



**Self-Evaluation Report**  
**2010-2011**

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*We certify that all of the facts submitted in this Self evaluation Report are true to the best of our knowledge and belief.*

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## A. INTRODUCTION

In order to follow Macedonian Law on Higher Education (Article 77), to achieve international credibility and to reach the European Universities Association (EUA) standards the International Balkan University (IBU) starts with evaluation process. Any evaluation process has three steps: three steps: a) the Self-Evaluation process undertaken by the staff of IBU, the findings of which are summarised in this Report with the necessary Appendices, b) the External Evaluation carried out by external evaluators, aiming to enhance the positive effects of the IBU self-evaluation, and c) the Evaluation Report prepared by the evaluators with the purpose to serve as a record of the present state and a foundation of future developments and improvements of the University.

For now, IBU starts with the first step, self –evaluation process, in order to serve three major purposes: a) to present a succinct but comprehensive statement of IBU view of quality management and strategic planning, b) to analyze the strengths and weaknesses of IBU and to propose a specific action plan, and c) to provide a framework against which IBU will be assessed by the external evaluation teams. The self-evaluation process is a collective institutional reflection and an opportunity for quality enhancement of any aspect that is part of the self-evaluation process.

The self-evaluation report will provide information to the external evaluation team, with emphasis on IBU's strategic and quality management activities. The goal is to confirm and enhance the University's capacity for improvement.

The self-evaluation addressed four strategic questions: What is IBU trying to do? How is it trying to do it? How does it know it works? How does IBU change in order to improve? The self-evaluation has started three (3) months ago and resulted in the present report, which is hoped to convey essential information about IBU. More importantly, it has provided the opportunity for a critical reflection of how IBU manages itself and handles quality as a central value in its strategic decision-making. This Self-Evaluation Report tries to assess strengths and weaknesses in the context of constraints, opportunities and threats and to show the relation of the various elements of strategic planning and quality management. The analysis takes into account the changes of the recent past and those anticipated in the future.

Given the fact that the IBU exists only 5 years, the University took place only the first step of evaluation process. The proposed self-evaluation report of the International Balkan University in Skopje (IBU) is a result of the self-evaluation process performed at the University for the period 2006-2011. The self-evaluation report of the IBU has been compiled according to the EUA methodology focusing mainly on university norms and values, quality monitoring and management, strategic planning and opportunities for further development of the IBU. The report has an analytical character and it analyses strengths and weaknesses, opportunities and threats (SWOT analysis) that are a starting point to propose an action plan for strategic managing the IBU.

During the preparation period of the self-evaluation report, there were some problems especially of reaching the desired data, correct resources and timing. These problems indicated the importance and necessity of establishing central statistics and archive units in future, which would be responsible for analyzing and collecting the data from all units of the university. As the University will spread the own activities regarding new faculties and study programs, as well as research centers, these problems will increase.

The self-evaluation process was implemented and the report was compiled by the following steering committee:

- Prof. Dr. Verka Meshko, Dean, Faculty of Technical Sciences
- Prof. Dr. Liljana Markovska, Vice-rector
- Assoc. Prof. Dr. Sermin Senturan, Dean, Faculty of Economics
- Adile Ahmetaj, Student Officer

## **B. NATIONAL AND INSTITUTIONAL CONTEXT**

### **1. Major Characteristics of Tertiary Education in the Country**

With the signing of the Bologna Declaration in 2003, the national authorities of the Republic of Macedonia committed themselves to a successful implementation of the Bologna principles and objectives. After the long debates and preparation process, the Parliament of the Republic of Macedonia adopted a new Law on Higher Education in 2008. The main areas covered by the Law are:

#### *1) Quality Assurance*

- a) Strengthening the role of the Higher Education Accreditation Board and the Agency for Evaluation of Higher Education into one national body for quality assurance in higher education (Since at the beginning of 2011 these two bodies has been merged in one body of the Higher Education Accreditation and Evaluation Board)
- b) Introduction of student participation as well as participation of employers' representatives in decision-making bodies of the universities and the quality assurance process (from both the private and the public sector);
- c) Introduction of international cooperation in the quality assurance process (peer reviewers, other quality assurance agencies and/or relevant associations);
- d) Membership of the national bodies for quality assurance in the European Association for Quality Assurance in Higher Education (ENQA).
- e) the need for the national quality assurance system to comply with the Standards and Guidelines for Quality Assurance in European Higher Education.

#### *2) Three-cycle based higher education system:*

- a) The first and second cycles are described using ECTS and generic descriptors based on learning outcomes and competences

- b) Doctoral level qualifications are aligned with the EHEA overarching framework for qualifications using the outcomes-based approach;
- c) The Law addresses the regulated professions;
- d) A legal basis for joint degrees is established;
- e) Development of a national qualifications framework in compliance with the EHEA overarching framework for qualifications, as well as with the European qualification framework for lifelong learning.

### 3) *Types of tertiary programmes and qualification*

- a) The study programmes of the two-cycle system were reformed in line with the Bologna Process.
- b) The first study cycle amounts to 180 to 240 credits, which is the equivalent of study programmes lasting 3 to 4 years. The name of the qualification in the national language is *diplomiran* + profile or in English Bachelor + profile.
- c) The second study cycle (Master Degree) amount to 60 to 120 credits, i.e. duration of 1 to 2 years, depending on the profile. The name of the qualification in the national language is *magister* + profile or in English Master + profile.
- d) The Law on Higher Education provides for fulltime third cycle study programmes in accordance with Bologna. The Law provides a legal framework for implementation of the third cycle according to the Bologna principles, including both taught courses and independent research. Under the Law universities are obliged to design structured study programmes which last at least three years full time and are awarded 180 ECTS. The name of the qualification in the national language is *doktor* + profile or in English Doctor of Philosophy + profile.

In compliance with the provisions of the new Law, the higher education institutions are given recommendations and encouragement to work on the development of integrated study programmes and joint degrees in the first, second and third cycles.

In addition to the state universities, a significant number of private higher education institutions were opened in the country and are private higher education institutions with representative numbers of students.

A new type of public-private non-profitable and “foundation university” higher education institution has been introduced with financial contributions from numerous international donors and foreign higher education institutions.

## **2. Distribution of Responsibilities**

The role of the universities is strengthened by the new forms of their organization and management. The public universities are organized under the auspices of the Rectors’ Conference of public universities and private universities are organized under the auspices of the Rectors’ Conference of private universities. Issues of mutual interest come under the responsibility of the Inter–University Conference.

Universities integrate the functions of their units (functional integration) and through those units ensure across-the-board synchronisation of:

- strategic development,
- adoption of standards,
- norms and rules for the organization and implementation of higher education and scientific and research work;
- ECTS;
- applied and expert work;
- adjusted financial operation;
- investments and development plans;
- promotion of scientific research;
- criteria for selection and promotion in educational, scientific-educational, scientific or support staff careers;
- cooperation with universities at home and abroad;
- policy on student, teacher, support staff and administrative staff mobility;
- rules for rational utilization of human and material resources;
- development and organization of studies;
- quality assurance and control system;
- educational standards;
- information system;
- library system;
- publishing work;
- issuing diplomas;
- organization of symposiums and seminars;
- allocation of funds to the university units and university organizations for cultural and sports activities;
- provision of forms and other documentation necessary for students;
- professional or administrative and technical services;
- university documentation;
- care and promotion of students' and employees' standards;
- programme for exchange of scientific and vocational services and products with domestic and international natural persons and legal entities;
- insurance of university property and university units' property by performing other work as laid down in the Law on HE and the Statute of the University.

### **3. Licensing, Quality Assurance and Accreditation of Programs**

The Quality Assurance System (QAS) in higher education in the Republic of Macedonia is based on the Law of Higher Education and the requirements of the Bologna Declaration. It includes the following:

- Approval, verification and recognition of the higher education institution, within the framework defined with the LHE, accomplished through the accreditation process;
- Quality assessment in the following areas: Performance of the activities, Management, Financing
- Evaluation system for academic and other related activities
- Other activities and mechanisms that develop and maintain the quality of higher education as determined by the Law and the regulations of the bodies (agencies) that carry out the quality assessment of higher education.

The evaluation (Quality Assessment) of the HEIs is implemented through:

- External evaluation (external quality assessment);
- Self-evaluation (internal quality assessment);
- System of evaluation of the quality of the academic staff

The external evaluation and the overall assessment of the academic staff at the universities and the other types of higher education institutions in the Republic of Macedonia is carried out by the Higher Education Accreditation and Evaluation Board).

### **4. Brief Historical Overview**

The Private International Balkan University shall function on the basis of a decision on commencement of work number 12-6121/3 as of 09.10.2008 by the Ministry of Education and Science of the Republic of Macedonia. The Private International Balkan University shall take over the rights and obligations of the previously established faculties: the New Balkan Faculty with an interim decision on commencement of work number 12-2642/3 as of 07.06.2007 and the Faculty of Technical Sciences with an interim decision on commencement of work number 12-2642/4 as of 07.06.2007.

The founders and the co-founders of the International Balkan University are the Foundation of Education and Culture Skopje (USKUP), established according to the Macedonian Law on July 2nd 2002.

The Advisory Board of the International Balkan University has been established in order to develop academic activities of the IBU worldwide. Other institutions that will substantially contribute to the international success of the IBU are welcome to be considered as new co-operators of the University.

By founding the International Balkan University the members of the Foundation of Education and Culture Skopje and the IBU Advisory Board are determined to contribute towards academic, democratic and economic advancement in Macedonia and in the Region.

The members of the Foundation of Education and Culture-Skopje and the IBU Advisory Board are committed to: Increasing academic interest in the project among Macedonian and foreign scholars who are willing to participate in its realization and who adhere to the highest academic criteria and standards; Seeking cooperation with interested universities in the world, universities in Macedonia, Turkey and the region, and especially with other universities of internationally recognized profiles; Initiating educational connections with the Macedonian diaspora including the whole Balkan area and the world in particular with Macedonian experts and scientists; Seeking financial, material, academic and legal cooperation and support for the projects from all relevant institutions in Macedonia and the city of Skopje, and other countries, and from all relevant institutions representing the international community in Macedonia.

