



**SELF STUDY REPORT**

**UNIVERSITY AMERICAN COLLEGE SKOPJE**

St. Third Macedonian Brigade bb  
Ulica Treta Makedonska Brigada bb  
Skopje 1000, Macedonia

**ACBSP**

**Accrediting Council for Business Schools and Programs**

11520 West 119<sup>th</sup> Street  
Overland Park, Kansas 66213

## **Glossary of terms**

### **AAL**

Administrative Academic Load, descriptor for determining actual teaching, administrative and counseling load of each instructor.

### **Academic Advising Center (AAC)**

Coordinates college advising and gives support that provides students at every level with the resources, instruction, and academic support they need to succeed.

### **Academic Program**

Academic programs comprise the general education, business core, required and elective courses that lead to a degree or diploma. Typical programs are the Bologna 180 ECTS and Specialist 240 ECTS Bachelor. At the second cycle are the Master and MBA programs.

### **Academic year / semester**

According to the HEA of the Republic of Macedonia, the academic year is made up of 2 regular semesters (winter and spring) Fall and Spring. Additional sessions such as summer semester may be organized if there is need for such provision. Duration of each semester is 16 weeks; 13 weeks go towards lecture time with a professor, 2 weeks of examinations and one reading week.

### **Accreditation Board**

An independent body consisting of university representatives which grants accreditation to universities or their programs, with the approval of the Ministry.

### **Adjunct Professor**

Employee of the university or any other higher educational institution with, the second highest rank of a Teacher.

### **Administration**

Employees at the company, higher school, school and university that oversee normal operations without actual teaching engagements.

### **Assistant Professor**

Employee of the university or any other higher educational institution that holds a Master degree, ranks according to the HEA, which is being phased out. Instructors that were appointed before 2008 can be elected to associate professorships if they complete their doctorates by 2013.

### **Associate Professor**

Employee of the university or any other higher educational institution that holds a PhD, so called Docent, (meaning one who teaches, docens in Latin), the third rank of instructor /scientist; those are elected from among candidates with doctorates through an open competition.

### **Bachelor Degree / Diploma**

Degree that is awarded to full time and part time students that successfully complete a 3 year academic program with minimal 180 ECTS credit hours, or a 4 year program that is successfully completed in 4 years with minimal 240 ECTS credit hours.

**Business Council (BC)**

UACS Business Council incorporates more than 170 companies, organizations, NGO-s and governmental bodies, united in one goal: To enable better education for young students.

**Bologna Declaration**

The so called Bologna process leading to a European Higher Education Area (EHEA) and followed by some 49 European nations: Creation of a European equivalence of university degrees by 2020.

**Chief Academic Coordinator (CAO)**

Employee of the university or any other higher educational institution that oversees the academic process.

**Course Learning Outcomes (CLO)****Course Evaluation**

Assessment program for students of undergraduate and graduate that is completed at the end of each semester. Forms are anonymous (computer and paper based), students complete them before their final exams.

**Dean's Board**

Decision-making body comprised of Dean and Department Heads.

**Dublin Descriptors (DD)**

General statements about the ordinary outcomes that are achieved by students after completing a curriculum of studies and obtaining a qualification.

**ECTS**

European Credit Transfer Scheme, Academic credit system that oversees academic progression and transfer between various higher educational institutions within the European higher educational system.

**End-of-course surveys**

This is an electronic or paper based evaluation form that is disseminated to all students during class the course of the semester. Forms are anonymous and students may choose not to fill them out.

**End of year survey**

This is an electronic or paper based evaluation form that is disseminated to all students that are expected to graduate in May of the current semester. Forms are anonymous and students may choose not to fill them out.

**Faculty**

All those that teach at a School of Business Economics and Management or at the university.

**Faculty Council / Scientific Faculty Council**

Comprised of school deans, administration and faculty.

**Full Professor**

Employee of the university or any other higher educational institution with, the highest rank of a teacher, de facto tenured although no tenure system is used in the Republic of Macedonia.

**Full time students**

According to the HEA of the Republic of Macedonia, students that register, attend regular lessons including labs, and complete at least 60 ECTS per one academic year. These students' main occupation is studying at a University.

**General Assembly Meeting (GAM)**

Meeting with Business Council members.

**Head of Department (HOD) / Department Head**

Person that is in charge of the department (major) which does not have to be the Dean of the school.

**Higher Education Act**

Of the Republic of Macedonia, latest Official Gazette No. 35 of March 14, 2008, and subsequent amendments in 2009, and 2010.

**Instructor self evaluation**

This is an electronic or paper based evaluation form that is disseminated to all instructors at the end of the academic year, Forms are not anonymous and instructors complete them for promotion and AAL purposes.

**Life-long learning**

An academic or non academic program that enables persons to gain additional qualifications at any stage of his/her life continues or signs up for new university studies, in a degree or a non-degree program.

**Master Degree/Diploma**

Degree that is awarded to full time and part time students that successfully complete a 2 year program with minimal 120 ECTS credit hours. Degree awarded vary (M.A., MBA, M.S.) or equivalent, within a 3+1+1 or 3+2 Bologna system, based on 300 ECTS accumulated credit hours for completion.

**MON**

Ministry of Education and Science of the Republic of Macedonia.

**Part time students**

According to the HEA of the Republic of Macedonia, students that register for the current academic year that attend evening-weekend, consultations and exam sessions aside from the full time student body. These students work full time and take university classes in the evening.

**Program Learning Outcomes (PLO)****Provost**

Highest position in a college or university, (Head of a university, Chief Executive Officer) represents the university in the country and abroad.



**QAR**

Quality Assurance Report.

**Quality Circle Meetings (QC)**

Meetings with students conducted by the Dean, Department Heads and Administration.

**Quality Control Center (QCC)**

Ensuring and advancing the quality as part of the **University's** strategy for the provision of teaching excellence.

**Rector**

In accordance with the HEA of the RM, the administrative position in the university.

**Research Assistant**

The same as above, an assistant doing research work while in graduate school

Visiting professor: Like in the U.S. a foreign professor or a person having contributed to science, invited to temporarily teach at a Macedonian university, according to the academic ranking.

**Rector's council**

Comprised of school deans, administration and faculty.

**SBEM**

School of Business Economics and Management.

**SBEM Dean's Board**

School body consisted of Dean and Heads of Department.

**School**

Nomenclature used to describe a Higher Educational Institution that offers undergraduate and graduate levels of education including PhDs.

**Self-evaluation**

This is a process directed by the university Self Evaluation Committee, elected by the Senate.

**Senate**

Comprised of elected faculty members from the university including administration.

**Service Evaluation**

Portion of student evaluation that covers areas such as the library, internet availability, student email, catering services, custodial, campus security, accessibility, parking and portion of students services.

**Specialist Degree / Diploma**

Degree that is awarded to full time and part time students that successfully complete a 4 year program with minimal 240 ECTS credit hours.

**Students Records Office (SRO)**

**Staff**

Employees at a college or university, that oversees teaching responsibilities.

**Statute – University By-Laws**

Official document of the university that outlines by-laws and acts that are prescribed by the HEA or the Republic of Macedonia.

**Statute of the University American College Skopje**

The Statute is the basic organizing act of the university, by laws.

**Student services**

University organized, related to student standard, extra-curricular activities, student employment, graduate employment, entertainment, travel etc.

**Student study agreement**

According to the HEA of the Republic of Macedonia, students that register for the current academic year must receive a student agreement (contract). It is signed by a student and the university on the education process, rights and obligations.

**Student satisfaction survey**

This is an electronic or paper based evaluation form that is disseminated to all students at the end of the academic year, Forms are anonymous and students may choose not to fill them out.

**Teaching Assistant**

Employee of the university or any other higher educational institution that holds a Bachelor degree, not an academic rank; some assistant-professors in Macedonia were called “teaching assistants” but this practice has been discontinued.

**Tutoring Assistance Students Club (TASC)**

Platform with a motto ‘from the students to the students’, offering help to anyone trying to pass an exam and to those who are willing to learn and improve their grades through the help of their colleagues.

**University**

According to the HEA of the RM, group of 5 or more accredited higher educational institutions.

**University American College Skopje (UACS)****UKIM – University Kiril and Metodij**

State University of Macedonia with numerous schools.

**Vice-Rector**

In accordance with the HEA of the RM, the administrative position of the second level of control of the university, (head of various committees and university resources). The position is called Pro-Rector, which stands for the vice Rector and performs duties and responsibilities delegated by the Rector.

**360 Degree Evaluation**

Part of the university overall assessment process of faculty, staff and administration.

## Review of All Academic Activities

### *Business Degrees Offered by Business Unit.*

Column A	Column B	Column C	Column D
Undergraduate programs			
BBA-Management	yes	yes	268
BBA-Marketing	yes	yes	266
BBA-Finance	yes	yes	375
BBA- Human Resource Management	yes	yes	1
BSc-Audit and Accounting	yes	yes	4
BSc-Business Economics and Management	Yes (joint degree with University of Rome Tor Vergata)	no	4
Total	918		
Graduate programs			
MBA Executive	yes	yes	10
MBA-Management	yes	yes	48
MBA-Marketing	yes	yes	30
MBA-Finance and Banking	yes	yes	18
MBA-HRM	yes	yes	14
MA in Management	yes	yes	36
MA in Marketing	yes	yes	26
MSc in Finance and Banking	yes	yes	47
MA in Human Resource Management	yes	yes	2

MSc in Accounting and Audit	yes	yes	2
Specialization in Management	yes	yes	6
Specialization in Finance and Banking	yes	yes	13
Specialization in Marketing	yes	yes	4
<b>Total</b>	<b>256</b>		
<b>Doctoral</b>			
PhD in Economics	yes	yes	2

Doctorate in Business Administration	yes	yes	2
PhD in Information Systems and Management	yes (joint degree with School of Computer Science and Information Technology)	yes	0
PhD in Business Law	yes (joint degree with School of Law)	yes	1
<b>Total</b>	<b>5</b>		

Column A: List all business or business-related programs (including those with designations in the degree or major title such as “business”, “industrial”, “administration”, “management” or organizational”).

Column B: Indicate with “yes” or “no” whether the program is administered by the business unit. Column C: Indicate with “yes” or “no” whether the program is to be accredited by

ACBSP. Column D: Indicate number of degrees conferred during self-study year.

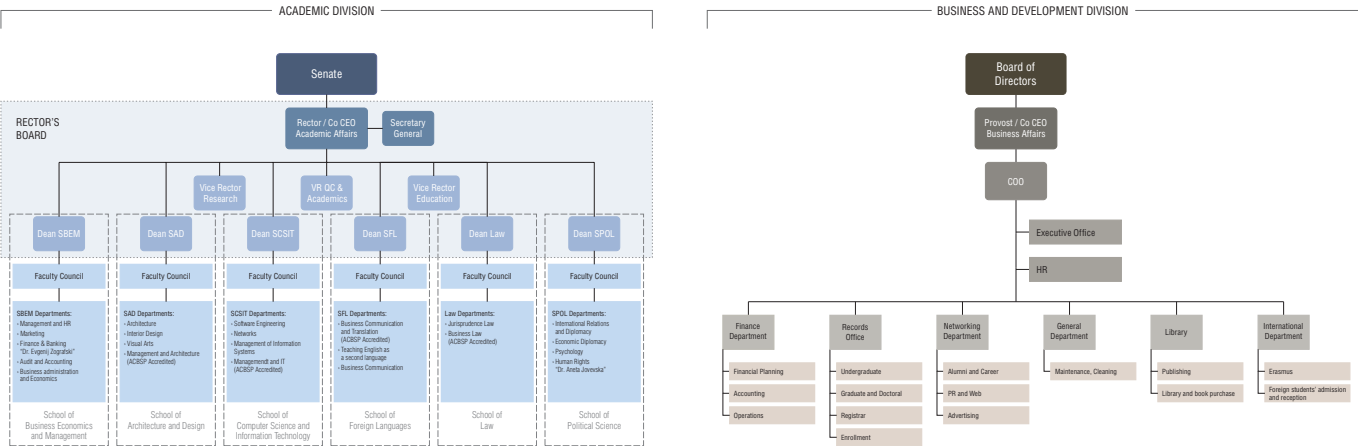
### *Business Degrees not Offered by Business Unit.*

Column A	Column B	Column C	Column D
Business Communication and Translation in English	no	yes	15
Management of Information Systems	no	yes	17
Economic Diplomacy	no	yes	/
Architectural Management and Design	no	yes	/
Business Law	no	yes	5

Column A: List all business or business-related programs (including those with designations in the degree or major title such as “business”, “industrial”, “administration”, “management” or organizational”).

Column B: Indicate with “yes” or “no” whether the program is administered by the business unit. Column C: Indicate with “yes” or “no” whether the program is to be accredited by ACBSP. Column D: Indicate number of degrees conferred during self-study year.

## Organizational Chart



The School of Business Economics and Management (SBEM) exist as a unit of University American College Skopje (UACS), at a level of a integrated academic unit. Hence, the business school is part of the UACS organizational chart.

The School is a comprehensive academic unit of the University in that it integrates many diverse academic degrees under a single management structure. The main decision-making body is the Dean's Board, which consists of the Dean and the Department Heads. Together with the Faculty Council comprised of the Dean, all members of School faculty and administration, and, through it, the SBEM lays out the broad strategy and the direction of the School.

### **Institutional Accreditation**

The University American College Skopje (UACS) is accredited by the Board of Accreditation for Higher Education and licensed by the Ministry of Education and Science of the Republic of North Macedonia. UACS is licensed to offer 32 undergraduate, 57 graduate and 7 doctoral level degrees by the Ministry of Education and Science. The confirmation by the North Macedonian National Accreditation - State Approval for this institution to act as a private higher education university is attached in evidence files below.

The School of Business Economics and Management (SBEM) offers degrees at the undergraduate level (10), graduate level (29) and doctoral level (7). Three out of the seven doctoral level degrees are joint degrees with two other UACS Schools- the School of Law and the School of Computer Science and Information Technology.

All SBEM degrees are accredited in the Republic of North Macedonia by the Ministry of Education and Science and also most of the programs that the School offers hold an international accreditation by ACBSP.

### **Other Business-Related Programs**

Please find in the Appendix **Business-Related Programs Self-Study report** for the ACBSP re-accreditation. The Business-Related programs were added to the ACBSP Accreditation May of 2012.

### **Doctoral Programs**

At this time of our operations, we do offer research doctoral or professional doctorate programs that are not yet ACBSP accredited. To apply for the ACBSP accreditation, the **Doctoral Degree Programs Self-Study report** may be found in the evidence file sources.

SBEM also holds an ACCA accreditation for the Audit and Accounting program. The ACCA (Association of Chartered Certified Accountants) is a globally acclaimed body that offers international certification for auditors and accountants upon their passing a customized exam divided into 12 modules. SBEM has incorporated 8 of those modules in their academic program for audit and accounting, so that once students complete the academic program, they will only have to take 4 more exams to obtain ACCA certification. SBEM is currently the only School in the region that has embedded the exams into their programs and has made them available for students who wish to pursue some of the most highly paid careers in the world.

On the level of UACS, The Turkish Council of Higher Education (Y.O.K.) has 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.



**Mission Statement** – University (please see the [link](#))

UACS strives to provide excellence in higher education by combining the best of European and American educational standards:

**Mission Statement** – Business School or Program ([link](#) to SBEM mission) At SBEM, our core is “Excellence in Teaching, Learning, and Research”. We want to make our students well-rounded, self-directed and life-long learners by exposing them to continuous, engaging and rigorous academic challenges.

Our goal is to provide students with strong academic foundation by using theoretical framework and real-world learning experiences in order to develop the students’ problem-solving skills that enhance their ability to think creatively and critically, and to communicate effectively. SBEM differentiates itself by having the powerful combination of top academics, deep partnerships with business community that is also committed to producing next generation business leaders and a strong commitment towards research, publication and international cooperation. The shared values of our academic and business community around innovation and recognizing the diverse needs of today’s students form the foundation of our efforts to positively transform business education.

### **Public Information**

- 1) The business degree programs’ list can be found at this [link](#)
- 2) The academic credentials of all faculty members can be found at this [link](#)
- 3) The academic policies affecting students and a clear description of the tuition fees can be found at this [link](#)
- 4) The institution’s mission statement can be found at this [link](#)
- 5) The School of Business Economics and Management’s mission statement can be found at this [link](#)
- 6) The School of Business Economics and Management produces catalogs that contain the most vital information: course descriptions, degree requirements, learning outcomes, teaching philosophy, teaching staff, and employment possibilities after education. An electronic copy can be found at this [link](#)
- 7) Information regarding the undergraduate programs can be found at this [link](#)
- 8) Information regarding each separate graduate program can be found at this [link](#) (under Graduate Programs - School of Business Economics and Management)
- 9) Information regarding each separate doctoral program can be found at this [link](#) (under Graduate Programs - Doctoral School)

### **Public Information Dissemination**

The School of Business Economics and Management provides the public with information about programs, performance and student achievement in the following ways:

Institutional website: The [official website](#) offers all information about the University and gives access to self-assessment reports that are provided on a yearly basis. All information can be found under the “About Us” menu, by clicking on the elements that the visitor will choose from the sub-menu.

The School of Business Economics and Management website: The institutional website gives all information on/about and activities regarding the SBEM’s programs. For the official website to be more transparent, inquiries regarding different school programs are divided in distinctive parts based on the educational level.

University communications: The Marketing and PR Department Office are responsible for all public relations and announcements. Besides the website, where the latest news is presented, the University actively communicates with the public by using social media tools that include: Facebook, LinkedIn and Instagram.

Dean’s Council: The Minutes of Faculty Council meetings are stored electronically for easy retrieval of information and minute keeping and distributed with faculty staff and administration. After each meeting, Faculty Council minutes of meeting is forwarded to all faculty and relevant administration via e-mail.

**NOTE:** Having considered that the Faculty Council Meetings are held very often (on average 12-14 meetings annually), the English versions are available upon request.

### **Organizational Description**

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 in 2005 as one of the few private and independent universities in the Republic of Macedonia, with the understanding that all people are created equal and enriched by education. 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 of Governmental support, mainly teaching in English, and operational on 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 grew into a University offering variety of major other Schools as such: the School of Architecture and Design, the School of Computer Science and Information Technology, the School of Foreign Languages; the School of Political Science and Psychology, and the School of Law.

The SBEM retains its autonomous private status while being part of the Macedonian educational establishment and fully recognized by the Ministry of Education and Science in the Republic of Macedonia. It offers undergraduate, graduate and doctoral studies. 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.

Undergraduate studies last for 3 years, during which the student acquires a minimum of 180 ECTS and a degree title in the specified field. The exception is the concentration Audit and accounting that is offered as a four-year program, with 240 ECTS.

The Graduate studies offer a 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 stretched over three years and are worth 180 ECTS.

### **Organizational Environment**

What are the delivery mechanisms used to provide your education programs, offerings and services to students?

The University as well as the SBEM deliver their educational program offerings and services through the classical pedagogical model – in on campus-classrooms.

Modes and delivery models:

- Frontal and interactive instructional formats on campus;
- Traditional lectures in extended groups on campus;
- Traditional seminars on campus and at predetermined locations;
- Group projects on campus and on locations;
- Role plays;
- Case simulations and practical knowledge application;
- Annual internships and pre-employment internship on different locations;

In addition, students earn a credit towards their degree completion through study abroad experiences, independent studies, and a course on special topics. In certain cases, we award degrees to students that transfer credits in accordance with our academic agreements for exchange and dual degree programs;

Following the pandemic onset, half of the AY 2019-20 spring semester took place online (end of March-June 2020), by using the Cisco WebEx platform for conferencing (online lectures and practice sessions). Individual one-on-one physical consultations remained. In this situation, the University adopted special Bylaws on Hibrid UACS, which may be found in the Appendix

The lectures during the first month of the fall semester 2020 were organized with physical presence or hybrid (depending on the size of the groups). This approach was once again changed due to the second wave of the pandemic, necessitating to continue lecturing and practicing online (WebEx).

### **What is your organizational context/culture?**

The educational standards, cultural values, and administrative structure methods of the University are based on the American model of higher learning. In order to retain the accreditation prescribed by the Law on Higher Education of the Republic of Macedonia, which is in accordance with the Bologna Declaration, the University as well as the SBEM need to balance the criteria prescribed by both agencies.

The SBEM offers studies in Macedonian and English, with the students choosing their language of instruction. Administrative as well as other student services use Macedonian as their primary language for communication with students and staff, while international students use English language as their primary language for communication.

The faculty at the University as well as at SBEM is a highly qualified group of local and international academics with first-hand experience of the U.S. style of higher education in Macedonia. Greater portion of the faculty members hold a PhD degree, and many of our junior faculty are enrolled into PhD programs locally or at our partnering universities. With a class size ranging from 12 to a maximum of 35 students, it is easy for students in all groups to get to know their professors and classmates.

The Dean of the SBEM is a member of the Rector's Council that has set up numerous committees to organize and oversee the normal functioning of the Business school as well as the other schools that are part of the University's overall community.

The Dean of SBEM is assisted by four Department (Program) Heads, each of whom governs selected courses within their program and provides input for curriculum development. The primary responsibilities of the Department Heads include: regular meetings with the Program faculty, constructing the annual departmental course offering

list, assessing the Program curriculum every semester, and working with program faculty to develop a program of systematic Program Learning Outcomes and initiating program improvements.

**What is your stated vision?**

The SBEM's guiding vision is to be a leading institution of business education that delivers real world success as well as the 3-G University aspiration and international experience. The school takes pride in its faculty; real life experience through practice as well as core theory to back all professional decisions and applications.

Most of the faculty, who is employed as tenured or part-time, is highly valued, skilled practitioners that can transform any case, text and work-related problem into an applied experience by using curriculum-based strategies.

**What are your stated values?**

Besides professional expertise, the SBEM encourages its graduates to practice their profession to the fullest extent as well as their utmost responsibilities to their families, professions, and fellow men and women in their communities by becoming effective leaders and contributing citizens.

SBEM cherishes understanding of and respect for the other people's ideas and thoughts. It supports those in need, and encourages its students and members to support them.

**What is your faculty and staff profile? Include education levels, workforce and job diversity, organized bargaining units, use of contract employees.**

The University and SBEM employ its faculty based on their merit, academic achievements and professional experience. Many of SBEM full-time teaching faculties have their second and tertiary degrees obtained from prestigious universities in the USA and Europe. Such a pool of advanced practitioners brings out the international element of the University.

The adjunct and part-time faculty is highly qualified and trained academy members and professionals who are committed to high standards of teaching excellence and proficient in the use of technology in teaching and research.

**What are your major technologies, equipment and facilities?**

Internationalization and globalization have pushed the University and SBEM into a race for acquiring permanent advanced technical aids in the classroom as well as out of it. The Whole university is wired for internet in all classrooms, instructor cabinets and free WI-FI throughout the campus. Faculty, staff and students have unimpeded, 24/7, access to their private e-mails, which is provided by the University. Such services are provided to all our students, for the duration of their studies. Computer labs have numerous computer-user programs, which are licensed and documented by the University.

### **Organizational relationships**

The University has identified two main groups of stakeholders: primary and secondary.

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

Secondary stakeholders are not directly impacted by the school's operations and their needs will be addressed when future planning the ways to introduce such focus groups and their specific outcomes. Short and long term requirements are determined in a variety of ways.

The main communication channels are the following:

- The University's website and web pages
- Social media – Facebook, Instagram, YouTube, LinkedIn, Twitter
- Advertising, PR, Promotion, etc.
- National accreditation and other official reports
- Publishing activities – books, study texts, scientific papers
- UACS international conference
- MOODLE platform and communication system
- Cisco WebEx platform
- UACS foundation
- Student and staff international mobility, and students' exchange
- Cooperation with business community
- Providing research for firms
- Student fairs and other public events

### **Organizational Challenges**

**What is your competitive position? Include your relative size and growth in the education sector and the number and type of competitors.**

In the Republic of North Macedonia, higher education is implemented at 3 levels: undergraduate, master and doctoral studies. There are 21 higher education institutions in the country, nine of which are private universities. The activities are defined and regulated by the Law on Higher Education.

The educational services in the Republic of North Macedonia have been available to everybody who has completed secondary education. In the past years, the Government has introduced branch campuses of the three main state universities to all cities in the country. The expansion of Macedonia's state universities is underway and it is increasing annually, so there is significant pressure on all private universities to add additional incentives or to reduce the tuition fee.

SBEM's main competitors are the State Faculty of Economics-University St.Cyril and Methodius and the SEE - South Eastern University in Tetovo, and also a few other private universities in Skopje that provide a bachelor's and master's program as well as an MBA, especially those that offer local Bachelor, Master and MBA degrees but with international cooperation.

Overall, as of the previous ten years, SBEM has been hard-pressed to be dynamically engaged to accommodate for changes in the educational and competitive environment. The whole University has faced also with hard challenges. The global trends in the external environment have been very unpredictable and many new requirements have emerged. In addition, the local economy has faced big turbulence and great uncertainty; therefore, in these circumstances our core focus has been to be constantly involved in curriculum quality and its adaptation and improvements following the emerging trends and dynamic labor market needs. Also, much effort has been made to attain the ACBSP re-accreditation.

**What are the principal factors that determine your success relative to your competitors and other organizations delivering similar services? Include any changes taking place that affect your competitive situation.**

The core value of SBEM is to provide distinctive learning experiences, deliver impactful research and create value with stakeholders through meaningful collaboration.

The challenges emerging from past and potential growth and the current operating environment require the School to position itself carefully for the coming years. The School operates in a complex, dynamic environment and with increasing international competition, yet is constrained in some respects by national regulation, high political instability and economic recession in the country.

The SWOT analysis provides a situational analysis of the current SBEM position.

# SBEM SWOT ANALYSIS

## STRENGTHS

- ACBSP International Accreditation;
- Dual degree with Tor Vergata, Rome University;
- Quality of the academic programs and student services;
- International curricula and international textbooks;
- Interactive methods of teaching;
- Excellent communication between professors and students, individual approach.
- Experienced professors open to international cooperation, visiting lecturers, good teamwork, high morale among employees; the quality of, cohesion and collaboration among, full time faculty, adjunct and experts of practice;
- Strong attitude to research and publication, the faculty research ratio is high;
- Strong cooperation with the business industry;
- Solid international relations and ERASMUS network support;
- Remote work skills and high adaptability in dealing with the COVID-19 challenge;
- SBEM's response to the changing dynamics in higher education and the overall employee readiness to change, flexibility and individual creative behavior.

## THREATS

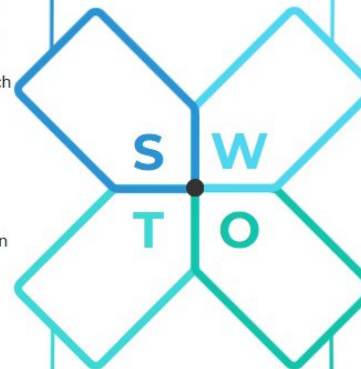
- COVID-19 health and economic crisis;
- Ongoing political instability;
- Low life-standard;
- Non-loyal competition, low tuition costs;
- New international universities;
- Demographic shifts and immigration of youth, constant increase of "brain drain";

## WEAKNESSES

- Lack of research/business lab;
- Lack of digital job/internship portal;
- Lack of digital tutoring services;
- Low participation in research grants;
- SBEM identity not nurtured well enough (various brand elements should be strengthened: alumni relations, communicating SBEM's distinctiveness through its programs and staff, visual identity, etc).

## OPPORTUNITIES

- Increase student enrollments at national and international level;
- Development of online programs;
- Development of scientific-research projects;
- Improved alumni relations;
- Expanded global partnerships for double degree programs with EU universities, new visiting lecturers;
- -Increased student and teaching mobilities;



We believe that our key success factors are the following:

- Market leaders in quality
- English mode of education
- Academic freedom and diversity
- Faculty active in research and lifelong learning and development
- Practice-based curriculum
- Student-centered approach

In broad terms, the vision for the School is to offer the highest possible quality educational experience to the students and to enhance the internationalization. In all programs, we strive to elevate the student experience to ensure our graduates gain the enduring skills and abilities to prepare them for a lifelong learning journey. achieve some very significant changes in its internationalization over the next years.

Second, high quality, academic research outputs will embrace the importance of having a positive impact upon business and society. The SBEM priority is to continue to be distinctive and known for innovative approaches and thought leadership in core teaching quality and also research. Finally, the School will continue to engage in a much more systematic and purposeful strategy for engaging with industry.



## **STANDARD – Leadership**

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

A UACS, leadership is on two levels – a) UACS, i.e. Rector and Provost, and b) SBEM, i.e. the Dean. At the UACS level, leadership sets: mission, vision, culture statement as well as strategic plans and most of the policies. These items are largely discussed in Standard 2.

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

In December of 2017, a new Dean has been appointed to head the School of Business Economics and Management (SBEM). Throughout the AY 2017/18, SBEM worked with all relevant entities and faculty to revise the processes, identify future priorities and determine steps to be taken to build on a more comprehensive and integrative teaching, learning and education support processes in place that relies on continuous improvement. What was seen also as of utmost importance was to nurture a warm and welcoming learning environment and strengthen a positive student experience.

For more evidence, please view Table 1.1

### **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.**

**Table 1.1 Dean's activities**

Activity	Description	Number of activities held annually	Parties included	Key activities and Outcomes
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<b>Faculty Council Meetings</b>	The Deans call Scientific Faculty meetings to discuss current and upcoming issues: Program and Course Curriculum and its Learning Outcomes revisions and updates; Course Syllabus adoption and approval; Academic Schedule; Faculty Formal Elections, Discussion of evaluations reports; Discussion of other relevant documents.	On average, 12 meetings per year.	<ul style="list-style-type: none"> <li>- Dean of the School,</li> <li>- Faculty members,</li> <li>- Administrative staff.</li> </ul>	Faculty Council Meeting minutes are made available to all relevant parties.
<b>Departments Meetings</b>	The Heads of Departments call meetings to discuss the program curriculum, the teaching process and its content, students' satisfaction and other issues.	Two meetings per year/ once in a semester.	<ul style="list-style-type: none"> <li>- Heads of Department,</li> <li>- Professors who are part of the department,</li> </ul>	Department Meetings minutes are made available to all relevant parties.
<b>Quality Circle Meeting (s )</b>	Meetings with students from each study year and study concentration, where they meet up with the Dean and discuss all aspects of their experience with the program and give their viewpoints and suggestions.	Two sessions per year / once in a semester.	<ul style="list-style-type: none"> <li>- Dean,</li> <li>- Heads of Department,</li> <li>- Record's Office representative,</li> <li>- Students.</li> </ul>	Act upon the student suggestions where possible, within the respective study year, and hold a quality circle meeting at graduate level.
<b>Career Development Workshop</b>	The Career Development workshop is dedicated to advising the students regarding their future job, considering ways to find a job, writing CV and reaching out to the most influential recruiters in the country.	Once per year.	<ul style="list-style-type: none"> <li>- Dean of the School,</li> <li>- Faculty members,</li> <li>- Career Center Office,</li> <li>- PR,</li> <li>- Influential recruiters in the country,</li> <li>- Students.</li> </ul>	Excellent opportunity for recruiting students for internships.

<b>Probation Meeting (s)</b>	Advising students on academic probation.	Once in a semester.	<ul style="list-style-type: none"> <li>- Dean of the School,</li> <li>- Academic advisors,</li> <li>- Administrative staff,</li> <li>- Students.</li> </ul>	
<b>SBEM Start Up Week</b>	Encouraging higher students' participation in order to cultivate entrepreneurial learning.	One per year.	<ul style="list-style-type: none"> <li>- Dean of the School,</li> <li>- Faculty members,</li> <li>- Students.</li> </ul>	
<b>Graduate students "Meet and Mingle hours"</b>	Orientation meeting.	Once per year.	<ul style="list-style-type: none"> <li>- Dean of the School,</li> <li>- Graduate Coordinator</li> <li>.</li> </ul>	
<b>Master Thesis Research Seminar (s)</b>	Supporting students in the process of writing Master thesis.	Twice a year.	<ul style="list-style-type: none"> <li>- Dean of the School,</li> <li>- Heads of Departments,</li> <li>- Administrative staff,</li> <li>- Students.</li> </ul>	Students were taught the whole process of writing a Master thesis. They had a chance to speak with their potential mentors, discuss the topics of interest and receive guidelines on how to write a dissertation from scratch.

<b>Internationalization on Week(s)</b>	Cultivating the “Internationalization at home” approach when international teachers and experts are invited to give lectures and seminars to the undergraduate students.	<p>Twice a year.</p> <p>The first internationalization week was held in November 2019.</p> <p>The second internationalization week was canceled due to the global pandemic situation.</p>	<ul style="list-style-type: none"> <li>- Dean of the School</li> <li>- Chief Academic</li> <li>- Officer.</li> </ul>	Students had an opportunity to attend classes on different topics, taught by visiting professors.
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**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 generally 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 expectations, and others at communicating the same values and expectations to various stakeholders. Some of the key actions include recruitment of teachers and administrative staff, reporting within national and international accreditation, cultivated support of research and development activities, extracurricular activities and student support, internationalization activities, etc.

For more evidence, please view Table 1.1a

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

<b>Activity</b>	<b>Description</b>	<b>Number of activities per year</b>	<b>Parties included</b>	<b>Specific activities relevant to criterion</b>
<b>Orientation Day</b>	The Orientation Day held at the beginning of each academic year when the students are introduced to the staff, bylaws and procedures and are acquainted with the overall experience of the university campus.	Once per year.	-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.
<b>Improving Teaching Seminar (s)</b>	A series of seminars for improving teaching and professional development in teaching. The list of seminars can be found in Standard 5.	2-4 times per year.	-Provost, -HR Officer, -Faculty Members.	- Sharing teaching experience,  -Suggestions on new ways of teaching,  The list of seminars can be found in Standard 5.

<b>Socialization and Training Seminar</b>	<p>UACS organizes Socialization and Training seminars, twice during one academic year, once per semester. It is a great opportunity for the new faculty to learn more about UACS culture, policies, and procedures.</p>	<p>2.times per year</p>	<ul style="list-style-type: none"> <li>-Provost,</li> <li>-HR Officer,</li> <li>-Faculty Members.</li> </ul>	<p>Introducing the UACS culture, policies and procedures to the new faculty and administrative members.</p>
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<b>Seminar (s) for Online Teaching in COVID-19 Pandemic</b>	Supporting continuation of teaching and learning during COVID-19.	5 seminars in spring semester.	-Provost, -HR Officer, -Chief Academic Officer.	<p>How to prepare and perform an online exam on MOODLE platform?</p> <p>-Online teaching with WEBEX – instructional seminar,</p> <p>-How to boost the productivity of an online class by creating discussion groups on Webex and using a Pen Tablet?</p> <p>-Additional Cisco services that can be helpful in the distance learning process.</p>
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<b>UACS Career days</b>	Career Fair event, Career Management Guest Lectures.	Once per year.	-Students, -Head of Career Center, -Deans.	-Finding internship and job opportunities of students' interest, -Writing a professional CV, -Interview tips and tricks.
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**Criterion 1.1.b. Administrators and the faculty must review business programs performance and capabilities to assess business programs success and your business program's ability to address its changing needs.**

The UACS has a distinctive organizational structure ([See Appendix](#)). The Dean (s) is ultimately responsible for all academic issues and reports directly to the Rector, Vice Rector and Provost. All Heads of Departments work within their departments to ensure that the business unit functions properly.

The SBEM as well as the university focuses on curricular change that is responsive to the changing needs of today's complex business environment and addresses real world issues. Programs that produce socially responsible workforce, equipped not only with traditional skills, but also with competence to build sound interpersonal relations, and to promote diversity, teamwork and effective communication.



The process of designing and reviewing performance at the University as well as at the Business school are responsive to the changing needs of today's complex business environment that addresses real world issues. Performance metrics and program outcomes aim to produce socially responsible workforce.

The work of the University's Business Council has added additional value to this process, by linking academia and business practices, public and NGO sectors, and by exposing the students to the "real life experience". Thus, Business Council members participate in the process of Curriculum Development (design and review), review and give suggestions on topics covered in individual courses (review of Courses Outlines), are often guest lecturers in a number of courses and provide internship and employment opportunities for the students. More information can be found in Standard 4.

Additionally, the Business Council contributes to finding internships and recruiting of UACS students. Internships have been provided in sectors such as business, banking, retail, ICT, architecture, administration, NGOs, etc.

**Criterion 1.1.c. Business 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 the meantime, it has undergone small revision of the content and mode of delivery. These processes and outcomes are largely discussed in Standard 3 and 5.

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

All UACS employees are required to comply with the Code of Ethics. UACS follows and works in accordance with the laws and other bylaws in the field of higher education set by the Ministry of Education. The SBEM policies and procedures are well integrated with University policies and guidelines and ensure that ethical policies and practices among students and other stakeholders are in accordance with the University bylaws. All internal acts, apart from being distributed to the faculty and supporting staff, are available on the [intranet](#) and thus easily accessible.

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

For evidence, please view Table 1.2.b

	Description	Key Compliance Process	Measures/ Activities
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<b>Programs</b>	<p>To develop student capabilities to be future generators of sustainable value for business and society;</p> <p>To incorporate the values of global social responsibility into our academic activities and curricula;</p> <p>To create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.</p>	Promote ethical values in courses that oversee community building and ethics not just in the undergraduate but in the upper levels as well.	<p>1) Teaching by example (UACS pro-activeness);</p> <p>2) Offering a Corporate Social Responsibility course;</p> <p>3) Organizing CSR activities/events, engaging the students, the faculty and supporting staff;</p> <p><a href="https://uacs.edu.mk/home/i-in-need-donating-action/">https://uacs.edu.mk/home/i-in-need-donating-action/</a>  <a href="https://uacs.edu.mk/home/%d1%85%d1%83%d0%bc%d0%b0%d0%bd%d0%b8%d1%82%d0%b0%d1%80%d0%bd%d0%b0-stand-up-%d0%ba%d0%be%d0%bc%d0%b5%d0%b4%d0%b8%d1%98%d0%b0-%d0%ba%d1%80%d1%81%d1%82%d0%b0%d0%bd%d0%b0-%d0%be%d0%b4-%d0%b0%d0%bc/">https://uacs.edu.mk/home/%d1%85%d1%83%d0%bc%d0%b0%d0%bd%d0%b8%d1%82%d0%b0%d1%80%d0%bd%d0%b0-stand-up-%d0%ba%d0%be%d0%bc%d0%b5%d0%b4%d0%b8%d1%98%d0%b0-%d0%ba%d1%80%d1%81%d1%82%d0%b0%d0%bd%d0%b0-%d0%be%d0%b4-%d0%b0%d0%bc/</a></p>
<b>Programs</b>	To interact with businesses in order to expand our knowledge of the challenges they face when meeting social and environmental responsibilities and to jointly explore approaches to facing these challenges.	Involve Business Council to promote ethical behavior among all students, interns and future employees.	<p>Contacts with the Business Council and overall business community keep the programs up to date and hence allow contribution to companies development (by providing them with quality new employees);</p> <p>Discussions with BC members;</p> <p>Business Cluster Meetings.</p>
Programs	<b>To</b> facilitate and support dialog and debate among educators, businesses, government, consumers,	Incorporate other schools in the region to share values and social understandings that are similar and different among cultural groups.	Initiating workshops, roundtables, conferences on societal topics such as UACS International conference

	media, civil society and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.		<p>The UACS AICEI annual series (15 years) of international conference aim to bring together leading academics, researchers, research scholars, individuals and non-governmental organizations, to exchange and discuss their experience and views for a purpose of creating a meaningful social impact. The 15th International Annual Conference on European Integration – AICEI 2020 “Climate Change: Challenges and Building Resilience:  <a href="http://www.aicei.uacs.edu.mk">http://www.aicei.uacs.edu.mk</a></p> <p>AICAI had been chosen by more than 400 researchers from over 25 countries, who contributed with more than 250 research papers. This time, the conference involved 19 prominent national and international scholars as well as around 120 attendees:</p> <p><a href="https://uacs.edu.mk/home/conference/">https://uacs.edu.mk/home/conference/</a></p> <p><a href="http://www.old.uacs.edu.mk/Conference/documents/past-conferences/2012/europe-2020-towards-innovation-and-inclusive-union_203.aspx">http://www.old.uacs.edu.mk/Conference/documents/past-conferences/2012/europe-2020-towards-innovation-and-inclusive-union_203.aspx</a></p> <p>SBEM, together with its students, regularly organizes at least one event per year that addresses some societal/global issue.</p> <p>Roundtables and workshops on various topics:  <a href="https://uacs.edu.mk/home/entrepreneurship-seminar-series-from-an-idea-to-a-foreign-market/">https://uacs.edu.mk/home/entrepreneurship-seminar-series-from-an-idea-to-a-foreign-market/</a></p>
<b>Extracurricular</b>	Students and/or faculty preparing	Promote entrepreneurial thought and practices and encourage	Student Competitions:

<b>projects and activities with the community</b>	projects/seminar papers for companies on various topics.	competitive spirit among the students.	<a href="https://uacs.edu.mk/home/2019-team-competition-in-financial-accounting-at-uacs/">https://uacs.edu.mk/home/2019-team-competition-in-financial-accounting-at-uacs/</a> <a href="https://uacs.edu.mk/home/team-competition-in-financial-accounting-at-uacs/">https://uacs.edu.mk/home/team-competition-in-financial-accounting-at-uacs/</a> Start Up Week: <a href="https://uacs.edu.mk/home/uacs-start-up-competition-2019/">https://uacs.edu.mk/home/uacs-start-up-competition-2019/</a> <a href="https://uacs.edu.mk/home/event/uacs-start-up-week/">https://uacs.edu.mk/home/event/uacs-start-up-week/</a> <a href="https://uacs.edu.mk/home/uacs-students-getting-creative-for-the-startup-week-2018/">https://uacs.edu.mk/home/uacs-students-getting-creative-for-the-startup-week-2018/</a>
Operations	<b>To</b> promote “green practices”, involvement of faculty, staff and students.	Promote enthusiasm among all university members, provide leadership for students and include community leadership as well.	Environment-friendly activities, like electronic opposed to printed communication, etc. Other measures stated above.

**Criterion 1.2.c. Business programs should ensure ethical business and academic practices in all student and stakeholder transactions and interactions.**

Along with the University corporate and social responsibility awareness, ethical behaviour is an integral part of everything that SBEM does. Treating students and stakeholders fairly is seen as essential part of the School's success. A well managed ethical academic practices is the best interest of all our stakeholders, not just our students, but also, employees, business partners and collaborators etc. The documents below, are the principles that guide and ensure ethical and academic practices in all student and stakeholder relations.

- Internal Acts are posted through the University [intranet](#);
- University [Code of Ethics](#) (faculty, students, staff and administration);
- Ethical behavior publicized in the course syllabi. SBEM syllabi may be found on this [link](#);

The [University Code of Ethics](#) covers a wide range of topics including:

Standards of Integrity and Quality: The University recognizes the importance of maintaining an integrity reputation that includes, but is not limited to, compliance with laws and regulations and the contractual obligations. Each individual is required to conduct University business and academic activities with the utmost honesty, professionalism, accuracy and fairness.

Compliance with Laws: The University is a heavily regulated environment. Compliance with laws is important as a matter of principle. Members of the University community will conduct University activities in compliance with applicable laws, regulations, and University policies and procedures.

Conflict of Interest: Community members are responsible for being familiar with, and are bound by, applicable conflict of interest policies. Outside professional activities, private financial interests or the receipt of benefits from third parties can sometimes cause an actual or perceived divergence between the University mission and an individual's private interests.

The Student Code of Ethics is part of the University Code of Ethics and covers a wide range of topics with particular reference to students including:

Campus Welfare and Safety, University Operations (dress code, inappropriate conduct, etc.), University Facilities, Property, Resources (unauthorized usage, damage to property, computer usage, etc.), Dishonesty & False Representation, Student Organizations.

The Student Code of Ethics also spells out the Policies and Procedures in relation to discipline. The University disciplinary process is independent of governmental judicial processes and covers jurisdiction and enforcement of University Policies and Procedures, the conduct of investigation, the available sanctions, as well as the appeals procedure. There is also provision for grievance processes for non-instructional issues.

Academic Honesty and Integrity spells out in detail what constitutes violations of academic honesty and integrity. Academic Dishonesty is carefully explained and includes, but is not limited to: cheating, plagiarism, copyrights violations, dishonesty in papers, work for one course submitted for another one, data falsification, inappropriate collaboration, dishonesty during exams. Also in this part, well-prescribed are: the jurisdiction, penalties, appeals procedure, and records maintenance of disciplinary actions.

**Criterion 1.2.d. Business programs should have processes in place for monitoring regulatory and legal compliance.**

UACS has published university wide policies relevant for all academic units (schools) such as: code of ethics, grievance policies and disciplinary procedures. Separate bodies, such as Ethics Committee, Committee for Disciplinary Measures, and Complaints & Concerns Committee are operating for the purpose of monitoring ethical behavior and compliance with laws and regulations. Disciplinary issues, including disciplinary actions, are being handled in a transparent, fair and objective manner.

They define appropriate behavior for students, faculty and staff. Policies and procedures are in place to ensure a systematic process for handling specific complaints and allegations of unethical behavior. SBEM, in particular, has core and specialized classes that cover business ethics and these include case studies which provide many examples of appropriate behavior.

In terms of regulatory and legal compliance, at the University there is a formal position of the Secretary General. The officer has distinctive responsibilities to follow changes in laws and regulations in order to ensure overall compliance. Careful attention is paid to strict interpretation of the regulations set down by the Ministry of Higher Education through the Private Universities Council. Regulatory and legal compliance are important for faculty to obtain work visas, driving licenses, health insurance, and other documentation required of expatriates in Macedonia. The University is subscribed to Official Gazette where all the changes in the relevant laws and regulations are being published. Other periodicals subscriptions deal with contemporary educational issues. Periodic updates of the major changes in the legal/regulatory framework are being given to the faculty members, through meetings, trainings, etc.

## **STANDARD 2 - Strategic Planning**

**Criterion 2.1. The business unit must have a formal process by which its strategic direction is determined, its action plans are formulated and deployed, and innovation and creativity are encouraged. Describe your formal process for strategic planning.**

UACS has adopted a complex and inclusive process of strategic planning.

So far, we have had three cycles: 2005-2010, 2010-2015, and 2016-2019. In 2016, we decided to shorten the cycle due to the high volatility of the external environment.

In 2019, we adopted a 3-year plan, but it collapsed on March 10th 2020 with the Corona outbreak.

The process is in three stages:

- The first draft comes out of the Provost Office;
- There was a discussion at the Rector's Board meetings, Board of Directors and Strategic Planning and/or Team Building sessions;
- Finally, the plan was adopted by the Board of Directors.

On November 7th, 2019, the Strategic plan was presented to the Rector's Board on its 11th session, and it was adopted a month later, on December 19th, 2019, during the 12th Rector's Board session. SBEM adopts Annual plan under the guidance from the Strategic plan.

The Strategic plan started with a draft developed by the UACS Provost, and it was presented to the Board of Directors. The final version was approved and adopted by the Board of Directors on its 6th session, held on December 24th, 2019.

### **STRATEGIC PLAN 2020-2023 (content)**

t.1 Report on the Strategic plan 2016-2019

t.2 Situational Analysis

t.3 Strategies and Policies - General Strategies

t.4 Long-term goals

t.5 Academic and Accreditation goals

t.6 HR goals and strategies

t.7 Internationalization

t.8 Marketing and Sales

t.9 Digitalization

t.10 Research and Library

t.11 Networking

t.12 Finance

The same goes for the SBEM's Annual plan. It follows a formal, three-step procedure:

1. Draft by the Dean
2. Initial discussion (on the 07th session, on June 09th 2019)
3. Final adoption (on the 08th session, on September 27th 2019).

