed that their advisor offers helpful suggestions when they have scheduling issues (94%). Furthermore 94% agree that that their advisor is knowledgeable about careers that apply to my major and has provided them with appropriate referrals for exploring alternative majors and/or minors (90%). It is interesting to note that 18% of the students would not feel comfortable and 33% would feel somewhat comfortable, talking with their academic advisor about personal	

	the faculty survey indicated that the three most often sought areas of advice were related to (in descending order) (1) Improving study skills and habits; (2) Academic progress and (3) Coping with academic difficulties. Furthermore, the three most occasionally sought areas of advice were related to (in descending order) (1) Selecting/changing student's major area of study; (2) Dealing with personal problems and (3) Continuing education after graduation. The faculty reported that students never asked advise on where they could seek tutorial assistance (See Table 4. Faculty Advising Survey).	issues/concerns that may or may not pertain to academics. Relevant issues that may need improvement The results from the Academic Advising Survey, indicated that 13% of the students somewhat agree that SBEM offers enough academic advisors to meet student needs. In addition, 4% disagree and 16% somewhat agree with the statement that they have a general understanding of academic policies and procedures as they pertain to their major. Finally, although all students declared that they had general understanding of their degree program and University Studies requirements, 6% disagreed and 13% somewhat agreed that they are aware of University resources designed to support academic success and how to access them. In addition, 2% of the students disagreed and 2% somewhat agreed with the statement that they know how to use Moodle. To identify potential solutions, both respondent	

		groups were asked to provide qualitative feedback. The qualitative feedback from the faculty respondents suggested that a more structured system of academic advising is needed, with names of academic advisors posted on electronic services that students use (i.e. Moodle, UACS website). In addition, workshops should be held with faculty and students to improve understanding and raise awareness on academic advising opportunities. In line with this, the qualitative responses from the students community suggested that it would be beneficial is an introductory day on academic advising is held at the beginning of each academic year; as well as to improve the speed of responses by academic staff (See Table 10. Academic Advising Survey).	

Tutoring	The SBEM has a Tutoring Assistance Student Club (TASC), maintained by one Tutoring Officer (student) and Academic Coordinator, who assist in assigning tutors to students and track the usage and success rates. All students are familiar with the available Tutorial help.	The average hours of tutoring remained similar between AY2017/18 to AY2018/19 (29.57h and 29.87 respectively) with the satisfactory exam success rate of students who have been tutored.	***(See Table 1. Tutoring Service from Evidence on other educational support services in the attached file Evaluation evidence data in the attached file Evaluation evidence data).*** **Evaluation Evidence Data AY2018_19.pdf**
Faculty Facilities and Equipment	100% Full-time professors have their own co-shared offices and individual computers. Part-time professors have joint-office with computer facilities.	The results from the survey indicated that 83% of the respondents are satisfied with the overall cleanliness of the campus and 69% are satisfied with the classroom equipment (See Table 5. Equipment facilities). Additionally, the average satisfaction level with all facilities and services is very high (69%). The satisfaction level with cafeteria is 74%, IT department 72%, Finance Offcie 83%, Career office 69%, Records office 78%, and Library and front desk 73%. (See Table 6. SBEM Facilities and Equipment).	The feedback is very positive. ***(See Table 6. Facilities and Services from Evidence on other educational support services in the attached file Evaluation evidence data).*** **Evaluation Evidence Data AY2018_19.pdf**