The International Balkan University (IBU) is private university, founded 2006, initially with two faculties: the Faculty of Economic and Administrative Sciences and the Faculty of Technical Sciences. One year later, in 2007, three new faculties were accredited by Ministry of Education and Sciences: the Faculty of Communication, the Faculty of Fine Arts and the Faculty of Languages. At the moment of writing up this report, the University represents a functional community of five faculties with seven different study programs of first cycle and two study programs of second cycle. Its operations are regulated by the Higher Education Act and the Statute of the University. In 2009, IBU study programs were recognized by Turkish Council of Higher Education (YÖK).

There were some constrains including infrastructure, number and quality of academic staff at the establishment stage of IBU. These constrains still exist, but University will make efforts to overcome them over the next years. Academic and administrative staff is selected with care to provide the best possible returns in teaching and research.

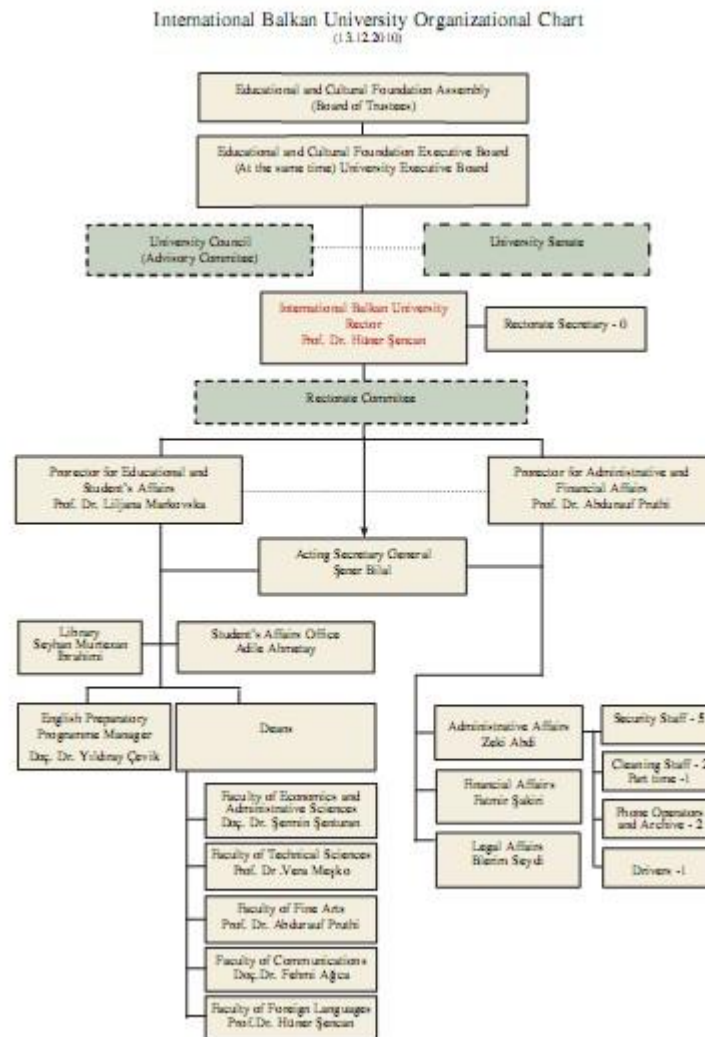
With the exception of the Preparatory program and Rectorate, which is located in Kale, all faculties are at the campus in Avtokomanda, covering a closed area of 2,500 square meters.

As a “foundation university” (foundation supported, state recognized, non-profit, public legal entity), IBU is unique Macedonian University have English-based curricula in their programs and the teaching process is going on in English language. This means that our education in any field is compatible with international demand. This is one of the reasons why many international students choose our university for their studies and why our students have good opportunities to take part in student exchange programs like Erasmus.

## 5. Organizational Structure

The organizational and functional integration of IBU enables the harmonization of its operations and provide the university with a unique approach towards its joining institutions and the attainment of the projected strategic goals, such as: change in organizational norms and regulations to bring higher education in line with ECTS norms; developing and organizing programs of study; developing a system for securing quality control; maintaining teaching standards; increasing the selection and improvement of syllabuses; refining the criteria for the attainment of academic titles and credentials of full-time and part-time academic staff; cooperation activities with universities within the country and abroad; in the financial domain - investments and development plans; regulations to utilize human resources and tangible assets rationally; Information Technology (IT) and library resources and much more (Appendix 8.1).

Organizational structure of the University is presented on Figure 2.1.



## **C. FACULTIES, PROGRAMS AND FACILITIES**

### **1. Faculties**

The university offers 7 first cycle study programs in five faculties: Faculty of Economics, Faculty of Technical Sciences, Faculty of Fine Arts, Faculty of Communication and Faculty of Languages. The Faculty of Economics offers two first cycle study programs: International Economic Relations (IER) and Management in Public Administration (MPA). Within the Faculty of Technical Sciences there are also two first cycle study programs: Industrial Engineering (IE) and Information Technology (IT). First cycle study program, Graphic Design is offered by the Faculty of Fine Arts and Public Relation first cycle study program by the Faculty of Communication. The Faculty of Languages offers one first cycle study program English Languages and American Studies. There are 217 first cycle students spread throughout these programs. The student/staff ratio for faculties is only 5,29. The Faculty of Economics and the Faculty of Fine Arts have a dominant majority in undergraduate student figures (Appendix 8.1.3).

Faculty of Technical Sciences, Department of Industrial Engineering offers master's program in the fields of Industrial Engineering, and the Faculty of Economics offers master's programs in Business Administration (Appendix 8.1.4).

To support main activity, pedagogical process of the IBU, there are other special-purpose facilities as library and three small laboratories: one laboratory at the Faculty of Arts and two at the Faculty of Technical Sciences.

### **2. Other Schools**

The university's Preparatory Program aims to train students for English language in order to follow their lectures. The objective is not only to enhance proficiency in the language, but also to develop critical thinking skills that will guide them throughout their career. In order to accomplish these objectives, the Preparatory Program provides reading, writing, grammar and listening classes to beginner, intermediate and advanced-level students of English. Realizing that all first-year students need orientation in their subject areas, the Preparatory program offers English for Specific Purposes (ESP) classes to students with advanced English. The reading classes aim to teach students how to deal with academic texts; the writing classes to teach students how to produce logical and convincing arguments in written form; the listening classes to enable students to extract essential information from live lectures; the grammar classes to teach the formal structure of the language as a symbol of meaning and the ESP classes to introduce the students to the concepts, terminology and methodology of their future faculties. English self access room is available for the students.

### **3. IT office**

The University's IT office enables information technology services for the community of students, faculty members and staff. The important infrastructure parts for

students are computer classrooms and the Internet rooms allowing students access to the Internet. (Appendix 8.3-Part H)

#### **4. Library**

The University Library, founded in 2008, is located on the second floor of the Education Building in Avtokomanda. It occupies 50 enclosed square meters. The library strives to offer the highest possible quality service by providing all the resources at its disposal to both the academic staff and students, with the aim of supporting research as well as educational activities (for detailed information on the Library Centre, please refer to Appendix 8.6).

The library contains approximately 2000 books.

#### **5. Graphic Design Laboratory**

The graphic design laboratory has 11 computers which keeps the student/teacher ratio low. The laboratory allows instructors to give demonstrations. A color laser printer offers students quick printing for projects. The graphic design facilities also include a traditional classroom with drawing tables (Appendix 8.7.3).

#### **6. Laboratories for Technical Sciences**

International Balkan University has taken bold steps to structure a well designed environment for studying at the Faculty of Technical Sciences (FTS), both at the Industrial Engineering (IE) and the Information Technology (IT) Department. Activities began the moment when full time professors were employed at the University, taking the advantage to enhance the laboratory experience of the students. Our commitment to introduction laboratory practice for the students is motivated by the engineering philosophy "*Learn by Doing*" (for detailed information on two laboratories, please refer to Appendix 8.7.1- A project proposal on improving the quality of education by establishing and equipping science and engineering laboratories and Appendix 8.7.2 -Establishment and use of General Electrical Engineering Laboratory – GEEL).

#### **7. Research Center**

Every university has to be focused on three main areas: teaching, research and contribution to society as three parts of the triangle knowledge.

For now, IBU is focused on teaching area, only.

#### **8. Extra – Curricular Activities and Opportunities for Students**

Students of the university are represented by a students' union called the Students' Council. The council consists of representatives from each faculty that are chosen by fellow students through democratic elections. The council chooses one representative as the President of the Council. The president takes part in administrative procedures

of the senate, etc. Students are encouraged to take part in students' club for extracurricular activities. A vice rector supervises the club.

## **9. Guidance for Students**

For each student, upon recommendation of his/her department, an advisor will be assigned from among the faculty members by the dean of that particular faculty. The advisor will guide the student from the start of her/his acceptance to the programme until the end of her/his university life and help her/him solve her/his problems related to education and university life. In order to efficiently execute academic guidance and to be able to follow the student's academic status, Individual Registration Course Form is used for each student. This form is prepared in three copies: one copy is kept by the advisor, the second copy is kept by the student and the third copy is sent to the University Student Affairs Office at the beginning of each term. The advisor has to guide the student to register within the dates that are specified in the academic calendar; solve her/his problems related to her/his studies and to university life; and choose and register for courses and to drop courses for which she/he had previously registered. When necessary the advisor expresses her/his opinions concerning the courses by taking into consideration their order in the programme, the student's achievement level, and the university's regulations. To secure sound execution of supervision service, each student's academic guidance will be reviewed by the relevant dean.

## **10. Finance**

According to this regulation the board of trustees is responsible for any budget related issue. At IBU, the budget is formed according to needs of faculties and administrative departments. Rector fills out budget forms annually and sends it to the board of trustees. The other finance resources are student fees. The annual budget of IBU in 2010 is 3641000 denars. (Appendix 8.8)

## **11. Management**

The Rector of International Balkan University, selected by University Senate. Rector selects two vice rectors from professors. The areas the vice rectors are in charge of: personnel, information technologies, research, relations with industrial and civil institutions, schools, student affairs, culture and sports facilities, and library services, and administrative and financial affairs, construction affairs, strategy development, and international relations. Another unit within the body of the top management is the Office of Secretary General. The Secretary General is responsible for carrying out all the administrative affairs (Appendix 8.1.1).