Emergency Planning and Actions – COVID-19



Due to the COVID-19 pandemic, in 2020, UACS engaged in emergency planning, but we still managed to keep the spirit of the participative management by organizing several meetings:

March 10th - Rector's Board - Cancel operations temporarily;

March 16th - Rector's Board and University Senate session, organized as a Town Hall Meeting with all faculty and staff;

March 16th - Rector's Board meeting with all faculty members invited - Presentation of Bylaws on conducting UACS Hybrid;

March 16th - University Senate adopts the Decision on organizing Hybrid teaching at UACS;

March 16th - University Senate adopts the Decision on organizing the Mid-term examination on Moodle;

March 30th - University Senate adopts the Procedure for online lectures and online examination at UACS;

June 29th - The University Senate adopted the Bylaw on Hybrid teaching at UACS in the academic year 2020/2021, which was previously approved by the Rector's Board;

August 26th - Convocation Day (The first Hybrid).

**Criterion 2.1.a. The faculty and staff members of the business unit should have significant input into the strategic planning process. Explain how the faculty and staff members participate and/or have a voice in the strategic planning processes**

UACS strategic planning process can be considered as role model of participative decision-making. It includes the voices of faculty and staff.

1. Step 1 - Draft from the Provost
2. Step 2 - Strategic Planning session, discussion by the Rector's Board (usually, at least two 2 sessions)
3. Adoption by the Board of Directors

For the SP 2020-2023 Strategic Planning session was within the Team Building “Get Involved VII”, which was held in Ohrid, in June 2019. All UACS Schools participated.

This was a good opportunity to include the full-time and adjunct faculty members in the process. Faculty and staff gave many ideas about the future of UACS, most relevant are:

<b>Idea</b>	<b>By</b>	<b>Action</b>	<b>Results</b>
Managing the Alumni Association	Dr. Sasho Ordanoski	Hired Aleksandra S. Klincharova	Good start, but Corona put it on hold
Review of integrated curricula Y1 to Y5	Committee on programs	To be reviewed for the next reaccreditation	

SBEM Annual plans were also discussed and approved by the Faculty council.

As mentioned previously, the annual plan 2019-20 was adopted on September 27th, 2019 (please see the Appendix).

**Criterion 2.1.b. The strategic plan should identify the business school’s or program’s key strategic objectives and the timetable for the current planning period.**

For the period 2020-2023, we propose the following general strategies:

1. Differentiation and Top-Notch Quality;
2. Internationalization;
3. Third mission (by the community and for the community).

<b>Long-term goals</b>	<b>Roles</b>	<b>Strategies</b>	<b>KPI</b>
<b>Stability and Sustainability</b>			

Maintain number of students to 800	Rector's Board Board of Directors	Differentiation	No. of students
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HR goal	TimeLine	Key Role	Policies	Resources	KPI
Rejuvenation and meeting HEA 61.3	2020-2023	Provost, Deans, VRR	Prof. development	Budget for professional development	No per school
Academic & Accreditation Goals		Time Frame	Key Role	KPI	
ACBSP Renewal of Accreditation		2020/2021	Provost, CAO, Dean	Accreditation	

Networking Goal	Lead Role	Measure KPI
Organize one PR event per month	Stakeholders Director	Progress report
Business council – Keep Pace; GAM - once in two years	Networking	Progress report

However, due to the COVID-19 pandemic, UACS has engaged in emergency planning and execution.

It included both building performance capabilities and building legislation, since we had had no regulations for on-line teaching.

<b>Date</b>	<b>Capacity Building</b>	<b>Legislation Building</b>	
10 March		Decision of Rector's Board	Break of campus education
13 March	Training, WebEx contract		First on-line class
16 March	Training for schools and professors	Rector's Board decision	To start with on-line classes as of 30 March
16 March	Training how to develop tests	Rector's Board decision QCC Decision on the test structure	To develop Moodle tests
March - May, 2020	Several webinars for using Webex and Moodle		
29 June		Decision on organizing the academic year 2020/2021 at UACS, which includes 3 options for providing lectures.	It includes 3 options for providing lectures: online lectures, hybrid (combined lectures), and lectures with full physical presence at the University.
29 June		Bylaw on organizing hybrid lectures at UACS for the academic year 2020/2021	It includes general information, physical and health protection equipment, organizing the lectures at the University,

			technical equipment, academic calendar, distance learning for foreign students, distance teaching for foreign lecturers, organizing lectures for part-time students, internship, organizing the staff and the library, etc.
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NOTE: This is just an excerpt. The full list is available in the plan itself.

**Criterion 2.2.a. Strategic action plans should address both short-term and long-term objectives.**

UACS SBEM or the Business unit also develops annual plans.

They are drafted by the Dean and approved by the Faculty Council. UACS SBEM are action yearly plans. They follow the main directions as set in the Strategic plan.

The last Annual plan was adopted by the Faculty Council, on its 8th session held on September 29th, 2019.

Faculty Council also monitors the implementation.

Here are some goals from the Strategic plan, which are of the short-term nature.

Strategies	Activities	Lead Role	Measure KPI	Resources Needed
Foster high-quality, curricular and pedagogical activities	Ensure and review the quality and content of syllabi content Continuous follow up of learning outcomes	Dean, Heads, Faculty	At least 2 departments meetings organized annually	Needed for peregrine testing
	Across programs, establish a process for soliciting feedback from business industry about strengths and limitations of the programs' curriculum		At least 1 business cluster meeting for each program	
	Improve consistency across programs		At least one guest lecturer to be invited for each course	
			Achieve at least 75% performance on LO assessment Achieve at least 60% Performance of graduates on standardized Peregrine comparative testing	
Encourage innovation and develop new academic initiatives	Implement a more experiential approach in teaching with cases, problem solving methods and simulations, research and other participative methods Investigate and implement opportunities for new degrees/concentrations Deploy more technology/digitalization in the classroom Investigate and implement opportunities for new certifications	Dean, Heads, Faculty	At least 1 new certification to be initiated At least 1 participative method to be included in all courses At least one business software program to be implemented in teaching	

Strategies	Activities	Lead Role	Measure KPI	Resources Needed
Nurture the development of the faculty teaching skills and competencies	Organize seminars on teaching/learning improvement to support faculty teaching skills and innovative methodologies	Dean, Heads, Faculty	At least 2 teaching Improvement seminars to be organized annually	
Maintain ACBSP accreditation	Facilitate the process of ACBSP re-accreditation	Dean, Provost, Heads, Faculty, AO	At least one accreditation seminar to be organized	
	Continuous data collection and assessment			
	Appoint Accreditation Report Committee		Self-study report for AY 2019/20 to be finished not later than September, 2020	
Maintain high overall satisfaction of students	Continuous follow up Quality Circle meetings	Dean, Heads, Academic officer(AO)	At least 75% overall satisfaction to be achieved Satisfaction survey and report to be completed Quality Circle Report	

**Criterion 2.2.c. The leadership of the business unit should communicate strategic objectives, action plans, and measurements to all faculty, staff, and stakeholders, as appropriate**

At the beginning of every academic year, sometimes both at the start and at the end of it, we have a Strategic Planning session.

This is a traditional town hall format meeting with all faculty members and staff.

We had one on September 25th, 2019. The main topics of the meeting were:

- UACS achievements (COST Project, SAD & Municipality of Prilep Erasmus project, papers published by the UACS Provost, etc.)

- After the Team Building Retreat in Ohrid (ideas and realization for the development of the new strategic plan)
- Curriculum, HR & other activities
- New things at UACS (Accreditation for MIS DBA, New computer lab)
- Presentation on current enrollment
- “People come, people go” chapter
- Events and important issues (past events & upcoming events)

The second session, in a different format - as Electronic Town Hall Meeting - was held on March 16th 2020, entitled “The end of the world as we know it”, where the Provost outlined his strategy for going through the COVID-19 pandemics.



### STANDARD 3 – Student and Stakeholder Focus

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

SBEM serves the traditional prospective student who has recently graduated from high school and who seeks to be enrolled as a student in a competitive institution of higher education. Due to its reputation and quality, with very reasonable tuition costs, SBEM attracts the best high-schools students from all cities of Republic of North Macedonia.

As regards to graduate students target market, they are predominately domestic and undergraduates who are seeking to continue Master degree and working professionals who are looking to make advancement in their current career path and also to develop skills and critical thinking in MBA degree.

More evidence on student-targeted segments can be found in Table 3.1.

**Table 3.1. Student-targeted segments**

Educational Program	Student Segment Targeted	Rationale
Undergraduate full-time program	Domestic high school graduates	Target for this program are the typical age high-school graduates that are inclined to pursue higher education
Undergraduate full-time program	International students	For foreign and domestic students, SBEM offers its programs in English.
Undergraduate part-time program	Domestic students	Working professionals wishing to complete their Undergraduate degree
Graduate full-time program	Graduate students (Domestic and International) that pursue furthering their education	The typical undergraduate who are seeking to continue Master degree and working professionals in MBA degree

\*\* SBEM does not offer any part-time program on graduate level.

**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 (please, see Table 3.2.).

Primary Stakeholders	Secondary Stakeholders
Students	University Board of Directors
Faculty and Staff	Business Council
Control and Regulatory bodies (Ministry of Education, Board of Accreditation, ACBSP)	Students's parents
	Alumni

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 school's operations and their needs will be addressed in the future when planning 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.

SBEM addresses the same stakeholders and their needs as identified at University level.

The practices and operating procedures for gathering relevant information are described in Figure 3.3.

**Criterion 3.3 The business unit will periodically review listening and learning methods to keep them current with educational service needs and directions. Describe your periodic review processes pertinent to this criterion.**

UACS has established a process for reviewing the methods for gathering data. As integral part of the University, SBEM utilize the general data gathering instruments (surveys) created by UACS and also initiates other systematic processes to better assess and increase capacities for constant improvement. More information about SBEM "review and revise" policies and practices may be found in Standard 6.

Namely, the Self-Evaluation Committee or the Chief Academic Officer (CAO), together with the Stakeholder Relations Officer as part of the Quality Control Center (see VR QC&Academics in the organizational chart), review the following:

1. The data collected from the surveys – once a year, every year as the surveys are completed;
2. The response rates and method of administering the surveys – once a year, every year as the surveys are completed;
3. The questionnaire themselves – once a year, 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 it is taken into consideration, too. The evidence can be found in the tables and graphs provided in Figure 3.3.

Each school reviews the data and the results and together with the CAO and Stakeholder Relations Officer work on the improvements.

**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 need for improvement in the educational program offerings, and, initially, these considerations are discussed internally, at the Faculty Council Meetings. Any suggestion for improvement is then referred to in the School's Annual Action plan.

The improvement suggestions are also conveyed to the University Senate and Rector's 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 the improvements that have been made during the course of the academic year.

For more evidence, please see Table 3.4.

Student/Stakeholder Group	Information/ Student/Stakeholder Requirement	Information obtained via	Reviewed by	Educational Program Addressing Requirement
Alumni	Reconnecting and networking within the alumni network	Free Executive Training	Alumni Students	SBEM Faculty was engaged to deliver the training session dedicated to alumni.  In cooperation with the Ministry of Education, Educational Center M6, SEMOS Education and other Business Council members, UACS organized a digital skills training, where new knowledge and skills necessary for modern life were presented and learned.

Alumni	<p>Networking among and meeting with alumni members.</p> <p>Lecturing on a specific subject, sharing knowledge and experience.</p>	Training and Networking	Alumni Students	<p>UACS provides lectures on specific topics, dedicated to alumni members, through which the level of networking and cooperation will be increased.</p> <p>Maja Kadievska-Vojnovic, UACS faculty, delivered a 90-minute online training session on: <i>COVID-19 -Protection of our lives and livelihoods</i>, where the strengths and opportunities of Macedonian economy were discussed as well as what people should focus on after Covid-19.</p>
Alumni	<p>Lecturing on specific topics, sharing knowledge and experience.</p> <p>Inspiring stories of the alumni speakers.</p>	Alumni guest speaks for undergraduate students	Undergraduate students	<p>Each semester, SBEM, assisted with UACS, invites a guest lecturer from the Alumni members.</p> <p>The SBEM students were organized to participate through correspondence with several teaching faculty and in relevance to the course curriculum:</p> <p>Ms. Mila Krekik, our undergraduate alumni and a postgraduate student, spoke on a topic from the Corporate Management field at a webinar titled: "From Young for Young".</p> <p>Mr. Filip Dimitrovski, CEO of TIGO Finance and our alumnus, delivered a lecture on the topic: "What are the opportunities in FinTech for young people?"</p>

Alumni	Assessing success after graduation	Survey via phone calls	Head of Career Center Development	Alumni survey used to assess success after graduation.
Students	Introduction of online UACS services (enrollment, registration, payment, transcript check)	UACS official website: ( <a href="http://www.uacs.edu.mk">www.uacs.edu.mk</a> )  The enrollment process is completed online. Prospective students visit the <u>UACS website</u>	Head of Marketing Department	As of 2020, registration, payment and transcript check can be done online, through the official website
Students	Discussing and lecturing on a specific subject, sharing knowledge and experience.  For SBEM specifically, Quality Circle meetings with students provide information about their interests, willingness and involvement to various events which enhance the quality of student learning.	An event invitation is sent by the Networking department.  SBEM Dean especially is also sharing the event information directly to students via email to encourage them to participate.	Head of Career Center	UACS invites guest speakers who share their knowledge and experience with the students.  “The importance of entering into NATO for the Republic of North Macedonia” was the topic on which the students met the President of the country, prof. Stevo Pendarovski, and H.E. Kate Marie Byrnes, the UACS Ambassador to the Republic of North Macedonia.  “Republic of North Macedonia’s next steps for the EU Integration” was the topic which prof. Timco Mucunski; Dragan Tilev, State Counselor at the Secretariat for European Affairs; Neda M.Sachmarovska, Executive Director of the Center for Change Management; and Zoran Nechev, Head of Center for European Integration at the Institute

				<p>for Democratic Societies discussed in front of the students.</p> <p>“Europe after the fall of the Berlin Wall” is the topic which the Dutch Ambassador to the Republic of North Macedonia, H.E. Dirk Jan Kop, addressed the students.</p>
Students	<p>SBEM initiated Internationalization Week: Lecturing on a specific subject, sharing knowledge and experience by visiting professors.</p> <p>The International Week was organized as part of the SBEM academic schedule and several courses.</p> <p>In particular, major wide topics were determined with the international lecturers, so could more groups of students participate and be engaged.</p> <p>SBEM course lecturers were facilitators of the event.</p>	Visiting professors	Head of Career Center, Faculty Staff	<p>Students had an opportunity to attend classes on different topics from visiting professors.</p> <p>In the first "Internationalization Week", visiting professors from foreign universities held lectures on various topics:</p> <p>Prof. Bobi Ivanov – Introduction to the Research Culture;</p> <p>Prof. Paola Vola – Moving from an Idea to Business Modeling workshop; Business Canvas workshop</p> <p>Prof. Giulia Flamini – Idea Generation workshop, AOB course</p> <p>Prof. Kimberly Parker – Marketing for Social Change</p> <p>Prof. Alain Mulder – Managerial Accounting Certification</p>

Students	Providing internship opportunities in alumni companies	Career 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 companies, developing projects with the companies in order to provide internship experience to the students.
Students	Providing internship opportunities in the companies/organizations/ NGOs owned/run by the Business Council members	- Daily and weekly communication via e mail, info boards -Career Days -Individual sessions with the Head of the Career Center Department	Head of Career Center Department, Companies/organizations/ NGOs owned/run by Business Council members	Career Center provides internship opportunities via communication with the HR Offices and owners in the companies, developing projects with the companies in order to provide 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, Governmental bodies (Ministry of foreign Affairs, and Embassies)	Providing new internship opportunities at a domestic and international level
Students	More international experience and exposure	Daily communication between students and the International Student Coordinator,	Faculty Council International Student Coordinator	Reviewing current Erasmus+ partner universities and exploring new options

		Quality Circle meetings		
Students	More international experience and exposure	<ul style="list-style-type: none"> <li>- Daily and weekly communication via e-mail, info boards</li> <li>-Career Days</li> <li>-Individual sessions with the Head of the Career Center Department</li> </ul>	Faculty Council Career Center	AIESEC Internship program
Students	Interaction with experts and business leaders	Start-Up Week	Dean of SBEM, Head of Career Center, Faculty Staff	<p>To evidence many activities are in place to support student learning. As such, SBEM has initiated the cooperation with Global Entrepreneurship Network (GEN) and hosted the whole event as part of the Global Entrepreneurship Week, which has been a great opportunity to interact with business leaders as well as to test entrepreneurial intentions.</p> <p>*More details regarding Start-Up Week can be found in Standard 6.</p>
Business Council	Introduction of more specialized course programs that address specific job requirements	Business Council meeting	Career Center Department, SEC, Stakeholder Officer, Faculty Council	<p>Development and evaluation of new undergraduate and graduate courses.</p> <p>The evidence is provided in <i>Standard 6</i></p>



Business Council	Executive training opportunities for UACS Business Council members	Free Executive training	Career Center Department, Faculty Staff	<p>UACS organized Digital Executive Education from 12 May - 27 May, 2020.</p> <p>Every webinar session focused on a different topic:</p> <ol style="list-style-type: none"> <li>1. Leadership in times of COVID-19, taught by prof. Marjan Bojadjev</li> <li>2. COVID-19 Protection of our lives and livelihoods, taught by Maja Kadievskaja Vojnovik, MSc</li> <li>3. Mental health in times of COVID-19, taught by prof. Dimitrinka Pesheva</li> <li>4. Business management in times of COVID-19, taught by prof. Dimitar Kovachevski</li> <li>5. Digital Marketing in times of COVID-19, taught by prof. Ilijana Petrovska</li> </ol>
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**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 Department via print or electronic media.

More evidence on students attraction and retention processes and relationship with other stakeholders, is provided in Table 3.5.

**Table 3.5.1. Student attraction processes**

Target Audience	Activity	Purpose
High-school students	Offering preparatory courses for the state matriculation exam	Aid potential high-school graduates with better knowledge for passing the state examination.
High-school students	Scholarship contests	Attracting a pool of best candidates for the scholarships available at the school:  UACS Foundation offers 11 annual scholarships for the best candidates, among which for SBEM are 4: -1 full scholarship for programs management, marketing or finance -1 full scholarship for program auditing and accounting  -1 full scholarship for the dual degree program with Tor Vergata University, Rome -1 partial scholarship in the amount of 50% of the tuition, for programs management, marketing or finance

		<p>Cementarnica Usje, in cooperation with SBEM, offers 3 full scholarships for postgraduate studies.</p> <p>7 CMA Certification Scholarships available for SBEM Master students (please, see the link)</p> <p>Amsterdam-based airline technology company, Vipper.com, provides scholarships for top 3 SBEM students with the highest average grades at the end of the academic year (please, see the link).</p>
High-school students	Lectures by UACS faculty	In cooperation with MladiHub, UACS organized a workshop on “How do I behave in administrative and public institutions?”, aimed at enrolling in college and collecting documents needed for enrollment in academic studies.
High-school students’ parents (Broad audience –general public)	Active radio, TV, print and social media advertising	Communicate new offerings, attract new students and reinforce good practices among current students and other stakeholders, image building.
Working professionals	B2B meetings	Promotion of the undergraduate and graduate programs and Executive Educational courses
Graduated students Working professionals	Promo Day	Master Talk: “Are you ready to master your future?” for graduate programs was organized in Skopje and Prishtina

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.

\*\*\* There are activities which the University plans to be held on a yearly basis, but due to the global pandemic situation, they were not realized:

Target Audience	Activity	Purpose
High-school students	Road show in high schools in and outside of Skopje was started but, due to the global pandemic situation, the activity was not finished as planned. Only three schools were visited where the presentation about UACS was held.	Getting high-school students acquainted with the academic programs
High-school students	Lectures by UACS Faculty	Demonstrating an UACS class in the high-schools facilities
High-school students Working professionals Graduated students	Open Day	Introducing the University and its programs to interested parties

**Table 3.5.2. Student retention processes**

Target Audience	Activity	Purpose
Current students	Student Metrics	Discussed at least once a year, including the indicators of student's retention and progression
Current students	Quality Circles	Includes selected students meeting the Dean at least twice a year and discussing options for improvement.
Current students	Tutoring Club	Help students with potential difficulties in covering a certain area or course

Current students	Faculty Advising Center	S BEM students are assigned faculty advisors that help students with degree decisions, course selection, and many other academic decisions.
Current students	Provide Erasmus and AIESEC Internships	International Exposure
Current students	Provide Summer Schools and Workshops *** Due to the global pandemic, the Summer School was organized in an online form; therefore, the students had an opportunity to attend online courses.	The University organizes a Summer School for the students to have an opportunity to participate in lessons and activities during the summer. Participation in summer schools has shown to have substantial beneficial effects on educational progress
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 lecturers	Involving the alumni community into the academic program and exposing students to expertise from a specific company/industry
Current students	Career Counseling	Preparing the students for future employment
Current students	Presentation of graduate program benefits for UACS undergraduates	Retention and progression of undergraduates into the graduate programs

The table below highlights institutional departments which, in addition to the stakeholder support, effectively work with the SBEM on admitting and retaining students.

<b>Institution Department</b>	<b>Student / Stakeholder Primary Focus</b>	<b>Information, data reporting to SBEM</b>	<b>Activities in support of SBEM' strategic plan goals</b>	<b>Department- Scheduled Meetings</b>
Record's Office	Student admission, student retention	Student Enrolment Matrix report	Road Show in high schools in and outside of Skopje, offering preparatory courses for the state matriculation exam, scholarship contests, active radio, TV, print and social media advertising, lectures given by UACS faculty, Open Day, B2B meetings, Promo Day–Promo Class  *** Due to the global pandemic, the Road Show in high schools in and outside Skopje, the Open Day and the Promo Day-Promo class were not organized in AY 2019/2020.	Throughout whole year, following the communication and marketing action plan
Career Services	Student's job and internship opportunities	Searching for and informing the students about new internships, part-time and full-time jobs	Career Days Seminar on how to be a successful candidate for a job position  Providing internship/employment opportunities for students	Seminars and individual meetings with students
Marketing, communication and networking	Students' prospects, stakeholders	Web and social media activities, events	Campaign events, ads and delivering of strategic goals	Semiannual planning, outreach monthly review

Alumni Services	Graduates	Graduate contact information	Events, e-mail outreach for announcing new graduate programs  E-mail outreach for announcing job opportunities from the 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	Twice a year

**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 bonds with schools
Business Council Members	Executive Education Courses offered	To give back to the Business Council members
Business Council Members	Select the best students in each study year and recommending them for future employment	To strengthen Business Council Members' bonds and providing employment opportunity for the students
Business Council Members	Get ideas for course modification on certain programs, according to market needs	To strengthen Business Council Members' bonds and providing knowledge and employment opportunity for the students

Business Council Members	General Assembly Meeting was organized to strengthen the bond between UACS and the Business Council Members where the faculty and BC members shared ideas about the perspectives and relevance of local businesses by giving suggestions for improvement and for advancing business teaching content and methods of work.	To strengthen Business Council Members' bonds and providing knowledge and employment opportunity for the students
Alumni	Alumni Networking	Strengthening alumni bonds and networking
Students' parents	Record's Office sends grades reports to students' home 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.**

The final goal of learning and support activities is the quest for a common purpose, as established by the UACS vision and mission. The feedback from students and other stakeholders is a vital component of UACS in order to validate the effectiveness of the academic unit in attaining its strategic plan. Thus, in order to obtain and assess student and stakeholder perception of the services and timing of each instrument, UACS has developed a variety of methods. There are several mechanisms through which the students and other stakeholders communicate their complaints and concerns. Depending on the nature of the issue, stakeholders might approach several offices: Dean's Office, Record's Office or Chief Academic Coordinator. In any case, the process to deal with complaints and problem resolution is the one established by the Bylaws. Please find the details about complaints policy on **page 15, Article 26, 27 and 28**.

Additionally, in terms of addressing student needs, the School has established a grievances procedure that formalizes the process of receiving complaints. The Grievance Officer, as part of the Records Office, 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 can freely express their concerns about and opinions on any issue.

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



**Criterion 3.7. The business unit should have a system to determine student and key stakeholder satisfaction and dissatisfaction**

For evidence on determination system of student and key stakeholder satisfaction and dissatisfaction, please see Table 3.7.

<b>Student/Stakeholder Group</b>	<b>Satisfaction Measure</b>	<b>Dissatisfaction Measure</b>
Undergraduate students	Students' evaluation of course materials will meet or exceed 70% satisfaction on a scale of 1 to 100%.	Student evaluation of course materials will be less than 70% satisfaction on a scale of 1 to 100%.
Undergraduate students	Students' evaluation of course content and delivery will meet or exceed 70% satisfaction on a scale of 1 to 100%.	Students' evaluation of course content and delivery will be less than 70% satisfaction on a scale of 1 to 100%.
Undergraduate students	Students' evaluation of faculty will meet or exceed 70% satisfaction on a scale of 1 to 100%.	Students' evaluation of faculty will be less than 70% satisfaction on a scale of 1 to 100%.
Undergraduate students	Students' satisfaction with facilities and services will meet or exceed 70% on a scale of 1 to 100%.	Students' satisfaction with facilities and services will be less than 70% on a scale of 1 to 100%.
Undergraduate students	Undergraduate Student Placement (Employment) not to fall below 50% on a scale of 1 to 100%.	Undergraduate Student Placement (employment) falls below 50%.
Undergraduate students	Undergraduate Student Placement (purchasing further education) not to fall below 50% on a scale of 1 to 100%.	Undergraduate Student Placement (purchasing further education) falls below 50%.
Undergraduate students	Undergraduate Student Placement (still seeking employment) not to go above 15% on a scale of 1 to 100%.	Undergraduate Student Placement (still seeking employment) goes above 15%.

Undergraduate students	Undergraduate Student Advising (measurement by timely internships) to be 90% or above on a scale of 1 to 100%.	Undergraduate Student Advising (measurement by timely internships) to be less than 90% on a scale of 1 to 100%.
Undergraduate students	Undergraduate Student Advising (CV and cover letter) to be 50% or above on a scale of 1 to 100%.	Undergraduate Student Advising (CV and cover letter) to be less than 50% on a scale of 1 to 100%.
Graduate students	Students' evaluation of course materials will meet or exceed 70% satisfaction on a scale of 1 to 100%.	Students' evaluation of course materials will be less than 70% satisfaction on a scale of 1 to 100%.
Graduate students	Students' evaluation of course content and delivery will meet or exceed 70% satisfaction on a scale of 1 to 100%.	Students' evaluation of course content and delivery will be less than 70% satisfaction on a scale of 1 to 100%.
Graduate students	Students' evaluation of faculty will meet or exceed 70% satisfaction on a scale of 1 to 100%.	Students' evaluation of faculty will be less than 70% satisfaction on a scale of 1 to 100%.
Alumni	Alumni's evaluation of satisfaction will meet or exceed 70% satisfaction on a scale of 1 to 100%.	Alumni's evaluation of satisfaction will be less than 70% satisfaction on a scale of 1 to 100%.
Undergraduate and graduate students' parents	Evaluation of discussion on Parents-Teacher Association Days	Evaluation of discussion on Parents-Teacher Association Days
UACS employee	Employee's evaluation of satisfaction will meet or exceed 70% satisfaction on a scale of 1 to 100%.	Employee's evaluation of satisfaction will be less than 70% satisfaction on a scale of 1 to 100%.
Business Council	Evaluation of discussion on Business Cluster Days; Formal Business Council evaluation on satisfaction will meet or exceed 70% satisfaction on a scale of 1 to 100%.	Evaluation of discussion on Business Cluster Days; Formal Business Council evaluation of satisfaction will be less than 70% satisfaction on a scale of 1 to 100%.

Control and regulatory bodies	Regularities noted by the visits of Control and Regulatory bodies	Irregularities noted by the visits of Control and Regulatory bodies
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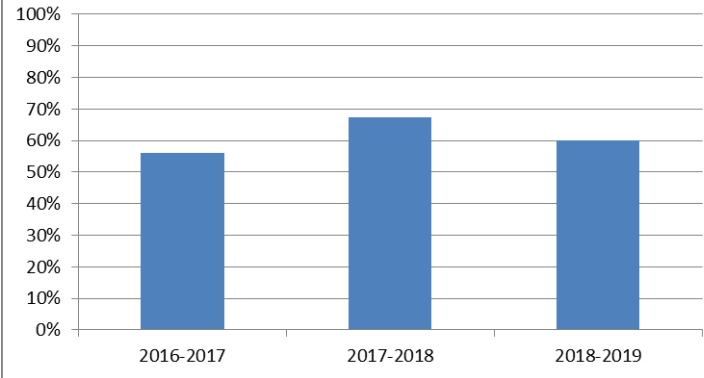
**Criterion 3.8. The business unit should present graphs or tables of assessment results pertinent to this standard.**

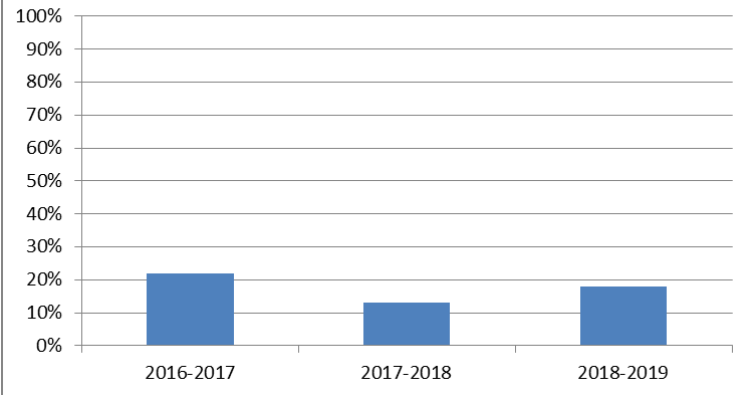
Figure 3.3. provides a description of the performance measure, the evaluation tool, results and analysis of results. It also includes graphs and tables that are currently in use and pertinent to this standard.

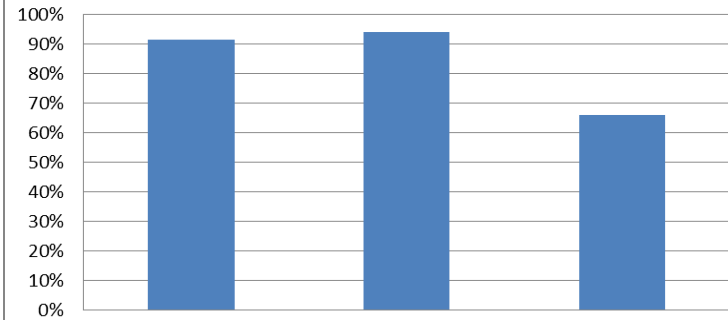
Performance Measure	Measurement Instrument or Process	Current Results	Analysis of Results	Table/Graph provided
<b>Undergraduate student evaluation of course materials, content, delivery and instructor will meet or exceed 70% satisfaction on a scale of 1 to 100%.</b>	At the end of each semester, students receive an evaluation questionnaire for each course and faculty.	In the last three academic years: 2017-2018, 2018-2019, 2019-2020, the goal was achieved and the expectation were met, since the students were satisfied with the course materials, content and delivery as	The School has made efforts to update instructional resources such as computer labs, textbooks, technology as well as high quality faculty staff.	<div></div> <div>Data obtained from Undergraduate Student Survey and observations of the frequency of use. (See Table 1 - Table 5. Undergraduate Student Course Satisfaction in the file attached as Evaluation evidence data).</div>

		well as the faculty.																																		
<b>Undergraduate student satisfaction with facilities and services will meet or exceed 70% on a scale of 1 to 100%.</b>	At the end of each semester, students receive an evaluation questionnaire for their satisfaction with facilities and services.	The feedback is very positive, meaning that the student satisfaction with facilities and services exceeds 70%. Therefore, the goal for the last academic year was met.	The School has made efforts to update computer labs, technology, library as well as to provide high quality service to the students in terms of providing constant support and advice, career opportunities and financial aid and understanding.	<div><p><b>Facilities and Services</b></p><table><thead><tr><th>Facilities and Services</th><th>2019-2020</th><th>2018-2019</th><th>2017-2018</th></tr></thead><tbody><tr><td>Cafeteria</td><td>78%</td><td>75%</td><td>72%</td></tr><tr><td>IT Department</td><td>82%</td><td>75%</td><td>72%</td></tr><tr><td>Finance Office</td><td>85%</td><td>82%</td><td>80%</td></tr><tr><td>Career Center</td><td>75%</td><td>72%</td><td>70%</td></tr><tr><td>Records Office</td><td>88%</td><td>78%</td><td>75%</td></tr><tr><td>Library and Front Desk</td><td>78%</td><td>75%</td><td>72%</td></tr><tr><td>Equipment Facilities</td><td>82%</td><td>75%</td><td>72%</td></tr></tbody></table></div>	Facilities and Services	2019-2020	2018-2019	2017-2018	Cafeteria	78%	75%	72%	IT Department	82%	75%	72%	Finance Office	85%	82%	80%	Career Center	75%	72%	70%	Records Office	88%	78%	75%	Library and Front Desk	78%	75%	72%	Equipment Facilities	82%	75%	72%
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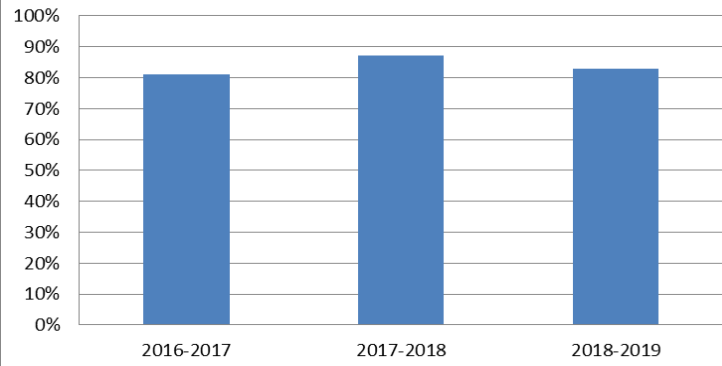
<b>Undergraduate Student Placement (Purchasing Further Education )not to fall below 50% on a scale of 100%.</b>	6 months after graduating, students receive call from the University through which the educational plans are evidenced.	For the 2016-2017 year, there is an evidence that 53,6% of the students were interested in continuing their education. The students from academic year of 2017-2018 show decreased interest in continuing further education with 52,2%, while the increase is evidenced again for the students graduate 2018-2019 (six months ago) with 64%.Therefore, the goal for the last	The increased interest in the last year mainly can be ascribed by the global pandemic situation, Covid19, where students hardly find jobs and therefore they decide to continue with education. Moreover, the online education and no career opportunities that are imposed by the global situation, have positive impact over the students desire to further their	<div><div><div><div><div></div><div></div></div><div><div><span></span></div><div><span></span></div></div></div><div><div><div><span></span><div><div><span><span></span></span></div><div><span>Pursuing Further Education</span></div></div></div><div><div></div></div></div></div><div><div><div><span></span><div><div><span><span></span></span></div><div><span></span></div></div></div><div><div><div></div></div></div></div><div><div><div><span></span><div><div><span><span></span></span></div><div><span></span></div></div></div><div><div><div></div></div></div></div></div><div><table><tr><td>2016-2017</td><td>2017-2018</td><td>2018-2019</td></tr></table></div></div></div></div>	2016-2017	2017-2018	2018-2019
2016-2017	2017-2018	2018-2019					

		academic year was met.	education during their free time.									
<b>Undergraduate Student Placement (Employment) not to fall below 50% on a scale of 1 to 100%.</b>	6 months after graduation, students receive call from the University through which the current professional career of each student is evidenced.	For the academic year of 2016/2017, there is evidence that 56% of the students were employed. The students from the academic year of 2017/2018 scored higher in career placement - with 67,4%, while again the decrease is evidenced for the graduates of 2018/2019 (six months ago) - with 60%. Thus, the goal set for the last academic	The decrease in employment opportunity and student placement can be ascribed to the global pandemic situation - Covid-19 - since people were fired and no job opportunities were open.	<div><p><b>Employment</b></p><table><tr><th>Academic Year</th><th>Employment Percentage</th></tr><tr><td>2016-2017</td><td>56%</td></tr><tr><td>2017-2018</td><td>67.4%</td></tr><tr><td>2018-2019</td><td>60%</td></tr></table></div>	Academic Year	Employment Percentage	2016-2017	56%	2017-2018	67.4%	2018-2019	60%
Academic Year	Employment Percentage											
2016-2017	56%											
2017-2018	67.4%											
2018-2019	60%											

		year was achieved.										
<b>Undergraduate Student Placement (Still Seeking Employment) not to go above 15% on a scale of 100%.</b>	6 months after graduating, students receive call from the University through which the career plans are evidenced.	For the 2016-2017 year, there is an evidence that 21,9% of the students were employed. The students from academic year of 2017-2018 show better results in employment seeking with 13%, while the decrease is evidenced again for the students graduate 2018-2019 (six months ago) with 18%. Therefore, the goal for the last academic year was not met.	The increased number of students who are seeking employment can be ascribed by the Covid19, when employment opportunities are narrowed and very rare.	<div><p><b>Still Seeking Employment</b></p><table><thead><tr><th>Academic Year</th><th>Percentage Still Seeking Employment</th></tr></thead><tbody><tr><td>2016-2017</td><td>21.9%</td></tr><tr><td>2017-2018</td><td>13%</td></tr><tr><td>2018-2019</td><td>18%</td></tr></tbody></table></div>	Academic Year	Percentage Still Seeking Employment	2016-2017	21.9%	2017-2018	13%	2018-2019	18%
Academic Year	Percentage Still Seeking Employment											
2016-2017	21.9%											
2017-2018	13%											
2018-2019	18%											

<b>Undergraduate Student Advising (Measurement by timely internships) to be 90% or above on a scale of 100%.</b>	6 months after graduating, students receive call from the University through which the career internships are evidenced.	For the 2016-2017 year, there is an evidence that 91,60% of the students were done with internship activities on time. The students from academic year of 2017-2018 show better result in internship activities and performance with 94%, while the decrease is evidenced again for the students graduate 2018-2019 (six months ago) with 66%. Therefore, the goal for	The decreased number of students who performed the internship on time can be ascribed by the Covid19, when employment and internship opportunities are narrowed and very rare.	<div><p><b>Timely Internships</b></p><table><tr><th>Academic Year</th><th>Percentage of Students</th></tr><tr><td>2016-2017</td><td>91.6%</td></tr><tr><td>2017-2018</td><td>94%</td></tr><tr><td>2018-2019</td><td>66%</td></tr></table></div>	Academic Year	Percentage of Students	2016-2017	91.6%	2017-2018	94%	2018-2019	66%
Academic Year	Percentage of Students											
2016-2017	91.6%											
2017-2018	94%											
2018-2019	66%											

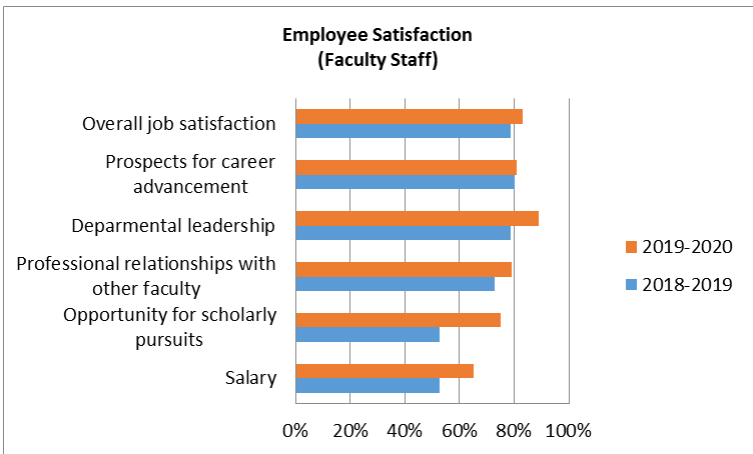


		the last academic year was not met.											
<b>Undergraduate Student Advising (CV and cover letter) to be 50% or above on a scale of 1 to 100%.</b>	During Career Days, students have an opportunity to participate in a workshop on writing professional CV and cover letter. The career development workshop is organized to help students choose their future job, suggest ways to find a job, help them write a professional CV and meet with the most influential recruiters in the country. These Career Days are organized once in every academic year.	For the academic year of 2016/2017, there is evidence that 81% of the students participated in CV and Cover Letter workshops, and the students from the academic year of 2017/2018 show better results in terms of participating in student advising activities for CV and Cover Letter writing, whose score is 87%. The graduates of 2018-2019	The School has been constantly trying to provide advising activities in terms of career opportunities and professional development. Although this year's results are lower compared to those from the previous academic year, the goal is achieved. Nevertheless, if the advising activities improved, better results can	<div><p><b>CV and Cover Letter</b></p><table><thead><tr><th>Academic Year</th><th>Participation Percentage</th></tr></thead><tbody><tr><td>2016-2017</td><td>81%</td></tr><tr><td>2017-2018</td><td>87%</td></tr><tr><td>2018-2019</td><td>82%</td></tr></tbody></table></div>		Academic Year	Participation Percentage	2016-2017	81%	2017-2018	87%	2018-2019	82%
Academic Year	Participation Percentage												
2016-2017	81%												
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2018-2019	82%												

		(six months ago) mark a decrease - 83%. However, the goal for the last academic year was above 50% and it is therefore achieved.	be expected.	
<b>Graduate Student evaluation of course materials, content, delivery and instructor will meet or exceed 70% satisfaction on a scale of 1 to 100%.</b>	At the end of each semester, students receive an evaluation questionnaire for each course and faculty member.	Last three academic years: 2017-2018, 2018-2019, 2019-2020, the goal was achieved. This means that the students had been satisfied with the course materials, content, delivery as well as with the faculty. Thus, the goal for the last academic	The School has made efforts to update instructional resources such as computer labs, textbooks, technology as well as high quality faculty staff.	Data obtained from Graduate Student Survey and observations of the frequency of use. (See Table 1 - Table 5. Graduate Student Course Satisfaction in the file attached as Evaluation evidence data).

		year was achieved.														
<b>Alumni Satisfaction with the University; the goals will be achieved if the satisfaction meets or exceeds 70% on a scale of 1 to 100%.</b>	On a yearly basis, students are surveyed on their satisfaction with the University.	Last three academic years, the goal was achieved. This means that the alumni have been satisfied with the University.	The University makes an effort to support and aid its alumni, not only academically, but also in assisting them to network and create better professional careers.	<div><p style="text-align: center;"><b>Alumni Satisfaction</b></p><table><thead><tr><th>Category</th><th>2018-2019</th><th>2019-2020</th></tr></thead><tbody><tr><td>Undergraduate experiences contribute to my current career</td><td>80%</td><td>85%</td></tr><tr><td>Overall quality of life been enhanced by my undergraduate experience</td><td>80%</td><td>90%</td></tr><tr><td>If I could start over, I would still choose to attend UACS</td><td>90%</td><td>95%</td></tr></tbody></table></div>	Category	2018-2019	2019-2020	Undergraduate experiences contribute to my current career	80%	85%	Overall quality of life been enhanced by my undergraduate experience	80%	90%	If I could start over, I would still choose to attend UACS	90%	95%
Category	2018-2019	2019-2020														
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If I could start over, I would still choose to attend UACS	90%	95%														
<b>Parents' satisfaction with the University</b>	Every year, the University organizes a PTA (Parents Teacher Association) meeting. This association facilitates the parental participation in the school, while the PTA meeting gives parents the opportunity to acquaint themselves with their children's	While there is no formal survey of parent's satisfaction, the parents' feedback is very positive, and this PTA event, which is organized once a year, is a great opportunity for parents to informally	The parents' positive feedback is a result of the University's efforts to constantly update computer labs, technology, library as well as to provide high quality service to	<p>Data kept from the PTA (Parent Teacher Association) is evidenced in the PTA document.</p> <p>***Note: Due to the global pandemic, the PTA event was not organized in the last academic year: 2019-2020.</p>												

	activities and meet their professors more closely.	share their reflections of their experience with the University.	students in terms of providing adequate content and teaching approach, constant support and advice, career opportunities and financial aid and understanding.																															
<b>Employee's satisfaction with the University</b>	The University measures the employees' satisfaction. Each year, the faculty and administrative staff are surveyed on their satisfaction with the University.	The employees' feedback on their job satisfaction at the University is positive, that is, that the satisfaction level of administrative staff exceeds 0% on a scale of 1 to 100%. However, there are	The University makes an effort to constantly offer programs in line with the real business market needs. As it is an open-system organization, it is easy for the Business Council to	<div><p><b>Employee Satisfaction (Administration Staff)</b></p><table><thead><tr><th>Factor</th><th>2018-2019 (%)</th><th>2019-2020 (%)</th></tr></thead><tbody><tr><td>The technology I use in my...</td><td>70</td><td>90</td></tr><tr><td>People in my department...</td><td>80</td><td>90</td></tr><tr><td>I receive feedback from my...</td><td>80</td><td>95</td></tr><tr><td>Senior leadership...</td><td>80</td><td>95</td></tr><tr><td>I am proud to be part of this...</td><td>90</td><td>95</td></tr><tr><td>Faculty,administration and...</td><td>80</td><td>95</td></tr><tr><td>The institution takes...</td><td>80</td><td>90</td></tr><tr><td>I understand the necessary...</td><td>70</td><td>90</td></tr><tr><td>I am provided the resources I...</td><td>70</td><td>80</td></tr></tbody></table></div>	Factor	2018-2019 (%)	2019-2020 (%)	The technology I use in my...	70	90	People in my department...	80	90	I receive feedback from my...	80	95	Senior leadership...	80	95	I am proud to be part of this...	90	95	Faculty,administration and...	80	95	The institution takes...	80	90	I understand the necessary...	70	90	I am provided the resources I...	70	80
Factor	2018-2019 (%)	2019-2020 (%)																																
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		two elements that should be improved in terms of the faculty staff satisfaction, those that are below 70% on a scale of 1 to 100%. Nevertheless, since the overall satisfaction exceeds 70%, the goal is achieved.	communicate with the institution.	<div><p><b>Employee Satisfaction (Faculty Staff)</b></p><table><thead><tr><th>Category</th><th>2018-2019 (%)</th><th>2019-2020 (%)</th></tr></thead><tbody><tr><td>Overall job satisfaction</td><td>80</td><td>85</td></tr><tr><td>Prospects for career advancement</td><td>80</td><td>85</td></tr><tr><td>Departmental leadership</td><td>80</td><td>90</td></tr><tr><td>Professional relationships with other faculty</td><td>75</td><td>80</td></tr><tr><td>Opportunity for scholarly pursuits</td><td>55</td><td>75</td></tr><tr><td>Salary</td><td>55</td><td>65</td></tr></tbody></table></div>	Category	2018-2019 (%)	2019-2020 (%)	Overall job satisfaction	80	85	Prospects for career advancement	80	85	Departmental leadership	80	90	Professional relationships with other faculty	75	80	Opportunity for scholarly pursuits	55	75	Salary	55	65
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Professional relationships with other faculty	75	80																							
Opportunity for scholarly pursuits	55	75																							
Salary	55	65																							
<b>Business Council's satisfaction with the University</b>	The University communicates with the Business Council in terms of developing and realizing of educational programs, internships, training and employment possibilities. Therefore, satisfaction is generally measured based	The Business Council members have an opportunity to share their opinions at the Business Council meetings. In the last three years, the feedback	The University strives to constantly offer programs in line with the real business market needs and, as it is an open-system organization	Unlike the evaluation in the academic year 2018-2019, in 2019-2020 - the evaluation from the Business Council was provided qualitatively through the Business Council meeting, when the BC members were satisfied with the University and they suggested that SBEM should update the program in a way which corresponds with today's new dynamic world. For Finance department: the School of IT and School of Business' subjects can be combined to improve Data Analytics skills that are highly demanded by the financial sector. Furthermore, due to the rising global popularity of FINTEC, it should be introduced as a course. The importance of the merge among the School of Information Tehcnology, School of Computer Science, and the School of Business Economics and																					

	on BC members' feedback regarding communication with the University and the correspondence of the curriculum programs with the market needs.	from the Business Council members has been mainly positive.	, it is easy for the Business Council to communicate with the institution.	<p>Management was also emphasized in the meeting of the Management department. The participants in Marketing department meeting suggested that the marketing program should be updated in a way that corresponds with the new environment today. Courses such as: Technology, Talent Acquisition, Programming Languages, Personal Data Protection, Career Development and Pharmaceutical Marketing should be introduced.</p> <p>Data obtained from the Business Council members' feedback can be found in the Business Council's Satisfaction.</p>
<b>Control and Regulatory bodies: MON, BoA</b>	The University is supervised by the Ministry of Education and the Board of Accreditation, who constantly monitor the work and quality of the University. The number of control visits and their outcomes are the measurements of the University's performance and quality.	The University has been through a numerous control visits by Control and Regulatory bodies and, in the last three years, there have been no remarks on the University's performance and quality.	The University strives to constantly work according to the University's decisions and laws of Control and Regulatory bodies. Therefore, no remarks have been made on the way the University works.	All visits' data obtained from Control and Regulatory bodies are presented in the List of Visits by Control and Regulatory bodies document.