Student Mobility	20 SBEM undergraduate and graduate students participate in the international student exchange through ERASMUS networks.	In 2018/2019 there were 15 Erasmus outgoing students and 5 Erasmus incoming students (See Table 2.Student Mobility).	The feedback from students is very positive. The feedback is very positive.***(See Table 6.Student Mobility from Evidence on other educational support services in the attached file Evaluation evidence data).*** **Evaluation Evidence Data AY2018_19.pdf**
Library	All SBEM students (100%) use the library services as they are entitled to get loans on books that they use for courses.	The overall satisfaction with the library was very high (73%) with a slight increase compared to AY2017/18 (See Table 3.Library). More specifically, the responses indicate that students are most satisfied with the working hours of the library and the availability of employees (74%) followed by book collection on the library (71%) and the availabity of newspapers, magazines and journals (in addition to the course books) (65%).	Data kept form student survey and observations of the frequency of use. ***(See Table 3. and Table 4. Library from Evidence on other educational support services in the attached file Evaluation evidence data).*** **Evaluation Evidence Data AY2018_19.pdf**
Computer Facilities	The usage of the Computer Lab for SBEM is very high because it is used for classes. Outside of classes, computers are available in the UACS library and Wi-Fi internet connection of available throughout campus.	No specific data kept, but there is overall high satisfaction from the delivery of lab- based courses. However, additionally collected data indicate that there is 57% of students are satisfied with the internet	***(See Table 5. Equipment Facilities from Evidence on other educational support services in the attached file Evaluation evidence data).*** **Evaluation Evidence Data AY2018_19.pdf**

		and Wi-Fi coverage on campus.	

Criterion 6.3.4.
Academic Policies for Probation, Suspension, and Readmitting of students will be clearly stated. Describe the academic policies used by the business unit for placing students on probation, for suspending students, and for readmitting students who were suspended.
Students are expected to behave in a good manner, to comply with bylaws and ethical standards. They are regulated with:

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

Students on Probation - Probation Officer is obliged to submit a list of students who are below 1.67 GBP for those students undertook series activities:
- Determination of tutors
- Determination of assistants who will hold additional lectures
- Passing the courses in summer semester

Criterion 6.3.5.
Academic Policies for Recruiting, Admitting, and Retaining Students will be clearly stated. Describe the academic policies used by the business unit for recruiting students; admitting students; and retaining students.
Academic policy for student's admission is regulated by the HEA . UACS enrolls students who have completed secondary education. For international students a verification of their degree is required from the ministry. Enrollment is based on Open Call. UACS does not discriminate based on nationality, ethnicity, age, race, religion or sexual orientation.

Academic policy for recruitment are based on strong ethical standards. UACS has a policy of clearly stating its: tuition, international collaboration, accreditation and thus like. UACS does not engage in "aggressive advertisement and sales practices"
UACS does not have a SPECIAL POLICY ON STUDENT RETENTION. We believe that our quality is the best retention policy.
Communication strategy is based on:

- Web page and Facebook page
- Facebook, Google Ads, Time ad
- Video and audio clips (link).
- Printed adds (link to drive)

- Direct sales and presentations in front of high school students
  The last seems to be very effective. In 2018 spring, we have organized an open day, invited schools,

Criterion 6.3.6.
Results of Enrollment Management will be reported. Summarize results for enrollment management not reported elsewhere in the report. You could include measures/indicators that reflect effectiveness in areas such as student retention, graduation rates, recruitment, and relationships with suppliers of students. The use of graphs, such as Figure 6.12, is encouraged.

Criterion 6.3.7
Improvement in Enrollment Management will be pursued on a continuous basis. Explain how you improve the enrollment management processes and how the improvements are deployed across the organization.

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

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

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

Appendix 1.

									2019					2018			
Group tag	**Description of scientific paper / lecture / exclusion**	**Points**	**SBEM**	**SCIT**	**SAD**	**SFL**	**SL**	**SP**	**UACS Number**	**UACS Points**	**Group Points**	**Participation in groups**		**UACS Number**	**UACS Points**	**Change**	**Group Change**
R10	A prominent scientific book and monograph of international importance	10	0	0	0	0	0	0	-	-				-	-		
	A science book and monograph of international importance	7	0	0	0	0	0	1	1	7				2	14	-50%	
	A science book and monograph of national importance.	4	1	0	0	1	2	2	6	24	31	2%		7	28	-14%	-26%
R20	Book chapter of international importance; a summary of books in the leading journal; in a thematic collection of papers of international importance	4	15	1	0	3	0	4	23	92				7	28	229 %	
	Book chapter of international importance; a summary of books in the leading journal; in a thematic collection of papers of national importance	2	0	0	0	0	0	1	1	2	94	5%		-	-		236 %
R50	Paper published in international journal with impact factor	15	8	0	0	1	0	1	10	150				14	210	-29%	