Top bodies in the university administration are the University Senate. The Senate is composed of rector, vice rectors, and senators from faculties, each selected by the respective faculty board. The senate meets upon the nominal invitation of the rector when a decision-making is needed on academic issues and activities (Appendix 8.1.2).

## **D. INSTITUTIONAL NORMS AND CORE VALUES**

### **1. What is the University Trying to Do**

Chairman's Statement **as follows:**

IBU University's norms and vales are based on principles stated on behalf of the university by the Rector, Professor Huner Sencan:

*I vividly recollect the first days of Anatolian Universities, at which there were initial complaints about the insufficient numbers of academic and administrative personnel, about the lack of required teaching aids and appliances, about the insufficient technological devices and about the low number of library books. 15 to 20 years have elapsed. However, a good number of such universities have recovered their conditions and standards, and thus now have become prominent ones in their respective locations. I, hence, firmly believe that International Balkan University will get to be acknowledged as respectable academic institution in Macedonia within a short period of time.*

*Bearing this belief in mind, I have worked within this understanding and philosophy since I took over the office of the Rector. The struggles for institutionalizing a newly-established university along the principles cited-above meant new sources of passion and dedication for me and academic staff. They have struggled hard so far, and still do so, with an ever-burning determination to fulfill the long-cherished hope. I, thus, taking this opportunity, am obliged to extend my sincere thanks to those who have endeavored hard to make this dream come true.*

*We are not a large or crowded university, and nor targeting skyrocketing numbers of students. Such universities are labeled 'Boutique University' as is coiled in the West. However, we are determined to educate and graduate small numbers of students but of impressive quality as 'persons of universe', who are tolerant, democratic, patriotic, philanthropic and pro-civilized. The sponsor and the guardians of International Balkan University donate so-called continuous charity in a 'donate-and-forget' fashion.*

### **2. Vision**

The vision of the International Balkan University is to become one of the foremost higher education institutions by graduating well qualified students, with the aim of contributing the development cultural prosperity in Balkans, prosecution of stability and the region's economy.

### **3. Mission**

The mission of International Balkan University in Skopje is to provide a high quality and educational standards; increase the number of self-confident individuals who can think in a multidimensional way with highly sensible social responsibility and competitive characteristics globally and also to contribute the development of science and technology by researching and producing high quality, original publications.

#### **4. Principles**

The principles are the basis which determines IBU daily attitude. These principles are internalized by IBU academic and administrative staff and become general rules.

1. *Pluralism*: To consider different ethnic identities, cultural trends as a whole in the frame of tolerance and synergy, and to work in a multiethnic structure.

2. *Equilibrium*: To be impartial on every kind of work or process taking into consideration the region's multiethnic and multicultural structure.

3. *Quality*: To achieve higher standards on the educative activities, on selecting academic staff, the technology used documentation, research, projects and publications.

4. *Timely manner*: To finish the jobs and actions in time, promptly and satisfactory as requested, but without precipitance.

5. *Geniality*: To be polite, sensitive and genial on the educative activities, on the relations with the parents and the public.

#### **5. Core Values, Norms and Strategies Objectives**

IBU University was established to develop society, science and knowledge, and work developed in this framework. Creating a modern scientific infrastructure will contribute to human resource development in natural and social sciences, by providing opportunities contemporary education in accordance with the needs of the country and the world.

Giving the importance of proper product knowledge and technology in university and graduate, and create opportunities to achieve the most developed technology, will contribute to growth of young well-mannered and productive. Using international experience, IBU through graduate programs, as and tradition of education and research, will enhance and meet the needs of scientists society in this context.

IBU University, following the institutionalization phase, based on the principles of justice, meritocracy and democratic participation, will create its traditions together with the employee and students.

Having established a knowledge management system in accordance with universally recognized principles, University along with the staff has a dynamic organizational structure.

After identifying the objectives and educational goals, and output with the teaching of all activities will be focused towards outputs, in order to meet the needs of industry and application the dynamic and innovative programs.

The University provides student participation through "the University Student Council," in order participation of their representatives in decision-making levels of the institution.

In order to meet the daily needs of its students and employees, the University will operate with a functional and modern technology.

Over the last five years University has concentrated on the following aspects: establishing new regulations of study which are student-centered and responsive to students' needs; composing an innovative concept of study according to the principles of the Bologna process by introducing the credit-transfer system; implementing a system of assessment thus securing quality assurance in higher education through self-evaluation, including evaluation of academic staff at the University.

The quality issue in higher education is closely linked to the creation of a common European domain in higher education and, being of utmost importance, occupies a central position in the recommendations arising from the Bologna process. The major goals, which are considered to be of pivotal significance for generating the European domain in higher education, are the following:

- Adopting a system of easily discernible and comparable/compatible degrees; introduction of the Diploma Supplement (Appendix 8.12.28).
- Introducing a system of study based on three cycles (Appendixes 8.1; 8.1.3; 8.1.4).
- Bringing forward the ECTS (European System for Transfer and Accumulation of Credits) (Appendixes 8.1.5; 8.1.6).
- Introducing the necessary European dimension in higher education.

## **E. TEACHING AND LEARNING**

### **1. First Cycle Studies**

The individual faculties develop their study programs consistent with the University's mission. These study programs are firstly approved by the Teaching Academic Council, consisting of full-time faculty members, at each Faculty. The Rector's Board and University Senate validate the study programs and after that the study programs are accredited by the Accreditation Board in conjunction with the Ministry of Education and Science of Republic of Macedonia.

The Faculties designed their programs of study at the first cycle level in order to achieve the following (Appendix 8.9):

- The student overload to be in accordance with the scope of subject material.

- More elective courses in order to students have a greater variety of choices to suit their personal affinities.
- Launch new forms of continuous assessment through homework assignments and seminar papers in addition to the existing midterm and final exams.
- Quantify the scope of knowledge and skills by introducing the system of accumulation and transfer of credits.

The Double Major programmes of the university are highly flexible. There are many free elective courses to be taken among different disciplines. This unique approach provides our students with various skills.

Generally speaking, the University favours the interdisciplinary approach in its programs of study which engages the involvement of more than one faculty, academic staff and equipment (Appendixes 8.9; 8.10). Quite a number of faculties have already begun this novel experience.

## **2. Second Cycle Studies**

### **F. CONSTRAINTS**

#### **1. Selection and Appointment of Academic Staff**

According to the current Law of Higher Education (LHE), universities are free to select and appoint teaching and research personnel. The Board of Trustees gives the ultimate decision about the recruitment of an employee at International Balkan University. Issues about appointment and promotion are discussed by the Executive Board and then approved by the Rector.

Considering academic tiers, the majority consists of research assistants who are at the beginning level and assistant professors who have completed their Ph.D. studies (Appendixes 8.1.11; 8.12.1; 8.12.2). After the establishment period, the university adopted a recruitment approach to attract young and successful academicians, not only from Macedonia but also from abroad as well. IBU follows current criteria for selection and promotion of the academic staff given by HEL (Appendix 8.11-Bulletins).

#### **2. Selection and appointment of administrative staff**

Another important constraint is the difficulty in finding qualified administrative staff. This difficulty especially impedes the work of Legal and Personnel Matters Office and Office of Student Affairs.

### **3. Selection of Students**

The admission of students to Macedonian universities is administered through a central examination system which does not give autonomy to universities.

Freshman quotas are set by IBU based on space capacity. Foreign students wishing to study in IBU can be accepted with some other international examination results.

### **4. Teaching and Learning Constraints**

The official approval procedures of the Higher Education Accreditation Board for new first and second cycle programmes are relatively long, which cause long and tedious establishment and formation processes of new programmes and faculties. In general no legal constraints are imposed in the design of curricula, course units and credit number of courses. The state administration does not interfere with didactic approaches.

IBU still do not have the feedback from the external share holders as the first graduated students are not employed yet.

Participation of the lecturers in international scientific meetings and projects is limited because they do not have financial support by the University.

### **5. Research**

The fund has not been established yet and there is not a regulation that is about to be submitted to the Senate for approval regarding research at IBU. In order research to start at the university, academicians are advised to search for external funding outside the University. For these activities, some research capacities should exist at IBU, but this University does not have research capacities for now. IBU will make strategy for establishing research centers in future.

### **6. Finance**

There are essentially no financial constraints regarding teaching and learning processes. The board of trustees of the foundation is planning investment approaches that are carried out by the administrative staff of the university. However there is some difficulty securing funds for research and travelling abroad.

### **7. Evaluation of the Current National Job Market**

Constraints in job opportunities are dependent of national conditions. Any negative change in economic conditions affects the job market directly. The professional advantage of being equipped with foreign language skills makes IBU especially attractive for candidate students.

## **8. Evaluation of Constraints of the Infrastructure**

IBU still does not own campus which is very difficult constraint for future development of the University. The present situation indicates that the existing educational space will not be adequate in the future.

## **9. Evaluation of Student-Staff Ratio**

IBU has a total of 31 permanent teaching staff members (5 full professors, 4 associate professors, 8 assistant professors, 14 teaching assistants) and 10 part time teaching staff member (1 full professor, 3 associate professors, 2 assistant professors, 4 teaching assistants) as of July 2011. In addition, there are 6 lectors in preparatory program. The total number of academic staff members is 47 (for detailed information on figures of students and staff, please refer to Appendix 8.3- Program Self Evaluation Report for 2010-2011).

At the moment, there are 352 students (135 in preparatory school and 217 in first cycle programs) studying at the University. The student-academic staff ratio for first cycle study (faculties) is 5.29 (the ratio increases to 7.04 when preparatory education is added). Approximately 39% of the academic and teaching staff members are female. The university has a total of about 17 administrative staff members, 29% of whom are female (Appendix 8.3).

## **G. HOW IS THE INSTITUTION TRYING TO DO?**

### **1. Academically Related Activities and Bodies**

According to the LHE, the highest academic position of the university is the rector. The vice-rectors assist the rector in academic issues. The main platform for academic issues is the senate. In faculties this role is carried out by the faculty academic councils. The senate usually assigns commissions to carry out specific *ad hoc* and continuing tasks.

Many faculties and departments are organizing academic seminars (clinical teaching) open to the students and public.