## **STANDARD 4: Measurement and Analysis of Student Learning and Performance**

### **Criterion 4.1. The business unit shall have a learning outcomes assessment program.**

#### **Criteria 4.1a. To demonstrate compliance with this criterion, state the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) to be accredited.**

The SBEM has identified five **measurable Program Learning Outcomes (PLOs)** that are shared across all undergraduate (UG) and graduate (GRAD) majors and that support the institutional strategic goals and objectives. The skills contained in both degrees (undergraduate and graduate) are divided in learning areas.

The sections below describe the **measurable Program Learning Outcomes** of all SBEM programs (BSc/BA, MSc and MBA).

The difference between undergraduate and graduate level in accordance with the Qualifications Framework of the European Higher Education Area is described as follows.

Bachelor's degrees are awarded to students who have demonstrated knowledge and understanding in a field of study and who are typically at a level to apply their knowledge and understanding in a manner that indicates a professional approach to their work, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study; have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues; can communicate information, ideas, problems and solutions to both specialist and nonspecialist audience; have developed those learning skills necessary for them to continue to undertake further study with a high degree of autonomy.

Master's degrees are awarded to students who have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context; can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments; can clearly and unambiguously communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audience; possess the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

#### *Undergraduate Program Degree*

SBEM undergraduate PLOs are based on a level of skills necessary for all business students and in regards to each program concentration. Basically, all three study programs share two common PLOs learning particularly PLO 4 for Communication skills and PLO 5 for Learning skills and self-direction) and differ more as regards the other three (PLO 1 for Knowledge and understanding, PLO 2 for Knowledge application, PLO3 for Decision-making) in the content areas. The Program learning outcomes were written by the faculty in each individual field, with a prominence on the skills, knowledge and competencies required for achievement in each major (concentration) area. The SBEM undergraduate program has three major active and accredited

concentrations (Management, Marketing and Finance). The concentrations Human Resources Management (HRM ) and Audit and Accounting are not yet accredited and were introduced in 2016.

Over the last three years, the SBEM has re-written the PLOs for all undergraduate programs. The aim was to provide better alignment of all programs and to increase the consistency across all courses. The need was determined in correlation to the stakeholder feedback (e.g. students' results, faculty and business community/relevant experts of business practice) and also other accredited business schools' "best practices". Bloom Taxonomy was fully considered and deployed (view more of this in criterion 4.4).

Additionally, the faculty have made several revisions to all course syllabi to support the revised PLOs and improve consistency. Updates and modifications were discussed on the Faculty Council meetings (comprised of Dean, faculty and administration) and approved by the Dean and Department Heads. More about the process improvements can be seen in criterion 4.4.

The PLOs were revamped and revised using a collaborative process. The SBEM Dean's Board (comprised of Dean and Department Heads) met several times to review existing PLOs for each program. The evidence may be found on this [link](#) on which Dean's Board minutes of meetings are gathered. The SBEM Department Heads consulted various industry experts and considered data gathered from students' performance and faculty experience. Then the recommendations were shared on the Faculty Council Meeting meeting with faculty for discussion and relevant update of the course learning outcomes (CLOs).

The following sections describe the **measureable PLOs** of the SBEM undergraduate programs. To better clarify, the second column in the tables shows SBEM **measurable Program Learning Outcomes**.

We want to underline that the **first column** are so-called "**Dublin Descriptors**" (**DD**) and they offer generic statements of typical expectations of achievements and abilities associate with awards that represent the end of each of a **Bologna cycle or level**. The Dublin Descriptors are **general statements** about the ordinary outcomes that are achieved by students after completing curriculum of studies and obtaining a qualification. They are neither meant to be prescriptive rules, nor they represent benchmarks, or minimal requirements, since they are not comprehensive. These "Dublin Descriptors" are woven into the SBEM Program Learning Outcomes (PLO) and Curriculum. The five "Dublin Descriptors" are the following: A) Knowledge and understanding, B) Practical skills (Knowledge application), C) Intellectual and cognitive skills (Decision-making), D) Communication skills, E) Learning skills and self direction.

Please find in appendix the description of the measurable PLOs of the SBEM undergraduate programs: Management, Marketing and Finance. All of these programs are ACBSP accredited and active.

The measurable PLOs of SBEM undergraduate programs describes the measurable PLOs and planned measurements of the Audit and Accounting degree program (Not yet ACBSP accredited).

In the year of 2016, the new Audit and Accounting concentration at SBEM was designed upon the model of the UK-based global body for professional accountants, the Association of Chartered Certified Accountants – ACCA, enabling deeper knowledge of accounting and audit standards. SBEM is proud to be the only school in Eastern Europe with the ACCA accreditation. The program will hold an initial ACCA accreditation for a period of 5 years, for graduates from 01/01/2020 to 31/12/2024, with the intention to pursue re-accreditation. The concentration has also been accredited by the



Macedonian Ministry of Education and Science enabling SBEM to enroll the first generation of students as of the academic 2016/2017. The first generation of students have graduated in September 2020.

The Audit and Accounting studies is one of the most significant and most popular concentration in the SBEM undergraduate program. The curriculum has been created under the World Bank project EU REPARIS and is aimed at improving the reporting capabilities of local companies and SME-s.

The ACCA accreditation is exclusive to the Audit and Accounting concentration at SBEM and it assures that its students become one of the most sought-after finance professionals in the world. The Audit and Accounting program is the only one in North Macedonia that has 7 of its courses being exempt from the exams of the ACCA licensing program (for more details, please see [here](#)). Aside from the exemptions, the Audit and Accounting curriculum enables students to prepare for the remaining ACCA modules through the regular upper-level program courses. Moreover, following the conclusion of the ACCA Accelerate Agreement, our students enjoy the privilege of taking the remaining exams needed for the ACCA license at significantly lowered prices compared to other candidates.

The lectures are conducted in English, using contemporary textbooks and teaching materials from world renowned universities and ACCA-accredited study providers. The curriculum is designed to stimulate individual work and teamwork, as well as foster development of soft skills. Students are also encouraged to develop and improve their presentation and communication skills in English.

Upon graduation, the students from the UACS Audit and Accounting have the opportunity to work as auditors and certified accountants. UACS has developed an excellent collaboration with the Institute of Auditors of North Macedonia, providing the students with direct contact with the real business world. Students in the UACS Audit and Accounting concentration are employed within a year after graduation, and some of them even during studying. Those who acquire the ACCA license can easily find jobs all around the world.

The title and degree earned upon graduation at UACS Audit and Accounting is Bachelor of Science (240 ECTS) - BSc in Audit and Accounting.

Human Resources Management (HRM) concentration was added and accredited in 2016 and the Measurable PLOs may be found in appendix.

The following sections describe the PLOs of the SBEM undergraduate programs. (MNGT, MARK, FINC, HRM).

<b>Dublin descriptors DD (as required by Bologna cycle)</b>	<b>Concentration – MANAGEMENT – Program Learning Outcomes (PLO)</b>
A: Knowledge and understanding	PLO1 - Students will demonstrate basic understanding of general management concepts/ major organizational behavior principles, theories and their applications, and the role of structures and strategies in organizational growth and development;

B: Practical skills (Knowledge application)	PL02 - Students will identify and apply the appropriate methods and tools to assess the key internal and external issues facing the organization, especially in terms of its economic, social-demographic, political, legal and international dimension;
C: Intellectual and cognitive skills (Decision-making)	PL03 - Students will demonstrate basic competence in formulating and evaluating managerial decisions that influence on individual and group behavior and on the performance of the organization;
D: Communication skills	PL04 - Students will demonstrate competence for effective communication with a variety of stakeholders by expressing themselves well verbally and at an academic level in writing;
E: Learning Skills and self-direction	PL05 - Students will demonstrate the ability to learn autonomously (or the ability for self-directed learning) and to use their basic study skills.

<b>Dublin descriptors DD (as required by Bologna cycle)</b>	<b>Concentration – MARKETING – Program Learning Outcomes (PLO)</b>
A: Knowledge and understanding	PL01 - Students will demonstrate basic understanding of marketing concepts, consumer behavior, market research and mixed marketing principles, including global and national factors that influence contemporary marketing management;
B: Practical skills (Knowledge application)	PL02 - Students will identify and apply the appropriate methods and tools to assess the market and consumers, in order to devise marketing strategies and tactics;
C: Intellectual and cognitive skills (Decision-making)	PL03 - Students will demonstrate basic knowledge to gather and interpret relevant marketing data for making and implementing strategic decisions for sustainable growth;
D: Communication skills	PL04 - Students will demonstrate competence for effective communication with a variety of stakeholders by expressing themselves well verbally and at an academic level in writing;
E: Learning skills and self-direction	PL05 - Students will demonstrate the ability to learn autonomously (or the ability for self-directed learning) and to use their basic study skills.

<b>Dublin descriptors DD (as required by Bologna cycle)</b>	<b>Concentration - FINANCE – Program Learning Outcomes (PLO)</b>
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A: Knowledge and understanding	PL01 - Students will demonstrate basic understanding of finance and banking concepts, the fundamental accounting and reporting principles, as well as the core functions of financial markets
B: Practical skills (Knowledge application)	PL02 - Students will identify and apply the fundamental accounting and financial reporting standards and principles to prepare and analyze financial statements. They will identify and apply basic finance and banking concepts to solve problems in making investment and financing decisions for companies, financial institutions and the public segment;
C: Intellectual and cognitive skills (Decision-making)	PL03 - Students will demonstrate basic knowledge to gather and interpret the accounting data and financial reports, to evaluate an investment project and financial instruments and basic financial and investment risks issues encountered by financial markets and institutions;
D: Communication skills	PL04 - Students will demonstrate competence for effective communication with a variety of stakeholders by expressing themselves well verbally and at an academic level in writing;
E: Learning skills and self-direction	PL05 - Students will demonstrate the ability to learn autonomously (or the ability for self-directed learning) and to use their basic study skills.

In the year of 2016, the new Audit and Accounting concentration at UACS was designed upon the model of the UK-based global body for professional accountants, the Association of Chartered Certified Accountants – ACCA, enabling deeper knowledge of accounting and audit standards. UACS is proud to be the only university in Eastern Europe with the ACCA accreditation. The program will hold an initial ACCA accreditation for a period of 5 years, for graduates from 01/01/2020 to 31/12/2024, with the intention to pursue reaccreditation. The concentration has also been accredited by the Macedonian Ministry of Education and Science enabling UACS to enroll the first generation of students as of the academic 2016/2017.

The Audit and Accounting studies is one of the most significant and most popular concentration in the UACS undergraduate program. The curriculum has been created under the World Bank project EU REPARIS and is aimed at improving the reporting capabilities of local companies and SME-s.

The ACCA accreditation is exclusive to the Audit and Accounting concentration at UACS and it assures that its students become one of the most sought-after finance professionals in the world. The UACS Audit and Accounting program is the only one in North Macedonia that has 7 of its courses being exempt from the exams of the ACCA licensing program (for more details, please see the Appendix).

Aside from the exemptions, the UACS Audit and Accounting curriculum enables students to prepare for the remaining ACCA modules through the regular upper-level program courses. Moreover, following the conclusion of the ACCA Accelerate Agreement, our students enjoy the privilege of taking the remaining exams needed for the ACCA license at significantly lowered prices compared to other candidates.

The lectures are conducted in English, using contemporary textbooks and teaching materials from world renowned universities and ACCA-accredited study providers. The curriculum is designed to stimulate individual work and teamwork, as well as foster development of soft skills. Students are also encouraged to develop and improve their presentation and communication skills in English.

Upon graduation, the students from the UACS Audit and Accounting have the opportunity to work as auditors and certified accountants. UACS has developed an excellent collaboration with the Institute of Auditors of North Macedonia, providing the students with direct contact with the real business world. Students in the UACS Audit and Accounting concentration are employed within a year after graduation, and some of them even during studying. Those who acquire the ACCA license can easily find jobs all around the world.

The title and degree earned upon graduation at UACS Audit and Accounting is **Bachelor of Science (240 ECTS) - BSc in Audit and Accounting**

The following section describes the PLOs and planned measurements of the Audit and Accounting degree program.

<b>Dublin descriptors DD (as required by Bologna cycle)</b>	<b>Concentration - AUDIT AND ACCOUNTING – Program Learning Outcomes (PLO)</b>
A: Knowledge and understanding	<p>PLO1 - Students will demonstrate basic understanding of key financial, auditing and accounting principles and techniques and the key functions of financial markets and institutions.</p> <p>The students will acquire know-how on how to collect, book and analyze financial transactions in order to create financial documents and make basic investment and financial decisions and will be familiarized with the legal side of business operations. Furthermore, the students will understand the tax system and types of taxes in North Macedonia.</p>

B: Practical skills (Knowledge application)	<p>PL02 - The students will identify and apply the basic technical and analytical skills, auditing and accounting standards and principles for accounting and corporate reporting in the preparation of financial statements and financial decision-making of companies. The students will understand the concept and functions of auditing, corporate governance, including ethics and professional conduct, and will distinguish between internal and external audit functions.</p> <p>The students will apply technical and analytical skills and principles for preparation of investment projects in the investment and financial decision-making of companies.</p>
C: Intellectual and cognitive skills (Decision-making)	<p>PL03 - Students will demonstrate basic knowledge to gather and interpret the accounting data and financial reports, to account for business transactions, to prepare and analyze financial statements, to calculate taxes and assess their impact on the work of companies and individuals, to evaluate the events after the closing of the balance sheet along with the conclusions from the audit work in different types of audit reports, to recognize malperformance and signs of corporate failure, to evaluate an investment project and financial instruments and basic financial and investment risks issues encountered by financial markets and institutions.</p>
D: Communication skills	<p>PL04 - Students will demonstrate competence for effective communication with a variety of stakeholders by expressing themselves well verbally and at an academic level in writing.</p>
E: Learning skills and self-direction	<p>PL05 - Students will demonstrate an ability to learn autonomously (or the ability for self-directed learning) and to use their basic study skills.</p>

Human Resources Management (HRM) concentration was added and accredited in 2016 and the Measurable PLOs may be found here.

<b>Dublin descriptors DD (as required by Bologna cycle)</b>	<b>Concentration HUMAN RESOURCE MANAGEMENT – Program Learning Outcomes (PLO)</b>
A: Knowledge and understanding	<p>PL01-Students will demonstrate basic understanding of general human resource management concepts, activities and policies; major organizational behavior principles and theories as well as their applications in achieving organizational growth and development;</p>
B: Practical skills (Application of knowledge)	<p>PL02-Students will identify and apply the appropriate methods and tools to assess the key internal and external issues facing the people within the organization especially with regards to planning and implementing various programs to enhance the performance and satisfaction of the human resources</p>

	within the organization
C: Intellectual and cognitive skills (Decision making)	PL03-Students will demonstrate basic competence in formulating and evaluating managerial decisions that influence behavior of individuals and groups within the organization.
D: Communication skills	PL04-Students will demonstrate a competence for effective communication with a variety of stakeholders by expressing themselves well verbally and at an academic level in writing.
E: Learning Skills and Self Direction	PL05-Students will demonstrate the ability to learn autonomously (or the ability for self-directed learning) and touse their basic study skills.

#### *Graduate Program (MA, MSc)*

The [SBEM Decision on Measuring the Program Learning Outcomes for graduate](#) (MA/MSc) programs was initially adopted in 2015 and revised with small improvement in July 2017. Accordingly, small revisions to the course syllabi were also made in 2018 to be well- aligned with the revised PLOs. (Note: The glossary for term "intended"-it is just an internal "language" terminology for Program Learning Outcomes, initially adopted in 2015)

The Figures 4.1. bellow describes the PLOs of the SBEM graduate (MA/MSc) programs.

<b>Dublin descriptors DD (as required by Bologna cycle)</b>	<b>Concentration – MANAGEMENT – Graduate Program Learning Outcomes (PLO)</b>
A: Knowledge and understanding	PL01: In-depth knowledge of strategic management principles and organizational behavior principles; understanding of the business environment and its impact on firm performance.
B: Practical skills (Knowledge application)	PL02: Apply feasibility analysis of business ideas, develop and evaluate business plans and propose performance improvement recommendations.
C: Intellectual and cognitive skills (Decision-making)	PL03: Integrate knowledge in analysis of a specific problem, handle complexity, formulate judgment and propose and justify decisions.
D: Communication skills	PL04o be able to exchange argumentative propositions and conclusions verbally or in writing and effectively communicate with the scientific community and the general public.

E: Learning skills and self-direction	PL05: Ability to identify the need for acquiring further knowledge and behavior consistent with academic integrity and social responsibility.
<b>Dublin descriptors DD (as required by Bologna cycle)</b>	<b>Concentration – MARKETING – Graduate Program Learning Outcomes (PLO)</b>
A: Knowledge and understanding	PL01: To develop knowledge and understand advanced principles of contemporary applied marketing.
B: Practical skills (Knowledge application)	PL02: To apply the acquired knowledge in order to develop critical, systematic, strategic, societal and creative marketing strategies in global and local environments.
C: Intellectual and cognitive skills(Decision-making)	PL03: To be capable to synthesize and integrate knowledge for analyzing business cases and form opinions and direction for marketing strategies and tactics by using advanced marketing modules.
D: Communication skills	PL04: To be able to exchange argumentative propositions and conclusions verbally or in writing and effectively communicate with the scientific community and the general public.
E: Learning skills and self-direction	PL05: Ability to identify the need for acquiring further knowledge and behavior consistent with academic integrity and social responsibility.
<b>Dublin descriptors DD (as required by Bologna cycle)</b>	<b>Concentration – HUMAN RESOURCE MANAGEMENT – Graduate Program Learning Outcomes (PLO)</b>
A: Knowledge and understanding	PL01: Understand the importance of integration of the human resources management in the overall organizational operation and the link between the strategic organizational goals and human resource management strategy.
B: Practical skills (Knowledge application)	PL02: Appraise and apply techniques that can be used to facilitate effective planning, talent selection, placement, retention, performance management, compensation and rewards, and change management within the organization.
C: Intellectual and cognitive skills(Decision-making)	PL03: To be able to synthesize and integrate different data to analyze and evaluate current strategic issues in human resource management.
D: Communication skills	PL04: To be able to exchange argumentative propositions and conclusions verbally or in
E: Learning skills and self-direction	PL05: Ability to identify the need for acquiring further knowledge and behavior consistent with academic integrity and social responsibility.
<b>Dublin descriptors DD (as required by Bologna cycle)</b>	<b>Concentration – FINANCE AND BANKING – Graduate Program Learning Outcomes(PLO)</b>
A: Knowledge and understanding	PL01: Demonstrate coherent and advanced knowledge of finance and banking concepts in diverse contexts; understand the standards and methodologies of financial reporting,

	valuation, investment banking, quantitative finance and risk management concepts in terms of the analysis, design and operation of a business model, applied in a variety of contexts.
B: Practical skills (Knowledge application)	PL02: Apply finance and banking theory to solve a variety of problems in making investment and financing decisions, issuing debt securities and equities in primary markets and risk measurement techniques.
C: Intellectual and cognitive skills(Decision-making)	PL03: Use analytical and decision-making skills to solve problems encountered by business and investors in the investment decision-making process and under different circumstances of the financial markets and different financial risks.
D: Communication skills	PL04: o be able to exchange argumentative propositions and conclusions verbally or in writing and effectively communicate with the scientific community and the general public.
E: Learning skills and self-direction	PL05: Ability to identify the need for acquiring further knowledge and behavior consistent with academic integrity and social responsibility.

#### *Graduate Program: MBA*

At SBEM, we have deployed a [Decision on PLO measurement of the MBA program](#) since December 2015. Since then, we have been regularly gathering the data for the internal formative measurement, and in 2016/17 we even undertook data mining for the previous two academic years. The following [file](#) describes the PLOs of the SBEM graduate (MBA) program.

As regards to the Ph.D Program, the Program Outcomes are described on p. 5 in the Doctoral Programs Self-Study, reported and included in the "Introduction" section.

<b>Dublin descriptors DD (as required by Bologna cycle)</b>	<b>Concentration – MBA – Graduate Program LearningOutcomes (PLO)</b>
A: Knowledge and understanding	Develop strategic understanding of the company IBLT finance factors, international business, management, management of information systems, marketing and operations.
B: Practical skills (Knowledgeapplication)	Apply the knowledge and understanding, decision making andproblem solving.
C: Intellectual and cognitiveskills (Decision-making)	Intellectual curiosity, effective learning and critical thinking, clear expression of ideas and concepts, and application of knowledge in emerging situations. Understand and critically evaluate scientific papers and/or papers, reviews and official company reports.



D: Communication skills	Communication skills, verbal and written communication, argumentative proposals and business professional language.
E: Learning skills and self-direction	Identifying need for additional learning and understanding of the business situation and reports.

**Criterion 4.1b. Describe your learning outcome assessment process for each program.**

**The Programs use direct and indirect, internal and external measures of student learning outcomes as shown in Figure 4.1, respectively undergraduate and graduate degree.**

*Undergraduate degree*

The SBEM undergraduate programs use both direct and indirect internal measures of student learning outcomes, as shown in Figure 4.1 below.

**Figure 4.1**

**Table illustrating Student Learning Outcomes Assessment Data**

Degree Program	Internal Data and Information	External Data and Information
Management	Pre-/Post-test	Standardized Peregrine test
	Capstone project (MNGT 3120; MNGT 3121 Business planning and strategy)	
	<b>Summative Data and Information</b>	<b>Formative Data and Information</b>

	Capstone project (MNGT 3120; MNGT 3121 Business planning and strategy)	Pre-/Post-test
	Exit test	

Degree Program	Internal Data and Information	External Data and Information
Marketing	Pre-/Post-test	Standardized Peregrine test
	Capstone project (MARK 3923; MARK 3924 Marketing Management)	
	<b>Summative Data and Information</b>	<b>Formative Data and Information</b>
	Capstone project (MARK 3923; MARK 3924 Marketing Management)	Pre-/Post-test
	Exit test	

Degree Program	Internal Data and Information	External Data and Information
Finance	Pre-/Post-test	Standardized Peregrine test

	Capstone project (FINC 3013; FINC 3014 Corporate Finance)	
	FINC 2100; FINC 2101 Financial Accounting/ Course project	
	<b>Summative Data and Information</b>	<b>Formative Data and Information</b>
	Capstone project (FINC 3013; FINC 3014 Corporate Finance)	Pre-/Post-test
	Exit test	FINC 2100; FINC 2101 Financial Accounting/ Course project

Note: Courses assessed for pre-/post-tests are: Microeconomics (ECON 1000; ECON 1001), Composition (LANG 1050; LANG 1051), Obligation Law (LEGL 3120; LEGL 3114), Introduction to Marketing (MARK 1000; MARK 1001), Financial Markets and Institutions (FINC 2301; FINC 3324), International Management (MNGT 2600; MNGT 2601). The performance target: at least 50% improvement (change) is expected to be achieved as difference between pre-/post-test results.

As regards the undergraduate program, formative data is used through the pre-/post-testing mode as an internal measure administered to students mainly in the introductory business courses with the intent of measuring learning progress.

Faculty members also employ several formative assessments throughout their courses to help shape student learning and make necessary adjustments. With COVID-19 transition and technological advances, MOODLE course management software has enabled more convenient options for formative assessment with the use of online homework, quizzes, and tests, and automatically (in real-time) provides feedback and updates study plans to address deficiencies.

Most of the data collected is summative, and summative measures are used at the end of the third year, within each major field (concentration), by two modes: Capstone course project and exit tests in each major field.

The Capstone undergraduate course is used to assess the integration of all Program Learning Outcomes, including the areas of general education such as research, writing and communication components. Basically, the Capstone course requires students to integrate all they have studied throughout their programs into a major Capstone project. This project covers key components such as marketing, finance, accounting, leadership/management, legal/ethical components, economics, global dimensions, technology skills, and analytical/statistical skills. One major component of the Capstone is to ensure that students can apply the general education component to demonstrate professional communication skills in writing by organizing, thinking critically, and communicating ideas and information in documents and presentations. Additionally, through the simulation experience, students are expected to demonstrate their leadership, business and ethical decision-making skills, ability to work within teams, and think critically within a global environment.

Direct measures are those of student written tests and examinations, papers and theses, project reports, presentation results, outputs from student oral presentations, and final exam outputs. Indirect measures are deployed through interns' evaluation, external evaluation of students' oral presentations - all during and after the process. For direct measures, students must score an average of 70% or more on the assessment tool to demonstrate mastery of program learning outcomes. For indirect measures, more than 70% of the undergraduates indicate that they either "agree" or "fully agree" with the achievement on each LO.

Comparative measures refer to student written tests and examination, presentation results, outputs from student Capstone course projects and oral presentations, exit exam outputs – all measured among study groups and years.

Starting in May 2019, PLOs were measured via Peregrine testing, providing external comparative data. Unfortunately, in 2020, due to the COVID-19 crisis, this testing was put on hold until the next year.

All assessment process metrics are part of the SBEM Assessment Plan, which is annually documented and reviewed by the Dean, Departments Heads and Chief Academic Officer (CAO). For more information, please see in SBEM Assessment Plan and Measurement.

The assessment process was initially established in 2015. Over the last three years, the SBEM has reviewed and revised its current approach to assessment. New forms for data collection and evaluation process have been designed and developed, more purposeful analysis completed, the system of assessment has been adjusted to better support deployment and assessment of its undergraduate programs. The current assessment plan uses a semester-in approach that includes assessing on an annual basis. The call for data collection and evaluation schedules is communicated to faculty at the beginning of the semester. At the end of each academic year (and in some cases, during the year), the data are aggregated, analyzed,

and used to consider necessary modifications to the curriculum or the assessment plan. These data are reviewed by faculty during the Faculty Council and subsequent meetings, and reported to UACS management through the SBEM Annual report (evidenced in Standard 2), and ACBSP Self-Study report which include action steps for the next year in alignment with the SBEM Annual plan.

The assessments for the past several years are positive and aligned with expectations. The timeline depiction indicates that the results did meet or exceed the expectations, demonstrating that students show mastery of most Program Learning Outcomes (see PLO assessment report in section 4.2).

### *Graduate degree*

For graduate programs (MA and MSc), formative assessment of the PLO is conducted through various course activities within the selected courses regarding all concentrations (Management, Marketing, HRM, and Finance and Banking (please see Figure 4.1.a.). The methodology used for measuring PLO: is direct and internal.

Please note that during the assessment, we have faced with difficulty in the measurement of PLO 3 and PLO 4. These Program Learning Outcomes will need to be revised and re-written, so that it is more measurable. We were constraint with the three data point requirement as an obstacle to revise them in the previous two years.

Summative assessment of the learning outcomes is conducted at the end of the student's education through an evaluation of two elements:

Master thesis evaluation (view the Marking Sheet in Appendix)

Learning skills self-assessment survey (intended for measuring LO E: Learning skills and self-direction)

- 1) Master thesis evaluation is used for direct and both internal and external assessment. The main assessment instrument is Marking Thesis sheet. Summative evaluation of the PLOs is conducted by a three-member academic committee (For more info about the procedure and the structure of the Committee, please see the Decision for measuring graduate PLOs provided in the evidence files).
- 2) Self-assessment survey, as a mode of getting students' feedback, is an indirect and internal instrument (The self-assessment questionnaire can be found in Appendix).

Comparative assessment is conducted internally by comparing results between groups that study in English and Macedonian within the SBEM graduate programs (we offer graduate programs in English and in Macedonian). The person in charge for the implementation of this Decision is the Chief Academic Officer, who is the main responsible person for the implementation of this Decision.

Herewith, due to data mining for the two previous academic years, and the regular measurement since 2016/2017, more than three data points are available for solid comparisons.

For MBA, since December 2015, when we deployed a Decision on PLO measurement of the MBA program, we have been regularly gathering data for the internal formative measurement and, in 2016/17, we even undertook data mining for the previous two academic years. Summative data collection started in the fall of 2017. Afterwards, the Marking Sheet Evaluation Form, a new measurement tool, was introduced for the first time, which provides multiple data points for the current report. For details on assessment of MBA Program learning outcomes, please view the table below.

**Figure 4.1a**

**LO Assessment for graduate programs (MA and MSc)**

<b>Dublin descriptors DD (as required by Bologna cycle)</b>	<b>Description of the MA in HRM ILO</b>	<b>Course/Activity</b>	<b>Course/Activity</b>
A: Knowledge and understanding	PL01:Understand the importance of integration of the human resources management in the overall organizational operation and the link between the strategic organizational goals and human resource management strategy.	Advanced Organizational behavior - Organizational Analysis (project with presentation)	Strategic Management – Case study analysis
B: Practical skills (Knowledge application)	PL02:Appraise and apply techniques that can be used to facilitate effective planning, talent selection, placement, retention, performance management, compensation and	Staff Training and Development - Case Study Analysis	Performance and Compensation Management – Final project

	rewards, and change management within the organization.		
C: Intellectual and cognitive skills (Decision-making)	PL03:To be able to synthesize and integrate different data to analyze and evaluate current strategic issues in human resource management.	Creating and Managing Organizational Change - Case Study Analysis	Research Methods – Assignment One
D: Communication skills	PL04:To be able to exchange argumentative propositions and conclusions verbally or in writing, and to effectively communicate with the scientific community and the general public.	Business English - Project	Strategic HR - Project with presentation
E: Learning skills and self-direction	PL05:Ability to identify the need for acquiring further knowledge and behavior consistent with academic integrity and social responsibility.		Staff training and development – Essay 1
<b>Dublin descriptors DD (as required by Bologna cycle)</b>	<b>Description of the MA in Management ILO</b>	<b>Course/Activity</b>	<b>Course/Activity</b>
A: Knowledge and understanding	PL01:In-depth knowledge of strategic management principles and organizational behavior principles; understanding of the business environment and its impact on firm performance.	Advanced Organizational Behavior - Organizational Analysis (project with presentation)	Strategic Management – Case study analysis
B: Practical skills (Knowledge application)	PL02:Apply feasibility analysis of business ideas, develop and evaluate business plans and propose performance improvement recommendations.	Advanced Entrepreneurship – Project	Strategic Management – Project with presentation

		assignment/Business Canvas Model	
C: Intellectual and cognitive skills (Decision-making)	PL03: Integrate knowledge when analyzing a specific problem, handle complexity, formulate judgment and propose and justify decisions.	Advanced Organizational Behavior – Individual case analysis	Research Methods – Assignment One
D: Communication skills	PL04: To be able to exchange argumentative propositions and conclusions verbally or in writing, and effectively communicate with the scientific community and the general public.	Business English - Project	Advanced Organizational Behavior - Organizational Analysis (project with presentation)
E: Learning skills and self-direction	PL05: Ability to identify the need for acquiring further knowledge and behavior consistent with academic integrity and social responsibility.		Corporate Governance and Business Ethics – Essay
<b>Dublin descriptors DD (as required by Bologna cycle)</b>	<b>Description of the MSc in Finance and Banking ILO</b>	<b>Course/Activity</b>	<b>Course/Activity</b>
A: Knowledge and understanding	PL01: Demonstrate coherent and advanced knowledge of finance and banking concepts in diverse contexts and applications; understand the standards and methodologies of financial reporting, valuation, investment banking, quantitative finance and risk management concepts in terms of the analysis, design	Advanced Corporate Finance – Take-home assignments	Bank Risk Management and Stress Testing – Final project



	and operation of a business model, applied in a variety of contexts.		
B: Practical skills (Knowledge application)	PL02:Apply finance and banking theory to solve a variety of problems in making investment and financing decisions, issuing debt securities and equities in primary markets and risk measurement techniques; produce a coherent written statement of the analysis of a complex business issue.	Financial Reporting and Financial Statement Analysis – Project portfolio	Cases in Finance – Case study analysis
C: Intellectual and cognitive skills (Decision-making)	PL03:Integrate in-depth knowledge of finance and banking concepts in diverse contexts and applications using critical thinking; use analytical and decision-making skills to solve problems encountered by business and investors in the investment decision-making process and under different circumstances of the financial markets and different financial risks.	Managerial Accounting – Project	Research Methods – Assignment One
D: Communication skills	PL04:To be able to exchange argumentative propositions and conclusions verbally or in writing and effectively communicate with the scientific community and the general public.	Business English – Project	Portfolio Analysis and Management – Project assignment
E: Learning skills and self- direction	PL05:Ability to identify the need for acquiring further knowledge and behavior consistent with academic integrity and social responsibility.		Financial Reporting and Financial Statement Analysis – Project portfolio

<b>Dublin descriptors DD (as required by Bologna cycle)</b>	<b>Description of the MA in Marketing ILO</b>	<b>Course/Activity</b>	<b>Course/Activity</b>
A: Knowledge and understanding	PLO1:To develop knowledge and understand advanced principles of contemporary applied marketing.	Strategic Brand Management - Final case analysis	Strategic Marketing - Final project
B: Practical skills (Knowledge application)	PLO2:To apply the acquired knowledge in order to develop critical, systematic, strategic, societal and creative marketing strategies in global and local environments.	International Marketing – Final project	Integrated Marketing Communications - Final case exam
C: Intellectual and cognitive skills (Decision-making)	PLO3:To be capable to synthesize and integrate knowledge for analyzing business cases and form opinions and direction for marketing strategies and tactics by using advanced marketing modules.	Advanced Organizational Behavior – Case analysis	Research Methods – Assignment One
D: Communication skills	PLO4:To be able to exchange argumentative propositions and conclusions verbally or in writing and effectively communicate with the scientific community and the general public.	Business English - Project	Public Relations – Project
E: Learning skills and self-direction	PLO5:Ability to identify the need for acquiring further knowledge and behavior consistent with academic integrity and social responsibility.		Strategic Marketing or IMC – Essay

<b>Dublin descriptors DD (as required by Bologna cycle)</b>	<b>Description of the MBA ILO</b>	<b>Course/Activity</b>	<b>Course/Activity</b>
A: Knowledge and understanding	PL01:Develop strategic understanding of the factors of the company IBLT finance, international business, management, management of information systems, marketing and operations.	Operations Management – Research work	Strategic Management - Final project
B: Practical skills (Knowledge application)	PL02:Apply the knowledge and understanding, decision-making and problem-solving skills.	Leadership – Simulation Climbing Everest	International Marketing - Project
C: Intellectual and cognitive skills (Decision-making)	PL03:Intellectual curiosity, effective learning and critical thinking, clear expression of ideas and concepts, and application of knowledge in emerging situations.  Understand and critically evaluate scientific papers and/or papers, reviews and official company reports.	Research Methods - Data analysis assignment	Advanced Organizational Behavior - Individual case analysis
D: Communication skills	PL04:Communication skills, verbal and written communication, argumentative proposals and business professional language.	Advanced Organizational Behavior - Organizational analysis	Leadership - Inspiring speech
E: Learning skills and self-direction	PL05:Identifying a need for additional learning and understanding of the business situation and reports.	Corporate Finance - Final case analysis	International Management- Final paper

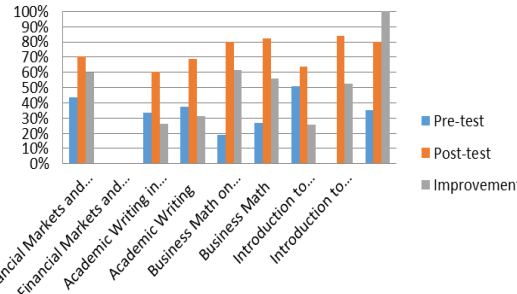
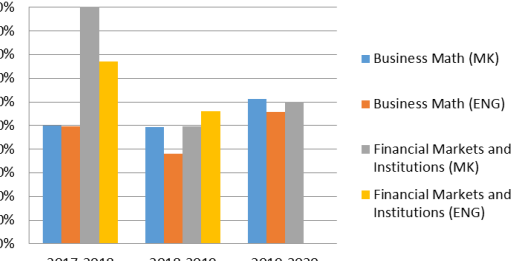
**Criterion 4.2. To identify trends, the business programs should report, at a minimum, three successive sets of periodic assessment results.**

View the 2017-2020 Assessment report in **Figure 4.2** below.

**Figure 4.2.**

**Measurement and Analysis of Student Learning and Performance**

Student Learning Results	A student learning outcome measures a specific competency attainment. Examples of 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 people who may provide relevant information. Formative – Assessment conducted during the student’s education. Summative – Assessment conducted at the end of the student’s education. Internal – Assessment instrument that was developed within the business unit. External – 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	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken	Insert Graphs or Tables of Resulting Trends
Measurable Goal	Do not use grades	What are your current results?	What did you learn from results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument)				

<p>Undergraduate, all concentrations. To measure the added value of specific courses to students knowledge .</p> <p>Students must score an average of 70% or more on the comprehensive post-test to demonstrate mastery of learning outcomes set for the specific courses. At least 50% improvement</p>	<p>Formative, direct, internal; success will be measured using a pre-test/post-test in specific courses to determine improvement during the semester and knowledge at the end of the semester. The test was designed to evaluate all learning objectives for the specific course.</p>	<p>Students demonstrated added value of specific courses to their existing knowledge.</p> <p>Average scores in the 70-80% range on the comprehensive post-test demonstrate mastery of learning outcomes set for the specific courses. The only exception is the Intro to Marketing course (MKD group) with a post-test score slightly exceeding 60%.</p> <p>More than 40% improvement in pre-test score in Financial markets and institutions (ENG and MKD).</p>	<p>Data scores demonstrate a positive trend. i.e. the results improved over the semester.</p> <p>All scores on the post-tests exceed the pre-test starting position indicating added value to student knowledge.</p>	<p>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 group).</p>	<div><p>Percentage of Achievement of Learning Outcomes of the course 2019-2020</p><table><caption>Percentage of Achievement of Learning Outcomes of the course 2019-2020</caption><tr><th>Course</th><th>Pre-test</th><th>Post-test</th><th>Improvement</th></tr><tr><td>Financial Markets and Institutions (ENG)</td><td>45%</td><td>75%</td><td>30%</td></tr><tr><td>Financial Markets and Institutions (MK)</td><td>40%</td><td>65%</td><td>25%</td></tr><tr><td>Academic Writing in Business</td><td>35%</td><td>60%</td><td>25%</td></tr><tr><td>Academic Writing in Business</td><td>30%</td><td>55%</td><td>25%</td></tr><tr><td>Business Math on...</td><td>25%</td><td>80%</td><td>55%</td></tr><tr><td>Business Math</td><td>20%</td><td>75%</td><td>55%</td></tr><tr><td>Introduction to...</td><td>15%</td><td>70%</td><td>55%</td></tr><tr><td>Introduction to...</td><td>10%</td><td>65%</td><td>55%</td></tr></table></div> <div><p>Percentage of Achievement of Learning Outcome of the course</p><table><caption>Percentage of Achievement of Learning Outcome of the course</caption><tr><th>Semester</th><th>Business Math (MK)</th><th>Business Math (ENG)</th><th>Financial Markets and Institutions (MK)</th><th>Financial Markets and Institutions (ENG)</th></tr><tr><td>2017-2018</td><td>50%</td><td>50%</td><td>100%</td><td>75%</td></tr><tr><td>2018-2019</td><td>50%</td><td>40%</td><td>50%</td><td>55%</td></tr><tr><td>2019-2020</td><td>60%</td><td>55%</td><td>60%</td><td>60%</td></tr></table></div>	Course	Pre-test	Post-test	Improvement	Financial Markets and Institutions (ENG)	45%	75%	30%	Financial Markets and Institutions (MK)	40%	65%	25%	Academic Writing in Business	35%	60%	25%	Academic Writing in Business	30%	55%	25%	Business Math on...	25%	80%	55%	Business Math	20%	75%	55%	Introduction to...	15%	70%	55%	Introduction to...	10%	65%	55%	Semester	Business Math (MK)	Business Math (ENG)	Financial Markets and Institutions (MK)	Financial Markets and Institutions (ENG)	2017-2018	50%	50%	100%	75%	2018-2019	50%	40%	50%	55%	2019-2020	60%	55%	60%	60%
Course	Pre-test	Post-test	Improvement																																																										
Financial Markets and Institutions (ENG)	45%	75%	30%																																																										
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2017-2018	50%	50%	100%	75%																																																									
2018-2019	50%	40%	50%	55%																																																									
2019-2020	60%	55%	60%	60%																																																									

(change) is expected to be achieved as a difference between pre-/post-test results.		Academic Writing, Intro to Marketing, Business Math, and International Management indicates a satisfactory level of achievement.																																							
Undergraduate students, concentration FINC, Financial accounting course project.	Summative, indirect, external, comparative; Fall 2018: Competition encompassing all students enrolled in the Financial Accounting courses, English group - 3 teams - from the Finance and Banking, and the Audit and Accounting study programs. No Macedonian teams competed this year due to lack of enrollment in the Macedonian BSc in Finance and	Project designed to evaluate all learning objectives for the FA course. All competing groups achieved high scores on the five ILO (ILO surpassing 70%).	Students get passionately involved when working on real cases, such as the Financial Accounting course project (public companies trading on the regional stock exchange). Using project as part of student assessment is highly advisable, especially in upper-level courses.	We will focus on developing the students' practical skills and knowledge application 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.	<p>Learning outcomes assessment based on Financial Accounting course project</p> <table border="1"> <caption>Learning outcomes assessment data (approximate values from chart)</caption> <thead> <tr> <th>ILO</th> <th>2016-2017 ENG Group</th> <th>2016-2017 MK Group</th> <th>2017-2018 ENG Group</th> <th>2017-2018 MK Group</th> <th>2019-2020 ENG Group</th> </tr> </thead> <tbody> <tr> <td>ILO1</td> <td>100%</td> <td>80%</td> <td>100%</td> <td>80%</td> <td>100%</td> </tr> <tr> <td>ILO2</td> <td>90%</td> <td>80%</td> <td>90%</td> <td>80%</td> <td>90%</td> </tr> <tr> <td>ILO3</td> <td>80%</td> <td>70%</td> <td>80%</td> <td>70%</td> <td>80%</td> </tr> <tr> <td>ILO4</td> <td>80%</td> <td>80%</td> <td>90%</td> <td>80%</td> <td>100%</td> </tr> <tr> <td>ILO5</td> <td>100%</td> <td>70%</td> <td>90%</td> <td>70%</td> <td>90%</td> </tr> </tbody> </table>	ILO	2016-2017 ENG Group	2016-2017 MK Group	2017-2018 ENG Group	2017-2018 MK Group	2019-2020 ENG Group	ILO1	100%	80%	100%	80%	100%	ILO2	90%	80%	90%	80%	90%	ILO3	80%	70%	80%	70%	80%	ILO4	80%	80%	90%	80%	100%	ILO5	100%	70%	90%	70%	90%
ILO	2016-2017 ENG Group	2016-2017 MK Group	2017-2018 ENG Group	2017-2018 MK Group	2019-2020 ENG Group																																				
ILO1	100%	80%	100%	80%	100%																																				
ILO2	90%	80%	90%	80%	90%																																				
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ILO4	80%	80%	90%	80%	100%																																				
ILO5	100%	70%	90%	70%	90%																																				

	<p>Banking. Under the mentorship of Asst. Prof. Dusica Stevcevska – Srbinoska, PhD, the students presented a marketing and financial analysis of various representatives of the regional and global confectionery industry. The benchmarked companies were Vitaminka AD Prilep (member of the UACS Business Council), Nestle Group, Podravka Group and Evropa AD Skopje. The students had to engage the tools learned in class in order to read and interpret the relevant annual reports, as well as to provide</p>				
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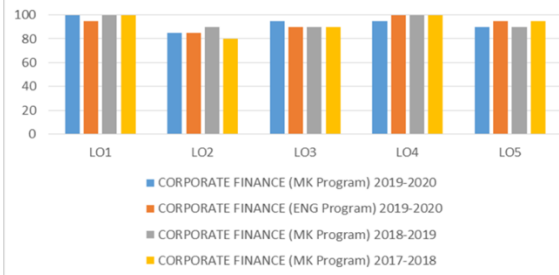
	recommendations to company management. The primary financial analysis tools were horizontal and vertical, along with ratio comparison of the competing companies.																								
<p>Undergraduate, all concentrations. To measure the achievement of the program's LO.</p> <p>In order to demonstrate a mastery of program's LO (MNGT, MARK, FINC), 3rd year of business students,</p>	<p>Direct, summative, external, comparative - Exit test.</p> <p>The Exit test was conducted as part of the on-line Peregrine test for spring 2019.</p> <p>The Spring 2020 exit test was conducted online, via the Moodle quiz function, in response to COVID-19 confinement measures (Peregrine</p>	<p>In 2019/2020, the students demonstrated good achievement of all LO, with LO1 and LO2 reaching the threshold of 70%. These results should be best compared to 2017/2018 as base year, due to their structure and overall settings, and are clearly higher. All LO achievement is significantly lower than the</p>	<p>Satisfactory scores were achieved, which demonstrates a well-balanced teaching approach and a solid match to student needs and academic level.</p>	<p>The year-to-year difference might be due to changes in the test administration. In 2017/2018, the students took a written test with closed and open-ended questions. In 2018/2019, the students took a computer-based exit test (same questions as previous years, but only in a closed format) in addition to the external Peregrine testing. The students might have been more motivated and hence better prepared for the test. In 2019/2020, the students again took the same questions in a</p>	<div><p>Exit testing, FINC</p><table><thead><tr><th>LO</th><th>2017-2018 MK Group</th><th>2017-2018 ENG Group</th><th>2018-2019 ENG Group</th><th>2019-2020 ENG Group</th></tr></thead><tbody><tr><td>LO1</td><td>100</td><td>72</td><td>82</td><td>70</td></tr><tr><td>LO2</td><td>80</td><td>48</td><td>90</td><td>70</td></tr><tr><td>LO3</td><td>92</td><td>40</td><td>78</td><td>55</td></tr></tbody></table></div>	LO	2017-2018 MK Group	2017-2018 ENG Group	2018-2019 ENG Group	2019-2020 ENG Group	LO1	100	72	82	70	LO2	80	48	90	70	LO3	92	40	78	55
LO	2017-2018 MK Group	2017-2018 ENG Group	2018-2019 ENG Group	2019-2020 ENG Group																					
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LO2	80	48	90	70																					
LO3	92	40	78	55																					