	Paper published in international journal without impact factor	7	21	3	0	7	3	7	**41**	**287**			**71**	**497**	**-42%**	
	Plenary lecture at the invitation of a conference / conference of international importance, printed in its entirety or abstract	5	4	0	0	0	0	2	**6**	**30**			**14**	**70**	**-57%**	
	Paper presented at an international conference / conference, printed in its entirety or abstract	4	22	16	3	15	0	13	**69**	**276**	**743**	**43 %**	**46**	**184**	**50%**	**-23%**
R60	Paper published in a domestic journal	2	0	0	9	2	2	0	**13**	**26**			**15**	**30**	**-13%**	
	Introductory lecture / conference of national importance, printed in whole or in abstract	1.5	0	0	0	0	0	0	**-**	**-**			**3**	**5**	**-100 %**	
	Paper presented at a conference / conference of national importance, printed in its entirety or abstract	0.5	1	0	0	0	0	0	**1**	**1**	**27**	**2%**	**2**	**1**	**-50%**	**-25%**
R80	Doctoral thesis	6	0	0	0	0	0	0	**-**	**-**			**-**	**-**		
	Master thesis	3	0	0	0	1	0	0	**1**	**3**	**3**	**0%**	**-**	**-**		
P10	Working on an international research project as a Principal or Co-Principal Investigator	8	8	0	2	0	4	3	**17**	**136**			**13**	**104**	**31%**	
	Working on an international research project as a Research Assistant	6	1	0	0	1	0	0	**2**	**12**			**4**	**24**	**-50%**	

	Work national research project as a Principal or Co-Principal Researcher	6	0	0	0	0	0	0	-	-			5	30		-100%	
	Working on a national research project as a Research Assistant	4	2	0	0	0	0	0	2	8	156	9%	-	-			-1%
P20	Working on an International Project with Outcome Report, Monograph, Study in which the Teacher Appears as Principal or Co-Principal Investigator	10	20	0	1	0	2	4	27	270			23	230		17%	
	Working on an International Project with Outcome Report, Monograph, Study in which the Teacher Appears as a Research Assistant	7	2	1	0	0	0	0	3	21			4	28		-25%	
	Working on an National Project with Outcome Report, Monograph, Study in which the Teacher Appears as Principal or Co-Principal Investigator	5	0	0	2	0	0	0	2	10			6	30		-67%	
	Working on an National Project with Outcome Report, Monograph, Study in which the Teacher Appears as a Research Assistant	3	0	1	0	0	0	0	1	3	304	18%	1	3		0%	4%
P30	Report (Editor)	4	2	0	0	0	0	0	2	8			-	-			
	Summary, projections, models (Editor)	3	0	0	0	0	0	0	-	-			-	-			

	Report (Analyst)	3	0	0	0	0	0	0	-	-			2	6		-100%	
	Summary, projections, models (Analyst)	2	0	0	0	0	0	0	-	-	8	0%	-	-			33%
P40	Editor in international journal with Impact Factor on Web of Science	10	1	0	0	1	0	1	3	30			3	30		0%	
	Editor in international journal without Impact Factor	5	1	0	2	4	0	0	7	35			2	10		250%	
	Editor in national journal	2	0	0	0	0	1	2	3	6			-	-			
	Reviewer in the international journal with Impact Factor of Web of Science	5	21	1	1	3	0	2	28	140			19	95		47%	
	Reviewer in the international journal without Impact Factor	3	8	0	0	7	1	3	19	57			12	36		58%	
	Reviewer in the national journal	0.5	0	0	0	0	0	0	-	-			1	1		-100%	
	Participation in a program or other type of scientific conference committee of an international character	3	5	0	0	2	1	4	12	36			10	30		20%	
	Reviewer of international scientific conference	2	7	5	0	2	0	4	18	36			14	28		29%	
	Participation in a program or other type of national science conference committee	1.5	0	0	0	0	0	0	-	-			3	5		-100%	