The forthcoming high-priority targets of the IBU will be to increase the quality of education and to emphasize research activities.

The university publishes the academic research and studies carried out by the academic staff of the university.

### **2. Administrative Activities**

The highest administrative body of the university is the Board of Trustees, directed by the Chairperson of the Board. The Rector is a member of the board and reports directly to the Chairperson. The Rector is also a member of the Board of Rectors of the Inter-University Conference of the private universities in Republic of Macedonia and a

member of 4 state and private universities 7. The Rector is nominated and assigned by the Board of Truste.

Two Vice Rectors and the Secretary General assist the Rector. The first Vice Rector is concerned with academic issues. The second one is concerned with financial and administrative matters. The Secretary General is responsible for all other administrative issues.

The Vice Rectors and the Secretary General, as well as the Rector himself, are members of the Senate, which is the central governing body of the university. Members of the Senate are selected professors from the faculties and the two co - Presidents of the Students' Council. The Senate is concerned with academic issues. The university's Rectors Board consists of the Rector, Vice-rectors, Deans and the Secretary General. The Rectors Board is concerned with both academic and administrative issues.

A dean who is assigned by the Rector for four years governs each faculty. The Dean may assign up to three Vice Deans. The Dean and Vice Deans are members of the Faculty Council. All professors and selected assistants are member of the Faculty Council.

### **3. The Electronic Transformation System in Administrative Processes**

IBU has a automation system which accumulates information, but also facilitates the functioning of the Students Affairs Department in a productive way through providing the annual auditing reports that are requested from the university by official institutions.

## **H. QUALITY MANAGEMENT**

### **1. National Higher Education Quality Monitoring Policy**

In Republic of Macedonia the quality management approach for academic issues is based on regulations for academic promotion and appointments.

The Ministry of Education and Science administratively inspects all universities on an annual basis. Therefore, the university should prepare all documentation (Appendix 8.1) and before the inspection visit of a group Inspection body. During the inspection visit, the board carries out an assessment process and reports findings directly to the Ministry of Education and Science.

In January 2011 the Government of the Republic of Macedonia established national board for accreditation and Evaluation to meet the Quality Assurance Indicators (See Section 2.1).

## **2. Student Feedbacks**

As the most important stakeholder of education, the students are given questionnaires to obtain their comments on the existing practices of teaching and education and their level of satisfaction about the services provided by the University.

The data gathered by the questionnaires of 2011 will be utilised in defining the mission and vision statements of IBU. The data gathered from the questionnaires of 2011 will be taken into consideration in the preparation of the strategic planning practices of the University. The University is determined to conduct these surveys in a more regular fashion in the forthcoming years. Student performance may also be estimated through the drop out rates in the first year.

## **3. Academic Staff Evaluations**

IBU has an evaluation form to measure and track the performance of faculty members in teaching, research. (Appendix 8.12-Templates: 8.12.1 Academic's Yearly Performance Report- AYPERS and 8.12.2 Assistant Evaluation Report).

As it was mentioned before at this report, research is natural responsibility of the all academic staff members. The number of publications in referred journals, the number of citations and the number of externally funded projects, participation in scientific meeting, number of internally and externally funded projects are the major indicators for research. Annual Activity reports are collected from all units and statistics on research and teaching are meticulously kept (Appendix 8.15).

## **4. Student Success Report**

In order to follow student's success, the academic staff prepares report every semester, for every course taught. These reports are have been evaluated by Rector's board (Appendix 8.12.5).

## **5. Administrative Staff Evaluation**

For now, there is not established form for evaluation of the administrative staff.

## **6. Independent Finance Auditing**

The University was audited by Foundation Audit Committee once per year and this Committee prepare report.

## **J. HOW DOES THE INSTITUTION CHANGE**

Quality improvement activities in education have been continuing. Double major programme opportunities in the faculties, English preparatory year, the usage of ECTS studies in all of the departments are good examples. These recruitment efforts will continue within the strategic plan which should be prepared for 5 years.

All strategic planning activities will be conducted in consistent with the regulations and by-laws of the Higher Education.

The Institutional planning mechanism involves the participation of all levels of academicians and academic units as described previously. Institutional adaptability to respond to the societal needs and demands should be increased in the recent years.

The University is very conscious of the needs of the society and aims to contribute extensively to the improvement of social conditions. Similarly, the University is very eager to improve and increase its relations with international organizations and institutions. It will encourage all its staff to collaborate with their colleagues abroad at all levels.

## **K. CONCLUSIONS**

Dedicating its resources in expense of progresses in social and technical sciences at both national and international levels and also educating its students in order to be aware of the national and global issues, besides making them productive oriented and indoctrinate them with the ambition of augmenting the living standards of the society is the mission of the IBU University.

In order to increase the quality and quantity of these services, the University aims to;

- to improve the quality studies
- to increase the income of the University
- to support IBU's academic staff's participation in scientific research projects
- to increase IBU University's involvement and participation in the national and EU Projects
- to collaborate with world universities
- to reach the European standards in undergraduate and graduate education

## L. REFERENCES

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## **M. APPENDIXES**

### **1. Regulations and Procedures**

- Statute
- Senate Regulations
- First Cycle Studies Regulations
- Second Cycle Studies Regulations
- Regulations on ECTS
- Regulations on Evaluation of Transfer
- Calculation of Average Points of Transcript
- Regulations on Examinations
- Student Disciplinary Regulations
- Regulations on Student Advisory
- Regulations on PhD students
- Student ID Numbering Procedure
- Course Title Coding Procedure and Course Codes
- Graduation Project Regulations
- Regulations on Attendance
- For a Better Teaching Environment
- Practical Training Regulations
- Course Summary Catalog

### **2. Study Programs**

- Faculty of Economic and Administrative Sciences: International Economic Relations, Management in Public Administration
- Faculty of Technical Sciences: Industrial Engineering, Information Technology
- Faculty of Communication: Public Relations
- Faculty of Fine Arts: Graphic Design
- Faculty of Languages: English Language and American Studies

### **3. Reports**

- Academic's Yearly Performance Report- AYPERS
- Assistant Evaluation Report
- Staff Engagement Report
- Student Success Report
- Student Satisfaction Report

### **4. Templates**

- Graduation Project Forms
- Project Template
- Success Report
- Satisfaction of Students from Courses, Instructors and University Satisfaction
- Assessment Form (SAF)
- Faculty Staff Engagement
- Department Staff Engagement

CV  
Syllabus  
Practical Work Book  
Course Attendance Sign Up Sheet  
Course Attendance Report Template  
Daily Lecture Signature Schedule  
Exam Report  
Excused Permit Document  
Monthly Lecture Burden  
Midterm Exam Results Form  
Final Exam Results Form  
Makeup-1 Exam Results Form  
Makeup-2 Exam Results Form  
Makeup-3 Exam Results Form  
Upgrade Exam Results Form  
Individual Exam results Form  
Individual Registration Course Sheet  
Certificate  
Transcript  
Diploma supplement  
Individual Teaching Staff AYPERS – Folder  
Individual Assistant Evaluation Reports –Folder  
Publications - Folder

## **5. SWOT Analysis**

### **5.1. Studying programs**

The university offers 7 first cycle study programs in five faculties: Faculty of Economics, Faculty of Technical Sciences, Faculty of Fine Arts, Faculty of Communication and Faculty of Languages. The Faculty of Economics offers two first cycle study program: International Economic Relations (IER) and Management in Public Administration (MPA). Within the Faculty of Technical Sciences there are also two first cycle study programs: Industrial Engineering (IE) and Information Technology (IT). First cycle study program, Graphic Design is offered by the Faculty of Fine Arts and Public Relation first cycle study program by the Faculty of Communication. The Faculty of Languages offers one first cycle study program English Languages and American Studies. he analysis and the opinions for the first cycle study programs are made in accordance with the SWOT analysis (**S**trengths, **W**eaknesses, **O**pportunity, **T**hreats)

In this self-evaluation report, it is not possible to give definitive judgment for some first cycle study programs (IT, GD,PR and ELAS) regarding the success of the studies. This is because the first generation of the graduated students of those study programs will be promoted in 2011/2012 (Annexes 8.4.3; 8.4.4 and 8.4.5 - Part D. Courses)

**Table: First cycle education SWOT analysis**

<b>S, Strengths</b>	<b>W, Weaknesses</b>
<ul style="list-style-type: none"> <li>• Modernized teaching plans</li> <li>• Possibility for self – determination through the elective courses</li> <li>• The number of courses in all study programs are the same</li> <li>• First year is common for all study programs</li> <li>• Practical work and clinical teaching are included in all study programs</li> <li>• Student’s Advisory Board</li> <li>• Unique Macedonian University have English-based curricula</li> </ul>	<ul style="list-style-type: none"> <li>• Absence of continued monitoring of the performance of the curricula</li> <li>• Absence of continued evaluation of the of the curricula</li> <li>• Lack of consensus about general education’s purposes between teachers</li> <li>• Support system for teaching technology</li> <li>• Lack of laboratory equipment</li> <li>• Some difficulties supplying necessary University materials exist</li> </ul>
<b>O, Opportunity</b>	<b>T, Threats</b>
<ul style="list-style-type: none"> <li>• Possibility for increased student’s and teacher’s mobility introducing ECTS</li> <li>• National focus on undergraduate education</li> <li>• Increased public expectation for accountability in higher education</li> </ul>	<ul style="list-style-type: none"> <li>• Decreased opportunities for employment in related branches</li> <li>• Aggressive marketing and recruitment by competitors.</li> <li>• In general, students are focused on acquiring credentials, rather than education</li> <li>• Weak preparation in math and science in high schools</li> </ul>

### Action Plan

To take advantage of opportunities and remedy concerns with regard to first cycle education, the following action plan is recommended

Table: Action plan for study programs

	What
1	Change the academic calendar to improve student learning.
2	Improve efficiency, effectiveness, and understanding of Assessment Program.
3	Implement University-wide, systematic internal/external reviews of all programs
4	Implement a better system for student evaluation of instruction that supports teaching improvement.
5	Improve administrative structure to support interdisciplinary teaching and scholarship
6	Establish an Advising Center for first-year students (under discussion).