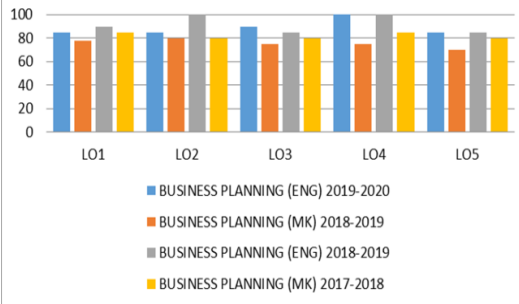
all concentrations, must score an average of 70% or higher on the summative exit test,	testing could not be performed).	2018/2019 scores.		computer-based form (only closed questions), but this time during a pandemic which might have impacted their results. Their results were better in basic knowledge, but worsened as they needed to apply their knowledge and think about more complex issues, which can be attributed to a loss of motivation.																	
<p>Undergraduate, all concentrations. To measure the achievement of the program's LO.</p> <p>In order to demonstrate mastery of program's LO (MNGT, MARK,</p>	Direct, summative, external - at the end of the program.	In 2019/2020, the students show good achievement of all LO. The best achievement is on LO1, which is expected, as it is the more basic level of knowledge. This is the highest achievement compared to the previous two years. The achievement in LO2 is higher	Satisfactory scores achieved.	The difference between the years might be due to changes in the test administration. In 2017/2018, the students took a written test with closed and open-ended questions. In 2018/2019, the students took computer-based exit test (same questions as previous years, but only in a closed format) in addition to the external Peregrine testing. The students might have been more motivated and hence better	<p>Exit testing, MNGT</p> <table><thead><tr><th>LO</th><th>2017-2018 ENG Group</th><th>2018-2019 ENG Group</th><th>2019-2020 ENG Group</th></tr></thead><tbody><tr><td>LO1</td><td>58</td><td>90</td><td>95</td></tr><tr><td>LO2</td><td>40</td><td>82</td><td>78</td></tr><tr><td>LO3</td><td>32</td><td>85</td><td>58</td></tr></tbody></table>	LO	2017-2018 ENG Group	2018-2019 ENG Group	2019-2020 ENG Group	LO1	58	90	95	LO2	40	82	78	LO3	32	85	58
LO	2017-2018 ENG Group	2018-2019 ENG Group	2019-2020 ENG Group																		
LO1	58	90	95																		
LO2	40	82	78																		
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FINC), 3rd year business students, all concentrations, must score an average of 70% or higher on the summative exit test.		than in 2017/2018 and slightly lower than in 2018/2019. The achievement in LO3 is again higher than in 2017/2018, but significantly lower than in 2018/2019.		prepared for the test. In 2019/2020, the students again took the same questions in a computer-based form (only closed questions), but this time they took the test during a pandemic, which might have impacted their results. They showed better results in the basic knowledge, but their results worsened as they needed to apply their knowledge and think about more complex issues (where they might have lost their motivation to come up with complex solutions).																					
Undergraduate, all concentrations. To measure the achievement of the program's LO.	Summative, external, direct, comparative. Students have regular quiz questions during classes. Mid-term and final exams Homework	In 2019/2020, the students from the English program groups achieve well on all LOs. The best achievement is on LO1 as it is the basic level of understanding marketing concepts. This	Satisfactory scores achieved.	The difference between the two years' results in the level of the English program groups is mainly due to the changes in the test administration. Last year, students took a computer-based exit test (same questions in a Peregrine testing format). This year	<div><p>Exit testing, MARK</p><table><thead><tr><th>LO</th><th>2017-2018</th><th>2018-2019</th><th>2019-2020</th><th>2019-2020</th></tr></thead><tbody><tr><td>LO1</td><td>70</td><td>80</td><td>92</td><td>78</td></tr><tr><td>LO2</td><td>50</td><td>75</td><td>80</td><td>68</td></tr><tr><td>LO3</td><td>58</td><td>82</td><td>88</td><td>75</td></tr></tbody></table></div>	LO	2017-2018	2018-2019	2019-2020	2019-2020	LO1	70	80	92	78	LO2	50	75	80	68	LO3	58	82	88	75
LO	2017-2018	2018-2019	2019-2020	2019-2020																					
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<p>In order to demonstrate mastery of program Los, 3rd year of business students, all concentrations, must score an average of 70% or higher on the summative exit test.</p>	<p>Group Projects evaluation and presentation</p>	<p>year the achievement is higher compared to the previous year. We also administered the same exit test for the students from the Macedonian program groups and, as expected, they showed lower results than the students from the English program groups, but still on a satisfactory level - above 70% or with very small variance below that.</p>		<p>(2019/2020), the students again took the same questions in a computer-based form (only closed questions), but this time in a lockdown conditions, when the last two months were mainly spent mainly at their homes, with a lot of on-line interaction, and were really focused on doing their Marketing course projects. Regarding the students from the Macedonian program group, from the very beginning, the quality of these students had been on a lower level, and this difference from the other group remained until the end of the studies. This shows that there is a clear difference in the students' starting knowledge, effort, ambition and career prospects.</p>	
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<p>Undergraduate, all concentrations. To measure the program's LO through the average score of the Capstone project within a core course.</p> <p>In order to demonstrate mastery of program Los, on the final Capstone project, business students will have an average</p>	<p>Direct, summative, internal, comparative - Capstone project (FINC 3013; FINC 3014 Corporate Finance). Students were required to prepare project documentation in Word, along with calculations in Excel (with supporting tables used in the original project documentation). The project was presented in class by using Power Point as a tool.</p> <p>Students were required to prepare an analysis of a business investment decision (starting a new company in an industry of their own</p>	<p>The overall score was well above 70% altogether, and for every LO separately.</p>	<p>Satisfactory scores achieved.</p>	<p>Emphasize application of investment project evaluation tools through more practical cases (in-class).</p> <p>Increase the use of Excel for in-class and home assignments in order to adopt the application of basic finance instruments when faced with specific investment decisions.</p>	<div><p>Learning outcomes assessment based on the capstone project within the course, FINC</p><table><caption>Learning Outcomes Assessment Data (Estimated from Chart)</caption><thead><tr><th>Learning Outcome (LO)</th><th>CORPORATE FINANCE (MK Program) 2019-2020</th><th>CORPORATE FINANCE (ENG Program) 2019-2020</th><th>CORPORATE FINANCE (MK Program) 2018-2019</th><th>CORPORATE FINANCE (MK Program) 2017-2018</th></tr></thead><tbody><tr><td>LO1</td><td>95</td><td>90</td><td>95</td><td>95</td></tr><tr><td>LO2</td><td>85</td><td>85</td><td>90</td><td>80</td></tr><tr><td>LO3</td><td>90</td><td>85</td><td>85</td><td>85</td></tr><tr><td>LO4</td><td>90</td><td>95</td><td>95</td><td>95</td></tr><tr><td>LO5</td><td>85</td><td>90</td><td>85</td><td>90</td></tr></tbody></table></div>	Learning Outcome (LO)	CORPORATE FINANCE (MK Program) 2019-2020	CORPORATE FINANCE (ENG Program) 2019-2020	CORPORATE FINANCE (MK Program) 2018-2019	CORPORATE FINANCE (MK Program) 2017-2018	LO1	95	90	95	95	LO2	85	85	90	80	LO3	90	85	85	85	LO4	90	95	95	95	LO5	85	90	85	90
Learning Outcome (LO)	CORPORATE FINANCE (MK Program) 2019-2020	CORPORATE FINANCE (ENG Program) 2019-2020	CORPORATE FINANCE (MK Program) 2018-2019	CORPORATE FINANCE (MK Program) 2017-2018																															
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LO4	90	95	95	95																															
LO5	85	90	85	90																															

score of 70% or higher for each of the concentrations.	<p>preference) by using the project analysis tools studied in this course: WACC, NPV, PI, payback period, IRR, accounting breakeven and EVA, ratio analysis of liquidity, solvency and profitability. Recommendations were given in the concluding part of the document.</p> <p>Non-finance students were excluded from the Capstone project; instead, they wrote academic essays on various corporate finance topics.</p>				
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<p>Undergraduate, all concentrations. To measure the program's LO through the average score of the Capstone project within a core course.</p> <p>In order to demonstrate a mastery of program Los, on the final Capstone project, business students will have an average score of</p>	<p>Direct, internal, summative, comparative. Success will be measured by using a rubric for the final Capstone project in the core business courses: MNGT Business Planning and Strategy. The Capstone project is directly linked to program's LO. Students were required to prepare project documentation in Word, along with tables in Excel (with supporting tables used in the original project documentation). The project was presented in class by using Power Point as a tool.</p> <p>Students were required to prepare a</p>	<p>The overall score was well above 70% altogether, and for every LO separately.</p>	<p>The MK students underperform compared to the previous assessment period, while ENG achieved outstanding scores across all programs tested LOs. Also, findings indicate that ENG groups have higher success rates in writing and performing capstone course than MK students. Overall, LO 5 has the lowest score.</p>	<p>Specific curricular changes are not indicated at this time. Additional cases and scenarios will be assigned to all students to be able to learn more from practice and improve the critical thinking and practical skills required for this project. The update of the literature in Macedonian language is needed, there is a lack of translated cases and study materials.</p>	<div><p>Learning outcomes assessment based on the capstone project within the course, MNGT</p><table><caption>Learning Outcomes Assessment Data (Estimated Scores)</caption><thead><tr><th>Learning Outcome (LO)</th><th>BUSINESS PLANNING (ENG) 2019-2020</th><th>BUSINESS PLANNING (MK) 2018-2019</th><th>BUSINESS PLANNING (ENG) 2018-2019</th><th>BUSINESS PLANNING (MK) 2017-2018</th></tr></thead><tbody><tr><td>LO1</td><td>85</td><td>75</td><td>90</td><td>85</td></tr><tr><td>LO2</td><td>85</td><td>80</td><td>95</td><td>80</td></tr><tr><td>LO3</td><td>90</td><td>75</td><td>85</td><td>80</td></tr><tr><td>LO4</td><td>95</td><td>75</td><td>95</td><td>85</td></tr><tr><td>LO5</td><td>85</td><td>70</td><td>85</td><td>80</td></tr></tbody></table></div>	Learning Outcome (LO)	BUSINESS PLANNING (ENG) 2019-2020	BUSINESS PLANNING (MK) 2018-2019	BUSINESS PLANNING (ENG) 2018-2019	BUSINESS PLANNING (MK) 2017-2018	LO1	85	75	90	85	LO2	85	80	95	80	LO3	90	75	85	80	LO4	95	75	95	85	LO5	85	70	85	80
Learning Outcome (LO)	BUSINESS PLANNING (ENG) 2019-2020	BUSINESS PLANNING (MK) 2018-2019	BUSINESS PLANNING (ENG) 2018-2019	BUSINESS PLANNING (MK) 2017-2018																															
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70% or higher for each of the concentrations.	strategic analysis of a business in diary industry and a strategic plan for three consecutive years.																																								
Undergraduate, all concentrations. To measure the program's LO through the average score of the Capstone project within a core course.  In order to demonstrate a mastery of program Los, on the final	Direct, internal, summative, comparative. Capstone was given as a group project. In order to have a smooth and timely implementation, the project was separated into parts and delivered as homework throughout the course. Capstone was given as a team project at the beginning of the course. 2 teams with 3 students per team were participating. The same project (real company) was given to both	Very solid projects based on true insights, extensively incorporating marketing concepts and tools. Space for improvement of critical thinking and team work / presentation skills. The overall score for all students is above the benchmark of 70%, which is a great result – it gives a good base for the future marketing projects.	Satisfactory scores achieved.	<p>1. Existing business example vs. hypothetical example as a project target serves better for the purpose; students have contact with a real company, which contributes towards connecting theoretical knowledge with practice. The recommendation is to continue in the same direction.</p> <p>2. The weak point is critical thinking regarding theory application – it could be improved as follows: In-class cases to address solely critical thinking LOs. Full marketing plan example review at class in groups before the team project finalization</p>	<p>Learning outcomes assessment based on the capstone project within the course, MARK</p> <table border="1"> <caption>Learning Outcomes Assessment Data (Estimated Scores)</caption> <thead> <tr> <th>LO</th> <th>MK Program 2019-2020</th> <th>ENG Program 2018-2019</th> <th>MK Program 2018-2019</th> <th>MK+ENG Program 2017-2018</th> <th>MK+ENG Program 2017-2018</th> </tr> </thead> <tbody> <tr> <td>LO1</td> <td>85</td> <td>90</td> <td>75</td> <td>80</td> <td>80</td> </tr> <tr> <td>LO2</td> <td>85</td> <td>85</td> <td>75</td> <td>80</td> <td>80</td> </tr> <tr> <td>LO3</td> <td>85</td> <td>80</td> <td>75</td> <td>80</td> <td>80</td> </tr> <tr> <td>LO4</td> <td>85</td> <td>85</td> <td>75</td> <td>80</td> <td>80</td> </tr> <tr> <td>LO5</td> <td>85</td> <td>80</td> <td>75</td> <td>80</td> <td>80</td> </tr> </tbody> </table>	LO	MK Program 2019-2020	ENG Program 2018-2019	MK Program 2018-2019	MK+ENG Program 2017-2018	MK+ENG Program 2017-2018	LO1	85	90	75	80	80	LO2	85	85	75	80	80	LO3	85	80	75	80	80	LO4	85	85	75	80	80	LO5	85	80	75	80	80
LO	MK Program 2019-2020	ENG Program 2018-2019	MK Program 2018-2019	MK+ENG Program 2017-2018	MK+ENG Program 2017-2018																																				
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Capstone project, business students will have an average score of 70% or higher for each of the concentrations,	teams. 3 project LOs were defined. LO1 – demonstrate basic understanding of marketing concepts, consumer behavior, market research and marketing mix principles. LO2 – practical skill, identify and apply appropriate methods and tools to assess the market and consumers, towards devising marketing strategies and tactics. LO3 – competence in formulating and evaluating managerial decision that influences consumer behavior and company performance.			3. Project to be split in a couple of phases, in order to keep the pace and provoke timely work execution, as well as to avoid last minute preparation.	
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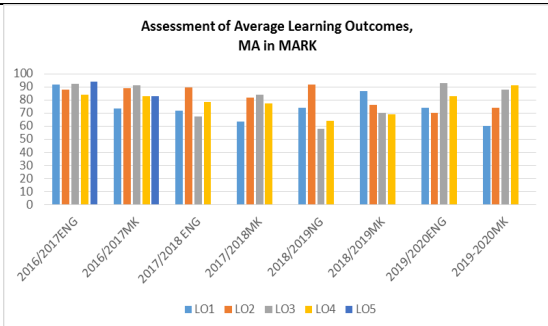
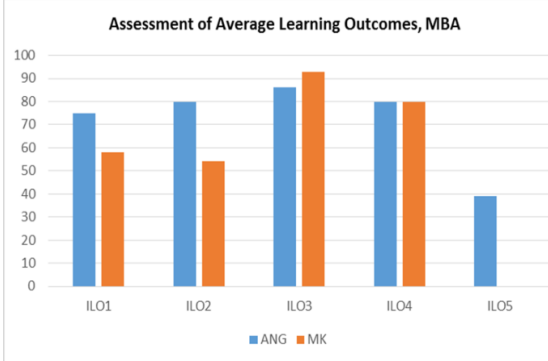


	<p>The project was split in 2 parts. The first part was delivered before the mid-term exam, embedding topics in line with the covered material. The second part was delivered after course finalization and, at end, a final project was shared, compiled throughout the year. The designated teams presented the project to their classmates.</p>				
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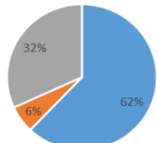
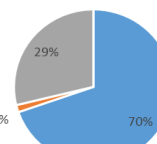
<p>Undergraduate, all concentrations. To measure the achievement of the SBEM programs' LO (ENG groups).</p> <p>In order to demonstrate a mastery of the individual program's LO (MNGT, MARK, FINC), 3rd year of business students, all concentrations, must score higher than the</p>	<p>Summative, external, 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 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).</p>	<p>The ENG undergrads from all concentrations achieved outstanding scores across all tested domains demonstrating solid knowledge in theory, practical skills and cognitive skills (overall score of 68.5%).</p>	<p>The comparison of UACS SBEM students to ACBSP Region 8, ACBSP Non-US, and Outside US for the Global Business Education assessments showed clear understanding and ability to apply management, finance and marketing concepts in making decisions.</p>	<p>The evident solid understanding of theoretical concepts and their practical application point out that the applied teaching methods help students develop and achieve the individual program's LO.</p>	<div><div><p><b>Outbound Exam Results</b></p></div><div><p><b>Outbound Exam Total Results Compared to the Different Aggregate Pools</b></p><p>14.15% Difference with the Outside US, Asia Aggregate 24.39% Difference with the Outside US, Europe Aggregate 27.35% Difference with the Outside US, Latin American Aggregate</p></div><div><p><b>Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Total</b></p><p>27.14% Difference with the ACBSP non-US Aggregate 27.27% Difference with the ACBSP Region 8 International (Correct) Aggregate 26.98% Difference with the Outside US Aggregate</p></div></div>
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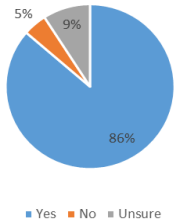
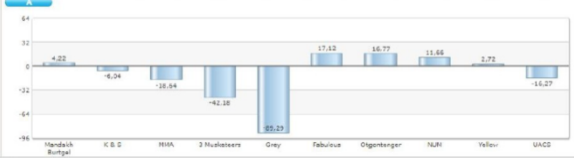
Outside US Aggregate.																																																																										
<p>Graduate, MSc. in FINC</p> <p>To measure the achievement level of program LOs.</p> <p>The average score of MSc students will be 80% or higher for each of the concentrations, to demonstrate a mastery of the learning outcomes.</p>	<p>Direct, formative, internal, comparative.</p> <p>Success will be measured by using the portfolio of major assessments (tests, course projects and assignments) from each of the core courses within the program.</p>	<p>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).</p> <p>The achievements demonstrated by the ENG FINC Master students lag slightly behind (in the 60-70% range), with ILO3 falling below 60%.</p>	<p>ENG FINC Master students should contribute more to class interaction, particularly in developing critical thinking in regards to theory application. Also, the ILO4' score (below 70%) indicates a need to further develop communication skills.</p>	<p>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 investment projects and financial and investment risks issues encountered by financial markets and institutions (ENG groups).</p> <p>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 skills).</p>	<div><p>Assessment of Average Learning Outcomes,MSc in FINC Concentration</p><table><caption>Assessment of Average Learning Outcomes, MSc in FINC Concentration</caption><thead><tr><th>ILO</th><th>ANG</th><th>MK</th></tr></thead><tbody><tr><td>ILO1</td><td>70</td><td>72</td></tr><tr><td>ILO2</td><td>95</td><td>90</td></tr><tr><td>ILO3</td><td>65</td><td>62</td></tr><tr><td>ILO4</td><td>82</td><td>88</td></tr></tbody></table></div> <div><p>Assessment of Average Learning Outcomes, MSc in Finance</p><table><caption>Assessment of Average Learning Outcomes, MSc in Finance</caption><thead><tr><th>Year</th><th>LO1</th><th>LO2</th><th>LO3</th><th>LO4</th><th>LO5</th></tr></thead><tbody><tr><td>2016/2017E...</td><td>80</td><td>85</td><td>82</td><td>78</td><td>80</td></tr><tr><td>2016/2017MK</td><td>80</td><td>85</td><td>82</td><td>78</td><td>80</td></tr><tr><td>2017/2018E...</td><td>75</td><td>80</td><td>78</td><td>72</td><td>75</td></tr><tr><td>2017/2018MK</td><td>75</td><td>80</td><td>78</td><td>72</td><td>75</td></tr><tr><td>2018/2019NG</td><td>70</td><td>75</td><td>72</td><td>68</td><td>70</td></tr><tr><td>2018/2019MK</td><td>70</td><td>75</td><td>72</td><td>68</td><td>70</td></tr><tr><td>2019/2020E...</td><td>75</td><td>80</td><td>78</td><td>72</td><td>75</td></tr><tr><td>2019/2020MK</td><td>75</td><td>80</td><td>78</td><td>72</td><td>75</td></tr></tbody></table></div>	ILO	ANG	MK	ILO1	70	72	ILO2	95	90	ILO3	65	62	ILO4	82	88	Year	LO1	LO2	LO3	LO4	LO5	2016/2017E...	80	85	82	78	80	2016/2017MK	80	85	82	78	80	2017/2018E...	75	80	78	72	75	2017/2018MK	75	80	78	72	75	2018/2019NG	70	75	72	68	70	2018/2019MK	70	75	72	68	70	2019/2020E...	75	80	78	72	75	2019/2020MK	75	80	78	72	75
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<p>Graduate MA program, MNGT and MARK concentration. To measure the achievement level of relevant program LO.</p> <p>In order to demonstrate a mastery of “practical skills” - LO2, MNGT and MARK MA students average rating score by the industry will be at least 4 or higher, on</p>	<p>Formative, direct, internal/external.</p> <p>Success will be measured by using the portfolio of major assessments (tests, course projects and assignments) from each of the core courses within the program.</p>	<p>The MKD MNGT Master students achieved high scores across all tested domains demonstrating solid knowledge in theory, practical skills and cognitive skills (score range 70-85%).</p> <p>The ENG MNGT Master students achieved a somewhat lower score (in the 60-70% range) in ILO4.</p>	<p>Satisfactory scores achieved which demonstrates a well-balanced teaching approach and a solid match to student needs and academic level.</p> <p>Given that ILO4 is below 70% (ENG group only), communication skills can be further developed.</p>	<p>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 skills).</p>	<div><p>Assessment of Average Learning Outcomes, MA in MNGT Concentration</p><table><thead><tr><th>LO</th><th>ENG</th><th>MK</th></tr></thead><tbody><tr><td>ILO1</td><td>80</td><td>80</td></tr><tr><td>ILO2</td><td>85</td><td>80</td></tr><tr><td>ILO3</td><td>85</td><td>90</td></tr><tr><td>ILO4</td><td>80</td><td>90</td></tr></tbody></table></div> <div><p>Assessment of Average Learning Outcomes, MA in MNGT</p><table><thead><tr><th>Year</th><th>LO1</th><th>LO2</th><th>LO3</th><th>LO4</th><th>LO5</th></tr></thead><tbody><tr><td>2016/2017</td><td>80</td><td>85</td><td>80</td><td>80</td><td>85</td></tr><tr><td>2017/2018</td><td>85</td><td>80</td><td>85</td><td>80</td><td>85</td></tr><tr><td>2018/2019</td><td>80</td><td>85</td><td>80</td><td>80</td><td>85</td></tr><tr><td>2019/2020</td><td>85</td><td>80</td><td>85</td><td>80</td><td>85</td></tr></tbody></table></div>	LO	ENG	MK	ILO1	80	80	ILO2	85	80	ILO3	85	90	ILO4	80	90	Year	LO1	LO2	LO3	LO4	LO5	2016/2017	80	85	80	80	85	2017/2018	85	80	85	80	85	2018/2019	80	85	80	80	85	2019/2020	85	80	85	80	85
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	<p>Formative, direct, internal/external.</p> <p>Success will be measured by using the portfolio of major assessments (tests, course projects and assignments) from each of the core courses</p>	<p>The MKD Marketing Master students achieved high scores across all tested domains demonstrating solid knowledge in theory, practical skills and cognitive skills</p>	<p>ENG Marketing Master students should contribute to class interaction more, particularly in the part of developing critical thinking regarding theory application (ILO3 being close to 60%). Also, given that ILO4 is below</p>	<p>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 implementing strategic decisions for</p>	<div><p>Assessment of Average Learning Outcomes, MA in MARK Concentration</p><table><thead><tr><th>LO</th><th>ENG</th><th>MK</th></tr></thead><tbody><tr><td>ILO1</td><td>75</td><td>65</td></tr><tr><td>ILO2</td><td>70</td><td>75</td></tr><tr><td>ILO3</td><td>90</td><td>85</td></tr><tr><td>ILO4</td><td>80</td><td>85</td></tr></tbody></table></div>	LO	ENG	MK	ILO1	75	65	ILO2	70	75	ILO3	90	85	ILO4	80	85																														
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a scale of 1 (poor) to 5 (excellent) .	within the program.	(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.	70%, the ENG group communication skills can be further developed.	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 skills).	 <table border="1"><caption>Assessment of Average Learning Outcomes, MA in MARK</caption><thead><tr><th>Semester</th><th>LO1</th><th>LO2</th><th>LO3</th><th>LO4</th><th>LO5</th></tr></thead><tbody><tr><td>2016/2017ENG</td><td>85</td><td>80</td><td>85</td><td>80</td><td>85</td></tr><tr><td>2016/2017MK</td><td>85</td><td>80</td><td>85</td><td>80</td><td>85</td></tr><tr><td>2017/2018ENG</td><td>85</td><td>80</td><td>85</td><td>80</td><td>85</td></tr><tr><td>2017/2018MK</td><td>85</td><td>80</td><td>85</td><td>80</td><td>85</td></tr><tr><td>2018/2019ENG</td><td>85</td><td>80</td><td>85</td><td>80</td><td>85</td></tr><tr><td>2018/2019MK</td><td>85</td><td>80</td><td>85</td><td>80</td><td>85</td></tr><tr><td>2019/2020ENG</td><td>85</td><td>80</td><td>85</td><td>80</td><td>85</td></tr><tr><td>2019/2020MK</td><td>85</td><td>80</td><td>85</td><td>80</td><td>85</td></tr></tbody></table>	Semester	LO1	LO2	LO3	LO4	LO5	2016/2017ENG	85	80	85	80	85	2016/2017MK	85	80	85	80	85	2017/2018ENG	85	80	85	80	85	2017/2018MK	85	80	85	80	85	2018/2019ENG	85	80	85	80	85	2018/2019MK	85	80	85	80	85	2019/2020ENG	85	80	85	80	85	2019/2020MK	85	80	85	80	85
Semester	LO1	LO2	LO3	LO4	LO5																																																						
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Graduate, MBA To measure the achievement level of program LOs.  To demonstrate mastery of the learning outcomes, the average score of MBA	Direct, formative, internal. Success will be measured by 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 with a 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).	 <table border="1"><caption>Assessment of Average Learning Outcomes, MBA</caption><thead><tr><th>ILO</th><th>ANG</th><th>MK</th></tr></thead><tbody><tr><td>ILO1</td><td>75</td><td>60</td></tr><tr><td>ILO2</td><td>80</td><td>55</td></tr><tr><td>ILO3</td><td>85</td><td>90</td></tr><tr><td>ILO4</td><td>80</td><td>80</td></tr><tr><td>ILO5</td><td>40</td><td>0</td></tr></tbody></table>	ILO	ANG	MK	ILO1	75	60	ILO2	80	55	ILO3	85	90	ILO4	80	80	ILO5	40	0																																				
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students will be 80% or higher for each of the concentrations, in a variety of courses and portfolio of projects.					<div><p>Assessment of Average Learning Outcomes, MBA</p><table><caption>Assessment of Average Learning Outcomes, MBA</caption><thead><tr><th>LO</th><th>2016/2017</th><th>2017/2018ENG</th><th>2017/2018MK</th><th>2018/2019ENG</th><th>2018/2019MK</th><th>2019/2020ENG</th><th>2019/2020MK</th></tr></thead><tbody><tr><td>LO1</td><td>78</td><td>88</td><td>80</td><td>80</td><td>80</td><td>75</td><td>58</td></tr><tr><td>LO2</td><td>85</td><td>85</td><td>70</td><td>92</td><td>88</td><td>80</td><td>55</td></tr><tr><td>LO3</td><td>90</td><td>80</td><td>75</td><td>60</td><td>85</td><td>85</td><td>90</td></tr><tr><td>LO4</td><td>80</td><td>90</td><td>85</td><td>75</td><td>80</td><td>80</td><td>80</td></tr><tr><td>LO5</td><td>80</td><td>80</td><td>100</td><td>70</td><td>80</td><td>80</td><td>85</td></tr></tbody></table></div>	LO	2016/2017	2017/2018ENG	2017/2018MK	2018/2019ENG	2018/2019MK	2019/2020ENG	2019/2020MK	LO1	78	88	80	80	80	75	58	LO2	85	85	70	92	88	80	55	LO3	90	80	75	60	85	85	90	LO4	80	90	85	75	80	80	80	LO5	80	80	100	70	80	80	85
LO	2016/2017	2017/2018ENG	2017/2018MK	2018/2019ENG	2018/2019MK	2019/2020ENG	2019/2020MK																																														
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LO4	80	90	85	75	80	80	80																																														
LO5	80	80	100	70	80	80	85																																														
Graduate, MBA program. To measure the achievement level of MBA program LOs.  MBA students will have an average score of 80% or higher on their MBA final thesis to	Direct, summative, internal/external.  Success will be measured by using the Marking Sheet Evaluation Form and its standardized rubric, evaluated by faculty and one external evaluator from the industry.	MBA students achieved high scores across all tested domains demonstrating solid knowledge in theory, practical and cognitive skills, and presentation abilities and self-learning (score close to or exceeding 80%).	The results demonstrate a well-balanced teaching approach and a solid match to student needs and academic level.	The evident solid understanding of theoretical concepts and their practical application point out that the applied teaching methods help students develop and achieve the individual program's LO.	<div><p>Measuring LO based on MBA Marking Sheets</p><table><caption>Measuring LO based on MBA Marking Sheets</caption><thead><tr><th>LO</th><th>Score</th></tr></thead><tbody><tr><td>LO1</td><td>82</td></tr><tr><td>LO2</td><td>80</td></tr><tr><td>LO3</td><td>82</td></tr><tr><td>LO4</td><td>84</td></tr><tr><td>LO5</td><td>84</td></tr></tbody></table></div> <div><p>Measuring LO based on Final MBA Thesis</p><table><caption>Measuring LO based on Final MBA Thesis</caption><thead><tr><th>LO</th><th>2016/2017</th><th>2017/2018</th><th>2018/2019</th><th>2019/2020</th></tr></thead><tbody><tr><td>LO1</td><td>82</td><td>85</td><td>82</td><td>82</td></tr><tr><td>LO2</td><td>82</td><td>88</td><td>80</td><td>80</td></tr><tr><td>LO3</td><td>82</td><td>85</td><td>82</td><td>82</td></tr><tr><td>LO4</td><td>85</td><td>88</td><td>85</td><td>85</td></tr><tr><td>LO5</td><td>85</td><td>88</td><td>85</td><td>85</td></tr></tbody></table></div>	LO	Score	LO1	82	LO2	80	LO3	82	LO4	84	LO5	84	LO	2016/2017	2017/2018	2018/2019	2019/2020	LO1	82	85	82	82	LO2	82	88	80	80	LO3	82	85	82	82	LO4	85	88	85	85	LO5	85	88	85	85						
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demonstrate a mastery of the program's learning outcomes.																					
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 self-directed learning) and to use their extended	Indirect, summative, internal.  ILO5 was introduced in the 2018/2019 measurements. Success measured by using a self-evaluation survey conducted during the Master thesis seminar (participants: all Master students in their writing thesis stage). The survey is directly linked to graduate programs' LO5. Students were required to assess their learning skills	In order to conduct a thorough analysis, students were divided in 3 groups: MBA, Master (Eng), and Master (Mk). Scoring above 70% on evaluating arguments, ability to separate main ideas and supporting evidence in sources, understanding the material, swift proofreading and drafting assignments, finding sources	Overall satisfactory level of self-study capacity at the graduate level given the multiple scores above a 70% threshold. The group indicates a lack of skills in finding relevant sources using databases, formal writing and use of 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	Provide guided reading materials and teaching of academic writing in class and for projects in order to ease the acquisition of knowledge for academic writing styles and vocabulary.  Graduate-level instructors should offer more support in use of databases for the purpose of detecting relevant sources and emphasize referencing tools and guidelines in assignments.	<div><p>Self-evaluation Survey 2019-2020 I know how to avoid plagiarism in my note taking</p><table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Yes</td><td>62%</td></tr><tr><td>No</td><td>32%</td></tr><tr><td>Unsure</td><td>6%</td></tr></table></div> <div><p>Self-evaluation Survey 2019-2020 I am good at evaluating arguments and supporting evidence</p><table><tr><th>Response</th><th>Percentage</th></tr><tr><td>Yes</td><td>70%</td></tr><tr><td>No</td><td>29%</td></tr><tr><td>Sometimes</td><td>2%</td></tr></table></div>	Response	Percentage	Yes	62%	No	32%	Unsure	6%	Response	Percentage	Yes	70%	No	29%	Sometimes	2%
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study skills. Learning skills self-assessment is conducted with particular emphasis on reading, note-taking, research writing, referencing, and self-assessment.	and self-direction by answering 25 questions. Answers were anonymous.	and referencing. Highest score (cca.90): defining themselves as active, independent learners.	comparison to MBA and MA Mk students.		<p><b>Self-evaluation Survey 2019-2020</b> I am an active, independent learner</p>  <p>■ Yes ■ No ■ Unsure</p>
Undergraduate, all concentrations. To measure the achievement of the SBEM programs' LO (ENG groups), business	Summative, external, direct, comparative. CESIM Global Challenge helps improve and measure student capabilities in running a company's international operations in a dynamic, competitive	The ENG undergraduates from all concentrations achieved an outstanding score on the CESIM ranking based on the cumulative total shareholder return (p.a.) calculated over the 5-week	The comparison of UACS SBEM students to participants from Outside US showed clear understanding and ability to apply management, finance and marketing concepts in making decisions.	The solid understanding of practical application of theoretical concepts points out that the applied teaching methods help students develop and achieve the SBEM's LO.	<p>Cumulative total shareholder return (p.a.), %</p>  <p>Handelsk. Rente C.B.G. WBA 3 Huizen Grey Fabrique Olgemeyer NLR Yellin UACS</p>



students years 2-4, all concentrations, are encouraged to form teams and participate in the CESIM Global Challenge to demonstrate a mastery of their program's LO, teamwork, and application of knowledge to real-life scenarios (MNGT, MARK, FINC).	environment. Success is measured by using the CESIM Global Challenge team rankings. In the course of the academic 2018-19, SBEM's two teams participated in CESIM, with one of the teams ranked No.3 in their universe. This is an outstanding achievement following the 2016 contest, when the UACS team was ranked No.7 out of 10. CESIM is perceived as a quality comparative summative assessment tool.	duration of the simulation contest. The third-place award demonstrates solid knowledge in practical and cognitive skills given the challenging simulated market environment (telecommunication industry for the 2018/2019 CESIM).			<div><p>Cumulative total shareholder return (p.a.), %</p><table border="1"><thead><tr><th>Team</th><th>Cumulative total shareholder return (p.a.), %</th></tr></thead><tbody><tr><td>Dream Team</td><td>~8,000</td></tr><tr><td>Investment Club</td><td>~20,000</td></tr><tr><td>RUWC</td><td>~ -32,000</td></tr><tr><td>MagicBox</td><td>~3,000</td></tr><tr><td>Stratton Oakmont</td><td>~20,000</td></tr><tr><td>VSEMA</td><td>~ -5,000</td></tr></tbody></table></div> <p>CESIM 2016 and CESIM 2018/2019</p>	Team	Cumulative total shareholder return (p.a.), %	Dream Team	~8,000	Investment Club	~20,000	RUWC	~ -32,000	MagicBox	~3,000	Stratton Oakmont	~20,000	VSEMA	~ -5,000
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**Criterion 4.3 Assessment plans should be designed to yield comparative information and data both over time and with respect to benchmarks and intended outcomes.**

Over the last three years, the improvement in the Los' results over the years has been evident in both Macedonian- (MK) and English- (ENG) speaking undergraduate groups. As regards the campus-wide comparison between ENG and MK groups, the increase is more robust in the English- speaking groups. There are best results among the English-speaking groups in the English-speaking Marketing Concentration group, which is also quite higher than its Macedonian-speaking counterpart. Finance performs best in the Macedonian-speaking groups, and performs better than its Macedonian counterpart (other concentrations). Some shortcomings were detected and adequate attention was paid in order to improve them (For more details, please see criterion 4.2).

In meeting last years' QAR recommendations on improving the track record of comparative assessment, we've made more effort to proactively produce more actionable data for assessment. One external obstacle should be taken for consideration in advance. A benchmarking mechanism not exist in North Macedonia. There is no structured national education policy to provide comparative information. National benchmarks and national standardized test exist do not exist and no comparison can be made on the basis of national average.

To encourage some progress more broadly, in 2018, we identified several national business schools with similar curriculum and proposed a pilot comparative study to them to be conducted on a small scale of students to ascertain the feasibility of the application of learning outcomes through a joint Capstone course project. Unfortunately, they refused our offer for cooperation since the value of benchmarking was not recognized well enough.

In continuation, we can note some key achievements from the past three academic years, as indicated in figure 4.3.

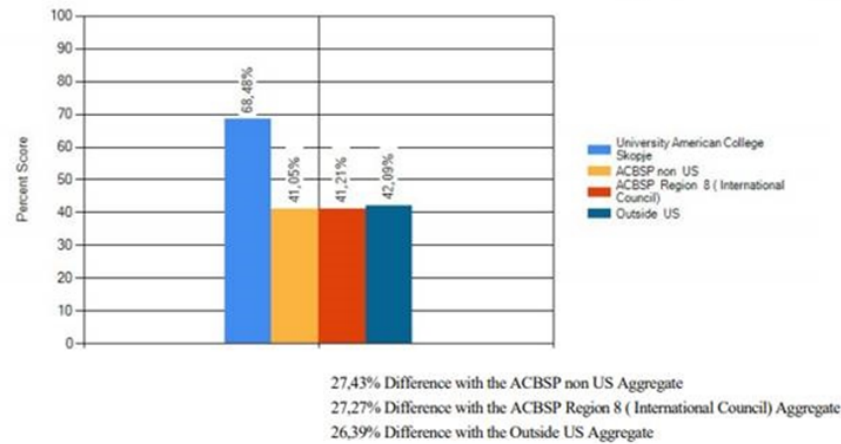
**Figure 4.3**

**Comparative Data and Information**

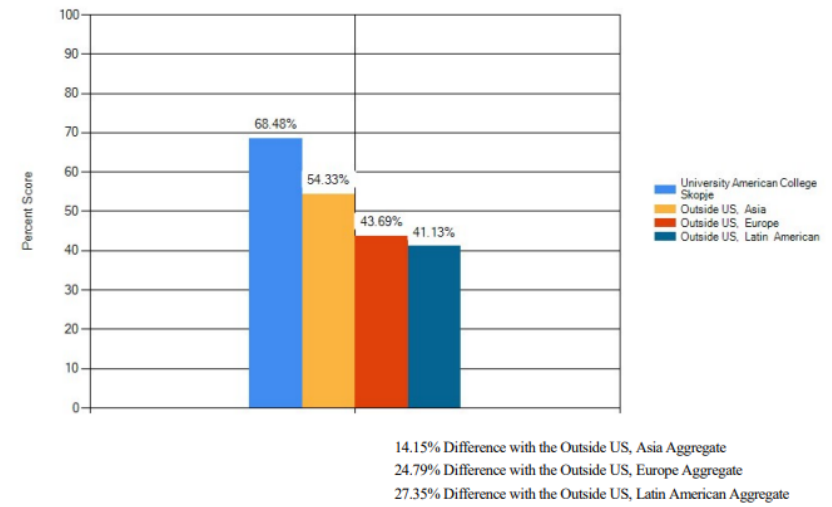
<b>Comparative information and Data</b>	<b>Targets/Performance Improvements</b>	<b>Results</b>
Standardized Peregrine Test- Business Programs – Total score	UACS SBEM students mean score > All ACBSP campuses students mean	In 2019, UACS SBEM undergraduate students score of 68.5%: a difference exceeding 26% in comparison to ACBSP non-US aggregate, ACBSP Region 8 and ACBSP Outside US aggregate
CESIM business competition – Total score	UACS SBEM students score > All other participating campuses	Last place in 2016, 2 <sup>nd</sup> place in 2018 and 4 <sup>th</sup> place in 2019

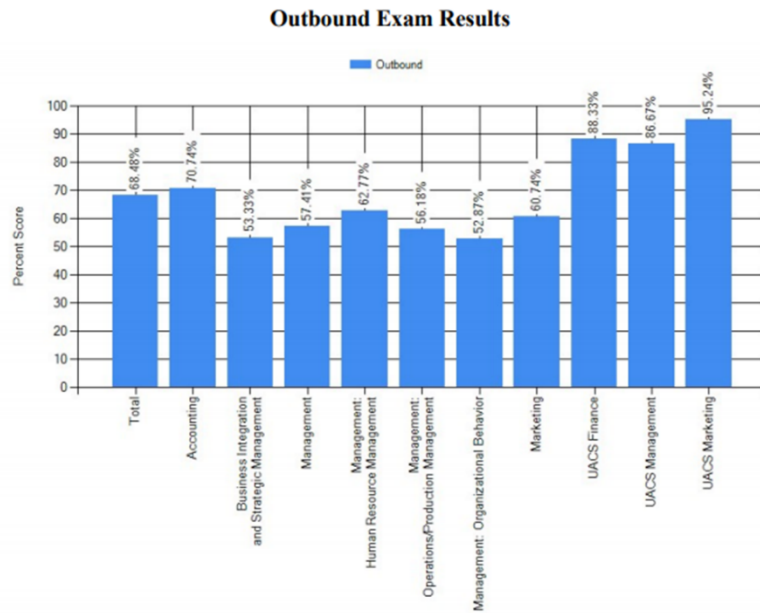
Figure 4.3 a - Peregrine testing results

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: **Total**



Outbound Exam Total Results Compared to the Different Aggregate Pools





In 2019, SBEM conducted its first Peregrine exam (exit test equivalent) for the undergraduate business programs, as a comparative summative assessment tool. The exam took place in May 2019 and encompassed the ENG SBEM undergraduate programs (students in their last study of year). All business students (ENG) took an externally-benchmarked exit exam administered by Peregrine Academics. The exam examined students' knowledge in 8 subject areas of business. The use of the Peregrine test offered an opportunity to benchmark SBEM students against other international institutions.

The SBEM undergraduates from all concentrations achieved outstanding scores across all tested domains, demonstrating solid knowledge in theory, practical and cognitive skills (overall score of 68.5%: a difference exceeding 26% in comparison to ACBSP non-US aggregate, ACBSP Region 8 and ACBSP Outside US aggregate). UACS Student Survey was also done by Peregrine and the results can be seen in Figure 4.3

Due to COVID-19 confinement measures starting on March 10<sup>th</sup>, 2020 (the first half of the spring semester 2020), Peregrine could not be conducted for students in their last undergraduate study year for the academic 2019/20. Nonetheless, the spring 2020 exit test was conducted in May by using a different mechanism – online, via the MOODLE quiz function, in a controlled and surveyed environment.

Furthermore, in the recent years, SBEM has encouraged increased participation in external competitions since we believe that competition in any form brings out the best in our students and pushes them to excel. Therefore, each year starting from AY 2015/16, the financial accounting student competition is organized by Finance Department and in collaboration with recognized corporate host partners and sponsors. Under our academic staff mentorship, students are acquainted with corporate finance by solving different cases guided by the hosting companies. This also seeks to promote future talent in the financial industry.

Also, our students have increased their participation in globally-based strategic business simulation ([CESIM Global Challenge](#)). This involvement was part of Year 3 UG Capstone course - (MNGT3120; MNGT3121) Business Planning. Our experience has shown that it is an excellent external benchmark that measures marketing, accounting, finance, operations management, R & D investment, logistics, and taxation against a global standard. Our students have made strong placement, winning 2<sup>nd</sup> place in 2018 and 4<sup>th</sup> place in 2019, which is considered good progress if compared historically with the UACS participation in 2016.

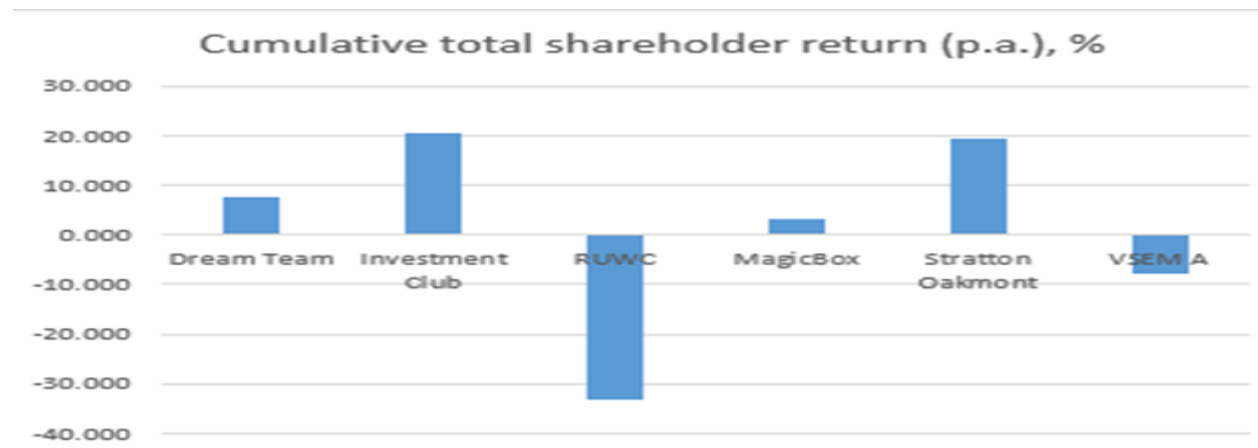
Figure 4.3b

UACS SBEM results in 2016



Figure 4.3c

UACS SBEM results in 2018 (Stratton Oakmont)



As regards the benchmarking of the SBEM programs, it is conducted by conducting internet research, reviewing accrediting standards, attending accreditation workshops, engaging industry experts on areas such as program curriculum design, program learning outcomes and assessment plans, and obtaining professional certifications.

More specifically, SBEM Audit and Accounting undergraduate degree is externally benchmarked through a relevant and recognized ACCA (Association of Chartered Certified Accountants) accreditation. In 2019, the program got a syllabi-accredited status, with seven ACCA exemptions.

The partnership with IMA (Institute of Management Accountants) was initiated in 2018 and, through CMA scholarships, aimed at improving the finance skills of students as future professionals. Since then, professional CMA scholarships have been awarded to 20 students, which affirms the quality of our students and programs. The cooperation is planned to continue with IMA endorsement to evidence that SBEM students are offered a high quality finance curriculum. The cooperation with IMA also strengthens SBEM's unique position in preparing our students to manage performance in a global economy.

#### **Criterion 4.4**

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

**To demonstrate compliance with this criterion: Identify specific program improvements based on what the business unit has learned from analyses of assessment results.**

As stated previously and in correlation with the UACS Strategic plan and SBEM's specific goals and objectives, we strive to be focused on student-centered, active learning and engaged in the continuous improvement of our programs, faculty and, most importantly, of student experience and satisfaction. To ensure this vision is carried out successfully, SBEM considers the quality of teaching (classroom and online) a top priority. Therefore,



we consider the assessment of student learning outcomes with great significance and we approach it very systematically. All SBEM UG and GRAD programs participate in a robust assessment program to ensure that courses promote proficiency of program goals and objectives. This is practiced not only with consistent commitment to measuring and reporting learning outcomes, but also what we appraise as even more significant, concurrent tracking of evidence of the gaps and pitfalls. This helps us a lot to work on the improvements on a continual basis. In addition, in early 2020, as COVID-19 pandemic created new circumstances, special attention and effort were required in coping with all challenges to move forward and keep the momentum of the quality of teaching.