	Reviewer of national conference	0.5	0	0	0	0	0	0	-	-	340	20 %	-	-			45%
P50	Research residency in USA, EU countries, Canada, Japan, Switzerland, Norway for work on research paper	15	0	0	0	0	0	0	-	-			5	75		-100 %	
	Research residency in another country for work on research paper	7	1	0	0	0	0	0	1	7	7	0%	1	7		0%	-91%
			920	114	81	229	93	276		1,713				1,838		-6.8%	
			54%	7%	5%	13 %	5%	16%									

List of Conferences

School of Business Economics and Management

Marjan Bojadjiev

1. Flamini,G.,Bojadjiev,M. (2019). Human Resource Management Practices Configurations in Family Firms ,Exploring the Future of Management,EURAM, Lisboa, Portugal, June 26-28
2. Bojadjiev,M.,Hristova,S.,Mileva, I. .(2018). Leadership Styles In Small And Medium-Sized Businesses: Evidence From Macedonian Textile Industry, Conference Journal of Proceedings: "The Art of Developing Entrepreneurial Leaders", ACBSP Region 8 Conference, Paris,France
3. Bojadjiev,M.,Vaneva,M., Petrovska,I.,Jolevska-Popov,T. (2018). Effects of the Genre of Business Cases in the Business Communication Classroom in Higher Education Institutions, International Academic Conference on European Integration - Innovating Europe, Vol.14,UACS,Skopje,Macedonia

Marjan Petreski

4. Krasteva, A., Haxhikadrija, A., Marjanovic, D. Neziri, M., Petreski, M. and Oruc, N. (2019) Maximising the development impact of labour migration in the Western Balkans. Regional Workshop on Migration – Western Balkans, Belgrade, Serbia, 24-25 January 2019.
5. Petreski, M. and Mojsoska-Blazevski, N. (2018) Rethinking the role of minimum wages as a tool for reduction of wage inequality in Macedonia. Workshop on "Inequality and Social Protection in South East Europe", Belgrade, Serbia, 22 October 2018.
6. Petreski, M. (2018) The challenges of the Macedonian labor market: An overview. Annual Conference of the Macedonian Academy for Sciences and Arts, Ohrid, Macedonia, 4-5 October 2018.

Ana Tomovska Misoska

7. Egger, E., Tomovska Misoska, A and Dimitrova, M. (2019) Entrepreneurial Intentions among students in SEEC's – Factors related to education and family. 3rd International Scientific Conference on Business and Economics, North Macedonia, Tetovo – 13-15 June 2019.

Ilijana Petrovska

8. Petrovska, I., Dimitrova, M. and Bojadjiev, M (2018) Does Gender Make A Difference in Entrepreneurial Intentions Among Students: Evidence From Guesss Research, ICEIRD Conference for Entrepreneurship, Innovation Economic Growth for Sustainable Development 2018, October 29-31, 2018, Doha, Qatar
9. Kovacevski, D., Petrovska, I. and Krliu Handziski,V (2019) Measuring brand performance: From customer based brand equity to brand financial value. UACS Conference. Skopje, Macedonia, May 2019
10. Bojadziev, M., Vaneva, M., Petrovska, I. and Jolevska Popov, T. (2019) Effects of the genre of business cases in the business communication classroom in higher education institutions. UACS Conference. Skopje, Macedonia, May 2019