### 5.2. Teaching activity

The educational methods are more or less unified for whole University. The courses are one semester and include lectures and exercises. The lectures and exercises are organized as a Teaching ex cathedra (≈35-50%), Interactive teaching (≈15-25%), Mentor teaching (≈3-8%), Laboratory work (≈0-4%), Seminar work (≈1-5%), Field work (≈3-5%), Semester project (≈0.5-4%), Case study (≈2-5%), Student Team Work (2-5%). (Appendix 8.3 -Part E Teaching)

Table: Teaching activity SWOT Analysis

<b>S, Strengths</b>	<b>W, Weaknesses</b>
<ul style="list-style-type: none"> <li>• A system for continued check of the knowledge during the performance of the curriculum ( mid-term exams and final exams) has been established</li> <li>• The curriculum is being performed by using video presentation and/or computer support</li> <li>• Working in team is increased</li> <li>• Teaching literature is available for every student</li> <li>• Existing Academic calendar</li> <li>• Existing Success Report after every semester</li> </ul>	<ul style="list-style-type: none"> <li>• Poor information and marketing for the University</li> <li>• Due to a lack of funds the number of laboratory exercises is small</li> <li>• Beside attendance regulations, relatively low lectures attendance by the students is evident.</li> <li>• Same misunderstanding of the lecture contents exist among students, due to a lack of English language knowledge</li> </ul>
<b>O, Opportunity</b>	<b>T, Threats</b>
<ul style="list-style-type: none"> <li>• Possibility for increasing the interactive teaching because of the favorable ratio students/teacher</li> </ul>	<ul style="list-style-type: none"> <li>• University with strong teaching orientation</li> <li>• Inadequate funding for growth</li> <li>• Insufficient public perception</li> <li>• Potential danger of decreasing the number of the students ready to learn in English language</li> </ul>

### Action Plan

To take advantage of opportunities and remedy concerns with regard to teaching activity, the following action plan is recommended.

Table: Action Plan for teaching activities

	What
1	Develop and implement system for informing high school students
2	Improving the communication teacher –student in order to increase lecture attendance
3	Increase the level of English language knowledge of the students
4	Develop a comprehensive recruitment strategy for funding educational facilities
5	Strengthen support areas, e.g. library, computer services.
6	Encourage collaborations with business and industry.
7	Increase level and diversity of funding.

### 5.3. Teaching Staff

Table: Teaching staff SWOT analysis

<ul style="list-style-type: none"> <li>• <b>S, Strengths</b></li> <li>• The biggest part of the professors are full time employed</li> <li>• The teaching staff is being regularly reelected</li> <li>• The courses are covered by a competent staff</li> <li>• Hardworking, dedicated staff</li> <li>• Staff willingness to learn</li> </ul>	<ul style="list-style-type: none"> <li>• <b>W, Weaknesses</b></li> <li>• Lack of training opportunities for staff</li> <li>• Lack of research work for the teaching staff.</li> <li>• Uneven administrative support for training and development at the departmental level</li> <li>• Limited resources for faculty and staff development</li> <li>• To many administrative work performed by teaching staff</li> <li>• Staff frustration at time wasting activities</li> <li>• Not so good working conditions</li> <li>• Heavy workloads in many areas.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>O, Opportunity</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>T, Threats</b></li> </ul>

<ul style="list-style-type: none"> <li>• Positive university-community relationships</li> <li>• Review and revision of internal systems</li> <li>• Increase national and regional recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Rapid rate of technological change</li> <li>• Able to sustain staff and satisfaction at target level.</li> <li>• Able to sustain resource levels to maintain staff satisfaction rates.</li> <li>• Able to fund qualified teaching staff</li> <li>• Faculty recruitment suffers due to more emphasis on teaching than research</li> </ul>
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### Action Plan

To take advantage of opportunities and remedy concerns with regard to teaching staff, the following action plan is recommended.

Table: Action Plan for teaching staff

	What
1	Ensure staff training in all areas
2	Ensure research at inside and outside of the University for the teaching staff
3	Ensure balance between teaching activities and administrative work
4	Have campus dialogue on future of research and develop university research plan.
5	Ensure good working conditions

## 7. Students, Student’s services and life

Since beginning, IBU has increased its attention to the quality of student life. The University has made accomplishments in providing services to students. However, until assessment procedures are in place, we will not accurately know how well we are delivering those services and programs. In addition, growth in student services programs and the number of student organizations requires better coordination of services. Although great strides have been made in including students in decision making processes, continuing inclusion is needed to meet our mission and vision for student life (Annexes 8.1.5-8.1.10; 8.3 –Part F).

The University's IT office enables information technology services for the community of students. The important infrastructure parts for students are computer classrooms and the Internet rooms allowing students access to the Internet (Annex 8.3 –Part H).

In summary, the strengths, weaknesses, opportunities, and threats with regard to student services and student life are as follows:

Table: Students, Student’s activities and life - SWOT Analysis

<ul style="list-style-type: none"> <li>• <b>S, Strengths</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>W, Weaknesses</b></li> </ul>
<ul style="list-style-type: none"> <li>• Involvement of the students organization in the senate work</li> <li>• Good theoretical knowledge of the students</li> <li>• Awareness that life outside the classroom impacts student success</li> </ul>	<ul style="list-style-type: none"> <li>• Limited facility maintenance funds</li> <li>• Limited student access to computing and Internet</li> <li>• Lack of physical resources like bookstore, student’s photocopy store ect.</li> <li>• Low student fees which limit funding for student</li> </ul>

<ul style="list-style-type: none"> <li>• Student publications</li> </ul>	<ul style="list-style-type: none"> <li>life</li> <li>• Ineffective advising of student organizations</li> <li>• Little coordination of services</li> </ul>
<ul style="list-style-type: none"> <li>• <b>O, Opportunity</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>T, Threats</b></li> </ul>
<ul style="list-style-type: none"> <li>• Corporate sponsorship of student-life activities</li> <li>• Improved university relations with low-income communities.</li> <li>• Growing regional diversity</li> <li>• Cultural opportunities for surrounding community</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of student numbers and associated income</li> <li>• Not being motivated for quality studying and acquiring knowledge</li> <li>• Difficulties in finding an adequate employment</li> <li>• Potential danger of transferring all students activities in only one – sport activity</li> </ul>

### Action Plan

To take advantage of opportunities and remedy concerns with regard to students, student’s activities and life, the following action plan is recommended.

Table: Action Plan for students, student’s activities and life

	What
1	Develop a financial plan to develop student life objectives
2	Improve the linkage between student services and student academic achievement.
3	Coordinate student activities with a calendar of events.
4	Provide more opportunities for student socializing.
5	Begin Senate dialogue on improving student orientation an first year transition programs.
6	Develop recreation programs will bring students, faculty, staff and alumni together

### Resources: space, laboratories, library and internet connections

Table: Resources SWOT Analysis

<ul style="list-style-type: none"> <li>• <b>S, Strengths</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>W, Weaknesses</b></li> </ul>
<ul style="list-style-type: none"> <li>• Building renovation and enlarge</li> <li>• Existing library</li> <li>• Small GD laboratory, and laboratories for technical sciences,</li> <li>• Internets connection for all students and staff</li> <li>• Two computer laboratories for students</li> <li>• Availability of information for students and staff on the University web site</li> <li>• There are new textbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate space for laboratories</li> <li>• Inadequate space for teaching staff accommodation.</li> <li>• Library and IT staff do not have appropriate education and experience.</li> <li>• Insufficient and poorly located electrical outlets for laptop, computer and LSD use.</li> <li>• The library has no on-line access to data bases</li> <li>• There are not facilities and space for social life of the students and staff.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>O, Opportunity</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>T, Threats</b></li> </ul>
<ul style="list-style-type: none"> <li>• Continued investment in IT infrastructure, laboratories and library</li> <li>• Continued investment in educational space</li> </ul>	<ul style="list-style-type: none"> <li>• The foundation funds for future development of the University are not in steady state. There are many fluctuations.</li> </ul>

### Action Plan

Table: Action Plan for resources

	What
1	Establish strategic plan for future development
2	Building new educational space

## 8. Study Programs Evaluation Report

### 8.1. General

1. Name: **International Balkan University**
2. Year of foundation: 2006
3. Name of the University's rector: Prof. Huner Sencan
4. Date of self evaluation: 1.07.2011

### 8.2. Instructors

1. Number of PhD. Instructors (Full Time): 17
2. Number of PhD. Instructors (Part Time): 6
3. Number of Assistants and Lectures (Full Time): 14
4. Number of Assistants and Lectures (Part Time): 4
5. Distribution of Instructors.

Professors		Assoc. Prof.		Assist. Prof.		Teaching Assistants		Lecturers	
Full	Part	Full	Part	Full	Part	Full	Part	Full	Part
5	1	4	3	8	2	14	4		

6. Name of instructors that has been elected

Name	Title	Full/Part	Date of employment
1. Huner Sencan	Prof. D-r	Full	2008
2. Abdurauf Pruthi	Prof. D-r	Full	2006
3. Liljana Markovska	Prof. D-r	Full	2009
4. Lidija Petkovska	Prof. D-r	Full	2009
5. Verka Meshko	Prof. D-r	Full	2009
6. Sermin Senturan	Assoc. Prof. D-r	Full	2009
7. Yildiray Cevik	Assoc. Prof. D-r	Full	2010
8. Tarik Cakar	Assoc. Prof. D-r	Full	2010
9. Recai Aydin	Assoc. Prof. D-r	Full	2010
10. Fehmi Agca	Assist.Prof. D-r	Full	2008
11. Hikmet Kamberaj	Assist.Prof. D-r	Full	2008
12. Aleksandra Porjazoska-Kujundziska	Assist.Prof. D-r	Full	2009
13. Kire Sharlamanov	Assist.Prof. D-r	Full	2010
14. Bejtula Demiri	Assist. Prof.D-r	Full	2010
15. Snezana Bilic Sotirovska	Assist. Prof.D-r	Full	2010