Historically, we note that the academic year of 2017/2018 was very important for making observations and data gathering to provide information about the assessment process and its results. The action taken and progress made in the last three years can be summarized below.

### **PLOs revision**

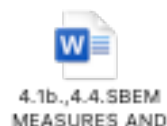
As of 2017, SBEM PLOs were not necessarily in great shape. The number of PLOs was impractical since there were too many. The language and format of PLOs was also inconsistent. They were originally written with some guidance, but as courses were upgraded during the years and with some new faculty, their improvement and alignment with CLOs were needed. In the spring of 2018, the objective called for revision and rewriting of LO for undergraduate degree programs in terms of their number (calling for reduction), content, terminology and length. Hence, the new PLOs for undergraduate programs were redesigned and re-written. These five LOs were adequately linked content-wise with the individual SBEM concentrations. The five learning outcomes start with “Knowledge and understanding”, further encompass “Practical skills (application of knowledge)”, “Intellectual and cognitive skills (decision making)”, and “Communication skills”, and finish with “Learning Skills and Self Direction.”

The process was methodical and started with gathering some materials about best practices (mainly from Maastricht Conference in early 2018). The Bloom Taxonomy and generic “Dublin Descriptors” were also considered (See more in Criterion 4.1). What were the main criteria in the process of re-writing the PLOs, was that the new LO must be observable, measurable and actionable. In addition, the need for the CLOs to support the PLOs was greatly considered.

To close the loop, the whole process of assessment was iterative. Department Heads were responsible to disseminate the information to all faculty members in their departments. To better facilitate the CLOs revisions, examples were designed to serve as a better link between CLOs and PLOs. In addition, a Decision on the Course Allocation was adopted, through which it was possible to track which course to which department belongs to and to be sure that all faculty is involved. This has helped to keep a more organized and tracked process. Some of the faculty was reluctant or concerned with both - re-writing and preparing individual assessment. The guidelines and feedback were given and there were several Departments meetings. It was approached on a very systematic way and considerably it can be stated that SBEM has process in place. In the fall semester of 2019, under the authority of the UACS Center for Quality Control, a Teaching Improvement Seminar was held, which offered a preparation of a well-balanced exam based on Bloom's Taxonomy.

Overall, while we consider that the results are noticeably good, there is also room for improvement. Continuous progress can be practiced next with PLOs mapping. It should be deployed for a more proficient alignment with CLOs, to see if there is balance between the levels of Bloom Taxonomy. We plan to organize PLOs mapping workshop(s) in AY 2020/21.

Simultaneously, while the process of re-writing was ongoing, Dean's Board and Chief Academic Officer developed an in-depth assessment plan and timeline. In the attempt to assure consistency in the whole process, new forms for data collection and assessment were designed and introduced for the first time. (For more information, please see SBEM Timeline and SBEM Assessment Plan).



### **Exit tests revision**

During the Spring of 2018, the exit tests for each major (concentration) were also revised and adopted (with revised questions and format). In this process, the industry experts were consulted to confirm that the questions are relevant and well-aligned with the business needs/standard work practice. This coordination and given feedback is evidenced with Expert Approval Letter, which can be found in Appendix.

### **New measurement/ Self-Assessment tool deployment**

New measurement for LO5 - Learning skills and self-direction was introduced and deployed. The instrument for measuring learning skills and self-direction was designed to assess competencies at undergraduate and graduate degree level through individual student self-assessment. Specifically, the tool measures students' self-learning efficacy of items based on the Self-Assessment Questionnaire, which can be found in Appendix. ILO5 was introduced in the 2018/2019 measurements.

The success was measured using a Self-Evaluation survey conducted in the spring semester (2019 and 2020) during the Master thesis seminar (participants: all Master students in their thesis-writing stage). Students were required to assess their learning skills and self-direction by answering 25 questions. Students scored above 70% on ability to separate main ideas and supporting evidence in sources, writing useful notes in their own words, synthesizing material from a variety of sources, proofreading, and identifying key concepts in assignments. They scored highest in defining themselves as active, independent learners. The group indicated a lack of skills in finding relevant sources using databases, formal writing and use of academic vocabulary, and referencing. The MA Eng group needs improvement, given their lowest scores in overall self-evaluation in comparison to MBA and MA Mk students.

For undergraduate students, learning skills and self-direction (LO5) were measured using a Self-Evaluation survey conducted in Spring 2019. Students were required to assess their learning skills and self-direction by answering 22 questions. Undergraduates scored high on ability to separate main ideas and supporting evidence in sources, writing useful notes in their own words, finding relevant sources, and finding referencing rules. They too distinctively define themselves as active, independent learners. On the downside, and in need of improvement, undergraduates point to a lack of skills in multiple reading of relevant material and the full understanding thereof (i.e. reading), writing essays/papers based on single draft version only (i.e.

writing skills), respecting referencing rules (i.e. referencing). For 2020, the survey was conducted online to which the response rate was very low. We assume that students were impacted by COVID-19, but were also overexposed to more surveys at the same time and the issue of survey fatigue had influenced on their undergraduate experience. Such low response rate jeopardizes any attempt to generalize findings.

### **Peregrine Academics Testing**

In 2019, SBEM conducted its first Peregrine exam (exit test equivalent) for the undergraduate business programs as a comparative summative assessment tool. The exam took place in May 2019 and encompassed the ENG SBEM undergraduate programs (students in their last study of year). All business students (ENG) took an externally-benchmarked exit exam administered by Peregrine Academics. The exam tested students' knowledge in 8 subject areas of business. The use of the Peregrine test offered the opportunity to benchmark SBEM students against other international institutions. The SBEM undergraduates from all concentrations achieved outstanding scores across all tested domains, demonstrating solid knowledge in theory, practical skills and cognitive skills (overall score of 68.5%: a difference exceeding 26% in comparison to ACBSP non-US aggregate, ACBSP Region 8 and ACBSP Outside US aggregate). Due to COVID-19 confinement measures starting on March 10<sup>th</sup>, 2020 (the first half of the spring semester 2020), Peregrine could not be conducted for students in their last undergraduate study year for the academic 2019/20. Nonetheless, the spring 2020 exit test was conducted in May using a different mechanism – online, via the Moodle quiz function, in a controlled and surveyed environment.

Also, as part of Peregrine Academics Services, all business students nearing graduation also took a comprehensive survey that covered a range of topics, including the quality of student interaction with their Academic Advisor, the development of marketable skills, the quality of instruction, and the achievement of learning objectives.

### **Changes in the curriculum**

Regarding the program curriculum, substantial changes were not made, but as of 2017 and 2018, when all programs were reaccredited with national accreditation, minor changes have been introduced to both - undergraduate and graduate programs. These novelties have been brought to fill the gaps and/or shortcomings and to better align with program learning outcomes. In addition, the aim was to promote more challenging learning environment and increase student engagement and satisfaction.

Additionally, in a few courses, the undergraduate curriculum has been redesigned to some extent, to incorporate the research component into the course structure. The emphasis has been given to initiate more student research projects and provide students with the opportunity to improve their basic skills of critical thinking, clear writing and communication.

The list of curriculum change is the following:

FINC 2200 Intro to Finance (UG) - this new course was added as a response to the assessment feedback. Financial literacy levels were lower than expected for a variety of reasons, but mainly the lack of finance course in the second year was an issue.

MNGT 3620/MNGT 3621 Career Development (UG) - this new course was added to stress the importance of career development in education and emphasis is given to developmental life planning.

MARK 5630/MARK5631 Innovation Management and Creativity (GRAD), MNGT 4953/MNGT 4954 Managing Family Businesses (GRAD), MNGT 5303/MNGT 5304 Social Entrepreneurship (GRAD), MARK 4553/MARK4554 Digital Marketing (GRAD), MARK 5530/MARK5531 Event Marketing (GRAD), MARK 4663/MARK4664 Customer Relation Management (GRAD), and FINC 4630/FINC 4631 Insurance Management (GRAD) - these courses were added to enrich the graduate programs as well as to best reflect the needs for meaningful change in education in light of the changing context in the global business environment.

### **Other**

Currently, we are manually collecting data to manage outcomes. Each semester the goal is to learn more about assessment practices in general, implement the overall assessment plan and to build on more awareness and commitment towards systematic assessment and proactive involvement from all stakeholders (faculty, students and administration.) This will significantly improve the SBEM's performance with regards to its defined outcomes. In the last three years, the primary objectives were to assure improved data flow, and apply cloud technology and MOODLE for data

collection - an objective accomplished by June 2018. In the next years, UACS will seek to improve processes related to data collection and broaden the use of the MOODLE system or other management web-based platform, to maximize learning collaboration.

## **STANDARD 5 – Faculty and Staff Focus**

**Criterion 5.1 The business unit will have a human resource plan that supports its strategic plan.**

**In an appendix, present your current human resource (HR) plan.**

UACS has an HR policy that perfectly matches the University's needs, and it can be seen on this [document](#).

**In a brief statement here, explain your HR plan's relationship to your strategic goals.**

UACS: As it has been stated on multiple occasions before, UACS mission is to provide excellence in education. The University is not an empty building with the sign; instead, it is a group of people linked with the same goal and that goal is pursuit of knowledge, enlightening the paths of virtue and science.

We are proud of our people and their contribution to UACS goals:

- Marjan Petreski, Olga Radzyner - Austrian Central Bank award, 2010
- Marjan Petreski, Nikica Mojsoska-Blazevski and Blagica Petreski: "Japanese Award for Outstanding Research on Development", second-place award globally, by the Global Development Network and the Government of Japan, 2013
- Tome Nenovski, winner of the 23 of October national award, 2011
- Venera Krliu-Handjiski, winner of Mother Theresa, national Award, 2018
- Marjan Bojadjiev, winner of Teacher of the year ACBSP award, 2012

**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.**

**In doing so, you may address:**

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

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

UACS: Our faculty structure is carefully selected, and in accordance with the HR Policy, and the Higher Education Act. Besides this, we follow something that we call "Mercedes policy". This name has a twofold nature: first, association with high quality; and second, a composition based on three components:

- professionals with significant business experience who have further earned a PhD and transitioned into academia (Nenovski, Bojadjiev)

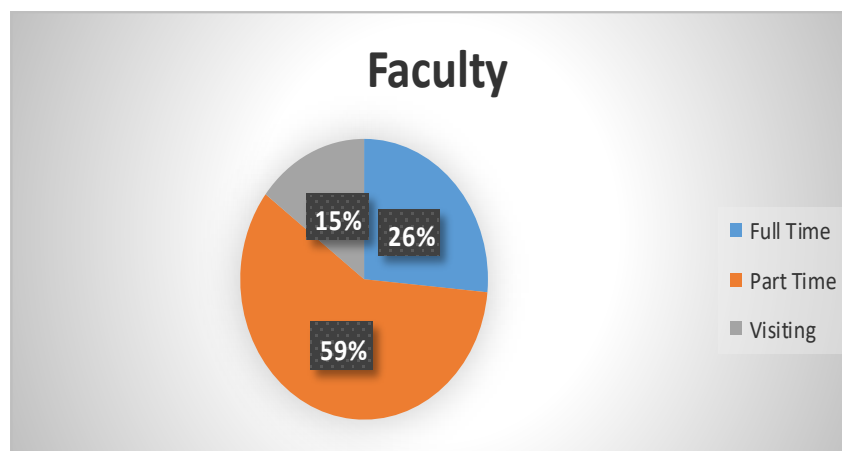
- industry professionals that are academically qualified (Central Bank managers - F. Ivanovski, I. Velickovski)
- visiting professors who come from U.S. and E.U.

UACS applies the following HR policy.

HR Policy (adopted in 2011)		
1/3 Full-Time Faculty	1/3 Part-Time Faculty	1/3 Visiting Professors

UACS courses and programs are designed to offer theoretical and practical knowledge that provides quality in the educational process. Therefore, the structure of the faculty contributes to steering students' creativity, critical reasoning, and intellectual curiosity. In order to accomplish this, our engaged faculty is composed of full-time faculty - to cover both the theoretical and practical elements, part-time who will be able to transfer the insights and practical knowledge from their respective working environments and fields, and international faculty who will bring insights of international education. Besides this, faculty members are encouraged to invite guest lecturers at least once during the course.

**Graph 5.2.1.a** – Composition of SBEM Faculty: Academic year 2019/2020





**Table 5.2.1.b** – Composition of SBEM Faculty

<b>Full-Time Faculty</b>						
Full Professors	Associate Professors	Assistant Professors	Teaching Assistants	Professors of Management Practice	Instructors of Foreign Languages	Total
SBEM						
5	5	1	3	/	/	14
Other Schools at UACS (teaching at SBEM)						
1	/	2	/	/	1	4
<b>Part-Time Faculty</b>						
Full Professors	Associate Professors	Assistant Professors	Teaching Assistants	Professors of Management Practice	Instructors of Foreign Languages	Total
SBEM						
3	3	3	1	27	/	47
Other Schools at UACS (teaching at SBEM)						
/	/	2	/	1	/	3
<b>Visiting Professors</b>						10
<b>TOTAL</b>						<b>68</b>

c – HR policy for selecting faculty (the UACS HR policy can be seen [here](#))

UACS HR policy is based on the following:

- Statutory requirements (PhD for Assistant, Associate and Full Professors), (MA and / or 10 years' experience for Assistants and Industry experts)
- UACS requirements (significant business experience: a degree obtained from UACS or from EU / US)
- Language proficiency

Additional requirements may involve membership in professional organizations, and/ or relationships with industry.

For the tenure track, significant research output is necessary.

**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;**

UACS: We apply a permanent support policy for our faculty. Actually, most of our faculty started as TA-s and today are Associate or Full professors. Support might include:

- Sabbatical
- Funding for a degree
- Funding for conferences and research
- Professional development events at UACS

For more evidence of programs for faculty development, please see the Table 5.2.2.a. Programs for Faculty development

Providing sabbatical for professional development	Marjan Petreski, Ilijana Petrovska, Nikica Mojsoska-Blazevski
Funding for Master and Doctoral Degrees	To its full-time faculty and staff members, UACS offers financial funds for Master's and Doctoral Degrees

PhD Degrees in progress	Marija Andonova
	Ivona Mileva
	Maja Kadievska-Vojnovikj
Previous decade includes funding for:	Venera Krliu-Handjiski MBA & PhD, Elena Bundaleska PhD, Goran Vasilev, PhD EFER <sup>1</sup> PROGRAMS SUPPORT: Marjan Bojadjiev, Venera Krliu-Handjiski, Ninko Kostovski, Zdenka Nikolovska, Jadranka Mrsic, Dimitar Kovachevski, Edi Smokvarski, Ilijana Petrovska, Ana Tomovska, Makedonka Dimitrova, Marjan Petreski, Nikica Mojsoska-Blazevski
Funding for research and publishing	UACS offers financial funds for publishing papers in international and local journals
Papers published during AY 2019/2020 (financed by UACS)	
<p><b>These are only some of the papers funded by UACS:</b></p> <ul style="list-style-type: none"> <li>- Bojadjiev, M. "Development of Instrument for Measurement of the Organizational Alignment - from VOX Organizationis to Four Organizational Culture Types and Four Leadership Styles", Universal Journal of Management, Vol. 7, No. 5, 2019 / EBSCO</li> <li>- Bojadjiev, M. "Characteristics of first-time leaders and the role of organizational culture in family businesses", accepted for publishing in the book "Innate Leadership Characteristics and Examinations of Successful First-Time Leaders". Editor Prof. Matthew Guah, South Carolina State University</li> <li>- Petreski, M. "Assessing the early effects of the 2019 progressive and higher personal income tax in North Macedonia: A classic case of tax avoidance?", published in the journal "Economic Letter" (IF)</li> <li>- Andonova, M. "The challenges of developing effective writing skills for academic purposes in students in the Republic of North Macedonia", published in the journal "KNOWLEDGE" – International Journal, vol. 32 (IF)</li> </ul>	

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<sup>1</sup> European foundation for Entrepreneurial Research was providing Summer School Executive training for participative teaching (usage of cases)

- Bundaleska, E. and Naumovski, V. "The Influence of Board Independence and Internal Audit Function on Company's Performance: Study of Macedonian Companies", published in EMAN 2020 Conference Proceedings Pre-draft, and other partner journals	
Participation at conferences, seminars, workshop	UACS supports and offers financial funds for participation at international and local conferences, seminars, and workshops.
Participation at conferences during AY 2019/2020	
<b>Prof. Ana Tomovska-Misoska, PhD</b> (September, 2019; financed by UACS)	International conference "Psychology for all" organised by the Institute for Psychology at the University Ss Cyril and Methodius Skopje, where she presented her paper "The importance of contact in promoting better interethnic relations among primary-aged children"
<b>Marija Andonova, MA</b> (November, 2019; financed by UACS)	International Conference "Economic and social inclusion in an age of political uncertainty in South East Europe" organized by London School of Economics and Research on Southeast Europe in collaboration with European Bank for Reconstruction and Development, where she presented her paper "Determinants of female (in) activity on labour market: A comparative perspective within a group of Mediterranean and South-Eastern Europe countries"
<b>Maja Kadievska-Vojnovikj, MBA</b> (October, 2019)	Participation at conferences, seminars, and workshops organized by World Bank, and International Monetary Fund, Washington, USA; Participation at the second edition of Dialogue of Continents, Hamburg, Germany
<b>Assoc. prof. Snezhana Hristova, PhD</b> (November, 2019)	Participation at the ACBSP Conference in Prague, Czech Republic
<b>Maja Kadievska-Vojnovikj, MBA</b> (January, 2020)	Participation at the "Euromoney" conference in Vienna, Austria

<b>Assoc. prof. Dimitar Kovachevski, PhD</b> (February, 2020)	Participation at International Fair GENERA 2020 – Fair of Innovation, Business and Sustainable Future in Madrid, Spain
Mentorship program for new faculty members	UACS tends to assign mentor-teacher for each new faculty member (full-time; part-time; international); usually it is the Dean, or the Department Head. This is helpful for designing of the syllabus, grading structure, examination, and other activities.
Internal Trainings and Seminars	UACS organizes trainings, workshops, and seminars for all its faculty and staff members
Trainings - Academic Year 2019/2020	
Quality Control Circle Meeting (September 3, 2019)	Discussions for improving the 360 Evaluations, and organizing a workshop on test structure
First UACS Strategic Planning Session of Academic Year 2019/2020 (September 25, 2019)	Presentation of the Strategic Plan for the period 2016-2019
17th Socialization and Training Seminar (September 27, 2019)	Seminar organized for the new faculty that was scheduled to teach in the fall semester
Teaching Improvement Seminar (October 17, 2019)	Presentation by prof. Anthony Clark from St. Louis Community College (USA) on Active Learning Strategies for the Higher Education Classroom
How to develop research (October 30, 2019)	Meeting with prof. Luca Gnan, PhD (Tor Vergata, Rome, Italy) to discuss research methods improvement, and paper assignments for a book about family business, which is planned to be published in 2022
Workshop on How to Structure a Test in Senior Years (November 7, 2019)	All the participants gave excellent ideas on how to improve tests in senior years, and how to make the examination more interesting and useful

18th Socialization and Training Seminar (February 6, 2020)	Seminar organized for the new faculty that was scheduled to teach in the spring semester
Evaluation Meeting (February 14, 2020)	Meeting with Deans on how to improve the evaluation questionnaires
How to use Webex (March 17-20, 2020)	Faculty training on How to use WebEx for online education
Seminar for Professional Development (April 10, 2020)	Training on How to create discussion groups on Webex, and How to use Pen Tablet
Webex for Education (April 24, 2020)	Webinar organized by Cisco on learning more features on WebEx in order to improve the online education
Moodle Training - Attendance & Quizzes (May 8, 2020)	Training on creating attendance for a Moodle course, adding session, enrolling students, etc.

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

Socialization and Training Seminar – Before the beginning of each semester, UACS organizes Socialization and Training Seminar for the induction of the new faculty. This Seminar is mandatory for the new members since it provides general information about UACS, all the important information about the UACS Bylaws, faculty's administrative duties, as well as information about using the Moodle platform.

**Table 5.2.2.b** – Socialization and Training Seminars during Academic Year 2019/2020

17th Socialization and Training Seminar (September 27, 2019)	Seminar organized for the new faculty that was scheduled to teach in the fall semester
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18th Socialization and Training Seminar (February 6, 2020)	Seminar organized for the new faculty that was scheduled to teach in the spring semester
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The HR officer works on creating a Bylaw on part-time faculty members, which will contain all the necessary information that the faculty need to know. Also, video materials are planned, in which a step-by-step procedure will explain the use of the Moodle platform and of the Grade Keeper. We consider this very useful for the part-time faculty members, especially for the new ones, who need more time to adjust to the UACS educational methods, and all university procedures.

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

Besides the Socialization and Training Seminar, the Dean organizes a meeting with each new faculty member in order to explain to them the course syllabus, and grading, and provide them with examples how the course has been taught, show them the reading and teaching materials, and similar information.

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

Usually, before the beginning of the semester, the Department Head organizes a Department meeting for all faculty members who teach the program courses. This is a great opportunity for the new members to meet other faculty members, and share teaching experience. Also, all faculty members attend Faculty Council meetings where they can discuss and share their opinions and ideas regarding the courses and programs.

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

The point e. is resolved as explained in points b, c, and d.

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

During the course	Usually, at Faculty Council Meetings, faculty members discuss their class experiences
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360° Evaluation	Before the end of each semester, students evaluate the courses, and the instructors teaching those courses. At the end of the academic year, the Dean, Vice Rector for Education, Vice Rector for Education, Rector, and Staff members evaluate each faculty member.
Quality Circle Meetings	Students have the opportunity to share experiences, as well as opinions about the courses and the faculty members

**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.**

**To demonstrate compliance with Criterion 5.3.1, please:**

**a. Present your faculty qualifications in a table such as Figure 5.1.**

FULL-TIME FACULTY MEMBERS	Year of initial appointment	Highest Degree		Earned	Assigned Teaching Discipline/s	Graduate credits in the fields	Prof. Cert.	Level of Qual ification	Tenure <sup>2</sup> / Contract <sup>3</sup>
		Type	Discipline						
Marjan Bojadjev	2005	PhD	Economics	MK	Leadership and Organizational Behavior	Yes	CMC, Bank License	AQ	T

<sup>2</sup> Tenure refers to full professors whose appointment is terminal.

<sup>3</sup> Contract refers to lecturers, assistant and associate professors whose appointment is linked with their appointment, usually being for a period of five years.



Venera Krliu-Handjiski	2014	PhD	Economics Sociology	MK	Sociology and Organizational Behavior	Yes (p.5)		AQ	C
Tome Nenovski	2010	PhD	Economics	MK	Public Finance, Macroeconomics, Banking	Yes	Bank License	AQ	T
Marjan Petreski	2009	PhD	Economics	UK	Monetary Economics, Statistics, International Money and Finance	Yes		AQ	T
Snezhana Hristova	2013	PhD	Economics	Netherlands / MK	Management, Accounting, International Management	Yes		AQ	C
Ana Tomovska-Misoska	2009	PhD	Psychology	UK	HRM, Psychology, Consumer Behavior	She added HR courses (Certificate for HRM, HR Development & Training, Swiss Management Center)		AQ	T
Dusica Stevchevska-Srbinska	2017	PhD	Finance and Financial Management	MK	Accounting and Corporate Finance	Yes		PQ/AQ	C

Miodraga Stefanovska Petkovska	2010	PhD	Social Sciences	MK	Sociology, Social work and policies, Organizational Behavior	Yes (p.5)		AQ	C
Dimitar Kovachevski	2012	PhD	Economics	Montenegro	Marketing	Yes		AQ	C
Ilijana Petrovska	2009	PhD	Economics	MK	Marketing	Yes		AQ	T
Elena Bundaleska	2012	PhD	Economics	U.S. /MK	Contract Law, Business Ethics	Yes (p.5)		AQ	C
Marija Andonova	2013	MBA	Mathematics	MK	Business Mathematics, Introduction to Statistics	Yes		PQ	C
Maja Kadievski Vojnovikj	2019	MBA	Finance	Greece	Microeconomics, Macroeconomics	Yes		PQ	C
Ivona Mileva	2018	MSc	Management	Monaco	Entrepreneurship	Yes		PQ	C

**Criterion 5.3.2. 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.**

For evidence on Faculty Members (AY 2019-20), please, see Table bellow– Faculty Members AY 2019/2020

No.	Full-Time	Part-Time	
1	Prof. Marjan Bojadjev, PhD	Prof. Evica Delova Jolevska, PhD	Ivo Paunovski, MSc, PhD candidate
2	Asoc. Prof. Venera Krliu-Handjiski, PhD	Prof. Jadranka Mrshikj, PhD	Zdenka Nikolovska, MPPM
3	Prof. Tome Nenovski, PhD	Prof. Aneta Krstevska, PhD	Vesna Chushkova, MA
4	Prof. Marjan Petreski, PhD	Prof. Igor Velickovski, PhD	Elena Mladenovska Jelenkovikj, MA
5	Asoc. Prof. Snezhana Hristova, PhD	Assoc. Prof. Vladimir Naumovski, PhD	Vesna Kuzmanovikj, MA
6	Prof. Ana Tomovska-Misoska, PhD	Assoc. Prof. Filip Ivanovski, PhD	Igor Atanasov, MA, PhD candidate
7	Asoc. Prof. Miodraga Stefanovska-Petkovska, PhD	Asst. Prof. Blagica Petreski, PhD	Irina Stefanov-Babikj, MA
8	Asoc. Prof. Elena Bundaleska, PhD	Asst. Prof. Vesna Kondratenko, PhD	Rober Manasiev, MA
9	Asoc. Prof. Dimitar Kovachevski, PhD	Nadica Jovanovska Boshkovska, PhD	Angelka Peeva-Laurencikj, MSc
10	Asst. Prof. Dushica Stevchevska-Srbinoska, PhD	Aleksandra Nakjeva Ruzhin, PhD	Zhaklina Geshtakovska-Aleksoska, MSc
11	Prof. Ilijana Petrovska, PhD	Maja Stevkova-Shteriewa, PhD	Silvija Dimitrova, MBAC <sup>4</sup>
12	Marija Andonova, MA, PhD candidate	Kosta Kotevski, PhD	Viktorija Nestorovska, MBA
13	Maja Kadievska-Vojnovikj, MA, PhD candidate	Maja Parnardjiewa-Zmejкова, PhD	Marijana Andrikj, MA
14	Ivona Mileva, MSc, DBA Candidate	Goran Vasilev, PhD	Tihomir Petreski, MA
15		Samir Latif, PhD	Aleksandar Arizanov, ACCA
16		Sasho Ordanovski, PhD	Krsto Nestorov, CPA
17		Sanja Nikolikj, PhD	
18		Vlatko Bezhovski, MSc	
19		Vladimir Stefanovski, MBA	
20		Kristijan Petkoski, MSc	

<sup>4</sup> Silvia Brajovic is an MBA candidate with more than 20 years' experience in managing international firms so she can be considered in the 10% of the faculty who don't have a formal Master's degree

21		
From other UACS schools		
No.	Full-Time	Part-Time
1	Asst. Prof. Kate Trajkova, PhD	Asst. Prof. Ljupcho Efremov, PhD
2	Prof. Kimo Chavdar, PhD	Asst. Prof. Irena Bojadjevska, PhD
3	Asst. prof. Irena Stojmenovska, PhD	Goran Bidjovski, PhD
4	Jovanka Jovanchevska, MA	
Visiting Professors		
1	Marisa Mac Isaac, MA	
2	Vincent Mosby, PhD	
3	Prof. Antony Clark, PhD	
4	Prof. Luca Gnan, PhD	
5	Prof. Vittorio de Peddys, PhD	
6	Giulia Flamini, PhD	
7	Prof. Paola Vola, PhD	
8	Kimberly A. Parker, PhD	
9	Bobi Ivanov, PhD	
10	Jaka Vadjnal, PhD	

The curriculum vitae may be found on this [link](#).

**Criterion 5.4. 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.**

For evidence on Faculty Load per semester (AY 2019-20) , please see Figure 5.4 – Faculty Load per semester (AY 2019/2020)

Faculty Member FULL-TIME	Undergraduate (Weekly hours)		Graduate (Course)	

	Fall	Spring	Fall	Spring
Marjan Bojadjev	3	3	1	2
Venera Krliu-Handjiski	3	3		
Tome Nenovski	6	6	1	
Marjan Petreski	(sabbatical)	4	(sabbatical)	3
Snezhana Hristova	7	7	1	
Ana Tomovska-Misoska	11	8	3	1
Dushica Stevchevska-Srbinska	10	13	2	1
Miodraga Stefanovska-Petkovska	4.5	8	2	
Dimitar Kovachevski	6	9	3	1
Elena Bundaleska	9	9	1	1
Ilijana Petrovska	/	/	1	2
Marija Andonova	15	3	0.5	
Maja Kadievaska-Vojnovikj	6	6		
Ivona Mileva	3	3	1	2

**Criterion 5.4.1. The business unit shall have at least one full-time academically- and/or professionally-qualified faculty member teaching in each academic program, major, or concentration at each location where the program is delivered.**

UACS has only one location.

### **Section 5.5 Faculty Size and Load**

**The number of faculty members in the business programs should be sufficient to effectively fulfill its mission of excellence in educating business students.**

Please see the Figure 5.5.



Table 5.5\_Criterion  
5.5..xlsx

**Criterion 5.5.1.ACBSP considers the following functions to be essential responsibilities of the faculty and staff. Though other qualified individuals may participate in these functions, the faculty must play an essential role in each of the following:**

**1.classroom teaching assignments**

- 2.student advising and counseling activities**
- 3.scholarly and professional activities**
- 4.community and college service activities**
- 5.administrative activities**
- 6.business and industry interaction**
- 7.special research programs and projects**
- 8.thesis and dissertation supervision and direction, if applicable**
- 9.travel to off-campus locations and/or non-traditional teaching, if applicable**

**Teaching Load:**

**The appropriate teaching load for a full-time faculty member at ACBSP-Accredited Baccalaureate Institutions has historically been limited to not more than 12 credit hours per semester, with appropriate release time granted for administrative duties or for graduate teaching. Overload teaching has been prohibited as a business unit policy and has been accepted by ACBSP only under emergency circumstances.**

**With regard to Criterion 5.5.1, please address:**

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

Academic – Administrative Load (AAL): In 2016, we adopted the Bylaw on Academic Administrative Load which regulates the number of contact hours for undergraduate and graduate programs, mentorships of Bachelor and Master theses, the expected number of contact hours that professors should have with students, the hours expected to be spent on research and research-related activities, and the number of hours that they are expected to spend on additional activities (administrative work, projects work, and other professional, or scholarly activities) in order to comply with the Labor Act of the Republic of North Macedonia and fulfill the criterion of 40 working hours per week. However, UACS professors are expected to spend about 20 hours weekly at UACS premises. This equals to 12 teaching hours + consultation with students, and administrative activities.

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

The performance and the overall faculty and staff's workload are monitored on regular basis, according to the Bylaw on Academic-Administrative Load (AAL), explained in point a. This allows for constant improvement to be made, if necessary, and for assuring quality performance of all faculty members.

Please see the Faculty-Student Ratio

School of Business Economics and Management - Academic Year 2019/2020	
Faculty-Students Ratio	5.88

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

The teaching load is determined by the Bylaw on Administrative-Academic load. Each faculty member should not have more than 12 teaching hours per week in a semester. It equals to 40 hours a week in total, out of which professors are expected to be 20 hours a week on campus.

	Teaching	Consultation with students	Administration Councils	Administration Department	Committees & research	Mentorship and research	Total
Professor	12	1	2	2	5	18	40

For more evidence, please see the [Figure 3](#).

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

UACS: We take AAL very seriously. Usually, before the beginning of the academic year, the HR Officer provides an AAL table (similar to the one presented in Figure 5.5), in order to present the planned workload of the faculty members to the Provost, and the Dean. This is aimed at giving the professors enough time to perform their activities:

1. Classroom teaching is, by definition, a sole responsibility of the elected and appointed faculty.
2. Student advising and counseling activities are conducted in two ways: 1) through regular consultation hours of professors, and 2) by organizing an advising week, which is further discussed in Standard 6.
3. Scholarly and professional activities - activities that will enhance the depth and scope of their knowledge and that of their disciplines, as well as the effectiveness of their teaching.
4. Community and college service activities – UACS faculty are always part of CSR activities. We participate in annual fundraising, various activities and training of high-school teachers.(For instance, M Dimitrova, F.Ivanovski and M.Bojadjev trained a number of teachers on teaching Entrepreneurship in association with Ministry of Economy-Agency of Entrepreneurship).
5. All faculty members are invited to participate in administrative activities - for the full-time employees, this is mandatory and it includes:

Faculty Council meetings, Department meetings, research committees, etc.

6. Business and industry interactions: We encourage industry relations in two ways: 1) via Business council and meetings with the BC clusters, and 2) via direct links with the industry.

7. Special research programs and projects: We are proud that, through research grants and projects, mostly funded by EU, hard-working individuals at UACS can earn even double than the salary the university pays.

8. Thesis and dissertation supervision and direction, if applicable: All UACS faculty members are part of the committees for Master theses and are selected to serve as members of the Doctoral committees

9. Travel to off-campus locations and/or non-traditional teaching, if applicable: In this sense, we can point out that UACS faculty are encouraged to teach abroad. (M.Bojadjev and I.Petrovska at Tor Vergata, M.Andonovski and V.Pachovski in Padova, S.Hristova in the Slovak Republic, M.Vaneva and I.Dodovski in the U.K.).

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

Part-time faculty are equal to full-time faculty in all their rights. As mentioned before, part-time faculty members are invited to all faculty and department meetings, while these meetings are mandatory only for the full-time faculty.

Besides the teaching process, part-time faculty members ((especially those with academic titles) Assistant and Associate Professors) participate in research programs and projects, Master and Bachelor theses supervision and, by interacting with the business industry, they make big contribution to the teaching process.

Also, part-time faculty members are invited to participate in Faculty Meetings, where they are involved in syllabus development, organization of courses, and defining the workload according to the students' demands.

**If your business programs do not meet this criterion, you must present your rationale for the differences and provide detailed records of student learning outcomes to demonstrate that your teaching loads support your mission and program objective.**

**Criterion 5.5.2. A faculty member who is extensively engaged beyond what is normally expected in any one of the nine functions (e.g., one who teaches graduate level courses, has significant administrative duties, directs multiple graduate theses and/or dissertations, or is engaged in extensive approved research) should have an appropriate reduction in other professional responsibilities.**

**Explain your institution's policies with respect to the granting of release time for faculty members performing the sorts of exceptional duties referred to in Criterion 5.5.2.**



Faculty members are expected to be present at the University premises for 20 hours a week - [link](#) to all  
Their AAL is as follows:

	Teaching	Consultation with students	Administration Councils	Administration Department	Committees & research	Mentorship And research	Total
Professor	12	1	2	2	5	18	40

For Administrators (Dean, Rector and Vice-Rectors), AAL is based on reduced teaching load, which is as follows:

	Teaching	Consultation with students	Administration Councils	Committees & research	Mentorship and research	Total
Dean	6	1	10	5	18	40
Rector	3	1	13	5	18	40

**Criterion 5.6.1 Each business 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 business programs. The actual system of annual evaluation is within the jurisdiction of the individual school or program. The evaluation system must provide for some measurement of instructional performance, and should consider related areas as appropriate, not limited to these topics:

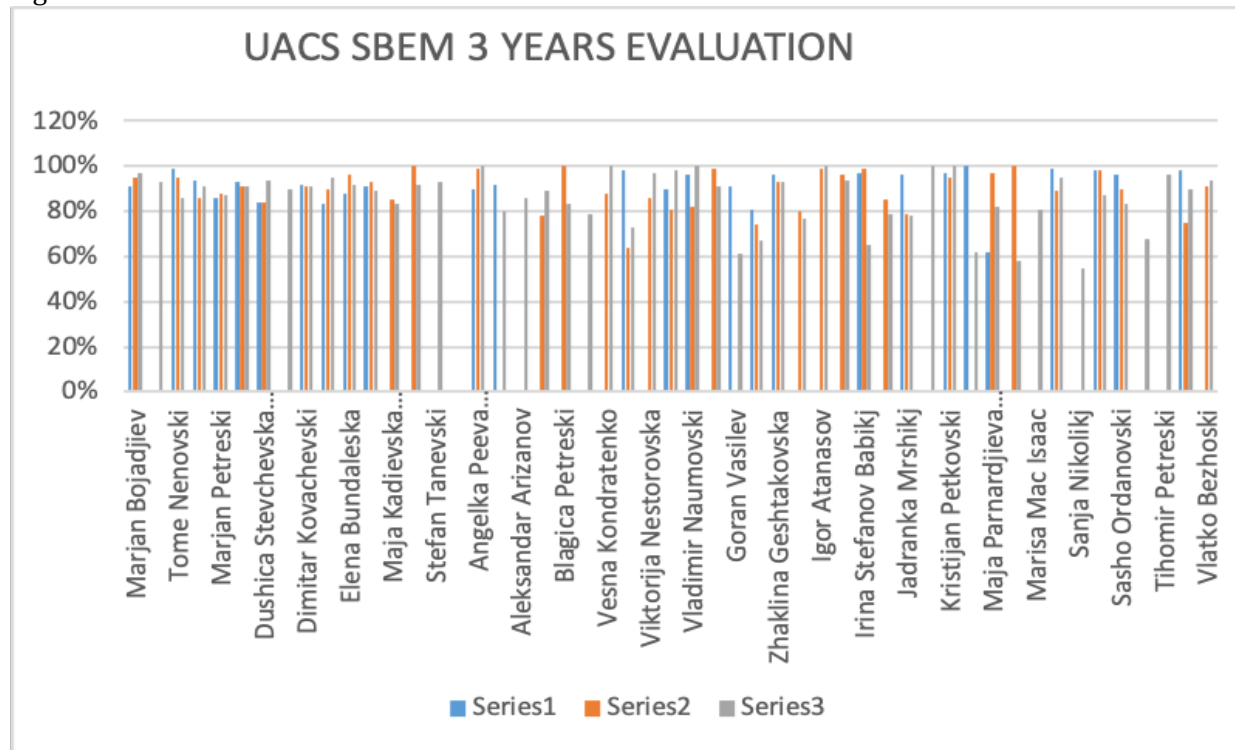
**a. how you monitor/evaluate your faculty's teaching.**

In 2011, UACS adopted the Policy on 360 Degrees evaluation. In 2016, UACS amended the Bylaw on 360 Instructor Evaluation.

At the end of each semester, students fill in a questionnaire in order to evaluate each faculty member they have had classes with, and each course they have attended. At the end of the academic year, instructor evaluation questionnaires are sent to the Dean, Management, Vice-Rector for Education, and Staff. The HR Officer is responsible for summing the results for each faculty member, and for providing the average percentage.

For evidence on SBEM's Faculty score, please see Figure 5.

Figure 5. UACS SBEM's Evaluation scores



If a faculty member's evaluation is 70% or below, then corrective measures are undertaken. They might include the following: additional training; coaching by more senior members; change in courses offered; lower AAL. In extreme cases, if the score below 70% repeats in two consecutive years, the University might cancel the contract with that instructor.

For evidence on Individual Faculty score and Questionnaire, please see the document 5.6.b.



**360 Evaluation**  
**Academic Year: 2018-2019**  
**Professor: Marija Andonova**

Dear Professor Marija,

The minimum evaluation score at UACS is 70%. Your student evaluation for undergraduate and graduate studies is 93%.

Congratulations! You have a positive evaluation.

	Dean	Management	Vice-rector for Research	Administration (Records Office, Library, IT, Finance)
%	94%	*	100%	95%

Undergraduate Course	Semester	%
Бизнис математика	Fall 2018-2019	76%
Business Math	Fall 2018-2019	79%
Quantitative Methods – Statistics (Exercises)	Fall 2018-2019	98%
Introduction to Statistics for Business (Exercises)	Fall 2018-2019	90%
Статистика	Spring 2018-2019	97%
Game Theory	Spring 2018-2019	98%
Business Module 1	Spring 2018-2019	87%
Graduate Courses		
Деловен модел 1	April 2019	100%
Average Score on Courses		93%

Note:

- \* The Management will send a note if needed.

	Questions
Dean	1. The instructor prepares the syllabus and materials for the classes.
	2. The instructor applies the prescribed system.
	3. The instructor attends the trainings and seminars organized by UACS.
	4. The instructor attends the School's important meetings.
	5. The instructor informs about the required literature.
	6. The instructor attends public events, and similar activities organized by the School.
Vice-Rector for Scientific Research Work	1. The instructor publishes scientific publications.
	2. The instructor gives reports on his/her scientific research work.
	3. The instructor participates in conferences, research projects and stays.
Staff	Record's Office
	1. The instructor submits the grades.
	2. The instructor uses the grade keeper.
	3. The instructor respects the Procedure for cancellation of the classes.
	4. The instructor's behavior is on a high professional level.
	Library
	1. The instructor respects the prescribed deadlines for submitting materials/tests for printing.
Staff	Staff
	1. The instructor's behavior is on a high professional level.

At the beginning of the Spring semester (AY 2019/2020), the HR Officer started the process of developing a Bylaw on 360 Evaluation, and of evaluation questionnaires. Due to the pandemic, the process was postponed, and now a new Bylaw on 360 Evaluation is in progress. The final goal is to have students' evaluations on instructors by the Dean, Vice-Rector for Research, Management, and staff members, as well as evaluations on Deans, Vice-Rector for Research, Management, and Staff by the faculty members.

After the pandemic outbreak, the classes were organized online; therefore, we modified the questionnaires in order to evaluate the online teaching methods. We had a positive evaluation - the students' evaluation of online classes was 88%.

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

Quality Circle Meetings – During the semester, the Dean organizes a meeting with the students. At these meetings, the students have the opportunity to discuss the potential issues and problems they have during their studies, either with the course materials and contents, or with the instructors.

Quality Circle Meetings are an excellent instrument for qualitative assessment of the teaching and education process. For more illustration, please see [here](#).

**Student Advising Sessions** – Please see the report on Student Advising and Counseling in Standard 6 (Criterion 6.2.2)

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

Scholarly Activities – The main way to evaluate the faculty's scholarly activities is through the 360° Evaluation (explained in point a.). Also, every year, faculty members submit reports to the Vice-Rector for Research. These reports include all their activities regarding paper publications, conference participations, and attendance at trainings, seminars, workshops, or working on projects. As part of the 360 Evaluation, Vice-Rector for Research evaluates each faculty members. In this way, UACS is supplied with information about how many of the faculty members are involved in the research process.

**Professional Activities& Service activities** – So far, UACS does not have a policy or bylaw on how to monitor the professional and service activities of the faculty members. Their service activities are reported in the AAL table.

**d. how you monitor/evaluate your faculty's business and industry relations.**

UACS has a policy on encouraging its full-time and part-time professors to be engaged in industry relations.

We don't have a formal system of monitoring.

However, we use every opportunity, especially a strategic planning session, to promote UACS faculty achievements, like being elected as a Board member, Minister, President, etc.

**e. how you monitor/evaluate your faculty's development activities.**

First of all, we have a contract policy that is being renewed on 3 years (for TA-s) to 5 years (for assistant and associate professors). The only way for a faculty to get a promotion or renewal is to submit a certain number of research activities and a positive teaching evaluation.

- Kadievska Vojnovikj enrolled at PhD. After completion, she might apply for Assistant Professor
- Ivona Mileva, has published, and is expected to finish DBA. After completion, she might apply for Assistant Professor
- Aleksandra Nakjeva-Ruzhin completed her PhD in 2019 and is expected to be promoted to Assistant Professor (currently a Professor of Management Practice)
- Goran Vasilev completed his PhD and is in the final stage of being promoted into Assistant Professor (currently a Professor of Management Practice)
- Vladimir Stefanovski completed his MBA in 2019, and can now be elected for Teaching Assistant (previously industry expert)
- Tihomir Petreski completed his MA in 2020, and can now be elected for Teaching Assistant (previously industry expert)

Besides the above mentioned, research development is annually reviewed.

**f. how you monitor/evaluate your faculty's consulting activities.**

We don't have a formal system. However, we encourage it both individually and institutionally (via UACS).

Every consulting and project activity conducted via UACS has a 7% overhead, which is extremely competitive regarding other universities. In that sense, most of the professors prefer to use UACS as a vehicle since the institution brings reputation and credibility.

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

UACS is a student-centered institution. Our mission is to deliver excellence in higher education - memorable experience based on top notch experience and research.

There are many ways in which we demonstrate student focuses and engagements:

- Participant-Centered Learning: More than 16 UACS faculty members passed the EFER training for participative centered learning and we proudly embrace teaching by cases where students are in the center of the discussion.
- Guest speaker – every faculty member tries to invite at least one guest speaker - a significant member of the community (Ex. During the Fall Semester in Academic Year 2019/2020, prof. Stevo Pendarovski, PhD, the President of Republic of North Macedonia (former full

professor at UACS) and H.E. Kate Marie Byrnes, the US Ambassador to North Macedonia, addressed UACS students with a lecture titled “Democracy, personal freedom and rule of law – the principles of NATO, principles of the Republic of North Macedonia”)

- Visit to institutions – The best experience is to visit institutions (Ex. Students of Finance and Economics visit Central Bank, Ministry of Finance, Macedonian Stock Exchange)

- We have a policy to be modest in spending, with one exception – STUDENTS – for whom we provide: Literature, Electronic Library (Harvard Business School simulations)

- Global Understanding – For ten years, University American College Skopje has been a member of the international organization of Global Partners in Education. There are currently 43 universities from 23 countries on all continents which take part in this initiative. UACS is the only Macedonian higher education institution that is part of this organization.

- Double Degree with Tor Vergata - fantastic opportunity for students from Skopje to get a degree from one the TOP 50 Universities in Europe.

**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, and**

Compensation is based on perks.

Salaries increase with the position - we have a Decision on Salaries: 36, 000 for Assistant Professor; 40, 000 for Associate; and 44, 000 for a Full Professor)

1. Position is based on achievement and time (HR policy + HEA)

2. Individual achievements – funding research projects

3. Scholarships for junior members

Scholarships for Master or Doctoral Degree at UACS, or other Universities (decision adopted in January 2020) e.g. Marija Andonova, MA, holds an UACS doctoral degree scholarship in order to be promoted from a Teaching Assistant to an Assistant Professor; Additional salary for Master thesis mentorships (decision adopted in July 2020); Financial funds for papers publication and conferences participation; Additional salary for courses held during the Summer Semester (decision adopted in July 2020); Bigger salary after the promotion into higher academic title.

4. Sabbaticals – In the Macedonian system, there’s no tradition to take sabbaticals. However, UACS 5. Board grants sabbaticals to its top performers (M.Petreski, N.Mojososka Blazhevski, I.Petrovska)

5. Staff is eligible for increase in salaries based on the expansion of their job obligations. (D.Micevski, PR & marketing Coordinator is additionally paid for his engagements in Social Media activities for AHSS)
6. Staff gets birthday bonus
7. We recognize long working hours in one of the 2 ways: a) days off, or b) extra payments

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

The evaluation system is occasionally improved. For instance, professors might initiate improvement of a questionnaire and it is discussed by the Rector's Board. If approved, we implement the change.