11. Shikoska, J. and Petrovska, I. (2019) the relationship between event marketing and luxury products: The case of Macedonian small enterprise. UACS Conference. Skopje, Macedonia, May 2019

Dimitar Kovacevski

12. Kovachevski D., Petrovska I., Krliu-Handjiski V. (2019) Measuring Brand Performance: From Customer Based Brand Equity to Brand Financial Value, 14th annual international academic conference on European integration, entitled "Innovating Europe", University American College Skopje in cooperation with University of Rome Tor Vergata, Skopje, 16 May 2019

Marija Nacova

13. Andonova, M. And Mojsoska-Blazevski, N.(2019) Determinants of Female (In) Activity on the Labor Market in Western Balkan: A Comparative Perspective with a Group of Mediterranean and South-Eastern European Countries. Innovating Europe, Macedonia, Skopje, May 16th. 2019
14. Andonova, M. And Mojsoska-Blazevski, N.(2019) Determinants of female (in) activity on labour market in North Macedonia: A comparative perspective with a group of Mediterranean and South-Eastern Europe countries. 3rd International Scientific Conference on Business and Economics "From Transition to Development: Emerging Challenges and Perspectives, Macedonia, Skopje/Tetovo, June 13-16. 2019

Nikica Mojsoska Blazevski

15. EU-Western Balkan Ministerial Meeting on Employment and Social Affairs: Stakeholder conference, 13 June, 2019 (civil society suggestions, expectations and contributions to policy development in WB countries)
16. MACEDONIA THROUGH THE INVESTORS' LENSES: MAIN POLICY LESSONS, Panel moderator, November 8, 2019, Macedonia2025 Summit
17. Andonova, M. and Mojsoska Blazevski, N. (2019) Determinants of Female (In)Activity on the Labor Market in Western Balkan: A Comparative Perspective with a Group of Mediterranean and South-Eastern European Countries. UACS international conference
18. Andonova, M. and Mojsoska Blazevski, N. (2019) Determinants of Female (In)Activity on the Labor Market in Western Balkan: A Comparative Perspective with a Group of Mediterranean and South-Eastern European Countries. 3rd International Scientific Conference on Business and Economics, South-Eastern Europe University Conference
19. Andonova, M. and Mojsoska Blazevski, N. (2019) Can Machista culture explain low female activity in Mediterranean and South-Eastern Europe countries? Leibniz Institute for East and Southeast European Studies (IOS), 11 June
20. Petreski, M. and Mojsoska-Blazevski, N. (2018) Rethinking the role of minimum wages as a tool for reduction of wage inequality in Macedonia. Workshop on "Inequality and Social Protection in South East Europe", Belgrade, Serbia, 22 October 2018.

Snezana Hristova

21. Hristova,S., Mileva, I. ,Bojadjiev,M.(2019). Leadership styles in small and medium-sized businesses: Evidence from Macedonian textile industry, ACBSP Regional conference, Paris, 14-17 Nov

Ivona Mileva

22. Bojadjiev,M.,Hristova,S.,Mileva, I.(2018). Leadership Styles In Small And Medium-Sized Businesses: Evidence From Macedonian Textile Industry, Conference Journal of Proceedings: "The Art of Developing Entrepreneurial Leaders", ACBSP Region 8 Conference, Paris,France
23. Joleska Popov,T.,Mileva,I.(2019).Student Perceptions and Preferences concerning the Use of Case-Studies in Business and Business Communication Classroom, IAI Academic Conference Proceedings, International Academic Institute for the IAI International Academic Conference, University of Barcelona, Spain

Venera Krliu Handziski

24. Kovachevski, D.; Petrovska, I.; Krliu Handjiski, V. (2019) Measuring brand performance: From customer based brand equity to brand financial value. 14th Annual International Conference on European Integration "Innovating Europe", Republic of North Macedonia, Skopje - May 17, 2019