16. Julijana Angelovska	Assist. Prof. D-r	Full	2011
17. Turgay Sakin	Assist. Prof. D-r	Full	2010
18. Atilla Ilkyaz	Prof. Dr.	Part	2010
19. Nuri Tinaz	Assoc. Prof.D-r	Part	2009
20. Husein Kanibir	Assoc. Prof.D-r	Part	2009
21. Simona Gruevska Madjovska	Assoc.Prof. D-r	Part	2010
22. Armagan Gokcearslan	Assist prof. D-r	Part	2010
23. Rizvan Sulejmani	Assist. Prof.D-r	Part	2009
24. Tamara Radovanovic	Assist. M-r	Full	2007
25. Delcho Leshkoski	Assist. M-r	Full	2007
26. Neslihan Ademi	Assist. M-r	Full	2007
27. Bilall Kasami	Assist. M-r	Full	2009
28. Goran Bidjoski	Assist. M-r	Full	2009
29. Arafat Useini	Assist. M-r	Full	2009
30. Sener Bilali	Assist. M-r	Full	2009
31. Aleksandar Anastasovski	Assist. M-r	Full	2010
32. Petar Naumovski	Assist.M-r	Full	2010
33. Radmila Zivanovic	Assist.M-r	Full	2010
34. Mevludin Ibish	Assist.M-r	Full	2010
35. Filip Popovski	Assist.M-r	Full	2010
36. Vladimir Cvetkovski	Assist. M-r	Full	2010
37. Vahide Ziberi	Assist. M-r	Full	2010
38. Srdjan Mikic	Assist.M-r	Part	2010
39. Ivana Arsova	Assist. M-r	Part	2011
40. Biljana Makedonska Paneva	Assist. M-r	Part	2010
41. Arijeta Ceka	Assist.	Part	2010

#### 7. Total number of full time academic staff in the last 5 years

	PhD. Professors	Teaching Assistants / Lecturers	Total
2007/2008	5	3	8
2008/2009	2	1	3
2009/2010	3	4	7
2010/2011	17	14	31

#### 8. Sex of Instructors

	Full Professors	Assoc. Prof.	Assist. Prof.	Teaching Assistants	Lecturers
Male	3	5	6	11	

Female	3	2	4	7	
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9. Age of Instructors:

Ages	Full Professors	Assoc. Prof.	Assist. Prof.	Teaching Assistants	Lecturers
25-35			3	14	
36-45		4	4	3	
46-55	2	3	3		
56-65	2		1		
66-76	2				

10. Mother language of Instructors:

	Full Professors	Assoc. Prof.	Assist. Prof.	Teaching Assistants	Lecturers
Macedonian	3	1	4	11	
Albanian	1		3	6	
Turkish	2	6	3	1	
Other					

**8.3 Students**

1. Number of Students

Years	Preparatory School	First Grade	Second Grade	Third Grade	Fourth Grade
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2007/2008		23			
2008/2009		46	23		
2009/2010	75	81	44	23	
2010/2011	135	74	78 (88*)	43	22

\* Double major

## 2. Sex of Students

Years	Preparatory School		First Grade		Second Grade		Third Grade		Fourth Grade	
	M	F	M	F	M	F	M	F	M	F
2009/2010			63	18	29	15	16	7		
2010/2011										

## 3. Number of students per number of teachers

Years	Number of students*	Number of Instructor (only PhD Professors )	Number of students per Instructor
2009/2010	150	16	9.3
2010/2011	227	23	9.9

\* Without preparatory school

## 8.4. Courses

### 1. University level (General Courses)

Name of Courses	Year and semester	Compulsory/Electives	Which department making services for this courses
1. Professional English Language	1/1	Compulsory	English Language and American Studies
2. History of Civilization	1/1	Compulsory	International Economic Relations
3. Introduction to Communication Skills	1/1	Compulsory	Public relations
4. Computer Skills	1/1	Compulsory	Information Technology
5. Problem Solving Strategies	1/1	Compulsory	Industrial Engineering
6. European Politics and Globalization	1/1	Compulsory	Public relations
7. Principles of Economics	1/2	Compulsory	International Economic Relations
8. Human Species and Society	1/2	Compulsory	International Economic Relations
9. Basic Design	1/2	Compulsory	Graphic Design
10. Mathematics	1/2	Compulsory	Industrial Engineering
11. Science and Nature	1/2	Compulsory	Industrial Engineering
12. Physical and Chemical Phenomena	1/2	Compulsory	Industrial Engineering
13. Protection of the Environment	2/1	Compulsory	Industrial Engineering
14. Information Technology	2/2	Compulsory	Information Technology
15. Law and Ethics	3/1	Compulsory	International Economic Relations

### 2. a. Faculty level (General courses) - Faculty of Economics and Administrative sciences

Name of Courses	Year and semester	Compulsory/Electives	Which department making services for this courses
1. Introduction to Marketing	2/1	Compulsory	Management in Public Administration
2. Microeconomics	2/1	Compulsory	International Economic Relations
3. Macroeconomics	2/2	Compulsory	International Economic Relations
4. Mathematical Modeling	2/2	Compulsory	Industrial Engineering
5. Advanced Economics I	3/1	Compulsory	International Economic Relations

### 2. b. Faculty level (General courses) – Faculty of Technical Sciences

Name of Courses	Year and semester	Compulsory/Electives	Which department making services for this courses
1. Linear Algebra	2/1	Compulsory	Industrial Engineering
2. Introduction to Programming	2/1	Compulsory	Information Technology
3. Mathematics II	2/1	Compulsory	Industrial Engineering
4. Differential Equations	2/2	Compulsory	Industrial Engineering
5. Mathematical Modeling	2/2	Compulsory	Industrial Engineering
6. Introduction to Probability and Statistics	2/2	Compulsory	Information Technology
7. Engineering Economy	3/1	Compulsory	Industrial Engineering

### 3. a. Department level (General courses)- International Economic Relations (IER)

Name of Courses	Year and semester	Compulsory/Electives	Which department making services for this courses
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Investments	2/1	Compulsory	Management in Public Administration
Business Communications	2/1	Compulsory	Public relations
Political Philosophy	2/1	Compulsory	Management in Public Administration
Theory of Society	2/2	Compulsory	Management in Public Administration
Fundamentals of the Theory of International Relations	2/2	Compulsory	International Economic Relations
Analysis of Foreign Policy	2/2	Compulsory	International Economic Relations
Marketing Research	3/1	Compulsory	Management in Public Administration
The Dynamics of Political Changes	3/1	Compulsory	International Economic Relations
Constitutional Law	3/2	Compulsory	Management in Public Administration
International Marketing	3/2	Compulsory	Management in Public Administration
Urban Sociology	3/2	Compulsory	Management in Public Administration
Quality Management	3/2	Compulsory	Management in Public Administration
Finance in Organizations	4/1	Compulsory	International Economic Relations
International Economy	4/1	Compulsory	International Economic Relations
International Transport, Shipping and Insurance	4/1	Compulsory	International Economic Relations
European Politics	4/1	Compulsory	International Economic Relations
Nations and Borders of the Middle East, the Balkans and Caucuses	4/1	Compulsory	International Economic Relations
Contemporary Economic Systems	4/2	Compulsory	International Economic Relations
Strategy of International Economic Relations	4/2	Compulsory	International Economic Relations
Project	4/2	Compulsory	
Human Resources Management	3/1	Elective	Management in Public Administration
Environment Management System	3/1	Elective	Industrial Engineering
Analysis and Control of the Cost	3/2	Elective	Management in Public Administration
Enterprising	3/2	Elective	Management in Public Administration
Introduction to Programming	4/1	Elective	International Economic Relations
World International Politics	4/1	Elective	International Economic Relations
Theory of Foreign Trade	4/2	Elective	International Economic Relations
Process of Solving Conflicts	4/2	Elective	International Economic Relations
International Politics and Conflict Solve	4/2	Elective	International Economic Relations
Trade Agreements	4/2	Elective	International Economic Relations
Theory of Integrations	4/2	Elective	International Economic Relations
New Approach Towards International	4/2	Elective	International Economic

Problems			Relations
Commercial World Economy	4/2	Elective	International Economic Relations
Multinational Negotiations in EU	4/2	Elective	International Economic Relations
Familiarity with Goods	4/2	Elective	International Economic Relations

### 3.b. Department level (General courses)- Management in Public Administration (MPA)

Name of Courses	Year and semester	Compulsory/Electives	Which department making services for this courses
Legal Framework of Working	2/1	Compulsory	Public Administration
Accounting Principles	2/1	Compulsory	Public Administration
Fund. of Man. of Nonprofit Org.	2/1	Compulsory	Public Administration
Introduction to Prob. and Statist.	2/2	Compulsory	Industrial Engineering
Quantitative Methods of Public Administration	2/2	Compulsory	Public Administration
Process of Public Politics	2/2	Compulsory	Public relations
Introduction to Public Services	3/1	Compulsory	Public Administration
Introduction to Business Finance	3/1	Compulsory	Public Administration
Advanced Economics II	3/2	Compulsory	International Economic Relations
Raising Financial Resources of Non-Governmental Organizations	3/2	Compulsory	International Economic Relations
Management of Projects and Agreements	3/2	Compulsory	Public Administration
Legal Issues in Public Service	3/2	Compulsory	Public Administration
Management of Organizations	4/1	Compulsory	Public Administration
Public Finance	4/1	Compulsory	Public Administration
Companies and Enterprising	4/1	Compulsory	Public Administration
Investments	4/1	Compulsory	Public Administration
Marketing Research	4/1	Compulsory	Public Administration
The Growth of Progress	3/2	Elective	Public Administration
Local Administration and Inter Governmental Relations	4/2	Elective	Public Administration
Management of Planning and Control	4/2	Elective	Public Administration
Organization that Teach	4/1	Elective	Public Administration
Financial Management	4/1	Elective	International Economic Relations
Strategic Management	4/1	Elective	International Economic Relations
European Union	4/1	Elective	International Economic Relations
Geographical Information Center	4/1	Elective	International Economic Relations
Quality Management	4/2	Elective	Public Administration
Trade Agreements	4/1	Elective	International Economic Relations
Environment Management Systems	4/1	Elective	Industrial Engineering
Analysis and Control of the Cost	3/2	Elective	Public Administration
International Marketing	4/1	Elective	Public Administration
World International Politics	3/1	Elective	International Economic Relations
Business Communications	3/2	Elective	Public Administration
Communications Management	4/1	Elective	Public Relations