**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.**

**Present in an appendix a copy of your faculty handbook, or equivalent, and here explain how it is disseminated in your institution. If this appendix does not address these bulleted items, please explain why not.**

- faculty development, including eligibility criteria, regulated by UACS HR Policy and HEA, Decision on Funding Professional Development of the faculty members (examples:M.Andonova, V.Deskov (School of Architecture and Design)-Doctorate at the University of Zagreb,Croatia, Ana Velinova (School of Architecture and Design)-Doctorate at the University of Zagreb,Croatia)
- tenure and promotion policies - regulated by UACS HR Policy and HEA
- evaluation procedures and criteria – UACS Policy on 360 Evaluation
- workload policies – Policy on Academic and Administrative Load
- service policies – also regulated by the Policy on Academic and Administrative Load
- professional expectations - regulated by UACS HR Policy and HEA
- scholarly expectations- regulated by UACS HR Policy and HEA
- [termination policies](#) – stipulated in the employment contract; for instance, neither UACS nor the faculty can terminate the contract during the semester
- policy on salaries – Board of Director decision on Salaries and Wages
- faculty orientation – regulated by a the Policy on the Socialization and Training Seminar

**Explain how your institution improves these procedures, policies, and practices.**

In general, these are the ways:

1. Legal changes, or changes in the environment which require adaptation of UACS policies; for instance, HEA of 2015 required Web-of-Science indexed papers for Full professor, so we had to adjust the policies accordingly.
2. Need identified by UACS; for instance, in 2018, the Provost & Marina Andeva, the Secretary General, initiated a revision of UACS acts. Because there were too many, so we had to shorten the list.
3. Need identified by the UACS development; for instance, in 2014, we received accreditation for doctoral programs upon which we developed bylaws.

All UACS procedures, policies, and practices are available [here](#).

**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.**

**In addressing Criterion 5.7.2, please describe or explain:**

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

The development needs are usually determined by the employee's working position. For example, for the faculty members, it is logical that they would like to be promoted to higher position titles.

For teaching assistants, it is necessary to gain their doctoral diploma, in order to start teaching as professors. Assistant Professors need more papers published, in order to be elected to Associate Professors. Usually, each faculty member is free to talk about their development needs, and, based on their evaluation, work progress, and the financial situation, UACS makes a decision whether to support their development need.

For staff members, UACS strives to provide internal trainings, or to engage employees into external seminars, workshops, and trainings.

For example:

- Monika Jakimova, librarian, attended a COBIS (Network of Balkan Libraries in Macedonia, managed by the National and University Library) training in order to perform better in her work at the library.
- Liljana Bunjevac, the Chief Finance Officer, was sent to Istanbul University in order to gain international experience, and to improve her knowledge of the Turkish language.



**b. what orientation and training programs are available**

- For new members, we organize Socialization and Training seminars,
- For all members, we organize professional development seminars: Teach, Research, IT skills and others, as presented in table 5.2.2.a.
- UACS also supports individual applications for conferences and other events.

For more evidence, please see the Figure bellow.

Papers financed by UACS 2019/2020		
Employee	Paper	Journal
Marija Andonova, MA, and Asst. Prof. Ivana Trajanoska-Stefanovikj	The challenges of developing effective writing skills for academic purposes in students in the Republic of North Macedonia / KNOWLEDGE – International Journal, vol. 32 (IF)	
Prof. Marjan Petreski, PhD	Assessing the early effects of the 2019 progressive and higher personal income tax in North Macedonia: A classic case of tax avoidance? / Economic Letter (IF)	
Assoc. Prof. Elena Bundaleska, PhD, and Assoc. Prof. Vladimir Naumovski, PhD	The Influence of Board Independence and Internal Audit Function on Company's Performance, Study of Macedonian Companies. / EMAN 2020 Conference Proceedings Pre-draft, and other partner journals	
Participations at conferences financed by UACS 2019/2020		
Employee	Conference	Paper
Prof. Ana Tomovska Misoska, PhD	Psychology for all - The importance of contact in promoting better interethnic relations among primary-aged children	
Marija Andonova, MA	Economic and social inclusion in an age of political uncertainty in South East Europe / Determinants of female (in) activity on labour market: A comparative perspective within a group of Mediterranean and South-Eastern Europe countries	

On top of the above mentioned, UACS sponsors all UACS faculty members to publish in the peer-reviewed Conference Proceedings of the Annual International Conference on European Integration, which is published on EBSCO HOST. The 2020 edition can be accessed on the following [link](#).

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

At the moment, UACS does not have such policy. Generally, the faculty and staff have the freedom to talk about their development need. The UACS HR Officer meets with every faculty and staff member, in order to get input about their professional and development needs.

**d. how you allocate faculty and staff development resources;**

Basically, a) needs-based, and b) available resources.

For instance, at the beginning of every year, we set a funding budget which is available to everyone, no matter whether it is a full-time or a part-time faculty.

Funding for Masters and Doctorates is on a needs basis: Faculty needs and UACS needs.

These past 5 years we mostly sponsor the School of Architecture as there is no PhD program in Skopje, and we need future professors. We have sponsored Marija Andonova as a valuable member and since we need someone to teach quantitative courses. Also, we have offered subsidies to other faculties like: Ivona Mileva and Maja Kadievaska Voinovich.

**e. how you make development activities available to part-time faculty members; and**

Part-time faculty members are encouraged to continue with their education, i.e. to finish Master's or Doctoral Degree. Also, part-time faculty members are invited to participate in each seminar, training, workshop organized by UACS. For example, after the coronavirus pandemic, UACS organized many webinars for online teaching development, which were available for both part-time and full-time faculty members.

We also encourage part-time faculty members to participate – for instance, EFER training was attended by 16 UACS faculty members out of whom about 40% were part time (D.Kovachevski, Z.Nikolovska, J.Mrshikj, Full time: M.Bojadjiev, N.Kostovski, A.Tomovska-Misoska, M.Dimitrova).

**f.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**

Sabbaticals, and work leaves are determined with the UACS Bylaw on Vacations and Leaves. They are available to top notch performers; so far only three.

**Sabbatical during academic 2019/2020 year** - prof. Marjan Petreski, PhD, Vice-Rector for Research was on a sabbatical during the fall semester, since he had been awarded a Ronald and Eileen Weiser Professional Development Award to pursue his research at the University of Michigan.

Previous sabbaticals: Prof. Nikica Mojsoska-Blazhevski, and Prof. Ilijana Petrovska, PhD

**Criterion 5.8.1. Faculty members must be actively involved in professional activities that will enhance the depth and scope of their knowledge and that of their disciplines, as well as the effectiveness of their teaching. The institution must demonstrate a reasonable balance of scholarly and professional activities by the faculty as a whole, consistent with the stated institutional mission.**

**Scholarship:**

**To demonstrate compliance with Criterion 5.8.1, describe or explain:**

**-the types of scholarly research in which your faculty members are involved;**

**-the publications in which your faculty members have recently published;and**

**how you improve the balance and degree of faculty involvement in scholarly and professional activities -that support the fulfillment of the institution's mission.**

**Scholarship is defined to include four types of intellectual activity. They are: (1) the scholarship of teaching; (2) the scholarship of discovery; (3) the scholarship of integration; and (4) the scholarship of application. These four types of scholarship are to be equally recognized, accepted, and respected, and the overall performance of each faculty member is to be carefully assessed and held to a high standard of excellence. Each of these types of scholarship is discussed further below:**

**The scholarship of teaching can be the most rigorous scholarship of all. It starts with what the teacher knows—teachers must be widely read and intellectually engaged in their fields—but teaching becomes consequential only when knowledge can be conveyed and is understood by others. ...**

**The scholarship of discovery is the closest to what is meant by the term "basic research"**

**The scholarship of integration seeks to interpret, to draw together, and to bring new insights to bear on original research. The scholarship of integration means fitting one's work into larger intellectual patterns. The scholarship of integration is necessary in dealing with the boundaries of the human problems of today, which do not always neatly fall within defined disciplines. It is essential to integrate ideas and then apply them to the world in which we live. Writing comprehensive articles and monographs, participating in curricular innovation, conducting interdisciplinary seminars, and textbook writing are examples of the scholarship of integration.**

**The scholarship of application moves toward the active engagement of the scholar. It focuses on the responsible application of knowledge to consequential problems. In the past, this type of activity has been called applied research and/or development.**

The Scholarship of Teaching: is fully embedded in all our efforts and seminars to improve our teaching capabilities;

The Scholarship of Integration: in terms of monographs and other forms, this is not a standard policy at UACS; therefore, we do not support faculty members to publish their own monographs and textbooks. However, a few monographs and textbooks have been published by the following faculty: Tome Nenovski, Ninko Kostovski, Zoran Sapuric.

The Scholarship of Application: Closest to this definition might be the patent granted to UACS faculties: Marjan Bojadjev, Ana Tomovska and Miodraga Stefanovska. The patent refers to a new model of measuring Organizational Culture and Organizational Alignment (see the [VOX official website](#))

The Scholarship of Discovery is the dominant form at UACS.

Faculty members are encouraged to publish, mostly in international journals. In the last 5 years, a legal requirement has been introduced saying that "in order to get promoted, a professor needs to publish in a journal that meets the following minimal standards: "to exist more than 5 consecutive years, to have an Editorial Board of at least 5 countries, etc. Thus, most of UACS faculty members' papers meet these requirements.

In addition, a number of professors have also published in journals indexed on the Web of Science database. For more evidence, please see the figure bellow.

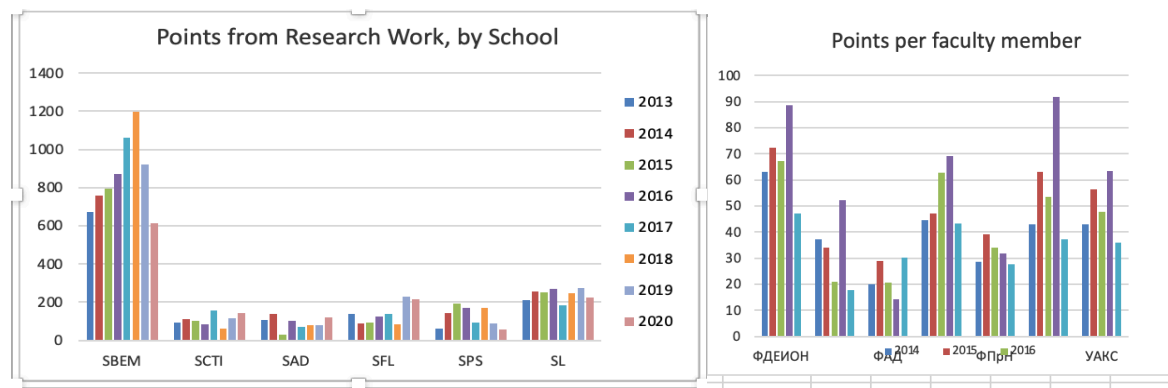
Indexed on the Web-of-Science journals			
Professor	Paper	Journal	
Petreski, M	Breaking up the vicious cycle of poverty: How to improve school performance of children from low-income households in Macedonia?	<i>Croatian Economic Survey</i> , 19(2), p.5-46.	2017
Petreski, M	The size and effects of emigration and remittances in the Western-Balkans: Forecasting based on a Delphi process.	<i>Südosteuropa: Journal of Politics and Society</i> , 65(4), p. 679-695.	2017
Petreski, M	Tariff-induced (de)industrialization: An empirical analysis.	<i>Comparative Economic Studies</i> , 59(3), p.345-381.	2017
Petreski, M	Youth survival on the labour market: Comparative evidence from three transition economies.	<i>The Economic and Labour Relations Review</i> , 28(2), pp. 312-331.	2017
Petreski, M	Labor-market scars when youth unemployment is extremely high: Evidence from Macedonia.	<i>Eastern European Economics</i> , 55(2), p.168-196.	2017
Petreski, M	Remittances as a Shield to Vulnerable Households in Macedonia: The Case When the Instrument is Not Strictly Exogenous.	<i>International Migration</i> , 55(1), p.20-36.	2017
Vaneva, M	Pragmatics of English Speech Acts: Compliments Used by Macedonian Learners	International Journal of English Linguistics, Ontario: Canadian Centre of Science and Education, Vol. 8. No 5, 2018.	2018
Petreski, M	New light on remittances-poverty-health nexus in Macedonia.	<i>International Migration</i> , 56(5), p.26-41.	2018
Petreski, M	Public provision of employment-support services to youth jobseekers: Effects on informality and wages in transition economies.	<i>International Journal of Manpower</i> , 39(6), p. 820-839.	2018

Petreski, M	Is informal job experience of youth undermining their labor-market prospects in transition economies?	<i>Open Economies Review</i> , 29(4), p. 751-768.	2018
Petreski, M	Has CEFTA increased members' trade? Evidence with an enlarged set of plausibly exogenous instruments.	<i>Czech Journal of Economics and Finance</i> , 68(3), p. 294-317.	2018
Petreski, M	Does motherhood explain lower wages for females in Macedonia?	<i>Ekonomika istrazivanja - Economic Research</i> . 31(1), p.352-375.	2018
Dodovski I	Balkanism Revisited: Overcoming the Old Western Stigma of the Balkans	Europe and the Balkans, 7-18	2018
Mojsoska-Blazevski, N., Petreski, M. and Stojanoska, D.	Female labor-market inactivity in a traditional society: Should we change the culture?	Social Exclusion and Labour Market Challenges in the Western Balkans, Cambridge Scholars Publishing	2020
Ivanovska Deskova, A., Deskov, V., and Ivanovski, J.	Challenging Disregard: The Case of the Telecommunication Center in Skopje. <i>SITA - Studies In History And Theory Of Architecture</i> , 7, 205-219.		2019
Petreski, M	Exploring diaspora contribution for Macedonia's development.	<i>Southeastern Europe</i> , 43(3), p.304-320.	2019
Petreski, M	Remittances and labour supply revisited: New evidence from the Macedonian behavioural tax and benefit microsimulation model.	<i>Migration Letters</i> , 16(2), p.219-236.	2019
Stefanovska-Petkovska, Bojadjev MI., Ilijana Petrovska , Ilijana `Schaefer, and Ana Tomovska	The Effects of Organizational Culture and Dimensions on Job Satisfaction and Work-Life Balance	Montenegrin Journal of Economics	2019
Stefanovska-Petkovska M, Stefanovska VV, Bojadjeva, S, and Bojadjev, MI.	Psychological distress, burnout, job satisfaction and intention to quit among primary healthcare nurse	Health Serv. Manage Res.	2020
Vaneva M., Bojadjev M.I.	"English Zero Derivation Revisited: Nouning and Verbing in Online Business Articles"	International Journal of English Linguistics, Canadian Center of Science and Education, Vol. 10, No.6, Dec.2020	2020

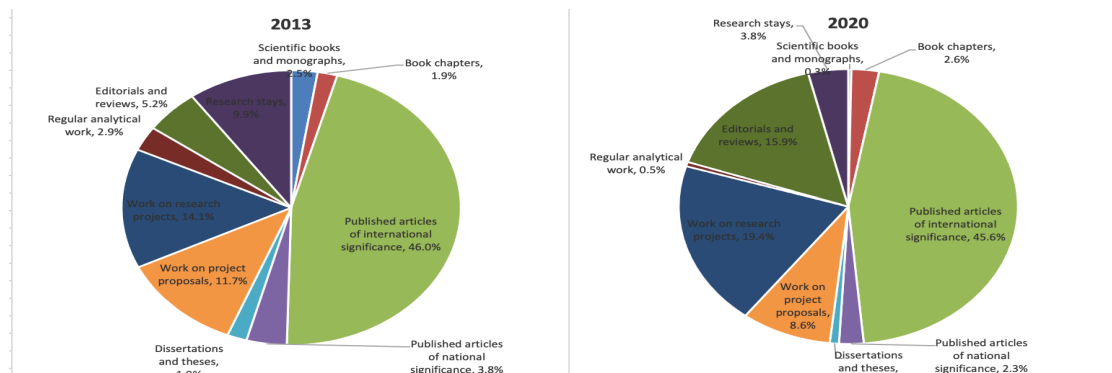
Petreski, M	Has globalization shrunk manufacturing labor share in transition economies?	<i>Journal of Comparative Economics</i> . DOI: 10.1016/j.jce.2020.07.010.	2020
Petreski, M	Dynamic microsimulation modelling of potential pension reforms in North Macedonia.	<i>Journal of Pension Economics and Finance</i> .	2020
Petreski, M	Expectations Set High: Understanding Reservation Wages in North Macedonia.	<i>Review of Social Policy</i> , 27(2), p.171-192.	2020
Petreski, M	Winners or losers? Workers in transition economies under globalization.	<i>Post-Communist Economies</i> , 32(4), p.468-494.	2020

However, the full list of the UACS SBEM publications is much longer. It can be seen in Appendix.

Here is the list of UACS SBEM. In general, we can track the UACS SBEM's publishing activities via the following charts:



As can be seen, SBEM (the first column on the left) has the highest score and the last column on the right is UACS total.



### 5.8.2. Professional Activities:

The concept of "actively involved" intentionally implies that meeting attendance, though desirable as a professional activity, is not sufficient to demonstrate active engagement in scholarship.

The concept of "reasonable balance" indicates that all four areas of scholarship (teaching, discovery, application, and integration) and professional activities described below should be represented in the activities of the faculty as a whole. Though the extent of representation and the balance may vary from institution to institution based on mission, it is expected that students will be exposed to faculty members with a full range of scholarly and professional activities.

It is also expected that each faculty member be continuously and actively engaged in scholarship and professional development activities. If adjunct faculty members provide a significant portion of instruction, they must also demonstrate their contribution to the scholarship and professional development activities of the department or school

For the purposes of this standard, professional activities are defined as:

- activities involving the use of professional expertise in helping solve practical problems in either the private or public sectors (e.g., professionally-related consultation, policy analysis, etc.);
- activities in support of professional organizations (e.g., attending and participating in professional meetings and performing in



leadership roles in professional organizations); and

- professionally-related service activities directly tied to the academic discipline of the faculty member and consistent with the stated mission of the business programs. (Community and university service activities not directly related to the faculty member's discipline do not satisfy this standard.)

This category is designed to include the routine application of the faculty member's professional expertise in helping solve problems in either the private or public sectors. These may include activities for which the faculty member is paid, as well as for volunteer services. The key determination is "professionally-related." Community activities that are not professionally related are not to be included. For instance, general community service, such as coaching a little league soccer team or delivering meals to shut-ins, would not be considered professionally related.

Professionally related also includes activities in support of professional organizations. This might include: serving as an officer of a professional organization; participation in a professional meeting as a program chairperson, paper presenter or a discussant; or participation in seminars, symposia, short courses, and/or workshops intended as professional development or enrichment activities.

**A. To demonstrate compliance with Criterion 5.8.2, please describe or explain:**

**UACS has a tradition of faculty members involved in various professional activities:**

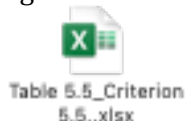
- Marjan Petreski, advisor in the Ministry of Finance (2019), Member of the Board of AMCHAM (2017-2019);
- Tome Nenovski, President of the Rector's Conference of Private Universities;
- Nikica Mojsovska-Blazevski, former UACS Dean, now Head of Macedonia 2025 ([official website](#))
- Zoran Sapuric, Professor of Sustainable Development and Environment, Minister of Environment (2016-2018)
- Marjan Bojadjev, Member of the Board of Directors of Vitaminka A.D. ([official website](#)) (2017--)
- Member of the Managing Assembly of the Chamber of Commerce (2019-- ) and ([official website](#))
- Member of the AMCHAM Board and Vice President (2007-2009)
- Aleksandra Nakjeva-Ruzin, advisor to the Minister of Education for the implementation of distance learning options (2020);

- Ana Tomovska-Misovska, Member of the Board of the Macedonian Human Resources Association([official website](#))
- Dimitar Kovachevski, Deputy Minister of Finance;

- Stevo Pendarovski, Professor of Political Science – President of the Republic of North Macedonia ([official website](#))

**Summarize each faculty member's scholarly and professional activities for the last three years in a table similar to Figure5.6.**

Figure 5.6 Scholarly and Professional Activities – All activities are embedded in Table 5.5.



### **Criterion 5.8.3 Scholarship for Doctoral Programs:**

**A minimum of 80 percent of the academically- and/or professionally-qualified faculty members providing education to doctoral students should actively participate in the scholarship of teaching, discovery, integration, or application. If your institution deviates significantly (five percent or more) from this research participation level, you must explain your explicit rationale for the alternate requirements and provide performance evaluation results to demonstrate that your participation level is sufficient, as related to your student learning and scholarship program objective.**

UACS SBEM is fully aligned with this criterion. What's more, 100% of the teaching faculty in the Doctoral programs is academically qualified. There's even a stricter rule for mentors in the PhD/DBA programs, that is: a) they must have a special license from the Board of Accreditation, and b) the number of students per mentor is limited to three.

Courses in the PhD Economics program, and professors teaching at the Doctoral School

DECO 7110	Macroeconomics: theory and practice	Dr. Tome Nenovski
<b>Electives (choose two)</b>		
DECO 7210	Advanced econometrics	Dr. Igor Velickovski
DECO 7211	Microeconomics of innovation and competitiveness	Dr. Nikica Mojsoska-Blazevski
DECO 7212	Financial analysis	Dr. Jadranka Mrsik

DECO 7213	Bank risk management and Stress testing	Dr. Evica Delova Jolevska
DECO 7214	International money and finance	Dr. Marjan Petreski

#### Courses in the DBA program

DDBA 7110	<u>Organizational leadership: Theory and practice</u>	<b><u>Prof. Marjan Bojadjev, PhD</u></b>
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#### Elective courses (choose 2)

DDBA 7210	<u>Business strategy and innovation for competitive advantage</u>	<b><u>Prof. Snezhana Hristova, PhD</u></b>
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DDBA 7211	<u>Marketing: strategic innovation in a globally diversified world</u>	<b><u>Prof. Ilijana Petrovska, PhD</u></b>
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#### Courses in the ISM program

Code	Module	Professor
DISM 7110	Information Management: Global Strategies and Technologies	TBA
<b>Electives (choose two)</b>		
DISM 7210	Artificial intelligence	Dr. Adrijan Bozinovski

DISM  
7212

Bug Data

Dr. Veno Pacovski

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## **STANDARD 6 - Educational and Business Process Management**

### **Section 6.1 Education Design and Delivery**

#### **Criterion 6.1.1**

The importance of the educational design and delivery is recognized as one of the most demanding and methodological processes since our curriculum undergoes continuous review, revision and change. The process itself is very integral, where faculty's input, collaboration and students' feedback are found to be remarkably valuable. Accordingly, all relevant stakeholders are encouraged to get involved; thus, giving serious consideration to industry trends and needs as a vital element in successful curriculum development and revision. Also, as of the previous ten years, we have been hard-pressed to be dynamically engaged in order to accommodate for the changes in the educational and competitive environment. The whole University has faced hard challenges. The global trends emerged in the external environment have been very unpredictable and thus many new requirements have emerged. In addition, the local economy was faced with big turbulence and great uncertainty. In these circumstances, our core focus has been to be constantly involved in curriculum quality, and its adaptation and improvements following the emerging trends and dynamic labor market needs. Also, considerable effort was made on the ACBSP reaccreditation attainment.

In particular, SBEM has made several academic modifications based on its goals, and in preparation for both the national and the ACBSP reaccreditation process.

**Figure 6.1** indicates the educational design and initiatives for program curricular changes, all of which have been implemented in the past three years.

**Figure 6.1 SBEM Educational Design**

<b>Program</b>	<b>Curricular Changes</b>	<b>Student/Stakeholder Input</b>	<b>Measures</b>
<b>Undergraduate</b>	New course Intro to finance (FINC2010/FINC2011) has been added	Need for a basic Finance course for MARK and MNGT	Undergraduate Program evaluations and student performance
	New course Career Development (MNGT3620/MNGT3621) has been added	To assist students in obtaining entry level employment after graduation	Industry feedback Students employability
	Two courses have been consolidated into one (MNGT3313): Operational and Project Management	Management faculty input	Undergraduate Program evaluations and student performance
	(FINC 3524) Management of Financial Institutions and (FINC 3324) Financial Markets and Institutions courses	Finance faculty and students input	Undergraduate Program evaluations and student performance

	have redesigned their curriculum to avoid overlapping		
	The introductory course (CSCI 1001) Computer Applications has been redesigned	Faculty input	Undergraduate Program evaluations and student performance
	New undergraduate degree "Accounting and Audit" has been added: 7 courses with ACCA exemption	World Bank survey/Industry feedback input	Benchmarking with ACCA/Number of undergraduate AA students Program evaluations and student performance Students employability
	Business Administration Dual Degree with University of Rome Tor Vergata (TV)	Need for an international educational offering	Number of TV students
<b>Graduate</b>	MBA New courses have been added: Innovation Management and Creativity (MNGT 5631), Family Businesses	Industry feedback, Economic changes in professional environment, Input from BC	Benchmarking with other institutions of higher education/ Number of students

	(MNGT4955), and Marketing and Digitalization (MARK 4551)		
	New concentration (HRM) has been added	Input from Macedonian Human Resources Association (MHRA)	Number of HRM students
	New concentration (Audit and Accounting) has been added	Input from World Bank and Certified Auditors Association	Number of AA students Program evaluations and student performance
	New courses have been added: Events Marketing (MARK5531), Consumer Relations Management (MARK4664), and Marketing and Digitalization (MARK4554)	Input from BC, Changes in the professional environment	Number of students taking classes/Graduate

The main workflow for the design and delivery of educational programs and offerings goes through the SBEM Dean's Board. In fact, the major responsibility for the revision and revamping of degree programs, new offerings, and curriculum development is in the hands of the Dean and the Heads of the Departments (HOD). In particular, the latter are responsible for reviewing and assessing the work within the area, for creating



curriculum revision plan, evaluating and gathering data for changes in academic programs and for proposing new educational offerings. Their ultimate responsibility is to coordinate all activities related to the design and evaluation of current and prospective educational programs. The whole process is collaborative and integrative, since it strongly cultivates the need for synchronous data taken from all stakeholders. First, curriculum recommendations from SBEM faculty, both full time and adjunct, are well considered and continuously time structured. Then, input from current students is gathered through various evaluations such as course evaluation surveys and [Quality Circle Meeting\(s\)](#) with students (please see in the Appendix). Finally, feedback from the Business Council based on areas of expertise, experience, micro and macro dynamics of the labor market, industry changes and economic policy are considered a vital piece in a system.

The requirement of the national governing body (Accreditation Board in the Republic of North Macedonia) is for the programs to be re-accredited in every five years. For the time being, we strive for the constant improvement to be embedded within each course curriculum through various innovative methodologies and real based practices. This helps to keep the focus on improving the way things are done on a regular basis. As such, the approach includes continuous improvement of the course outlines and their potential overlapping or synergies because these determine everything we do when instructing our students.

The program curriculum changes made to both undergraduate and graduate majors can be traced in the **SBEM curriculum summary** (found in Appendix) and in **Figure 6.1**. The most recent changes/revisions in accreditations and curricula were conducted in 2017 for the SBEM undergraduate programs/degrees and for its graduate programs in the year of 2018. These have not changed the design of the basic majors, but the process itself has linked to consolidation or design of some new courses. The changes made during the revision process aimed at giving the courses more appealing content as well as implementing new business trends and economic changes in the environment while seriously considering the digitalization process. Parallel to this, a few new concentrations/degrees have been created and input from more stakeholders has helped the process along. Data obtained were from the faculty - full time and adjunct, Business Council members and other professional organizations, student's satisfaction surveys, Quality Circle Meetings with students and other relevant in-house practices.

The curricular changes began with full-time faculty who met with the major HOD to review the curriculum offerings. Basically, in any substantial change of educational design, the process to approve a new course outline program or change an existing one began with the faculty at the department level. Faculty conversations were held at department meetings where course alignment was discussed. Also, the adjunct faculty, having vital knowledge of the major/concentration area, were brought in to consult on the process. When the faculty had determined that course content or course offerings needed to be modified, they brought these proposals for discussion back to the HOD and the Dean. Finally, all curriculum changes

were brought to the Faculty Council's meetings to get the Council's approval. In case of a new course offering and its design, the form so -called " P3" was used to track the content of the course curriculum.

The frequency of course curriculum review/revision process is on an annual basis, usually at the beginning of each academic year, to ensure course quality and consistency. Faculty must follow a common course outline structure for each course, especially in the part where course learning outcomes are required to be relevant and linked with PLOs. This helps to ensure that students meet a set of consistent and foundational outcomes for each course section. Minutes from [SBEM Faculty Council](#), [Dean's Board](#) and [Departments meetings](#) are all archived and they document course initiatives or changes to existing academic programs and courses, discussions and recommendations for curricular change.

How does the curricular development process link with the unit's strategic plan and mission? The process toward the design of educational programs and curricular revisions is implemented within the parameters of the UACS's mission and vision, and by far it is well aligned with SBEM annual and UACS strategic plan (See more in Standard 2), programs goals and learning outcomes, and graduating student's profile. We strive to promote top notch quality of the academic offering throughout the development and implementation of institutional policies and procedures to assess their creation, continuous improvements and implementation.

How is curricular input secured from the unit's stakeholders? We have already pointed out that SBEM's curricular revision is the result of an extensive process that takes many hours to synchronize the discussion, evaluation, and feedback gathered from key stakeholders like: faculty, current students, alumni, BC members and other employers. Input from SBEM faculty is found to be instrumental in early stages of the process about labor market trends and needs due to their practical experience and active participation in professional associations. Input from current students is gathered through various assessments such as ongoing semester assessments (for more information please see: Quality Circle Minutes of Meetings in Appendix) or their end-of-course evaluations and helped in the elimination, consolidation or creation of courses. Last but not the least, one of the distinctive competencies of the University is the active participation and diversity of business practitioners that participate in teaching at SBEM as experts of practice. Through their engagement in the teaching process and providing internships for the students, they give valuable feedback that has been instrumental in shaping the curricular revision process.

### **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);**

SBEM offers an undergraduate and graduate level degree programs. The programs for undergraduate and graduate levels are designed to be completed in 3+1+1 years, with an option of fully transferring credits from other accredited institutions. The undergraduate programs offer three-year degree programs (Business Administration with major in Management, Marketing, Finance, HR, Dual degree in Business Administration) during which the student acquires a minimum of 180 ECTS and a degree title in the specified field. Only one four-year degree (Audit and Accounting) is offered during which the student acquires a minimum of 240 ECTS (as indicated in [Figure 6.2.](#)).

The Audit and Accounting (AA) and Human Resources Management (HRM) are not ACBSP accredited, since we have started with enrolments in 2016. The first generation of AA has graduated in September 2020.

Students that are enrolled in the three-year programs are expected to complete their major in 6 semesters. Statistics show that this usually takes the cohort 3.3 years to complete a degree. Students that are enrolled in the four-year programs are expected to complete their major in 8 semesters or 4 years. The first generation of graduated students is expected during the year of 2020/21. The Programs are primarily offered in the traditional, face-to face instruction model. As a response to Covid-19 pandemic, we have had to react quickly and adapt to blended and distance learning. Part-time studies are offered only for undergraduate students and are designed to be an option for working adults. The average time for a student to graduate ranges from three and a half to five years.

Graduate studies offer the possibility of acquiring the title Specialist or Master in the specified academic field. A Specialist Diploma/Degree is one level beyond the three-year Bachelor and it is granted upon successful completion of 60+ ECTS, which follows the 3rd year program, and takes on average one year to complete. A Master Diploma/Degree is one level beyond the Specialist diploma and it is granted upon successful completion of 60+ ECTS, which follows the 4th year programs, and takes on average one year to complete. More specifically, the specialization studies last one 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.

**Figure 6.2**  
**Table for Degree Programs**

<b>Programs</b>	<b>Time to degree</b>	<b>Delivery method</b>	<b>Coverage hours (ECTS)</b>
MBA exec.	1 year (2 semesters)	Classroom format	60 ECTS
MBA with concentration	1,5 year (3 semesters)	Classroom format	90 ECTS
MBA with concentration	2 years (4 semesters)	Classroom format	120 ECTS
MA/MS with concentration (3+2)	2 years (4 semesters)	Classroom format	120 ECTS
MA/MS (4+1)	1 year (2 semesters)	Classroom format	90 ECTS
Specialization (3+1)	1 year (2 semester)	Classroom format	60 ECTS
Bachelor in Business Administration with concentration in Management, Finance, Marketing and HR	3 years (6 semesters)	Classroom format  Internships	182 ECTS
Bachelor in Business Administration and Economics –Dual Degree	3 years (6 semesters)	Classroom format  Internships	180 ECTS

Program with Tor Vergata University of Rome			
Bachelor in Audit and Accounting	4 years (8 semesters)	Classroom format  Internships	240 ECTS

**NOTE:** Besides all SBEM undergraduate and graduate studies described above, we apply for ACBSP accreditation of the Doctoral Business Programs. The Doctoral School exist as a unit of the University at a level of a Committee, despite its labelling as "School". Presently, we run four PhD Programs of which two-PhD in Economics; Doctorate of Business Administration-are accredited at SBEM; one PhD in Business Law, as a joint program of SBEM and School of Law; and one PhD in Information System and Management as a joint program of SBEM and School of Computer Informatics and Technology. For all the programs, the titleholder is SBEM so that the first two are considered pure business programs, while the latter two are considered business-related programs. The first doctoral degree students have graduated in September 2020.

Presently, the UACS Doctoral School is not ACBSP accredited and therefore any ACBSP Standards and Criteria are not yet set in the manner to be followed and complied to. However, the intention is for the School to apply for ACBSP accreditation and any pre-accreditation compliance requirements will be assessed then. Full report to apply for ACBSP accreditation may be found in the section "Introduction" and also [here](#).

What are delivery methods? All degree programs offered at UACS are taught by using a combination of the following delivering methods: traditional classroom lectures, seminars, laboratories, workshops, something that requires face-to-face interaction with faculty. Courses are delivered by a variety of instructional strategies including lectures, problems and cases discussions, role plays and scenarios as well as teamwork projects and application exercises. Most faculty use complementary strategies such as online work using Moodle platform for home and class assignments. Class attendance is required. The mastery of the subject content is demonstrated through the successful performance on mid-term and final tests, team projects, home assignments and variety of other assessment tools. Credits are earned by completing a class with a final grade of A, B, C or D. Final grades of F earn no credits. For the Internship course, the student must complete at least one-month internship in each academic year.

Noticeably, about half of the AY 2019-20 schedule for SBEM was delivered online due to Covid-19. Once the safety measures had been brought by the Ministry, we only needed an extraordinarily short time to readjust to hybrid education, which entails synchronous teaching, or distance learning through video conferencing, and asynchronous learning, through a learning platform that aims at guiding learning (Learning Management System – LMS). UACS was the first and the only higher education institution in the country with platforms that supported a hybrid model of teaching. The LMS platform was already established, and the Moodle version merely needed to be upgraded so that it could support an online examination. This successful implementation was due to the UACS IT proactive team as well as to our partner from the USA, Solaris Intelligence. Webex platform was

used to enable video-conferencing with tremendous support from the Cisco Team in Skopje, but from the team in California as well. With all this we managed to maintain the high quality of our education and teaching, to the great pleasure of our students, faculty and other stakeholders.

**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**

The educational system in North Macedonia, which accredits the University, prescribes recommendations according to the Law on Higher Educational and the Bologna Declaration. All programs offer students to earn academic credits: the European Credit Transfer System (ECTS) suggests 25 hours of learning time per academic credit. Student workload ranges from 1,500 to 1,800 hours for an academic year. Forty-five (45) contact hours equal a three-credit course and sixty (60) contact hours equal a four- credit course. Usually, the basic and intermediary courses carry 6 ECTS, and advanced courses - 8 ECTS. The total number of lectures, labs, internships and independent study should be from 150 to 200 hours of time vested into the course for the duration of one semester. Typically, one 3-credit-hour course which is analogous to the 6 ECTS, that is the official credit rating for a typical course in our university, should be delivered in a span of 16 weeks (one semester) and at least 39 hours of contact time with students. Additional 6 hours are counted during midterm and final examinations, which lead to 45 hours per semester. Each individual class lasts for 50 minutes, certain classes are linked together in a 3-hour block classes, and there are breaks of 10 minutes in between each class. Students get ECTS credits – credit hours for grades that are above 60% on a scale from 1 to 100. The requirements for graduation are: GPA 1.67 or 70%. For students that fall short of the 1.67 benchmark, they will retake additional courses to increase their GPA standing.

**a) 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**

Not applicable

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

**Programs that include a B.A. (with a business major), B.S. (with a business major), B.B.A., B.S.B.A., or objectives that imply general**

**business preparation with or without a functional specialization must include a coverage of the Common Professional Component (CPC) at the level prescribed by the ACBSP. The CPC as outlined below must be included in the content of the courses taught in the undergraduate programs of all accredited schools and programs. Each CPC area must receive a minimum coverage of two-thirds of a three (3) semester credit-hour course (or equivalent) or approximately 30 coverage hours. Courses that cover the business portion of the program should cover at least 30 hours of the CPC recommendation.**

The coverage of Common Professional Component (CPC) was determined taking into consideration the knowledge, skills and capabilities that the student will develop in each course to fulfill the student learning outcomes and labor market requirements. Our SBEM program courses exceed the minimum guidelines of offering 30 coverage hours for each Common Professional Component (CPC) area. The total number of class hours for a typical academic program equals from 4,500 to 5,400 notional learning hours. Please see also Figure 6.3 (Curriculum Summary) and 6.5 found under the Evidence File tab. All Course Syllabi can be found in the Evidence File in folder “Abb. Course Syllabi”.

[Figure 6.3. Abbreviated Course Syllabus](#)

[Figure 6.4. Completed Abbreviated Course Syllabus](#)

**Figure 6.5a. Table illustrating Undergraduate Common Professional Component (CPC) Compliance  
(MANAGEMENT; MARKETING; FINANCE)**

	Functional Area				The Business Environment				Technical Skills		Integrative Areas		Total
	MKT	FIN	ACC	MNG	LAW	ECO	ETH	GLO	IS	STA T	POL/CO MP	INT	
(MNGT 1001)	2	2	1	16	2	2	8	4	2	2	2	2	45
(ECON 1001)	2	3	2	5	4	12	2	2	1	2	7	5	47
(FINC 1001)	0	2	25	1	2	2	4	1	2	1	1	4	45
(MARK 1001)	20	2	0	3	1	2	2	2	3	3	3	5	47
(ECON 2101)	1	2	1	1	3	30	1	3	1	1	2	2	45
(FINC 2101)	1	1	0	25	1	0	3	3	2	5	1	3	45
(FINC 2011)	1	13	2	2	0	18	1	3	1	1	1	2	45
(ECON 2411)	0	5	5	5	5	10	5	5	0	5	0	0	45



(MNGT 3121)	5	5	4	20	2	2	2	4	4	4	2	6	60
(MNGT 3601)	1	2	3	3	2	5	3	7	4	4	2	4	46
(MNGT 3114)	3	5	1	11	3	3	2	6	7	2	5	12	60
(MNGT 3314)	2	4	2	18	2	2	4	4	8	2	6	6	60
(MNGT 3514)	3	3	1	26	1	8	1	6	3	1	3	7	63
(MARK 3924)	20	2	0	9	0	4	2	8	2	2	4	12	65
(MARK 2501)	40	1	0	3	0	0	3	4	3	7	1	3	65
(MARK 3101)	28	0	0	3	2	2	4	4	10	10	2	2	67
(MARK 3614)	2	4	2	18	2	2	4	4	8	2	6	6	60
(MARK 3705)	3	3	1	26	1	8	1	6	3	1	3	7	63
(MNGT 3904)	20	2	0	9	0	4	2	8	2	2	4	12	65
(MARK 3401)	40	1	0	2	1	1	2	4	1	0	2	10	64
(MARK 3711)	15	2	0	3	1	4	2	6	10	1	3	20	67

(FINC 2101)	0	4	30	7	2	0	3	3	3	0	0	3	55
(FINC 3014)	0	26	6	4	2	2	2	4	6	0	4	4	60
(ECON 2401)	0	3	0	2	1	34	0	2	0	0	1	2	45
(FINC 2424)	0	3	0	3	3	42	0	3	0	0	2	4	60
(FINC 3311)	2	25	0	2	3	5	2	5	2	2	6	6	60
(ECON 3504)	0	3	3	3	3	31	1	3	3	1	1	2	60
<b>Total CPC</b>	211	128	89	230	49	235	66	114	91	61	74	151	1509

**Figure 6.5b. Table illustrating Undergraduate Common Professional Component (CPC) Compliance**

**Audit and Accounting Undergraduate Program**

	Functional Area				The Business Environment				Technical Skills		Integrative Areas		Total
	MKT	FIN	ACC	MNG	LAW	ECO	ETH	GLO	IS	STAT	POL/COMP	INT	
MNGT 1001	2	2	1	16	2	2	8	4	2	2	2	2	45
ECON 1001	2	3	2	5	4	12	2	2	1	2	7	5	47
FINC 1001	0	2	25	1	2	2	4	1	2	1	1	4	45
MARK 1001	20	2	0	3	1	2	2	2	3	3	3	5	46
ECON 2101	1	2	1	1	3	30	1	3	1	1	2	2	48
FINC 2101	1	1	0	25	1	0	3	3	2	5	1	3	45
FINC 2011	1	13	2	2	0	18	1	3	1	1	1	2	45
ECON 2411	0	5	5	5	5	10	5	5	0	5	0	0	45
ACC 2001	0	5	18	2	7	2	5	0	5	0	2	0	46
FINC 2301	2	20	0	1	2	5	2	3	2	1	1	6	45
MNGT 3121	5	5	4	20	2	2	2	4	4	4	2	6	60

MNGT 3111	3	5	1	11	3	3	2	6	7	2	5	12	<b>60</b>
ACC 3001	0	10	20	6	4	8	4	0	4	0	4	0	<b>60</b>
ACC 3101	10	4	24	6	2	0	4	2	0	2	6	0	<b>60</b>
ACC 3301	4	2	40	4	4	0	2	0	0	2	2	0	<b>60</b>
ACC 3201	4	2	40	4	4	0	2	0	0	2	2	0	<b>60</b>
(FINC 3014)	0	26	6	4	2	2	2	4	6	0	4	4	<b>60</b>
ECON 3401	0	3	0	2	1	34	0	2	0	0	1	2	<b>45</b>
FINC 3451	2	4	2	12	5	18	1	5	1	2	2	6	<b>60</b>
FINC 4114	1	2	1	4	2	2	1	2	1	2	1	1	<b>20</b>
FINC 4503	0	0	0	0	1	10	1	8	2	2	0	0	<b>24</b>
FINC 4253	0	22	15	15	5	0	3	0	0	0	0	0	<b>60</b>
ACC 4001	0	10	20	6	4	8	4	0	4	0	4	0	<b>60</b>
FINC 4154	0	9	1	3	1	0	0	1	0	0	5	0	<b>20</b>
<b>Total CPC</b>	<b>58</b>	<b>159</b>	<b>228</b>	<b>158</b>	<b>67</b>	<b>170</b>	<b>61</b>	<b>60</b>	<b>48</b>	<b>39</b>	<b>58</b>	<b>60</b>	<b>1166</b>

**Figure 6.5c. Table illustrating Undergraduate Common Professional Component (CPC) Compliance**

**Human Resource Management Undergraduate Program**

	Functional Area				The Business Environment				Technical Skills		Integrative Areas		Total
	MKT	FIN	ACC	MNG	LAW	ECO	ETH	GLO	IS	STAT	POL/COMP	INT	
MNGT 1001	2	2	1	16	2	2	8	4	2	2	2	2	45
ECON 1001	2	3	2	5	4	12	2	2	1	2	7	5	47
MATH 1001	1	3	2	2	0	3	1	3	7	20	1	2	45
FINC 1001	1	1	28	4	1	1	2	1	1	2	1	2	45
MARK 1001	20	2	0	3	1	2	2	2	3	3	3	6	47
LEGL1001	1	1	0	5	13	2	5	5	3	2	3	7	47
ECON2101	1	2	1	1	3	30	1	3	1	1	2	2	48
MATH2201	1	3	2	2	0	3	1	3	10	17	1	2	45
ANSO2001	3	1	0	4	9	1	14	5	3	0	3	7	50
MNGT2501	1	1	0	25	1	0	3	3	2	5	1	3	45
MNGT2601	3	2	0	13	3	2	10	3	1	0	6	2	45

MNGT2321	20	2	0	3	1	2	2	2	3	3	3	6	<b>47</b>
MNGT3601	1	2	2	11	2	4	3	8	3	2	6	2	<b>46</b>
MNGT3121	5	5	4	20	2	2	2	4	4	4	2	<b>6</b>	<b>60</b>
FINC3201	1	15	1	1	1	15	1	2	1	3	2	2	<b>45</b>
HRMG3101	5	3	2	20	3	3	6	5	2	2	5	4	<b>60</b>
HRMG3201	3	3	2	20	3	2	6	6	2	2	5	6	<b>60</b>
HRMG3301	2	2	3	20	4	2	6	4	4	2	5	6	<b>60</b>
ELGL3711	2	2	0	7	20	2	7	6	3	1	4	6	<b>60</b>
MNGT3514	3	3	1	26	1	8	1	6	3	1	3	7	<b>63</b>
<b>TOTAL</b>	<b>78</b>	<b>58</b>	<b>51</b>	<b>208</b>	<b>74</b>	<b>98</b>	<b>83</b>	<b>77</b>	<b>59</b>	<b>74</b>	<b>65</b>	<b>85</b>	<b>1010</b>

#### **Criterion 6.1.4.a - Curriculum Design Beyond CPC**

**For each program or major, curriculum design must provide breadth and depth beyond the Common Professional Component through advanced and specialized business courses and general education and elective courses, all aimed at meeting student and stakeholder expectations and requirements.**

General education courses, as noted in Figure 6.6 below, are a required curriculum that makes up the foundation of SBEM's undergraduate degree. In all programs, students take courses in Math, Social Sciences, Liberal Arts, Composition and other core subjects.

All SBEM BBA degrees require completion of a minimum of fourteen business courses which focus on the CPC. Courses that are included in the business introductory, business core and areas of concentration all include elements of the CPC in various portions. Six to eight of these courses are core introductory courses required of all SBEM majors. The students are immersed in fundamental business principles, from accounting to marketing, from management to business strategy. The additional seven to nine courses are major specific (for example, marketing courses in the marketing major) and these courses are designed to enable students to develop skills in their specialized areas. In these major specific courses, a significant amount of student learning is accomplished through an active learning model. In these courses, student learning is typically assessed through projects which require skills application. Business plans, marketing plans and completed financial analysis are just a few of the types of projects which are required in these courses. Very often, students are engaged in real-life consulting projects such as completing business and marketing plans or investment feasibility projects for local companies (For more detailed information, please see SBEM real based projects). We believe these active learning projects help satisfy SBEM's mission of service learning and are essential to develop students who are prepared for their chosen profession. Beyond the business introductory and business core courses, students further deepen their business knowledge by specially studying the last portion of the business program or the "concentration business electives" distributed in all concentrations. It provides students with distinctive knowledge in certain professional fields and allows them to select free electives from business program courses. The new Law on Higher Education of the Republic of Macedonia promoted a concept that students must elect 30% of these courses in the entire span of the program. This is portrayed also in Curriculum Summary through the suggested course sequencing. Figure 6.6 below shows a summary of baccalaureate curriculum credits for each SBEM undergraduate baccalaureate program.

Note: In Audit and Accounting undergraduate program, the general education credits do not add up to 40% of the total program credits. However, this gap is mitigated by 12 ECTS earned in general electives & languages. Nonetheless, should the discrepancy be considered an issue, the program will be adapted in the course of the next academic year (2021/2022) when the national reaccreditation of this program is to take place.

Students learn about the course requirements and appropriate course sequencing through various activities of academic advising such as Freshmen Orientation Day, Academic Advising Weeks, etc Students are required to meet with their advisors at the end of the first year, before choosing concentration. At this meeting, they are advised of the appropriate selection of courses and potential alternatives for the following registration period.