School of Architecture and Design

Vladimir Ladinski

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Ivana Trajanoska

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Marjana Vaneva

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School of Law

Marko Andonov

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Nadica Jovanova Boskovska

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Marjan Bojadjiev

1. Bojadjiev, M., Tomovska Misoska A., Mirocevic, B. and Stefanovska-Petkovska, M. (2018) Organizational culture and the "voice" of Small Entreprises in the electrical engineering service sector in the Republic of Macedonia, Universal Journal of Management, 6 (8), pp. 263-272. DOI: 10.13189/ujm.2018.060801.
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Tome Nenovski

4. "E-Banking – usage, adventages and challenges" (with Evica Delova Jolevska and Natalija Jamandilovska as co-authors), "Economic Development", Journal of Institute of Economics – Skopje no 1-2.2019
5. "Roots, Effects and Lesons Learned from the Global Financial Crisis" (with Nela Pamukova as co-author), "Journal for Sustainable Development", Integrated Business Faculty - Skopje, issue 22/2019
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School of Architecture and Design

Vladimir Ladinski

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Adrijan Bozinovski

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School of Foreign Languages

Ivana Trajanoska

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Appendix 2.

Faculty Member	Undergraduate (Couse Name)		Graduate (Course Name)	
	Fall	**Spring**	**Fall**	**Spring**
Ana Tomovska Misoska	1. Consumers Behavior (Macedonian course)	1. Psychology 2. Intro to HRM 3. Consumer Behavior 4. Industrial Psychology	1. HRM (Macedonian course)	1. Staff Training and Development
Elena Bundaleska	/	1. Business Law 2. Contract Law 3. Obligatory Law (Macedonian course)	/	1. Corporate Governance and Business Ethics 2. Business Module 3 3. Corporate Governance and Business Ethics (Macedonian course)
Makedonka Dimitrova	1. International Management and Globalization 2. Career Development	1. Entrepreneurship 2. International Management and Globalization (Macedonian course)	1. Leadership 2. Entrepreneurship (Macedonian course)	1. Entrepreneurship (Macedonian course) 2. Business Module 2 3. Organizational behavior

	3. Fundamentals of Business Administration 4. Entrepreneurship (Macedonian course)			
Marija Nacova	1. Business Math 2. Introduction to Statistics for Business (exercises) 3. Quantitative methods (exercises) 4. Business Math (Macedonian course)	1. Intro to Statistics (Macedonian course) 2. Game Theory	/	1. Business Module 1
Marjan Bojadjiev	1. Organizational Behavior	1. Organizational Behavior (Macedonian course)	1. Organizational Behavoir	1. Organizational Behavior (Macedonian course)
Marjan Petreski	1. Introduction to Statistics for Business 2. Monetary Economics 3. Intro to Finance	1. International Money and Finance 2. Mathematical Finance	/	1. Research methods for business
Nikica Mojsoska Blazhevski	1. Intro to Macroeconomics	/	1. Methods of Business Research (Macedonian course)	/
Snezhana Hristova	1. Business Planning (Macedonian course)	1. Intro to Management	/	1. Strategic Managemen

		2. Principles of Management		
Tome Nenovski	1. Intro to Macroeconomics (Macedonian course) 2. Banking (Macedonian course)	1. Public Finance (Macedonian course) 2. Monetary Economics (Macedonian course)	1. Risk management and bank stress test	
Dushica Srbinovska Stefcevska	1. Corporate Finance 2. Financial Accounting 2. Financial Accounting (Macedonian course)	1. Principles of Accounting 2. Principles of Accounting (Macedonian course) 3. Corporate Finance (Macedonian course)	/	
Ilijana Petrovska	/	/	/	1. Strategic Marketing
Dimitar Kovachevski	1. Intro to Marketing 2. Sales Management	1. Marketing Management 2. Intro to Marketing (Macedonian course)	1. Strategic Brand Management 2. Strategic Brand Management (Macedonian course)	1. Strategic Brand Management