### 3. c. Department level (General courses) – Industrial Engineering (IE)

Name of Courses	Year and semester	Compulsory/Electives	Which department making services for this courses
1.Basic on Engineering	2/1	Compulsory	Industrial Engineering
2.Introduction to Material Science	2/1	Compulsory	Industrial Engineering
3. Equipment in the Industry	2/2	Compulsory	Industrial Engineering
4.Electrical Engineering	2/2	Compulsory	Industrial Engineering
5.Introduction to Optimization Methods	3/1	Compulsory	Industrial Engineering
6.Introduction to Marketing	3/1	Compulsory	Management in Public Administration
7.Systems Modeling	3/1	Compulsory	Information Technology
8.Systems Management	3/2	Compulsory	Information Technology
9.Investment Planning	3/2	Compulsory	Industrial Engineering
10.Quality Management	3/2	Compulsory	Management in Public Administration
11.Operational Research	4/1	Compulsory	Industrial Engineering
12.Simulation	4/1	Compulsory	Industrial Engineering
13.Thermodynamics	4/1	Compulsory	Industrial Engineering
14.Production Processes	4/1	Compulsory	Industrial Engineering
15.Introduction to Decision Analysis	4/1	Compulsory	Industrial Engineering
16.Project Management	4/2	Compulsory	Industrial Engineering
17.Financial Management	4/2	Compulsory	Management in Public Administration
18. Project	4/2	Compulsory	Industrial Engineering
19.Marketing Research	3/1	Elective	Management in Public Administration
20.Human Resources Management	3/1	Elective	Management in Public Administration
21.European Union	4/1	Elective	International Economic Relations
22.Communication Management	4/2	Elective	Management in Public Administration
23.Stochastic Models	4/1	Elective	Information Technology
24.Analysis and Control of the Costs	3/2	Elective	Management in Public Administration
25.Analysis of Work and Planning	4/2	Elective	Management in Public Administration
26.Ergonomics	4/1	Elective	Industrial Engineering
27.Modeling and Analysis of Big Systems	4/1	Elective	Industrial Engineering
28.Operations in Productive and Service Systems	4/2	Elective	Industrial Engineering
29.Integrated Systems of Production	4/2	Elective	Industrial Engineering
30.Maintenance Analysis	4/1	Elective	Industrial Engineering
31.Advanced Linear Programming	4/2	Elective	Information Technology
32.Quality Assurance Systems	3/2	Elective	Management in Public Administration
33.Occupational Safety and Health Engineering	4/2	Elective	Industrial Engineering
34.Discrete Mathematics	4/2	Elective	Information Technology
35.Production Systems Control	3/2	Elective	Industrial Engineering
36.Environment Management Systems	3/1	Elective	Industrial Engineering

### 3. d. Department level (General courses) – Information Technology (IT)

Name of Courses	Year and semester	Compulsory/Electives	Which department making services for this courses
1.Circuit Analysis	2/1	Compulsory	Industrial Engineering

2.Computer Architecture	2/1	Compulsory	Information Technology
3. Digital Circuit and Systems	2/2	Compulsory	Industrial Engineering
4. Algorithms	2/2	Compulsory	Information Technology
5 Discrete Computational Structures	3/1	Compulsory	Information Technology
6. Object Oriented Programming	3/1	Compulsory	Information Technology
7. Digital Electronics	3/2	Compulsory	Information Technology
8. Data Structures	3/2	Compulsory	Information Technology
9. Introduction to Microprocessors and Microcontrollers	3/2	Compulsory	Information Technology
10.Quality Management	3/2	Compulsory	Management in Public Administration
11. Microprocessors System Design	4/1	Compulsory	Information Technology
12. Data Communications and Networks	4/1	Compulsory	Information Technology
13. Database Design and Management	4/1	Compulsory	Information Technology
14. Formal Languages and Automata	4/1	Compulsory	Information Technology
15. Operating Systems	4/1	Compulsory	Information Technology
16. Communications Engineering for Mobile/Wireless Networks	4/2	Compulsory	Information Technology
17. Software Engineering	4/2	Compulsory	Information Technology
18. Project	4/2	Compulsory	Information Technology
19. Electrical Engineering	3/2	Elective	Industrial Engineering
20. Advanced Linear Programming	3/2	Elective	Information Technology
21. Discrete Mathematics	4/1	Elective	Information Technology
22. Introduction to Marketing	4/2	Elective	Management in Public Administration
23. Advanced Network Programming	4/1	Elective	Information Technology
24. Operating System And Network Security	3/2	Elective	Information Technology
25. Computer Graphics	3/2	Elective	Information Technology
26. Multimedia and Web Design	3/1	Elective	Information Technology
27. Principles of Artificial Intelligence	4/1	Elective	Information Technology
28. Artificial Neural Networks	4/2	Elective	Information Technology
29. Advanced Software Engineering	4/2	Elective	Information Technology
30. Information System Design	4/1	Elective	Information Technology
31. Video, Animation and Graphics	3/2	Elective	Information Technology
32. Wireless Information Networks	3/2	Elective	Information Technology
33. Digital Video Processing	4/2	Elective	Information Technology
34. Environment Management Systems	3/1	Elective	Industrial Engineering

### 3. e. Department level (General courses) - Public relations (PR)

Name of Courses	Year and semester	Compulsory/Electives	Which department making services for this courses
1. Introduction to Economy I (Micro)	2/1	Compulsory	International Economic Relations
2. Introduction to Law	2/1	Compulsory	Public Relations
3. Introduction to Marketing	2/1	Compulsory	International Economic Relations
4. Public Relation and Publicity I	2/1	Compulsory	Public Relations
5. Sociology	2/1	Compulsory	Public Relations
6. Introduction to Economy II (Macro)	2/2	Compulsory	International Economic Relations
7. Introduction to Politics	2/2	Compulsory	Public Relations
8. Interpersonal Communications	2/2	Compulsory	Public Relations
9. Theory of Communications	2/2	Compulsory	Public Relations

10. Public Relation and Publicity II	2/2	Compulsory	Public Relations
11. Social Psychology	3/1	Compulsory	Public Relations
12. History of Balkan I	3/1	Compulsory	Public Relations
13. Introduction to Business	3/1	Compulsory	International Economic Relations
14. Mass Media	3/1	Compulsory	Public Relations
15. History of Balkan II	3/2	Compulsory	Public Relations
16. Statistics for Social Sciences	3/2	Compulsory	Industrial Engineering
17. Communication Ethics	3/2	Compulsory	International Economic Relations
18. Public Relations Ambience and Tools	3/2	Compulsory	Public relations
19. Designing Public Relation Campaigns	4/1	Compulsory	Public Relations
20. Text Writing in Public Relation	4/1	Compulsory	Public Relations
21. Media and Society	4/1	Compulsory	Public Relations
22. Popular Culture	4/1	Compulsory	Public Relations
23. International Relations	4/2	Compulsory	Public Relations
24. Analysis of Political Communication Campaigns	4/2	Compulsory	Public relations
Project	4/2	Compulsory	Public relations
25. History of Macedonia I		Elective	Public Relations
26. History of Macedonia II		Elective	Public Relations
27. Marketing Research		Elective	Management in Public Administration
28. Human Resources Management		Elective	Management in Public Administration
29. International Relation Theory		Elective	Public Relations
30. International Law I		Elective	Public Relations
31. International Law II		Elective	Public Relations
32. International Organizations		Elective	Public Relations
33. European Union		Elective	International Economic Relations
34. Contemporary World History		Elective	Public Relations
35. Basic Principles of Organization in Public Relations		Elective	Public Relations
36. Protocol		Elective	Public relations
37. Internet Publication		Elective	Public relations
38. History of Art		Elective	Public Relations
39. Communication Management		Elective	Public relations
40. Psychology in Communication		Elective	Public relations
41. Media Planning		Elective	Public Relations
42. Crisis Communication in Public Relations		Elective	Public relations
43. Communication and Total Quality Management		Elective	Management in Public Administration
44. Correspondence Techniques		Elective	Public Relations

### 3. f. Department level (General courses) –Graphic Design (GD)

Name of Courses	Year and semester	Compulsory/Electives	Which department making services for this courses
Basic Design II	2/1	Compulsory	Graphic Design
Introduction to Art and Culture I	2/1	Compulsory	Graphic Design
Technical Drawing and Lettering I	2/1	Compulsory	Graphic Design
Drawing I	2/1	Compulsory	Graphic Design
Photography	2/1	Compulsory	Graphic Design
Graphic Design I	2/2	Compulsory	Graphic Design
Introduction to Art and Culture II	2/2	Compulsory	Graphic Design

Technical Drawing and Lettering II	2/2	Compulsory	Graphic Design
Drawing II	2/2	Compulsory	Graphic Design
Typography I	2/2	Compulsory	Graphic Design
Graphic Design II	3/1	Compulsory	Graphic Design
Drawing III	3/1	Compulsory	Graphic Design
Introduction to Visual Techniques I	3/1	Compulsory	Graphic Design
Typography II	3/1	Compulsory	Graphic Design
Psychology of Advertisement	3/2	Compulsory	Public Relations
Graphic Design III	3/2	Compulsory	Graphic Design
Introduction to Visual Techniques II	3/2	Compulsory	Graphic Design
Philosophy of Art I	3/2	Compulsory	Graphic Design
Philosophy of Art II	4/1	Compulsory	Graphic Design
Graphic Design IV	4/1	Compulsory	Graphic Design
Desktop Publishing	4/1	Compulsory	Graphic Design
History of Graphic Design	4/1	Compulsory	Graphic Design
Publication in Graphic Design	4/1	Compulsory	Graphic Design
Graphic Design V	4/2	Compulsory	Graphic Design
Multimedia and Web Design	4/2	Compulsory	Graphic Design
Project	4/2	Compulsory	Graphic Design
Illustration I	3/1	Elective	Graphic Design
Illustration II	3/2	Elective	Graphic Design
Introduction to Video Production Techniques I	3/2	Elective	Graphic Design
Animation and Film/Television Graphics I	4/1	Elective	Graphic Design
Introduction to Marketing	4/2	Elective	Management in Public Administration
Animation and Film/Television Graphics II	4/2	Elective	Graphic Design
Packing I	4/2	Elective	Graphic Design