As outlined in Standard 4, the PLOs specifically call for students to know and understand, apply, make decision, communicate and self-direct. The PLOs state, for example, that students will solve various business problems, communicate effectively, and work in groups. Moreover, we have designated specific points in the curriculum in which these concepts/skills will be assessed, but these assessment points do not exclusively detail where in the curriculum all knowledge and skills are reinforced. Most of the core, concentration, and major elective courses (whether or not part of the formal program assessment plan) employ active learning strategies and provide opportunities for students to develop such skills as problem solving, critical thinking, information literacy, and communication. In addition, among all of the faculty, different active learning strategies are used including case studies, role playing, performing simulations, peer teaching, debating issues, writing assignments, presentations (including oral and poster), research projects, group discussions, and experiential learning (e.g. completing internships, projects, and research with/for local businesses)

**Figure 6.6**

**Table of Baccalaureate Curriculum**

Undergraduate level major field of study	Minimum credit hours earned in general education	Business			General electives & languages & internship- credit hours	Total credit hour required for graduation
		Business introductory core requirements	Business core requirements beyond core	Concentration business electives		



Management	74	42	36	12	18	182
Marketing	74	42	36	12	18	182
Finance	74	42	36	12	18	182
HRM	74	44	36	12	18	184
Audit and accounting	78	50	82	12	20	242

**Figure 6.6a**

**Table of Baccalaureate Curriculum (in details)**

<b>MNGT/MARK/FINC/HRM</b>	Minimum credit hours earned in general education	Business introductory core requirements	Business core requirements beyond core	Concentration business electives	General electives & languages & internship- credit hours
Year 1	30	24	/	/	1+Internship (8)
Year 2	36	12	6	/	1+Internship (8)

Year 3	8	6	30	12)	Internship (2)
<b>Total credit hours: 184</b>	<b>74 ECTS</b>	<b>42 ECTS</b>	<b>36 ECTS</b>	<b>12 ECTS</b>	<b>2&amp;Internship (18 ECTS)</b>

<b>AUDIT AND ACCOUNTING</b>	Minimum credit hours earned in general education	Business introductory core requirements	Business core requirements beyond core	Concentration business electives	General electives & languages & internship- credit hours
Year 1	30	24	/	/	1+Internship (8)
Year 2	24	18	12	/	1+Internship (8)
Year 3	/	8	38	12	Internship (2)
Year 4	24		32		Internship (2)
<b>Total: 242 ECTS</b>	<b>78 ECTS</b>	<b>50 ECTS</b>	<b>82 ECTS</b>	<b>12 ECTS</b>	<b>2 &amp; Internship (20 ECTS)</b>

Note: In Audit and Accounting undergraduate program, the general education credits do not add up to 40% of the total program credits. However, this gap is mitigated by 12 ECTS earned in general electives & languages. Nonetheless, should the discrepancy be considered an issue, the program will be adapted in the course of the next academic year (2021/2022) when the national reaccreditation of this program is to take place.

#### **Criterion 6.1.4.b. Curriculum Design for General Education**

**Schools of business and programs should demonstrate a sufficient foundation in general education which should, generally, be the equivalent of 40 percent of the hours required for the degree. Communication and critical thinking skills should be addressed.**

Schools of business and programs should demonstrate a sufficient foundation in general education which should, generally, be the equivalent of 40 percent of the hours required for the degree. Communication and critical thinking skills should be addressed.

As it was noted in 6.1, SBEM undergraduate curriculum has been carefully designed to meet the expectations and requirements of both - students and employers. Besides the strong focus on active learning, we also strive to cultivate a teaching experience that brings highly qualified and ethical professionals competent and capable to make significant contributions to their employers and to the overall society. Although the academic degrees we offer are mainly business-related programs, we also acknowledge general education courses devoted to encourage development of different skills such as: critical thinking, communication and leadership skills, consciousness about different culture, values and beliefs, history, personal career development and wellbeing, etc. These general courses enable a multidisciplinary structure and development of research skills, but also focus on encouraging the students to be innovative, creative and with entrepreneurial skills. Following this philosophy, SBEM programs provide a sufficient foundation in general education which is greater than 40% of the hours required for the degree. Figure 6.6 describes how many credit hours are allocated to general education. In total, 74 of 182 credit hours are designated as general education with credits in both compulsory and general education electives.

The general education curriculum provides multiple points at which students can develop critical thinking skills, problem solving skills, written and oral communication skills, information literacy skills (including independent research and thought), and intellectual curiosity. Career Development (MNGT 3620/MNGT 3621), Global Understanding (LANG 1910/LANG 1911), Composition (LANG 1050/LANG 1051), Business Ethics (ANSO 2000/ANSO 2001) specifically use active learning approaches appropriate to those areas.

<b>Code</b>	<b>General ED courses</b>
MATH 1001	Business Math
LANG 1051	Composition 1
LEGL 1001	Business Law
PSYCH 1001	Psychology
ANSO 1001	Sociology
LANG 0901	English language 1
CSCI 1001	Computer Applications 1
MATH 2201	Introduction to Statistics for Business
LANG 2601	Business Communication
MNGT 2601	Principles of Organizational Behaviour
MNGT 2321	Introduction to E-Business
ANSO 2001	Business Ethics
INTB 2001	EU Economics
LANG 2501	Global Understanding
ECOL 2001	Ecology and Sustainable Development
INTL 2001	EU Structures and Institutions
LANG 0911	English as a Foreign Language 2
MNGT 3621	Career Development
MNGT 3604	Business Applications and Information System
LEGL 3111	Contract Law
ARTH 1001	History of Art 1

FINC 2401	Preventing Fraud and Money laundering
MNGT 4913	Governance and Ethics
LEGL 4701	Legal Framework

**Criterion 6.1.5 Other business-related programs must include sufficient coverage of undergraduate CPC topics to meet the long-term needs of students and other stakeholders. Other business-related programs that lead to bachelors or master's degrees must have a minimum of 25 percent of the total curriculum devoted to business. Other business-related programs might include programs such as organizational management and leadership, sports management, Master of Science in management, hotel and motel management, computer information systems, masters of information systems, etc.**

Please see Table 6.1.5 for Common Professional Component (CPC) Compliance of the business-related programs in the Appendix.

The business related programs are the following.

- Architectural Management and Design
- Management of Information Systems
- Business Communication and Translation in English
- Business Law
- Economic Diplomacy

The full accreditation report for business-related programs is included in the section "Introduction" and may be found in Appendix.

#### **Criterion 6.1.6 Curriculum Design in Graduate Programs**

**Master's degree programs in business should require at least 30 semester credit hours or 45 quarter hours (or equivalent) of graduate**

**level work in business coverage beyond the basic undergraduate Common Professional Component (CPC). The undergraduate CPC (excluding the comprehensive or integrating experience) may be determined through a competency based evaluation or by completing undergraduate or graduate courses. The 30 semester credit hours (45 quarter hours) of graduate-level work beyond the CPC topics normally should be in courses reserved for graduate students.**

Students that enroll into the MBA or other graduate programs are required to fulfill the requirements prescribed for completion of the program. Students who have completed the undergraduate level at the SBEM have completed the CPC requirements for entrance into the program. Enrollment into the MBA program is open to all that embrace education. Students with background other than business are required to fulfill the entrance criteria with short courses and seminars. Upon completion, students are allowed to enter the program and continue with the regular curriculum.

The MBA program is structured in such a way that most of the courses are identical to the CPC requirements. Similar to CPC at the undergraduate level, courses are designed to cover the full content of the CPC components. Students that continue from the undergraduate business to the graduate business program have sufficient knowledge that goes beyond the CPC coverage.

As for students that have completed their undergraduate education other than business, at present there are 3 preparatory courses to introduce students to the CPC components of the Master program. We also offer four short pre-courses seminars to cover all of the CPC components for students to fit in the program without having to sacrifice the advanced teaching methods. Those are:

1. Introduction to Management and Marketing
2. Introduction to Statistics
3. Introduction to Accounting and Finance
4. Introduction to Economics - for those enrolled in the Finance and Banking program

The figure below shows the results from pre/post entry tests. More evidence for pre/post CPC testing can be seen in Appendix.

	Pre-entry Test			Post Test		
	Introduction to Marketing and Management	Accounting	Statistics	Introduction to Marketing and Management	Accounting	Statistics
AY 2018-2019	62%	63%	60%	No need for further assessment due to the pre-entry test results <sup>1</sup>	No need for further assessment due to the pre-entry test results <sup>2</sup>	No need for further assessment due to the pre-entry test results <sup>3</sup>
AY 2019-2020	35%	28%	20%	90%	76%	63%

As the graduate program schedule is made to suit working professionals, it is delivered in the evenings. Students are expected to complete independent research for the duration of the course. The program is designed to provide students with 300 hours of direct lectures by a professor, 300 hours of consultations and independent study, and 600 hours of thesis preparation.

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<sup>1</sup> (students have shown satisfactory knowledge that is beyond the CPC coverage due to their business working experience)

<sup>2</sup> (students have shown satisfactory knowledge that is beyond the CPC coverage due to their business working experience)

<sup>3</sup> (students have shown satisfactory knowledge that is beyond the CPC coverage due to their business working experience)

The CPC component is incorporated in the program. Figure 6.6a shows the MBA Curriculum Credits by MBA concentration.

#### Curriculum Credits by MBA Program

	<b>Total credits earned</b>	<b>Credits earned from Master Thesis</b>	<b>Credits earned from total courses</b>	<b>Credits earned from core courses</b>	<b>Credits earned from elective courses</b>
MBA Executive	60 ECTS	8 ECTS	52 ECTS	40 ECTS	12 ECTS
MBA with concentration in Management, Marketing, Finance and Banking, and Human Resources Management	90 ECTS	8 ECTS	82 ECTS	58 ECTS	24 ECTS
MBA with concentration in Management, Marketing, Finance and Banking, and Human Resources Management	120 ECTS	8 ECTS	112 ECTS	82 ECTS	30 ECTS

#### Curriculum Credits by MA/MSc Program



	<b>Total credits earned</b>	<b>Credits earned from Master Thesis</b>	<b>Credits earned from total courses</b>	<b>Credits earned from core courses</b>	<b>Credits earned from Business elective courses</b>	<b>Credits earned from General elective courses</b>
MSc /MA	120 ECTS		120 ECTS	74 ECTS	30 ECTS	16 ECTS
MSc /MA	90 ECTS	26 ECTS	64 ECTS	32 ECTS	24 ECTS	8 ECTS
Spec.	60 ECTS	4 ECTS	56 ECTS	32 ECTS	16 ECTS	8 ECTS

For Doctorate business programs, the evidence can be found in Appendix.

**Criterion 6.1.7 The school and/or program must provide evidence that ongoing educational programs and offerings are systematically tracked and regularly evaluated.**

#### **Design and evaluation**

To satisfy the ACBSP standard concerning program evaluation, we utilize different components and metrics in the overall process (qualitative and operational). Program evaluation is a formal, uniform, well-structured and integrative process applicable to all academic units of UACS. Firstly, most of the components are evaluated at the University level with systems in place, but where appropriate, these processes are also internally evaluated.

Secondly, the value creation is delivered through a combination of learning-centered and support-oriented activities. Accordingly, to examine the effectiveness of the academic units in all areas, a variety of metrics and measurement mechanisms are deployed.

Overall, two main mechanisms are deployed for qualitative program evaluation.

**-Student course evaluations** include a sequence of subject matter questions. The University requires that course evaluations by students to be completed semester-round. Evaluations are now completed online for all classes. The traditional paper-based evaluations method was replaced with online in AY 2017. The evidence has shown that the response rates are generally lower when an online instrument is used, as compared to an in-class paper-based form. A summary of the evaluations, as well as comments entered on the evaluation forms, are provided to each instructor/faculty after the academic year has ended. Faculty review the evaluation and make modifications as needed. Based on the results, if there is an obvious issue that needs to be addressed, the Dean will discuss this with the faculty member on an individual basis so as to make recommendations and suggest improvements.

Graduate students have a greater understanding of assessment measures that are generated for the purpose of evaluating upper level courses. To them, student evaluations are much more meaningful so they generate responses that truly reflect the students' interest as well as the learning process. Graduate evaluations are distributed to all students at the end of each course. Students usually express their satisfactions or concerns with the course content, modes of delivery, methods of assessment and the expected learning outcomes. To some extent, it is much easier to assess courses at a graduate level than at an undergraduate level.

**-Program and course learning outcomes evaluations.** As noted in Standard 4, program and course learning outcomes evaluations have been formally adopted with several decisions at SBEM, and assessment measurements have been designed and monitored to ensure accomplishment of these outcomes. The SBEM has also designed an assessment strategy for program level and course level outcomes. CAO and Dean's Board members are responsible to collect and compile assessment data for the School. A comprehensive process mandates the collection of assessment data from each department, in which assessment plans and results are generated and disseminated. Evidence of course and program related activities are referenced in Standard 4, Criterion 4.2.

HOD and faculty annually review the curriculum and its requirements. The table 6.1 above in section 6.1.1 provides data of recent program changes implemented in response to evaluation feedback. Faculty are very much involved in this process of continuous improvement and ongoing feedback.

These discussions are often stimulated by Quality Circle Meetings with students or informal feedback from students and faculty members. It is important to mention that the Quality Circle Meetings, held with students twice each academic year, once in a semester, provide valuable data. The meetings are held by the Dean, to which students, as representatives, are invited to participate and share their observations and opinions on the quality of education and course delivery. Besides, the meetings are also used for fruitful discussions regarding the program content and necessary improvements for better quality and student responsiveness. After the meeting, the report is generated and shared with the Provost and Vice-Rector. The Dean also initiates meetings with the relevant faculty to address the current issues and make room for improvement regarding the courses and their delivery.

Dean, HOD and all faculty have access to syllabi taught in every section of a particular course. Depository of such syllabi is available through the Google drive and MOODLE platform. This tool provides important data regarding the consistency of program delivery across the whole academic unit. Corrections, adjustments and instructions derived from such oversight are an important component of our ongoing quality assurance initiative.

CAO is accountable for the monitoring of the data collected, provides in-depth data analysis and works closely with Dean (s) to measure and assess qualitative aspects of its program internally and also on departmental level for all programs. Ultimately, these reviews help to determine if program changes need to be implemented to improve overall educational design and delivery quality. Last, but not the least, SBEM's Board, which operates as an Assessment Committee, considers the data for PLO assessment to appraise if the learning outcomes are satisfactorily achieved and what adjustments are needed to improve student learning.

Operational metrics are deployed at the University level. The administrative measures such as enrollment figures, graduation rates, retention rates and time to complete the education are gathered through the Student Record's Office. They also keep records on active and inactive students and program graduates. With this information the effectiveness of the program is enabled and the performance gaps and corrective actions are identified.

The UACS administrative procedures require that all academic units review goals, environmental scans, including demand and enrollment trends, program organization, and program and learning outcomes, as well as unique degree/program features. This review should generate an action plan for program improvement. To facilitate this process and have more regular, ongoing review of academic programs, the SBEM reports annually (in a form of the SBEM's Annual report) on these same measures and shows year-end progress toward achieving program and learning outcomes goals. Also, in these documents, the departments' heads integrate their work done at curricular and department meetings. The documents report data analyses, action plans, and improvement needs for the next academic year. Once completed, the Dean submits all components of the Annual Report including the Learning Outcomes Assessment Report to the Vice-Rector and Provost for their review and self-evaluation report (SER). These reviews also generate discussion between the Vice-Rector, Provost, Dean, and Heads about program strengths, challenges, and allocation of the resources. Based on the data presented (including descriptive data, student surveys, and other program data listed in Figure 6.8 below) and the University's strategic initiatives, these meetings culminate with a general agreement on expectations and resource needs for the next academic year or longer if more strategically-based. If programs do not improve as per the expectations of such key stakeholders as administrators or even students, resources may be shifted and the program may be diminished or closed. Ultimately, the acquired information may be used to check assumptions, to refine goals, and objectives, and to measure the extent to which SBEM is actually fulfilling its objectives. **Figure 6.8** shows a table of program evaluation practices and operating procedures.

**Table 6.8**

**Table for Educational Evaluation**

Student Reviews	Faculty Review	Program Review	Descriptive Data
Student Evaluation of Course and Instructor (U)	Processes for Tenure and	Five-Year Program Review, Annual Reports (U), Annual Curriculum Review	Admissions statistics:

	Promotion (U)		inquiries, applications (U)
Academic Advising surveys (I)	Dean's Faculty Performance (I)	Advisory Review and Meetings (I)	Enrollment numbers, Retention and Graduation Rates, Transfers in and out (U)
Quality Circle/Selected focus groups (I)		Internship Evaluations (U)	Demographic data (U)
		Alumni Surveys (U)	Grade distribution and GPAs (U)
		Annual Reports (including Program and Learning Outcomes Worksheets) (U/I)	
		Business Cluster Meetings (I)	

<b>Indicators</b>	<b>How Indicators Are Used and by Whom</b>	<b>Frequency</b>
Enrollment, retention and graduation rates	Used to determine the areas of academic demand of prospective students, the average time it requires a student to complete their education and the number of students that are of regular status throughout the whole process of their education.	Yearly
Student Evaluation of Course/Instructor	An online evaluation of all regular courses and the respective instructors is conducted in the final week of the semester	Twice per AY
Student Advising	This service is provided by the SBEM's Academic Advisor and CAO. They gather information about the student expectations and satisfaction with the services provided. A report is submitted to the SBEM Dean's Board.	Yearly
Quality Circle	Qualitative assessment with selected focus groups of students. A report is submitted to the SBEM Dean's Board.	Twice per AY (one meeting per semester)

## Section 6.2 Management of Educational Support Service Processes and Business Operation Processes

### Criterion 6.2.1 Education Support Processes

**Business programs should describe their 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. Figure**

The University maintains support services and facilities. On the overall level, it provides a Career Office, Student Association and Delta Mu Delta Pi Alpha Chapter. As of 2017, in an effort to manage and improve educational support services pinned in the QAR report (found in Appendix), the new SBEM leadership revealed the need to advance the Business school with some substantial updates and revision of student services that were made to assure that the educational support processes are in place. Besides that, the objective was to also create an internal mechanism to determine usage rates and obtain more relevant and increased student feedback. Since 2017, the advising process has been significantly strengthened. Advisement reports, completed by advisors, address many of the education support processes. As a first line of support to SBEM students, the advisors complete the semester report and submit it to the Dean. This provides the Dean with oversight to and a method for communicating future requirements. At the end of the year, a final report is written addressing referrals to university support services and support requirements addressed to the SBEM. Currently, it can be assumed that the approach is well deployed, with some areas being in their early stages. We are working through a buildup of planned enhancements to continuously improve the tutoring platform ([more information may be found on this link](#)) and in the online library.

**Figure 6.9 and 6.9a** below list most of the inputs used to illustrate these support processes and also give some examples of how data drives decisions and improvements. **Figure 6.9b** notes some points for future improvements. Also see the evidence file sources (in Appendix), which capture various assessments made to illustrate that the key educational support processes are already in place.

Table 6.9 Standard 6 - Table illustrating Education Support Processes			
<b>Education Support Processes Results</b>	<b><u>Criterion 6.2.1</u></b> List key Education Support Processes provided to ensure student success (e.g. library, computer lab, tutoring, registration, book store, other). Use Table 6.9.c to report.		
		<b>Analysis of Results</b>	
	<b>Utilization Rates</b>	<b>Success Rates</b>	<b>Student and Stakeholder Feedback</b>
	<b>(Summative report for AY 2016/17, 2017/18, 2018/19 and 2019/20)</b>	<b>(Summative report for AY 2016/17, 2017/18, 2018/19 and 2019/20)</b>	
<b>Advising</b>	The SBEM students have access to	<b>Overall satisfaction</b> (see Table 11)	Two separate surveys were



academic advising counselling. It is free and available throughout their studies. The faculty have a specially trained Academic Advisor to target the students' concerns and needs. In addition, the information on academic advising is communicated to students via the university website, social media, classes and flyers available at the Students Record's Office.

### **Academic Advising Options**

#### **Availability**

During the period subject to interest of this report, SBEM students had the opportunity to utilize (separately or in combination) the academic advising services from three main sources: Faculty, Students Record's Office and Academic Advisers. They have the option to use them either independently or in combination. The analysis of the survey data indicated that in the period subject to interest of this report, the highest utilization rate was for the Faculty as an Academic Advising Option; however, an increasing number of students opt for using all three sources in combination (See Table 1).

#### **Academic Advising Meeting - dynamics, scheduling and duration**

The majority of the students indicated that they used Academic Advising 2-3

The overall results from the survey indicated that the students are overall satisfied with the academic advising activities offered by SBEM. As presented in Table 11, the students' average satisfaction rate over the period covered in this report is 80%. A strong majority of 92% of the students would recommend their Academic Advisor to their colleagues. In addition, a strong majority of the SBEM students would recommend their Academic Advisor to their colleagues.

#### **Assistance provided by Academic Advisors**

The students reported that their advisors are well-prepared for the meetings (Table 10). In a strong majority of cases, the students agreed that the advisor offers assistance in selecting appropriate courses, their advisor is well-prepared for their appointments and is knowledgeable about academic and graduation requirements. All the students reported that their advisor answers all their questions and, in cases when the advisor does not have the needed information, he/she makes an effort to obtain it from relevant sources.

conducted in 2018/2019 regarding the students' academic advising. 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, the faculty reported frequencies of activities by using a three-point scale (never, sometimes and often). The Academic Advisors also prepared narrative reports of the scheduled academic counseling sessions.

For graduates and 4th-year students, MASTER Thesis Seminar was organized in the AY 2018/19. There were 26 students who attended the MASTER Thesis Seminar.

times a year (See Table 2), followed by the group that used academic advising services only once a year. It is encouraging that the statistics indicate a decreasing number of students that have never used academic advising services.

Regarding the mode of conducting the meeting, an increasing number of students prefer face-to-face meetings, while it is interesting to note that over the years there has been a slight increase in favor of academic advising through phone (See Table 3). As part of its culture, SBEM encourages its staff to provide timely and adequate responses to students. As indicated in Table 4, a strong majority of students received a reply from their Academic Advisors in the first 24 hours after sending their enquiry.

The duration of the meeting differed over the years. In the AY 2017/18 and 2018/19 the dominant duration was approximately 60 minutes. However, in 2019/20 the average duration of the meeting was 25 minutes, characterized as short and concise (Table 5).

#### **Faculty Academic Advisors**

According to the research findings, the percentage of faculty who have engaged in academic advising decreased from

#### **How Academic Advisors treat students**

Concerning the treatment of the students, more than two thirds of the students agree that their advisor is treating them as individuals and listens to their concerns with respect (Table 10). It is also interesting to note that more than half of the students would feel confident sharing personal issues with their Academic Advisor.

#### **Academic advising meetings**

The students agreed that their advisor offers helpful suggestions, is knowledgeable about careers that apply to their major, and has provided them with appropriate referrals for exploring alternative majors and/or minors (Table 8 and Table 9)

80% in AY 2016/17 to 63% in AY 2019/20. However, this should not be taken as a negative sign due to the fact that, over the same period, SBEM invested in identifying and training the staff with adequate skills and interests for academic advising (See Table 6). In addition, for the majority of staff engaged in academic advising activities, they were part of their teaching workload (See Table 7).

#### **Motivation for seeking Academic Advising**

Regarding the motivation for seeking academic advising, the results from the faculty survey indicated that the 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 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 8).

#### **Workshops**

Within the academic advising initiative,

	<p>SBEM offered two free workshops for students in the AY 2019/20 on how to effectively manage stress.</p>		
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<b>Student Tutoring</b>	<p>The SBEM has a Tutoring Assistance Student Club (TASC), maintained by one Tutoring Officer (student) and an Academic Coordinator, who help in assigning tutors to students and track the usage and success rates. At the beginning of each academic year, the students are informed of the availability of TASC through the academic and administrative staff, students' seminars and flyers available at the Students Record's Office. All SBEM students have access to free, walk-in-tutoring assistance. The tutoring is available for a range of subjects, including Business Math, Microeconomics, Financial Accounting, Statistics, Macedonian language etc. In the period relevant to this report, the TASC has provided: 269 tutoring hours in AY 2016/17, 109 in AY 2017/18, 902 in AY 2018/19 and 231 in AY 2019/20. In addition, the available number of tutors in AY 2016/17 was 6, in AY 2017/18 was 4, in AY 2018/19 was 19 and in AY 2019/20 was 8. The average success rate was 87% (See Table 15, Table 16 and Table 17).</p>	<p>The average hours of tutoring increased from 269 in AY 2016/17, 109 in AY 2017/18, 902 in AY 2018/19 and 231 in AY 2019/20, with an average of 47 hours per tutor (See Table 15, Table 16 and Table 17).</p>	<p>See Table 15, Table 16 and Table 17.</p>
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<p><b>Faculty Facilities and Equipment</b></p>	<p><b>Offices:</b> All of the full-time professors have their individual or shared offices. The offices are large, light and easily accesible to students and colleagues. All offices are equipped with individual computers, internet access and supporting teachnical equipment. Part-time professors have a joint office with computer facilities.</p> <p><b>Consultation facilities:</b> Individual or smaller group consultations with students take place in the offices, while bigger groups can be accomodated in the library, univeristy cafeteria or Meeting Room.</p> <p><b>Student friendly facilities:</b> Informal seating areas for students are provided in the hallways throughout the university. Students can meet in the university cafe, the main lobby as well as in the university library.</p> <p><b>Classrooms:</b> All classrooms are comfortable, well lit with lots of natural light. The temperature is maintained with large airconditioning units. The classrooms are fully equipped with a computer, sound equipment, projector and whiteboard. The students are seated by two in desks positioned to provide excellet visibility to the board and an opportunity for interaction with the group's instructor.</p> <p><b>Wi-Fi access:</b> There is a WiFi internet access in all areas of the univeristy which</p>	<p>The results from the surveys from AY 2017/18, 2018/19 and 2019/20 indicated an increase in the student satisfaction with SBEM facilities and equipment. For example, satisfaction with IT departement increased from 70% in AY 2017/18 to 82% in AY 2019/20. Satisfcation with the overall cleanliness increased from 81% in AY 2017/18 to 92% in AY 2019/20. The students satisfaction with equipment facilities increased from 66% in AY 2017/18 to 79% in AY 2019/20.</p>	<p>See Table 22.</p>
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	allows students to use, work and communicate with their electronic devices.		
<b>Student Mobility</b>	The SBEM students have the opportunity to participate in the ERASMUS Plus exchange programme for Higher Education students. In the period subject to interest of this report, the number of participating students has increased.	In 2018/2019 there were 15 Erasmus outgoing students and 5 Erasmus incoming students, while in 2019/20 the number increased to 18 outgoing and 15 incoming students (See Table 19).	See Table 19.

<b>Library</b>	<p>The SBEM students have access to the University Library which offers borrowing of course books and materials, access to supplementary materials (i.e. newspapers, audiovisual materials, scientific journals, research publications, etc.), access to academic databases, as well as a pleasant study environment. The library has a sitting area in which students can study and work individually and in groups. The area is equipped with computers and access to free wi-fi. In addition, the library is led by a trained librarian that students can reach in person, by phone or by email for library-related matters.</p>	<p>The overall satisfaction with the library is very high, with 80% of the students being very satisfied with its services in the AY 2019/20. This rate increased from 70% in AY 2017/18 to 73% in AY 2018/19 when the library was undergoing renovations to improve its capacity and organization. In addition, in the last three academic years (AY 2017/18, 2018/19 and 2019/20) there was an increase in students satisfaction with selection of additional literature (66%, 65% and 75% respectively), working hours of employees (68%, 75% and 78% respectively), and book collection (64%, 71% and 79% respectively).</p>	See Table 13 and Table 14.
<b>Computer Facilities</b>	<p>SBEM is equipped to provide its students with adequate and timely access to computers. The computers are distributed on three main locations (1) Library, (2) Computer laboratories, and (3) Lecture rooms. The university library is equipped with five computers that allow students to work individually and in groups. The three Computer laboratories contain 87 computers that are used for related classes. Each lecture room is equipped with a computer, sound equipment and a wall projector that allow for the proper execution of classes. All computers have access to the internet.</p>	<p>Collected data indicate that in the last three years there was an increase in the student satisfaction with the internet and Wi-Fi coverage on campus as well with the overall equipment of the classroom (see Table 20 and Table 21). For example, the satisfaction with WiFi coverage and internet access increased from 50% in AY 2017/18 to 65% in AY 2019/20. Satisfaction with classroom equipment increased from 65% in AY 2017/18 to 81% in AY 2019/20.</p>	Table 20 and Table 21.



<b>Master Thesis Seminar</b>	<p>SBEM organizes a Master Thesis Seminar for the postgraduate students at the School. It is specifically tailored to assist the students in designing and writing of their Master Thesis, as well as to acquaint them with all the administrative requirements including the proper selection of mentor and co-mentor. The SBEM students were offered a Master Thesis Seminar in AY 2018/19 and 2019/20. The seminars were held once per semester and all eligible or interested students were invited to participate. As a response to the preventive measures for the COVID-19 pandemic, the second Master Thesis seminar in AY 2019/20 was held fully online.</p>	<p>The SBEM students were offered a Master Thesis Seminar in AY 2018/19 and 2019/20. In AY 2018/19, a total of 50 students took part and in AY 2019/20 a total of 82 students participated. By the end of the AY 2019/20, the number of F1 forms (Master Thesis proposals) approved by the Scientific Committee increased by 17% compared to AY 2018/19 and by 41% compared to AY 2017/18.</p>	
<b>Start-Up Week</b>	<p>In the period covered by this report, the SBEM students took part in a Start Up Week that aimed at exposing students to the entrepreneurial mindset and both success/failure case by active entrepreneurs from Macedonia that both operate in the country or abroad, but to also encourage team spirit. Each year more than 40 graduate and undergraduate students from SBEM join this event. The 2019/20 Start Up week was part of the global initiative - Global Entrepreneurship Week, powered by Startup Macedonia, a celebration of the innovators and job creators in 170 countries by over 15.000 partner</p>	<p>Each year more than 40 graduate and undergraduate students from SBEM join this event.</p>	

	organizations who promote startups that bring ideas to life, drive economic growth and expand human welfare.		
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<b>Table 6.9a Educational Support Processes</b>	
<b>Educational Support Services</b> (Provide 3-5 examples of your most important educational support services.)	<b>How do you monitor the performance of the educational support service?</b> (What tools are used to evaluate the service? Examples include: feedback from students, stakeholders, faculty members and staff; benchmarking; peer evaluations; data from observations, etc.)
Academic Advising	Annual survey of students and academic staff involved in academic advising. Feedback from education sessions on academic advising/Academic advisor reports
Tutoring	Number of tutors/Number of students enrolled in tutoring/ Success Rate/ Reports from Tutors
Faculty Facilities and Equipment	Annual survey of students and teaching staff on cleanliness of the campus, availability and functionality of equipment, satisfaction with IT service, access to WiFi and internet on campus.

Library	Annual students' survey on overall satisfaction with the library, selection of books, working hours of employees and student selection of available additional literature.
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<b>Criterion 6.9 b. Continuous Improvement</b>			
Description: Describe how the use of Educational Support Processes were improved based on the findings.			
<b>Finding</b>	<b>Target</b>	<b>Action</b>	<b>Result</b>
<b>Availability and preparedness of academic advisors</b> – In the AY 2016/17, the survey results indicated that 67% agreed and somewhat agreed that their Academic Advisor adequately answers their questions. In addition, 80% agreed and somewhat agreed that their Academic Advisor provides the adequate assistance to them. Regarding the response time, 28% of the students indicated that it takes 2-3 days and 2% indicated that it takes a week or more for the Academic Advisor to respond to their email (Table 4 and Table 10).	Increase the preparedness and availability of academic advisors.	Select and train academic advisors.	<b>Better preparedness</b> - 87% of students reported that Academic Advisors adequately answer their questions and 96% agreed that the Academic Advisor provides adequate assistance to them. <b>Response time improved</b> - with 79% of the Academic Advisors replying to students in the first 24 hours, only 13% in the following 2-3 days and none in a week or more. (Table 4 and Table 10).
<b>Information on academic advising opportunities</b> - To identify potential solutions, both respondent groups were asked to provide qualitative feedback. The	Increase the visibility of academic advising opportunities for SBEM students.	Improve the availability and design of the information regarding academic advising services.	<b>Leaflet</b> - a specially designed leaflet was promoted in the first semester of the AY 2018/19 that outlines the plan for the academic advising activities, the academic advisors

<p>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 if an introductory day on academic advising is held at the beginning of each academic year (Table 18 - Qualitative responses on academic advising).</p>			<p>(with contact details) and procedures for academic advising.</p> <p><b>Workshops</b> - two workshops were organized that targeted stress management issues for students. The workshops were scheduled prior to examination weeks to assist students in coping with the challenges associated with the relevant period.</p> <p><b>Information dissemination</b> - a plan for improved information dissemination was implemented including sharing information on academic advising at the beginning of the semester, during specific courses (i.e. Career Development course) in the semester and through social media and website.</p>
<p><b>Tutoring club</b> - in AY 2016/17, the success rate of the tutoring club was 68%. In addition, only 6 tutors were available (Table 15, Table 16 and Table 17).</p>	<p>Increase the success rate of tutoring club and increase the number of available tutors.</p>	<p>Attract new tutors and provide adequate training and management to increase the success rate.</p>	<p><b>Improved tutoring club results</b> - In the AY 2018/19, the number of tutors increased to 19, with 902 tutoring hours and 93% success rate (Table 15, Table 16 and Table 17).</p>
<p><b>Master Thesis initiation</b></p>			
<p><b>Student work and study area</b> - SBEM offers a campus-wide free internet access for all of its students. However, in some cases, students cannot complete their assignments on campus using only the electronic devices they have</p>	<p>Create student work and study area.</p>	<p>Expand the univeristy library to include free and calm space where students can work and study individually and in groups.</p>	<p><b>Upgrade od univeristy library</b> - The university library was extended to include space equipped with computers with internet access and seating areas in which students can study and work individually and in groups. The computers offer access</p>

with them.			to academic research databases and the librarian is trained to assist students in finding relevant literature.
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A strong sense of entrepreneurial spirit and community is a defining characteristic of UACS. Overall, it commits a significant amount of resources to support student learning. Involvement in extracurricular activities and student associations is strongly encouraged considering that is an essential part of personal well-being and professional development. The academic units have varying degrees of control and usage of these services. Academic support services such as advising and tutorial services are administered by the Dean(s) and Academic Coordinator.

**General counseling services** are provided by several units that evidence the University utilizes a collaborative, integrative process by which students can define personal and academic goals, make decisions, and/or discover solutions to personal, social, educational or career concerns.

**The Career Center** helps students explore major and career options, obtain experiential education, and achieve post-graduation success in a globally evolving world. In addition, Career Services provides students with opportunities to learn more about major and career options through assessments, one-on-one appointments, and the [Career Days](#). The [Career Center](#) provides advice and information on internships, summer employment, graduate school admissions as well as employment after graduation. It also organizes the annual [Job and Internship Fair](#) in which potential employers come to campus to interview students for jobs or internships. Furthermore, **“Career Development” course** is designed to help students develop their soft skills, prepare them for the non-technical aspects of their career, such as communication, test preparation, leadership training, networking, and more. The course is mainly part of the SBEM program, but also other academic units offer it as an elective.

Moreover, UACS hosts a [chapter of Delta Mu Delta Pi Alpha](#), an honor society for ACBSP Accredited Business Programs. The mission of Pi Alpha Chapter is to encourage and honor academic achievement and personal excellence in studying and practicing business, to foster an enduring commitment to the principles and values of honor and integrity, to encourage the pursuit of wisdom and earnestness, to support business advancements and to encourage lifelong learning. As of May 2019, Delta Mu Delta Pi Alpha has 66 members. The 4<sup>th</sup> Induction Ceremony was held on May 31, 2019, where 11 new members were welcomed to the society (9 regular and 2 honorary members). In the AY 2018/2019, the members of

the Pi Alpha Chapter mainly focused on network external promotion and strengthening of the internal communication and support. The members of Delta Mu Delta Pi Alpha were also involved in several [socially responsible activities](#) (e.g. Avicena Race with proceeds being donated in philanthropic purposes, activities with disabled children, etc.) and provided academic support (e.g. mentorship in the Social Impact Award 2019).

**The UACS library** provides students with research support services. In addition, student instructional technology issues are addressed by IT admin staff and MOODLE platform/WEBEX Cisco facilitators.

[SBEM Tutoring Assistance Student Center](#) (TASC) provides professional and peer tutoring services for the undergraduate students. The TASC also has a Student Coordinator who provides individual assistance to students when they need tutoring services and seek guidance to find a tutor.

The full-time staff provide a variety of academic support services in an effort to ensure that each student has the necessary support to be successful in the program. SBEM academic advisors ([online info can be found in Academic Advising Center-AAC section](#)) provide academic counseling and organize various events and activities to offer support in the overall student life cycle. Additional resources available to undergraduate students include: new students orientation practices, a series of exam stress management and career success workshops, academic counseling and various professional development workshops (e.g. business, leadership, résumé writing and interviewing, etc.).

SBEM also helps students take advantage of the co-curricular opportunities available to them. It aims to provide students with opportunities to develop leadership experiences; to provide exposure to business professions through guest speakers' presentations, both inside and outside the classroom; to provide a social context for students to develop relationships with their peers as well as with prospective employers; and to relate things learned in the classroom to those in the business world. More specifically, it organizes educational events to expose students to "real life" business issues. The Dean's Board provides information on international conferences, study abroad and exchange opportunities, and advises all visiting students to make sure their semester spent at SBEM is as productive as possible. The Dean and Head of Departments provide guidance on special opportunities, such as business case competitions and simulations, International week lectures, workshops and seminars, perform community service projects such as serving as mentors as well as assisting professors in selected research projects. For example, students attend and participate in Start Up Week and competitions, such as Global Entrepreneurship Week (GEW

**macedonia/uacs-start-competition-ideamakers-challenge-driving-digital-innovation**). Students also participate in industry excursions to meet corporate executives and receive up-close and personal perspectives. Alumni and corporate speakers also visit the campus to share their knowledge and experiences for aspiring career-minded students.

We very well acknowledge that competition in any form brings out the best in the students and pushes them to excel. Competition brings excellence and enhances learning significantly. Some of the competitions are supported by corporate host partners. SBEM leadership strives to strengthen the communication channels between business and students and it is assumed that these connections can lead to students' future career opportunities as well as for corporations' recruitment possibilities. Besides that, the competition structure provides a setting for students to develop valuable interdisciplinary communication skills, which are becoming more essential in a growing number of working environments. We also understand the recruitment challenges students face, thus the competition offers a unique approach to the recruitment process. Our corporate partners are invited to serve as judges during case presentations and they can see first-hand how the participants react under pressure. The Graduate/MBA program also has a variety of educational support processes in place. Formal support processes include Master Thesis Seminars, library research support, while informal support processes include ad hoc career counseling, job search, and hosting networking events. The Dean also meets with faculty and students, conducts classroom observations, and attends staff meetings in order to determine if any additional academic support is needed.

More information can be found on the following links.

<a href="#">Team Competition in Financial Accounting Course</a>
<a href="#">Start-Up Competition Week at UACS</a>
<a href="#">University American College Skopje with its Start Up competition within the Global Entrepreneurship Week</a>
<a href="#">CESIM-Global Business Simulation</a>
<a href="#">International Teaching Week at SBEM</a>
<a href="#">CMA Scholarships</a>
<a href="#">Guest Lecturer from Institute for Management Accounts</a>
<a href="#">Collaborative platform for upskilling and networking towards sustainable cities</a>
<a href="#">UACS panel discussion on "The next steps for the European integration process for the Republic of Northern Macedonia"</a>
<a href="#">UACS meeting with Virginia Tech-Pumplin College of Business, USA</a>

To ensure that educational processes of the academic units are performed effectively, the UACS leadership team meets regularly to discuss policies and processes so that they are implemented and evaluated in a timely manner. The team reviews instructor and course evaluations, various advising surveys data, statistics for advising surveys and statistics from tutoring services as part of the quality control process.

Depending on the scope, most of the decisions about classrooms, office space, equipment and computers are made within the whole University. On a larger scale, the Dean and Student Record's Office Coordinator work closely on scheduling classroom space and using instructional technologies appropriate to course level, course design, enrollment, and instructional methods. In the classroom and computer labs, instruction is supported with up-to-date technologies. All classrooms, regardless of campus location, are technologically enhanced with a projector, DVD/VCR, and some are equipped with a Smart Board. Three computer lab facilities with 86 computers are available and include relevant software for some specific courses. Specific to office space, all faculty members share their own office. Staffing levels and office space have changed very little over the past few years, but when facilities issues arise, the Dean and faculty members coordinate those issues with the Vice-Rector for Education, HR Officer and the IT department (regarding computing facilities).

#### **Criterion 6.2.2 Business Operation Processes**

**Business programs should ensure effective management of its key business operation processes (financial resources, secretarial and other administrative services, marketing, information services, public relations, etc.).**

#### **Criterion 6.2.2**

SBEM is part of centralized academic unit within a centralized institutional structure. It largely relies on UACS to provide business operation processes such as: Student Record's Office, Secretarial Office, Finance Office and operational budget, marketing supply, Public Relations and



Information Technology. These are critical support operations, without which SBEM would not be a viable business school.

The University leadership is involved in strategic planning, policies formulation and action plans as per the requirement of the stated mission. The Deans are responsible for the effective implementation of the policies. The university continuously strives to set higher benchmarks of excellence. All efforts are made that processes are set in place, which supports better planning for the future. To manage the performance of organization, team and individual, UACS focuses on a systematic approach, which helps in creating and sustaining high performance culture through harmony, cohesive team work and achievements celebration. The organizational policies and processes are regularly reviewed and, as required, changes are implemented to maintain transparency, efficiency and to accelerate the decision making process at various levels. The concept of long-term development is based on a broad discussion, on opinions and surveys among students, feedback from academics, consultants and experts in the field. UACS operates on a three- to a five-year cycle for strategic planning. As it was noted in Standard 2, in 2016 the cycle was shortened to three years due to the high volatility of the external environment. The last strategic plan, adopted in 2019 (please see more about this in Standard 2), collapsed on March 10<sup>th</sup> 2020 with the Corona outbreak. We were urged to anticipate an indefinite lockdown and set goals and strategies for the new normal. Regarding the authority, UASC has created various levels over certain business processes. Each Academic Unit Head is responsible for their work and integration with other units. As such, SBEM is responsible for study programs designs, for overall development objectives and measures, and for recruitment and job needs assessment while UACS fully supports the implementation of these initiatives.

The study programs are developed in accordance with the usual procedures at SBEM, which are based on continuous feedback from students, alumni and other stakeholders and on dialogue with students' employers while respecting the society trends. SBEM also uses regular meetings of the Scientific Council's Committee, where its members, representatives from practice and academia, discuss trends and development opportunities that are later presented to the UACS management and the Rector's Board. The operational and financial matters are governed by the Provost and Vice President; the administrative and secretarial services are run by the Secretary General; while marketing, public relations and information services are coordinated by the Chief Networking Officer.

**-The Student Record's Office (SRO)** monitors the admission and registration data and gathers administrative measures such as: enrollment figures, graduation rates, and retention rates. They also keep records on active, inactive students and program graduates. This information ensures program

effectiveness, as performance gaps are identified and corrective actions are taken. On a weekly basis, this Office also reviews enrollment data as part of the advisement process, registration process, and the administrative reporting to the Rector's Board. Additional data related to retention and graduation is available upon request and is one of the key performance measures the university gathers and tracks data for continuous improvement.

**-Human Resources** is also governed at University level. As mentioned above, all new employees undergo processes of recruitment, adaptation and development. The HR Office administers and monitors the evaluation data. The statistics are then distributed to all academic units.

**-The General Secretary Office** is responsible and accountable for organizing a thorough and transparent process of adoption, modification and evaluation of UACS rules and procedures. The UACS rules and procedures are kept on an internal database called Intra UACS, which is shared with all administrative and academic staff employed at the university. In order to explain this process more closely, it is of the utmost importance to first explain the structure and division of areas regulated by rules and procedures. For the employed university staff to have an easier access to the procedures and rules, the Intra UACS database distinguishes the following thematic sections:

#### **I. Rules and Procedures**

1. Laws and bylaws issued by the Republic of North Macedonia in the area of higher education;
2. General legal acts issued by the competent bodies of the University;
3. Rules and procedures related to the process of self-evaluation;
4. Rules and procedures related to the teaching process;
5. Rules and procedures related to the student status and student rights and duties;
6. Rules and procedures of administrative nature;
7. Rules and procedures related to financial affairs;
8. Rules and procedures in the area of human resources management;

9. Rules and procedures in the area of scientific and publishing work and reporting on it;
10. Rules and procedures related to the work of students' organization(s);
11. Standard operational procedures mostly related to administrative and operational functioning of the University;
12. University Bulletins.

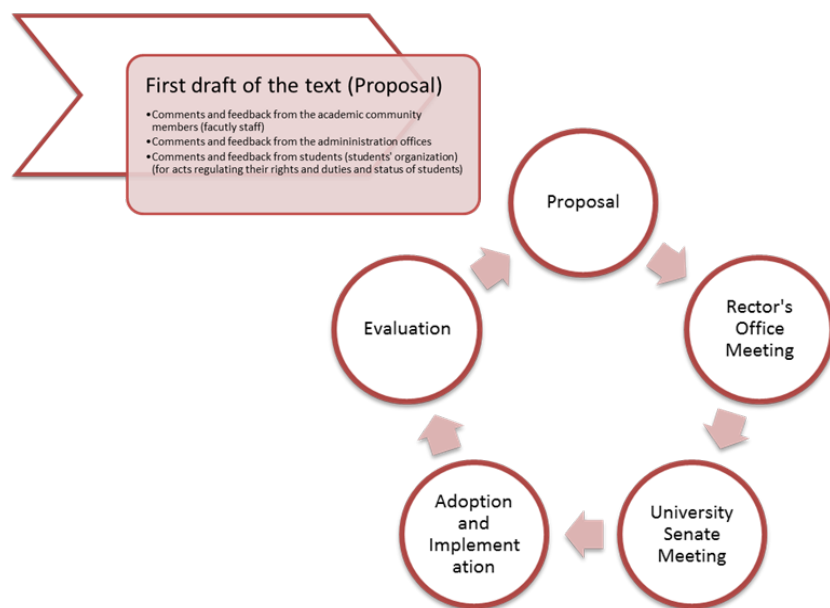
## **II. Rules and procedures related to the hybrid form of the educational process**

## **III. Templates** (issuing certificates, study contracts, etc.)

## **IV. Accreditation decisions for all academic programs offered at the university**

The process of adoption and/or modification of the rules and procedures within the University follows a strict procedure. The two important organs of the University – Rector's Office and the University Senate - work closely together according to their competences and tasks given in the Law on Higher Education of the Republic of North Macedonia and the Statute of the University American College Skopje. Strict cooperation between these two organs is an established practice (also regulated by a separate university act) whenever there is a need to adopt or amend a procedure or rules of conduct. According to the Macedonian legal framework regulating Higher Education, the Rector's Office have competences when deciding all matters relevant to the overall functioning of the university from an operational and administrative aspect. One example is the right and duty of the Rector's Board to adopt an Academic Calendar or to adopt the Call for applications for enrollment in the study programs at the university. According to the UACS Statute, the University Senate has the main role in teaching, scientific, artistic and highly specialized (applied) activities. If an amendment or a new act needs to be adopted by the University Senate, it goes firstly through a discussion procedure at both Senate and Rector's Office meetings.

Graph: Process of adoption, modification and evaluation of the rules and procedures at the University American College Skopje



### *Adoptions of rules and procedures in the last two academic years*

The adoption of the new law (in 2018) encouraged us to change the way we modified and evaluated the implementation of the legal procedures and acts at the University. A more systematic approach was implemented where an appropriate priority labelling was introduced. Based on the already existing Intra UACS database, the University Legal Office made a priority list of those rules and procedures that need modification or are no longer applicable and revoking needs to be performed. On the basis of the above mentioned grouping of acts in several areas, four priority levels were given to the acts, as follows: 1) very high priority; 2) high priority; 3) medium priority; and 4) low priority. Color-coding made the distinctions of the priority levels easier to track.

Table: *An overview of the systematic approach for amendment and revoking of University acts with appropriate priority level*

INTRA database section	Amendments in the University general legal acts	University body responsible for adoption	Brief description of the general or specific amendments	Priority level	Status
				1 - very high	
				2 - high	
				3 - medium	
				4 - low	
2. General legal acts issued by the competent bodies of the University					
3. Rules and procedures related to the process of self-evaluation					
4. Rules and procedures related to the teaching process					
5. Rules and procedures related to the status of a student and rights and duties of students					
6. Rules and procedures of administrative nature					
7. Rules and procedures related to financial affairs					
8. Rules and procedures in the area of human resource management					
9. Rules and procedures in the area of scientific and publishing work and reporting					
10. Rules and procedure related to the work of students' organization(s)					
11. Standard operational procedures mostly related to administrative and operational functioning of the university					

These recent years, some significant changes were made to the study rules and regulations University American College Skopje. The main changes were made to the rules and regulations for both first and second cycle studies. In order to concentrate most of the rules and regulations in one bylaw, a new Bylaw on integrated study rules for the first cycle of studies at UACS was adopted. This document covered the provisions outlined in the previous bylaw on integrated study rules for the first cycle of studies, together with the most important provisions and rules of several other rules and procedures in a couple of areas, which refer to the first cycle of studies, such as: organizing a make-up session for full-time students, monitoring regular students who are on probation, filing student complaints about the teaching and administrative staff to sectors which are designated to be disciplinary responsible for students studying at the University American College Skopje, and others.

The Bylaw on integrated study rules for second cycle of studies was also reviewed and scrutinized. This act was amended in order to ensure a more effective procedure for defense of Master and Specialization theses. It amended the steps for applying, preparing, defending and evaluating a Master's Thesis, which took too long in the previous regulations, i.e. 4 sessions of the Faculty's Scientific Council were required, at which specific forms were adopted before the student could come to the moment to defend his/her Master's thesis.

**Finance Office-** Financial issues and preparation for annual budgeting are governed by Finance Office and it is a process that integrates with the ongoing planning and assessment activities of the University. Parameters for the budget are established upon benchmarked progress on enrollment, revenue projections and other parameters. These parameters include projections for the major budget drivers: enrollment figures, tuition rate, discount rate, debt service, salary, wage, and expense increase or decrease. Financial support and resources are mainly obtained from student tuition fees along with some research and development projects, both within UACS and from external collaborating entities. Costs of implementing study programs are mainly due to the personnel costs of the administrative and academic staff (wage costs, compulsory social and health insurance contributions, etc).

**Marketing Supply and PR-** UACS has a joint PR and Marketing - Networking Department, which supplies the university academic units with promotional material, catalogs, brochures and various publicity materials. UACS uses all marketing communication channels, such as advertising (print, online, mass media), Public Relations, student fairs, social media, direct communication, web pages, indirect communication (sponsorship, presence at different fairs and events) and so forth. SBEM and other academic units contribute to marketing with various activities, such as organization and attendance at various professional meetings, Annual UACS conference, panel discussions, making outreach presentations, etc. (More info can be found online at: [UACS Annual Conference AICEI 2020](#); [UACS Panel Discussion](#)).

**Information flow** – all information is public on [UACS web page](#), including strategy, mission, academic staff, self-study reports, enrollment procedures, call for applications, jobs internships, international exchange, etc. Every change or news is reported and posted on the web the same day. All web pages are continuously upgraded and reviewed on daily basis. The UACS rules and procedures are stored in an internal database called Intra UACS, which is shared with all administrative and academic staff employed at the university.

**The Career Center & Alumni Office**, like all other centralized offices at the University, is responsible for data management and dissemination of data and information about our graduates' success. Career Services provide success reports on the job placement results and our students' degree completion. The success indicators of academic programs are visible in the rate of degree completions.

The UACS Alumni Office has been a topic for analyses and redefinition in the past year, and it has been concluded that there is a low interest among the alumni students for after-graduation activities and involvement. So, the University employed a Communication and Alumni Coordinator, whose job is to revive the program and create additional activities for the graduates.

In accordance with the Management, an action plan for 2020/2021 was developed, which included:

- Quarterly newsletter with news, interviews, offers and other info and alumni benefits;
- An event plan (Spring Picnic, Family Day, Jubilee Event);
- Promotional offers (Discounts for UACS Alumni Bicycle Fans, Job Fairs, UACS Women Entrepreneurs ...).

The last alumni event for 2019 was the Master Talks Event, where UACS alumni were invited to talk to prospect graduate students about their experience at the University. What followed was inclusion of an alumnus in the last corporate image campaign made for UACS in early 2020. The campaign consisted of several TV commercials, and one of them introduced our Alumnus, as a role model for future students.

Unfortunately, all activities stopped with the pandemic outbreak. As all University activities were redefined, the alumni project was put on standby. As part of the PR crisis plan, whose main purpose was to communicate how we had adapted to the situation, it managed to involve alumni students and demonstrate how their education helped them in their present job and prepared them for crisis situations, such as this one. Interviews, TV shows, various pieces of social media content have been organized so far.

While waiting for the next phase of the situation, the plan is to adapt Alumni activities accordingly. For the time being, the Office goal is to keep in touch with the alumni students by e-mail notifications and invitations for online webinars, online surveys and other University activities that might be relatable and interesting.

Measures, indicators, and goals are set in conjunction with UACS strategic planning, the accreditation priorities, enrollment, and teaching excellence. The SBEM in particular has identified a process for planning, and reporting effectiveness and efficiency as part of the accreditation process.

Regarding the performance monitoring, every process that occurs within each academic unit of the University is controlled by a detailed procedure that outlines expectations, performance rating and possible benchmark.

The SBEM itself follows a performance management process that links planning and goal setting by the University and its other academic units, measures annual progress towards key goals, and recognizes performance. Each year, the Dean states the SBEM's performance goals for the upcoming academic year, guided by the SBEM's Annual Plan ([can be found here](#)). SBEM Dean's Board, working with their full-time and experts of practice, establish various assessment tools and performance measures for their institution for the upcoming year and reflect on their plans for existing or new initiatives. If the students are not being well-served, the Dean communicate that so the situation can be improved.

The Centre for Quality Control and Assurance (CQCA) provides information, advice and support on external and internal requirements of quality procedures, and activities leading to quality enhancement. This includes supporting the academic and administrative units in the implementation of the University's quality assurance and enhancement framework to ensure that the standards are maintained and the quality of the learning opportunities is continually monitored and improved. This unit governed by the Provost is also responsible for monitoring and assessing the performance of all business units to determine how well UACS stakeholders' needs are being met.

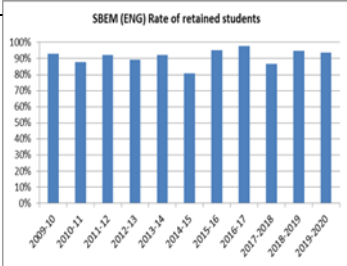
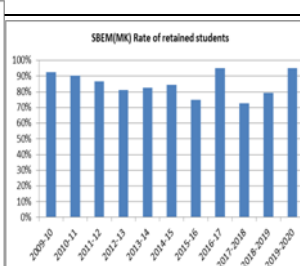
The University uses a 360 degree evaluation for performance rating of all staff, faculty and administration. Performance based on delivery side is overseen annually and indicators suggest improvement. Performance based on the receiving side - "Students and stakeholders", is overseen annually and during the monitoring process consistency is assessed by delivery of performance.

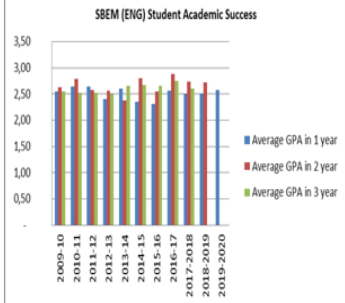
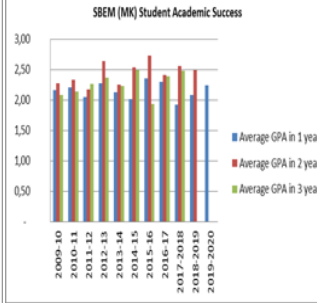
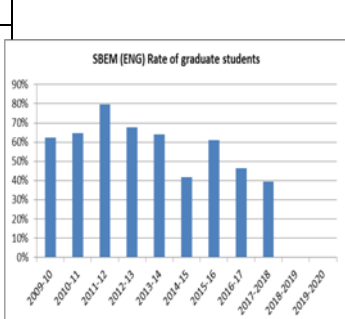
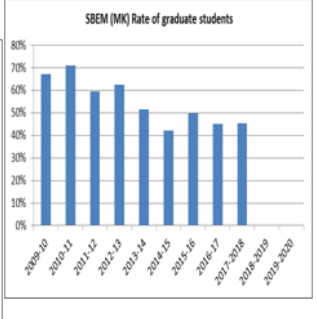
The University distributes course evaluation forms to all students. Course evaluation forms are sent online, by electronic mail. Course evaluation forms include topics such as: syllabus and course materials, course delivery, instructor assessment, administration, service and library assessment, employer satisfaction survey, graduate satisfaction survey.

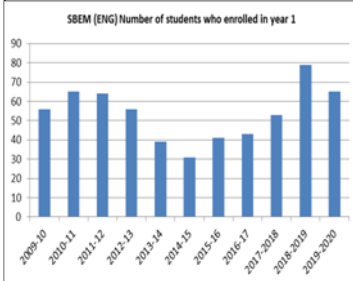
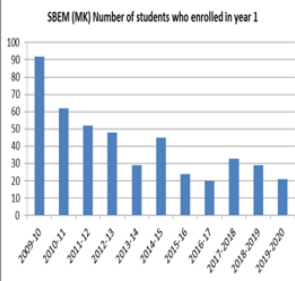
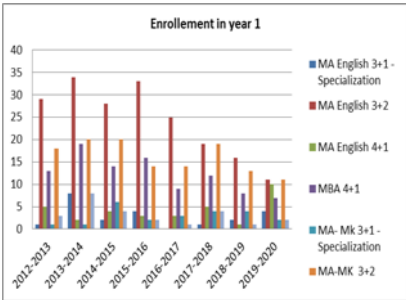
In order to improve, at the end of each academic year, each University progress and its academic unit's goals are assessed, and strengths and ongoing challenges are identified. The UACS leadership team meets annually with each academic unit's Dean, to review institutional performance and identify future priorities. Then Deans lead their respective School to advance the University and academic unit goals.



**Figure 6.10** shows trends in performance indicators. The evidence file that supports the data in Figure 6.10 can be found here: Evidence file for 6.10.(found in Appendix).

Table 6.10 Standard 6 - Table for Business Operation Processes																																																					
Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollement patterns: student retention, student academic success, and other characteristics reflecting students' performance.																																																				
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action taken or improvement made																																																	
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	Insert Graphs or Tables of Resulting Trends																																																
Keep retention rate at the same level or above.	Retention rates as reported by the Student Record's Office (SRO).	Only small variability in its retention rate across all years.	Variations in retention rate could be attributed to movements from one concentration to another and a combination of several socio economic factors that force students to leave the university (i.e. among others: migration, marriage, working conditions).	No action needed. Continue to encourage more students to seek academic counseling and tutoring services. Continue to support student enrollment in	<div><div><p>SBEM (ENG) Rate of retained students</p><table border="1"><thead><tr><th>Year</th><th>Rate (%)</th></tr></thead><tbody><tr><td>2009-10</td><td>90</td></tr><tr><td>2010-11</td><td>85</td></tr><tr><td>2011-12</td><td>90</td></tr><tr><td>2012-13</td><td>85</td></tr><tr><td>2013-14</td><td>90</td></tr><tr><td>2014-15</td><td>80</td></tr><tr><td>2015-16</td><td>90</td></tr><tr><td>2016-17</td><td>95</td></tr><tr><td>2017-18</td><td>85</td></tr><tr><td>2018-19</td><td>90</td></tr><tr><td>2019-2020</td><td>90</td></tr></tbody></table></div><div><p>SBEM (MK) Rate of retained students</p><table border="1"><thead><tr><th>Year</th><th>Rate (%)</th></tr></thead><tbody><tr><td>2009-10</td><td>85</td></tr><tr><td>2010-11</td><td>80</td></tr><tr><td>2011-12</td><td>80</td></tr><tr><td>2012-13</td><td>75</td></tr><tr><td>2013-14</td><td>80</td></tr><tr><td>2014-15</td><td>80</td></tr><tr><td>2015-16</td><td>75</td></tr><tr><td>2016-17</td><td>85</td></tr><tr><td>2017-18</td><td>70</td></tr><tr><td>2018-19</td><td>80</td></tr><tr><td>2019-2020</td><td>90</td></tr></tbody></table></div></div>	Year	Rate (%)	2009-10	90	2010-11	85	2011-12	90	2012-13	85	2013-14	90	2014-15	80	2015-16	90	2016-17	95	2017-18	85	2018-19	90	2019-2020	90	Year	Rate (%)	2009-10	85	2010-11	80	2011-12	80	2012-13	75	2013-14	80	2014-15	80	2015-16	75	2016-17	85	2017-18	70	2018-19	80	2019-2020	90
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				professional and student associations, extracurricular activities.	
Keep average GPA not below 1.67.	GPA rates as reported by the Student Record's Office (SRO).	ENG groups outperform MK groups.	Variations in GPA rate could be attributed to students academic background and the preparation level of different high schools.	Encourage more students for tutoring assistance: especially for those with quantitative courses like Business Math, Intro to Statistics, Corporate Finance.	 
Keep graduation rates for undergraduate students at nearly the same level.	Graduation rates as reported by the Student Record's Office (SRO).	Overall graduation rates are satisfactory.	Variations in graduation rates are mainly related with external environment, a combination of several socio economic factors.	To decrease burn-out rates and offer more academic advising in choosing major that is of student interest and	 

				avoids switching. To continue with advising and support for students who are on probation.	
A steady increase in student undergraduate enrollment per year. Maintain number of students to 800.	GPA rates as reported by the Student Record's Office (SRO).	Undergraduate (UGD) graduation rate increased from 2018 to 2019 but suffered a minor decrease from 2018 to 2019. Graduate (GRAD) enrollment rate had suffered a sharp decrease over the last three years.	The UGD enrollment has been increasing for the past years compared to the most negative scenario in the year of 2016-2017. Variability in GRAD enrollment rate could be attributed to a combination of political and socio economic factors that force students to stop education and also to leave the country and move abroad (migration, marriage, better working conditions, etc). Also, birth rate drop confirms the overall decreasing trend.	Increased promotion and school visits, increased marketing campaign, new degrees and certifications added has helped in attracting prospective UGD students. Keep pace - An assertive campaign to encourage more GRAD students to continue their education at home.	<div>   </div> <div>  </div>

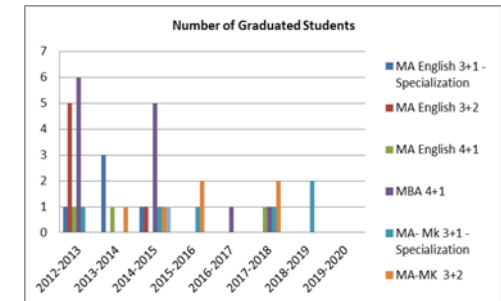
Increase graduation rates for Graduate programs.

Graduation rates as reported by the Student Record's Office (SRO).

Graduation rate suffered a major decrease in 2017. There is minor improvement in 2018.

During their thesis writing and research work, students face various problems. In general, the problems identified were: lack of research knowledge, commitment to the thesis writing process, time constraint, excess workload.

More research methodology to be incorporated in undergraduate and postgraduate curriculum, Regular Master thesis workshops on research methodology to be organized and the meeting schedule with the supervisors to be improved.



Accessibility and availability of technological resources for student, faculty and stakeholders.	Usage rates reported by IT staff.	Collected data indicate that in the last three years there is an increase in the student satisfaction with the internet and Wi-Fi coverage on campus as well with the overall equipment of the classroom (see table 6.9). For example: satisfaction with WiFi coverage and internet access has increased from 50% in AY 2017/18 to 65% in AY 2019/20. Satisfaction with classroom equipment has increased from 65% in AY 2017/18 to 81% in AY 2019/20.	Usage fluctuations can be related with different factors. However, lab utilization might be influenced by course requirements, acquisition of computers by students or availability of new technological devices like tablets and smartphones.	No action needed. Students are aware of accessibility and availability of technological resources for them, faculty and stakeholders.	
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## **Section 6.3 Enrollment Management**

### **Criterion 6.3.1. Admissions Policies and Procedures**

UACS seeks to provide equal access and opportunity to all qualified applicants. The institution defines admissions policies for its undergraduate programs that are appropriate for identifying qualified students, are based on widely accepted standards, and are clearly and uniformly outlined in disseminated publications, including university bylaws, the institutional website, and recruitment brochures. General admission policies for undergraduate students are based on a set of objective criteria, in accordance with the Law on Higher Education in North Macedonia developed by General Secretary Office, approved by the Rector's Board and University Senate, and published in UACS Bylaws and [Code of Study](#).

Entering freshmen and transfer students can also apply for admission to UACS and pay the application fee online through the institutional website designed to offer a more convenient and seamless means for students to apply to all academic units at UACS. An applicant is eligible for admission to UACS when they have met all admission requirements in the relevant category and has submitted the necessary documents to the Student Record's Office (SRO).

Transfer students usually meet with a SRO coordinator for informational purposes and to develop an educational plan. During the advisement meeting, the student is informed of the transfer credits policy and, if the student wants to transfer credits from another institution, they are advised to have their official transcripts sent to the SRO for evaluation. Throughout a student's enrollment process, the Dean and the SRO staff maintain communication intended to facilitate the student's pursuit of academic goals.

In addition to publication in the UACS Operating Policies and Procedures ([Code of Study](#)), undergraduate student admissions policies are also published on the UACS website (Admissions for the First-Time Freshmen, Undergraduate Transfer Students, International Undergraduate Students, Part-time students) and in [SBEM brochures](#). For more information, please see the UACS official website and visit the following links:

 [Call for applications](#)

 [Admissions policy for transfer students](#)

- ✚ Call for students' enrollment in the first cycle of studies of the UACS study programs in the academic year 2020/21 (Please see in the Appendix)
- ✚ Call for students' enrollment in the second cycle of studies of the UACS study programs in the academic year 2020/21 (Please see in the Appendix)
- ✚ Call for students' enrollment in the third cycle of studies of the UACS study programs in the academic year 2020/21 (Please see in the Appendix)

#### **Criterion 6.3.2. External Articulation Process**

A strong drive towards internationalization is the hallmark of UACS over the last years. It strongly encourages student international mobility. To manifest this, UACS has entered into many articulation agreements with international colleges and universities. These agreements are established and monitored at the University level. They enable transfer students to potentially transfer academic credits toward their SBEM or other academic units' undergraduate or graduate degree programs. The EU exchange program Erasmus Mundus allows students to travel throughout Europe, take one or more semesters abroad and return back to their home school by adding the credits obtained there towards their degree. All students that provide a valid diploma, transcript of records or a certificate from an accredited university will be granted academic credits in accordance with the university bylaws. The students are assigned a dedicated International Office Advisor. This Advisor and the SBEM's Dean work closely with each student to select the most effective courses (from a wide selection of concentrations, campuses, and delivery modes) to achieve the individual students' academic, career, and time goals [\(for more info, please visit the following link\)](#). Further information can be found in **Figure 6.11** below as well as on the UACS website.

**Figure 6.11.**

**Table for External Articulation**

Universita di Foggia, Italy	<a href="http://www.unifg.it/">http://www.unifg.it/</a>
Miguel Hernández University of Elche, Spain	<a href="https://www.umh.es/?lang=EN">https://www.umh.es/?lang=EN</a>
EDEM Escuela de Empresarios, Spain	<a href="http://www.edem.es/Inicio.aspx">http://www.edem.es/Inicio.aspx</a>
Universidad a distancia de Madrid, Spain	<a href="http://http://www.udima.es/">http://http://www.udima.es/</a>
ESIC-Business and Marketing School, Spain	<a href="http://www.esic.edu/malaga/">http://www.esic.edu/malaga/</a>
Gdansk Management College, Poland	<a href="http://www.wsz.pl/">http://www.wsz.pl/</a>
Infrastructure and Management College, Poland	<a href="http://http://www.wsiiz.pl/">http://http://www.wsiiz.pl/</a>
Polish Open University, Poland	<a href="http://pou.pl/international/en/">http://pou.pl/international/en/</a>
GEA College, Slovenia	<a href="http://www.gea-college.si/">http://www.gea-college.si/</a>
BS International Business School Ljubljana, Slovenia	<a href="http://www.ibs.si">www.ibs.si</a>
Politehnica University of Timisoara, Romania	<a href="http://www.upt.ro/english/">http://www.upt.ro/english/</a>
Romanian American University, Romania	<a href="http://http://www.rau.ro/index.php?newlang=english">http://http://www.rau.ro/index.php?newlang=english</a>
Eftimie Murgu University of Resita, Romania	<a href="http://www.uem.ro">http://www.uem.ro</a>
Gazi University, Turkey	<a href="http://gazi.edu.tr/">http://gazi.edu.tr/</a>
Aachen University of Applied Sciences, Germany	<a href="http://www.fh-aachen.de/en/">http://www.fh-aachen.de/en/</a>





Bradford College Bradford, UK	<a href="https://www.bradfordcollege.ac.uk">https://www.bradfordcollege.ac.uk</a>
Lazarski University, Warszawa, Poland	<a href="http://www.lazarski.pl/en/international-exchange/contact/">http://www.lazarski.pl/en/international-exchange/contact/</a>
Universidad Miguel Hernández de Elche, Spain	<a href="http://www.esic.edu/">http://www.esic.edu/</a>
Caucasus Univeristy, Georgia	<a href="http://www.cu.edu.ge/en">http://www.cu.edu.ge/en</a>
Baku Business University from Baku, Azerbaijan	<a href="http://bbu.edu.az/en">http://bbu.edu.az/en</a>
Vytautas Magnus University, Lithuania	<a href="http://www.vdu.lt/en/">http://www.vdu.lt/en/</a>
University of Derby, UK	<a href="http://www.derby.ac.uk">www.derby.ac.uk</a>
Universita Degli Studi Di Napoli Federico II, Italy	<a href="http://www.unina.it">www.unina.it</a>
University of Rome Tor Vergata, Italy	<a href="http://www.uniroma2.it">http://www.uniroma2.it</a>
University of Applied Sciences Baltazar Zaprëšić, Croatia	<a href="http://www.vspu.hr">http://www.vspu.hr</a>
Université Catholique de Lille, France	<a href="http://www.fges.fr/">http://www.fges.fr/</a>
Univesidad de Burgos, Spain	<a href="http://www.ubu.es/">http://www.ubu.es/</a>
Haute Ecole de la Province de Liège, Belgium	<a href="http://www.provincedeliege.be/">http://www.provincedeliege.be/</a>
Universite D'Angers, France	<a href="http://www.univ-angers.fr">http://www.univ-angers.fr</a>
Varna Universitu of Management, Bulgaria	<a href="http://vum.bg/">http://vum.bg/</a>
Siirt University, Turkey	<a href="http://www.siirt.edu.tr/">http://www.siirt.edu.tr/</a>
UNICUSANO, Italy	<a href="http://www.unicusano.it/en/">http://www.unicusano.it/en/</a>

University of the Basque Country, Spain	<a href="http://www.ehu.eus/">http://www.ehu.eus/</a>
Mehmet Akif Ersoy University, Turkey	<a href="http://mehmetakif.edu.tr/">http://mehmetakif.edu.tr/</a>
Ondokuz Mayıs University (OMU), Turkey	<a href="http://www.omu.edu.tr/en">http://www.omu.edu.tr/en</a>
Friedrich Schiller University Jena, Germany	<a href="http://www.uni-jena.de/">http://www.uni-jena.de/</a>
Peoples Friendship university of Russia (RUDN)	<a href="http://www.rudn.ru/">http://www.rudn.ru/</a>
Istanbul University,Turkey	<a href="http://www.istanbul.edu.tr/">http://www.istanbul.edu.tr/</a>
University of National and World Economy, Bulgaria	<a href="http://www.unwe.bg/en/">http://www.unwe.bg/en/</a>
University of Applied Sciences Worms, Germany	<a href="http://www.hs-worms.de/">http://www.hs-worms.de/</a>
Universidade Catolica Portuguesa	<a href="http://www.ucp.pt">http://www.ucp.pt</a>
Yalova University, Turkey	<a href="http://www.yalova.edu.tr/">http://www.yalova.edu.tr/</a>
Mehmet Akif Ersoy University, Turkey	<a href="http://mehmetakif.edu.tr/">http://mehmetakif.edu.tr/</a>
University of Pila, Poland	<a href="https://puss.pila.pl/">https://puss.pila.pl/</a>
Angel Knachev University of Ruse. Bulgaria	<a href="https://www.uniruse.bg/en/university">https://www.uniruse.bg/en/university</a>
Ircom – école supérieure privée, France	<a href="https://www.ircom.fr/">https://www.ircom.fr/</a>
New Bulgarian University, Bulgaria	<a href="https://nbu.bg/en">https://nbu.bg/en</a>
Dauphine University, France	<a href="http://www.dauphine.fr">www.dauphine.fr</a>
Maastricht School of Management, The Netherlands	<a href="http://www.msm.nl/">http://www.msm.nl/</a>

Virginia International University, USA	<a href="http://www.viu.edu">www.viu.edu</a>
John Cabot University, Italy	<a href="http://www.johncabot.edu">www.johncabot.edu</a>
Vesalius College Brussels, Belgium	<a href="http://www.vesalius.edu">www.vesalius.edu</a>
Horizons University, France	<a href="http://www.horizonsuniversity.org">www.horizonsuniversity.org</a>
CMH Academy and IEMI- European Institute of International Management, France	<a href="http://www.cmh-school.com">www.cmh-school.com</a> <a href="http://www.iemi.com">www.iemi.com</a>
East Carolina University, USA	<a href="http://www.ecu.edu">www.ecu.edu</a>
Institut Supérieur de Gestion (ISG), France	<a href="http://www.isg.fr">www.isg.fr</a>
Swiss Management Center, Austria	<a href="http://www.swissmc.ch">www.swissmc.ch</a>
European Institute of Education, Malta	<a href="http://www.eieonline.com/">www.eieonline.com/</a>
St.Louis Community College, Missouri, USA	<a href="http://www.stlcc.edu/">www.stlcc.edu/</a>
Technical Faculty of Bor, University of Belgrade, Serbia	<a href="http://bg.ac.rs/en/members/faculties/TFB.ph">bg.ac.rs/en/members/faculties/TFB.ph</a>
Vienna University of Technology, Austria	<a href="http://www.tuwien.ac.at">www.tuwien.ac.at</a>
International University of Monaco	<a href="http://www.monaco.edu">www.monaco.edu</a>

UACS also participates in a [joint degree program](#) in cooperation with Tor Vergata University of Rome. For this cooperation, both universities combine resources in order to offer high value program to their students. The students enrolled in the first year of Business Administration and Economics will have the opportunity to obtain a Dual Degree based on the agreement between the University of Rome Tor Vergata: Department of

Management and Law, and the University American College Skopje (UACS): School of Business Economics and Management. At the end of the program, the students obtain:

-  Bachelor degree in Business Administration and Economics, awarded by the University of Rome Tor Vergata
-  Bachelor degree in Business Administration and Economics, awarded by University American College Skopje (UACS)

#### Eligibility criteria

Candidates who want to join this programme must be officially enrolled in a Bachelor programme at their home institution, must have completed at least 105 credits at their home institution, and have a good knowledge of Mathematics (minimum grade: 25). Dual Degree students shall pay all required tuition and educational fees to the home institution. No study fees are paid to the host institution. The students participating in the programme may defend their theses at the home institution, the host institution, or both.

#### **Criterion 6.3.3 Graduate Program Articulation & Admissions Policy**

Graduate admission decisions are made in accordance with published admissions standards that are clear, reasonable, and consistently implemented, as outlined below.

Admission policies for graduate students are based on objective criteria, in accordance with the Law on Higher Education in North Macedonia, developed by General Secretary Office, approved by the Rector's Board and University Senate and published in UACS bylaws and Code of Study.

For more information about admission policy regarding the graduate admissions process, including what is expected of all parties involved, please see the following documents Code of Study and Call for Enrollment (both found in Appendix)

The policy for free admission without any additional requirements is the norm in the Republic of N. Macedonia. Students that can show a valid undergraduate diploma from any of the recognized universities in the region are admitted in any of the Master programs. Guided by the country's Law on Higher Education and the Bologna Declaration, all students in the second cycle or the graduate level are called postgraduate students. The terms 'conditional' and 'probationary' and 'provisional' are not used since the University does not enroll students without a completed bachelor diploma at any level. The official brochure that reflects the policies and procedures of the University and of SBEM is published annually and it

explicitly outlines the admissions policies for domestic, international and transfer students. In case certain procedures are omitted while the brochure is being published, students will be able to view its latest version on the University website, and will receive hard-copy amendments or an addendum before the start of the academic year. In keeping up with amendments to the Law on Higher Education, the University regularly publishes admissions changes on the University website.

In regard to the graduate admission procedure, only applicants who have submitted completed applications will normally be considered for admission. Once the traditional/online application, application fee, official transcripts have been received by the Graduate Studies Office, the Graduate Studies Coordinator reviews the application and notifies the relevant academic unit upon which the Graduate Studies Office notifies the student. As indicated above, when referring to undergraduate students, UACS graduate admission policies and procedures are also published in the UACS Bylaws and Operating Policies and Procedures, in the Graduate Brochures, and on the website.

#### **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.**

SBEM does not have separate policies regarding probation, suspension and readmission. It follows the UACS policy adopted for all academic units. The policy regarding placing students on probation is set forth in the Decision about Students on Probation (more info can be found in Appendix). In general, a warning system is used to alert students and academic advisers that a student is not making a satisfactory progress. Undergraduate students who achieve less than a 1.67 grade-point average in all academic units are put on academic probation.

Students are notified of their status via a personal contact and email from the Students Record's Office. To remove probation status, students must complete a semester of coursework with both a semester and cumulative GPA above 1.67. To return to good standing as quickly as possible to maintain progress toward graduation, the students must engage in the academic recovery process. Probation-related activities include working closely with tutors, and meeting with an advisor to explore and address the circumstances that may have led to probation status.

Graduate students who achieve less than a 1.67 grade-point average with early intervention are called at-risk students. During their studies, these students have continuous and personal consultancy, usually on monthly basis, with the Graduate Studies Coordinator. Each student is personally informed about their course grade progress and they receive future directions for the rest of the program courses. For some students, the consulting direction can be a special learning plan or advice to transfer to another program. All policies regarding suspending students, and for readmitting students who have been suspended, are listed in the Code of Study.

For graduate students, there are no policies stated for coursework, but they have an overall timeframe of one year, from the date of their Master thesis proposal submission, to complete their entire Master thesis and thus the graduate program. If students are absent from a graduate program for two years (or longer), they must submit a new application in order to be readmitted as active students. The deadline referred to previous procedure is defined on basis of a transcript of records, which shall indicate the day of passing the last exam.

#### **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.**

The undergraduate student recruitment, admission and retention are organized at University level. UACS admission policies and rules, the grading system and other related policies may be found in the Code of Study. Overall, most of the UACS policies are also described and available online.

Over the years, online enrollment and registration for all University programs and levels has been developed, and online payment has also been started. Recruitment policies and procedures can be found online, on the following links: [Registration](#); [Application Forms](#); [UACS Open Day](#); [Academic Calendar](#). Admission policies are listed online, on this link: [Call for Applications](#). Retaining policies and procedures may be found on the following links: [Tuition and Scholarships](#); [SBEM Academic Advising Center](#); [Tutoring Assistance Student Club](#).

Student retention is generally led by the Student Record's Office (SRO) staff. They provide academic and nonacademic counseling and offer career development to increase student satisfaction with their UACS experience. The students are encouraged to visit the online course schedule, and to contact their student coordinator if they need any help in registering for upcoming courses.

Tutoring services have been evidenced as a very successful practice at SBEM where senior students provide mentoring and tutoring for sophomore and freshmen students. It has demonstrated improvement of retention as well as of the tutored students' performance.

As of 2017, there is also an increasing trend towards the use of the SBEM Academic Advising Center (AAC) services. As presented above in Criterion 6.2, the academic advisors provide student advisement services regarding academic, major/course selection and career development issues. These services have also contributed to higher levels of student satisfaction and, as a result, to higher rates of student retention.

Regarding the retention of graduate students, the Graduate Office uses flexibility as a main retention strategy for the improvement of retention as well as of the graduate students' performance. Over the last years, in an effort to mitigate the increasingly competitive threats, it has been found that in graduate and MBA degree programmes, the curriculum structure and flexibility can play a crucial role in students' progression and success, and the flexibility in the structure of Graduate/MBA degrees is important to be considered and deployed. Currently, the UACS graduate policy offers concession for work-related challenges, so working students manage to resume their studies. Graduate students are offered flexibility in terms of course schedules, separate learning activities, and study progression. This approach helps students to find their strengths and passions, and, if needed, allows them to trace their own direction during the degree. Moreover, it helps them to better perform and complete their studies in a more timely and effective way.

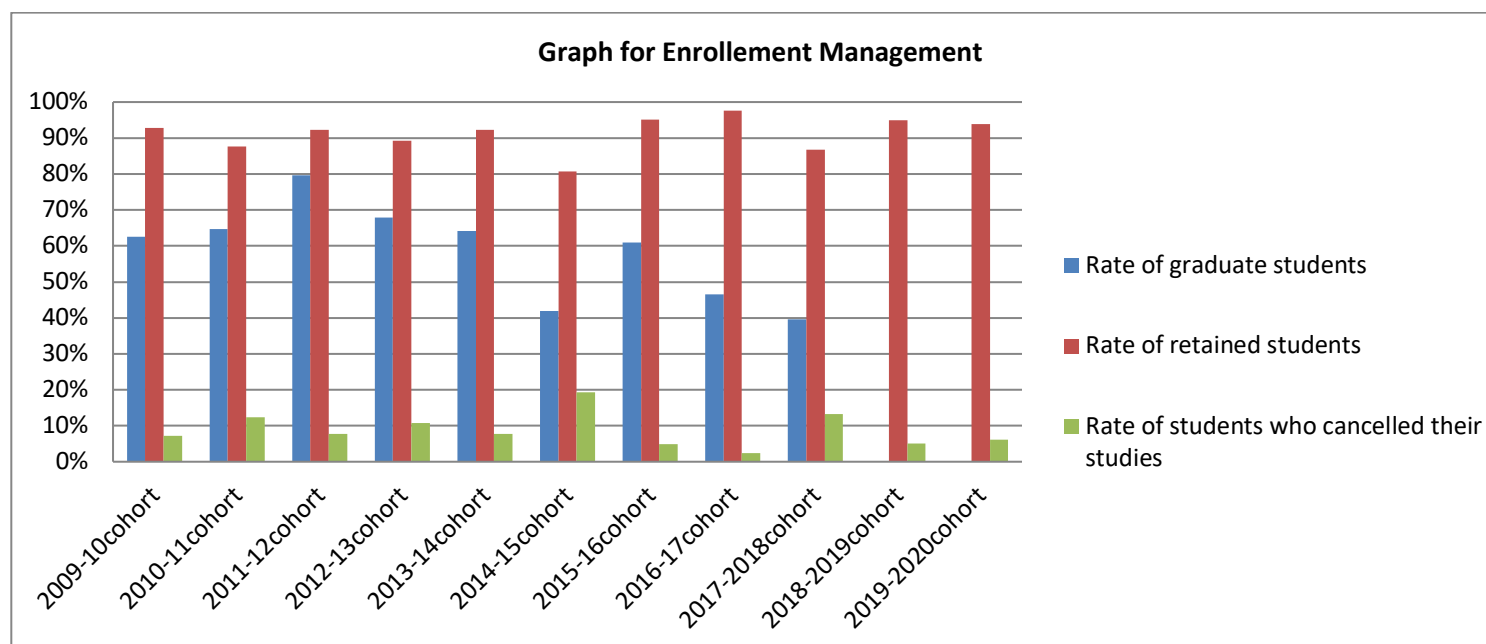
To tackle the biggest attrition driver, university policies must continue to strengthen the offer of flexibility around employment and assessment. With COVID-19 initiated transformation from traditional to hybrid model of education, UACS has considerably exploited the opportunity to further provide a more flexible online and hybrid learning experience that employees and industry require.

#### **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.**

UACS is not an institution whose mission is to provide access to higher education to traditionally marginalized population. Such institutions must be able to demonstrate that the institution maximizes the opportunity for a student who starts the program to finish it successfully. Our student population largely consists of students with successful academic background, and financial background that is usually middle-class or higher, according to regional standards. Also, the fact that the programs are offered in English language and are internationally accredited, for which there is no other option in the country, indicates that the students are academically well-prepared and have a strong academic background necessary for college-level work. Our existing system for monitoring students' academic performance works well, as students know what their status is, know what level of performance they need to deliver to meet academic requirements, and know how to access the services the University provides to help them. This background and the environment in which we operate make our exceptionally strong graduation and retention rate possible.

**Figure 6.12. Graph for Enrollment Management**





### **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 is a tuition-dependent institution and meeting the goals of student enrollment and maintaining or increasing the academic quality of the student population has always been among its key objectives. The University has several functional and operational areas that make improvements to enrollment management on a continual basis. These include Marketing and PR Office, Career Center and Networking Student Record's Office, International Office, etc. Furthermore, the academic units support these University-wide efforts and engage these same resources locally. Developing relationship with students through proper advising, additional career development and educational services outside of class and showing respect to students respect are also very important. As it was evidenced above, the academic units provide an important support in the current students' probation and retention. SBEM, in particular, has its own robust advising and tutoring services to assist retention, persistence and success to degree attainment.

Please find below evidence for various practices introduced in the most recent academic years, which have improved the overall performance of the process itself. In the table, it is evident that UACS has managed to significantly upgrade the process of enrollment management through various methods such as: increased marketing activities (ATL campaign (TV, radio, print) and BTL support (mailbox flyers, elevator posters) and bigger marketing investment, but also with other related tools such as: increased recruitment activities and internationalization efforts (cooperation with other universities, a joint program). The overall marketing strategy was upgraded to fit both the brand that UACS has been building in the past 15 years and the current communication trends.

Various recruitment activities and promotional visits to the Macedonian high schools have been organized these past three years in order to promote the UACS schools and programs. The number of these visits increases every year, which is an excellent indicator of our dedication to the enrollment process, but it is also a proof that the high schools management teams in Macedonia acknowledge the value of our University by allowing UACS to organize promotional activities in their high schools.

Year	Number of visited high schools in the R.N. Macedonia	Number of participants/high school students
2017	14	334
2018	19	470
2019	21	562

A very important part of the UACS recruitment campaign is also the event called “Open Day”, which we organize every May. The main goal of this event is to promote our schools and programs in the University premises. For this purpose, we send invitations to many high-school students to attend this event and we host one-hour lectures on specific topics. This is a great opportunity to offer some early-bird discounts and present the scholarships given by the UACS Foundation. Deans and full-time faculty play a significant role in this event by delivering promo lectures to the visitors, as they host during this whole open event. In addition, potential students can request one-on-one meetings with faculty members to discuss academic programs. The number of high-school students who attend the UACS Open day increases every year.

Year	Number of attendees/high-school students at the UACS Open Day
2017	More than 120
2018	More than 160
2019	Around 250

## **Marketing and PR**

For UACS, the marketing activities have been constant in the past few years. However, due to the general change in the marketing environment and the increase in social media consumption, the habits and preferences of younger demographics, we have adapted our strategy to fit both the brand we have been building in the past 15 years, and the current communication trends.

- We have updated our School brochures with a modern design and, besides printing them, we have placed them both on the website and on social media, so that future students can easily access them.

[SBEM Brochure](#)

[Audit and Accounting Brochure](#)

[SCSIT Brochure](#)

[Foreign Languages Brochure](#)

[Law Brochure](#)

[Political Science Brochure](#)

- We have developed an ATL campaign (TV, radio, print) and BTL support (mailbox flyers, elevator posters). So far, the feedback has been great.

[UACS Facebook Videos](#)

[UACS Facebook Photos](#)

- Due to increase in competition activities, we have repositioned UACS as the first and only USA-accredited University in the country, so the story of the main campaign is based on the ACBSP accreditation, which is used as our competitive advantage and is included as a sign-off message in all communication channels. We have created a series of testimonials in which our students present themselves and the reasons they have chosen UACS, one of them being the accreditation.
- Considering the vast effect of the pandemic, we have shifted our focus towards online communication and enlarged our portfolio of online services, which are communicated via mini campaigns. We have developed online enrollment registration for all University programs and levels, and have introduced an online payment method. (link to [UACS Facebook Videos](#))

- We have also been working on an extensive PR support for all UACS activities, especially during the crisis. We have created and placed plenty of interviews and advertorials in magazines, web portals and web sites, in order to communicate everything that UACS is doing.

### **Alumni Relations**

The Alumni program at UACS has been a topic for analyses and redefinition in the past year, and it has been concluded that there is a low interest among the alumni students for after-graduation activities and involvement. Therefore, the University engaged a communication and alumni coordinator, whose job is to revive the program and create additional activities for the graduates. In accordance with the management, an Action Plan for 2020/2021 has been developed, and it includes: Quarterly newsletter, interviews, offers and other info, and alumni benefits; An Event Plan (Spring Picnic, Family Day, Jubilee Event); Promotional offers (Discounts for UACS Alumni Bicycle Fans, Job Fairs, UACS Women Entrepreneurs...).

The last alumni event for 2019 was the Master Talks Event, where UACS alumni were invited to talk to prospect graduate students about their experience at the University. What followed was inclusion of an alumnus in the last corporate image campaign made for UACS in early 2020. The campaign consisted of several TV commercials, and one of them introduced our alumnus, as a role model for future students.

Unfortunately, all activities stopped with the pandemic outbreak. As all University activities were redefined, the alumni project was put on standby. As part of the crisis PR plan, whose main purpose was to communicate how we had adapted to the situation, we managed to involve alumni students and demonstrate how their education helped them in their present job and prepared them for crisis situations, such as this one. We have organized interviews, TV shows, social media content, etc.

As we are awaiting for the next phase of the situation, we plan to adapt our activities accordingly. For the time being, we keep in touch with the alumni students by e-mail notifications and invitations for online webinars, online surveys and other University activities that we think might be relatable and interesting.

### **UACS Annual Reading Competition for High-School Students**

As part of the UACS enrollment activities, every year UACS organizes Annual Reading Competition for high-school students. The UACS Annual Reading Competition was first organized in 2011. The aim of this competition is to foster reading habits among high-school students, promote English literature and all its diversity, and provide a platform for high-school students to express their creativity and practice English. The Reading Competition has been incorporated in the School of Foreign Languages' strategic annual plan and has served as a tool to recruit new undergraduate students for the whole University since its beginning. So far, the competition has hosted around 400 high-school students from the whole country. Through the competition, the high-school students have been given an opportunity to get insight into the University premises and technological opportunities, the University study programs and faculty. Every year, besides valuable book prizes, the competition winners are awarded enrollment discounts for any of the UACS study programs. Moreover, UACS Annual Reading Competition has hosted more than 180 English language teachers from various high schools from around the country, who prepare and accompany their students to the competition. Within the Reading Competition, the contestants' mentors, high-school English language teachers, on several occasions have been provided with several free training and professional development workshops (e.g. on 15 April 2014, Prof. David Lambert held a workshop titled Teaching Shakespeare in the EFL Classroom). The English language teachers are regularly informed about the UACS postgraduate programs, especially at the School of Foreign Languages.

Year	Students	Mentors
2020 – online competition due to the COVID-19 pandemic	22	15
2019	47	32
2018	41	28

2017	56	42
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### **UACS Foundation Scholarships**

The UACS Foundation Scholarships program is designed to help admitted students of high academic quality and in reasonable financial need enroll and sustain their education at the university. The final award is determined by several criteria [\(more info can be found in UACS Scholarships Info section\)](#).

The recruitment of new students is also assisted through a variety of activities. Participation in activities such as “Opening Ceremony”, “Orientation Day”, “Freshman Seminar”, recruiting trips to high schools, faculty meetings with prospective students, etc. will continue to be vital to the successful recruitment efforts of the University.

The review of enrollment management processes occurs as a component of the strategic planning processes described in Standard 2. The UACS leadership regularly reviews the plans and related processes at the Annual Retreat and Strategic Planning Sessions, and Rector’s Board. The intention is to closely integrate the Strategic Plan and Enrollment Management Plan and efforts.

Herewith, to wrap up and move forward, few final insights can be noted. Over the last ten years, the environment pressures of the higher education enrollment have influenced the UACS strategic visibility of enrollment management. The enrollment landscape has undergone a significant evolution shaped by number of external forces which has led to more systematic and integrated approach to the overall enrolment management. Being highly dependent on tuition and revenue-driven, the University was challenged to mitigate increasing competitive threats, population pattern changes as well as to manage the increasing family expectations for an easier, more seamless, and more personalized admission and enrollment process.

As a result, enrollment management has transitioned from its initial focus on the inputs in the students’ basic dealings (admissions and the registrar) to collaborating with other entities (strengthening the focus on retention, academic advising, career development and internationalization) in order to facilitate students’ success in obtaining a degree and, moreover, to ensure healthy enrollment throughout the student lifecycle. Over the years,

UACS has cultivated almost equal focus on the enrolled students' success. This portfolio is a kind of purposeful manifestation of University's student-focused philosophy. It has essentially evolved from enrollment management to strategic enrollment management to what UACS has introduced into "integrated" enrollment management. This deeper penetration into the student lifecycle will continue and requires forward-looking enrollment management to develop strong collaborative relationships with all academic units, student affairs, business community and alumni affairs together, to manage enrollment as a team.

As part of UACS current strategic plan, the commitment is directed towards the three main objectives: top notch academic excellence, internationalization and the importance of empathy and balance in student experiences. These ideas drive the way UACS thinks about enrollment management, the effort that needs to go into it, and the changes that need to be made in the recruitment strategies each year. UACS will continue to provide a full range of co-curricular and extracurricular opportunities to students, and to provide a complete range of services in terms of counseling, advising, international student services, and career and placement services.

Besides the enrollment management team who will be mainly accountable for the process, a well-integrated approach needs to grow and to become advanced. The faculty obviously needs to focus on the core teaching and learning in the classroom, but at the same time, it is essential that the faculty at large will continue to be a key voice in the educational goals that shape UACS enrollment management strategies. Faculty will also need to cultivate building relationships and open communication with students, offering extra support through various educational services, continuously advancing teaching skills and modifying curriculum to support student success. These expectations are very clear from the moment faculty is hired. Simultaneously, faculty is also held accountable when students regularly evaluate their courses and teachers. Academic advisors will be engaged more frequently to check in and become aware of any concerns. All of these practices provide useful data to improve and address issues and hold all involved entities accountable—for all areas of improvement, and to acknowledge the overall so-called "integrated" enrollment management.