### 3. f. Department level (General courses) – English Language and American Studies (ELAS)

Name of Courses	Year and semester	Compulsory/Electives	Which department making services for this courses
English and Composition I	2/1	Compulsory	English Lan.& American Studies
Advanced English Grammar I	2/1	Compulsory	English Lan.& American Studies
American History I	2/1	Compulsory	English Lan.& American Studies
American Literature I	2/1	Compulsory	English Lan.& American Studies
Macedonian Language I	2/1	Compulsory	English Lan.& American Studies
Language in the US	2/2	Compulsory	English Lan.& American Studies
English and Composition II	2/2	Compulsory	English Lan.& American Studies
Advanced English Grammar II	2/2	Compulsory	English Lan.& American Studies
American History II	2/2	Compulsory	English Lan.& American Studies
Macedonian Language II	2/2	Compulsory	English Lan.& American Studies
Translation	3/1	Compulsory	English Lan.& American Studies
American Literature II	3/1	Compulsory	English Lan.& American Studies

American Art	3/1	Compulsory	English Lan.& American Studies
History of Media	3/1	Compulsory	English Lan.& American Studies
American Poetry	3/2	Compulsory	English Lan.& American Studies
Modern American Theatre and Drama	3/2	Compulsory	English Lan.& American Studies
Introduction to American Politics	3/2	Compulsory	English Lan.& American Studies
Ethnicity and Diversity in American Life	3/2	Compulsory	English Lan.& American Studies
Mass Media and American Culture	4/1	Compulsory	English Lan.& American Studies
History of the Civil Rights Movement	4/1	Compulsory	English Lan.& American Studies
Multicultural Education	4/1	Compulsory	English Lan.& American Studies
Mass Media and American Politics	4/1	Compulsory	English Lan.& American Studies
American Film and Visual Culture	4/1	Compulsory	English Lan.& American Studies
Media Ethics	4/2	Compulsory	English Lan.& American Studies
Nationalism, Racism, Multiculturalism	4/2	Compulsory	English Lan.& American Studies
Project	4/2	Compulsory	English Lan.& American Studies
American Renaissance		Elective	English Lan.& American Studies
American Romanticism		Elective	English Lan.& American Studies
Economics of Education		Elective	English Lan.& American Studies
American Architecture		Elective	English Lan.& American Studies
United States Society and Politics		Elective	English Lan.& American Studies
U.S. Business History		Elective	English Lan.& American Studies
US Diplomatic History		Elective	English Lan.& American Studies
Modern American Law		Elective	English Lan.& American Studies
Modern American Law		Elective	English Lan.& American Studies
History & Digital Media		Elective	English Lan.& American Studies
American Music		Elective	English Lan.& American Studies
Survey of American Political Theory		Elective	English Lan.& American Studies
Economics of Advertising		Elective	English Lan.& American Studies
American Economic History		Elective	English Lan.& American Studies

## 8.5. Teaching

### 1. Teaching Methods - University level (You can benefited from AYPER)

Second Year / First Semester	Current Realizing (%)	Need to deliver (%)
Teaching ex cathedra (teacher as the figure of authority, standing in front of the class and lecturing)	50.7	51.0
Interactive teaching (ask questions in class, assign and check homework, or hold class or group discussions)	23.8	24.0
Mentor teaching (consultant-teacher who has a supervisory responsibility and supervising the students)	6.8	6.4
Laboratory work	2.3	2.1
Seminar Work (Preparing a seminar paper)	3.8	3.9
Field Work (enables students to examine the theories and the practical experiences of a particular discipline interact)	1.6	1.6
Semester Project	0.4	0.6
Case Study (An in-depth exploration of a particular context)	4.3	4.3
Students Team work	6.3	6.1
TOTAL	%100	%100

Second Year / Second Semester	Current Realizing (%)	Need to deliver (%)
Teaching ex cathedra (teacher as the figure of authority, standing in front of the class and lecturing)	54.3	51
Interactive teaching (ask questions in class, assign and check homework, or hold class or group discussions)	20.3	23
Mentor teaching (consultant-teacher who has a supervisory responsibility and supervising the students)	3.5	3.6
Laboratory work	5.1	6.1
Seminar Work (Preparing a seminar paper)	2.7	3.1
Field Work (enables students to examine the theories and the practical experiences of a particular discipline interact)	2.1	2.4
Semester Project	1.2	1.5
Case Study (An in-depth exploration of a particular context)	2.1	2.5
Students Team work	8.7	6.8
TOTAL	%100	%100

Third Year / First Semester	Current Realizing (%)	Need to deliver (%)
Teaching ex cathedra (teacher as the figure of authority, standing in front of the class and lecturing)	45.1	39.5
Interactive teaching (ask questions in class, assign and check homework, or hold class or group discussions)	21.9	23.2

Mentor teaching (consultant-teacher who has a supervisory responsibility and supervising the students)	7.6	9.6
Laboratory work	5.5	5.8
Seminar Work (Preparing a seminar paper)	4.6	5.8
Field Work (enables students to examine the theories and the practical experiences of a particular discipline interact)	3.7	1.8
Semester Project	3.7	4.2
Case Study (An in-depth exploration of a particular context)	3.3	4.8
Students Team work	4.6	5.3
TOTAL	%100	%100

Third Year / Second Semester	Current Realizing (%)	Need to deliver (%)
Teaching ex cathedra (teacher as the figure of authority, standing in front of the class and lecturing)	42,2	43.5
Interactive teaching (ask questions in class, assign and check homework, or hold class or group discussions)	29	27.6
Mentor teaching (consultant-teacher who has a supervisory responsibility and supervising the students)	7.2	6.4
Laboratory work	6.9	4.4
Seminar Work (Preparing a seminar paper)	4.1	5.5
Field Work (enables students to examine the theories and the practical experiences of a particular discipline interact)	2.2	1.7
Semester Project	2.6	2.9
Case Study (An in-depth exploration of a particular context)	2.9	3.8
Students Team work	2.9	4.2
TOTAL	%100	%100

Fourth Year / First Semester	Current Realizing (%)	Need to deliver (%)
Teaching ex cathedra (teacher as the figure of authority, standing in front of the class and lecturing)	56.7	57.4
Interactive teaching (ask questions in class, assign and check homework, or hold class or group discussions)	18.7	18.8
Mentor teaching (consultant-teacher who has a supervisory responsibility and supervising the students)	4.5	4.4
Laboratory work	2.4	0
Seminar Work (Preparing a seminar paper)	1.4	1.9
Field Work (enables students to examine the theories and the practical experiences of a particular discipline interact)	1.9	2.8
Semester Project	7.8	2.3

Case Study (An in-depth exploration of a particular context)	1.6	9.3
Students Team work	5	3.1
TOTAL	%100	%100

Fourth Year / Second Semester	Current Realizing (%)	Need to deliver (%)
Teaching ex cathedra (teacher as the figure of authority, standing in front of the class and lecturing)	50.3	45
Interactive teaching (ask questions in class, assign and check homework, or hold class or group discussions)	21	23
Mentor teaching (consultant-teacher who has a supervisory responsibility and supervising the students)	5.3	7
Laboratory work	0	0
Seminar Work (Preparing a seminar paper)	5.4	5.7
Field Work (enables students to examine the theories and the practical experiences of a particular discipline interact)	3.3	3.7
Semester Project	4.3	5
Case Study (An in-depth exploration of a particular context)	4.7	5.3
Students Team work	5.7	5.7
TOTAL	%100	%100

2. Realization of teaching through cooperation (for example fieldwork, projects, visits, and others)

	Current realized hours	Need to deliver hours	Realization percentage
Visits to industry companies	35	40	87.5
Fieldwork	16	20	80
Visits to Governmental institutions		2	0
Visits to Non- Governmental institutions	10	30	33
Visits to Professional organizations		2	0
Visiting the schools	7	9	77.8
Other		10	0

3. Number of exams or verification of knowledge

Midterm exam		Final exam		Makeup exams (I-II)	
'essay type' exam	'test type' exam	'essay type' exam	'test type' exam	Number of 'essay type' exam	Number of 'test type' exam

4. Ability realizations – University level

Second Year / First Semester	courses "Necessary (+)"	Ability Realization (number of courses)				
		1 (Unsatisfactory)	2 (Poor)	3 (Satisfactory)	4 (Good)	5 (Excellent)
Written Communication skills	23			13	7	3
Oral Communication skills	25		2	9	12	2
Computer skills	22			17	5	
Working in laboratory	7		2	5		
Working in team	29		2	6	21	
Preparing Projects	22		4	6	11	1
Knowledge foreign language	19		1	9	8	1
Scientific and professional literature analysis	19		2	12	4	1
Problem solving skills	26		1	15	9	1
Management skills	14			14		
<b>Other (Pls. Write)</b>						
Presentation skills	13		3	7	3	
Ethics	4			2		2

Second Year / Second Semester	Number of courses that signed as "Necessary (+)"	Ability Realization (number of courses)				
		1 (Unsatisfactory)	2 (Poor)	3 (Satisfactory)	4 (Good)	5 (Excellent)
Written Communication skills	22			8	11	3
Oral Communication skills	23		1	10	10	2
Computer skills	20			13	6	1
Working in laboratory	14			5	5	4
Working in team	29			7	18	4
Preparing Projects	23		2	9	11	1
Knowledge foreign language	17		1	10	5	1
Scientific and professional literature analysis	21			12	7	2
Problem solving skills	23			9	12	2
Management skills	15			10	4	1
<b>Other (Pls. Write)</b>						
Decision Making	2			2		
Presentation skills	13			7	6	

Third Year /	Number of courses	Ability Realization (number of courses)
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First Semester	that signed as "Necessary (+)"	1 (Unsatisfactory)	2 (Poor)	3 (Satisfactory)	4 (Good)	5 (Excellent)
Written Communication skills	15			7	8	
Oral Communication skills	16			3	11	2
Computer skills	11			7	3	1
Working in laboratory	1				1	
Working in team	14			3	10	1
Preparing Projects	13		2	4	7	
Knowledge foreign language	8		1	6	1	
Scientific and professional literature analysis	15		4	6	5	
Problem solving skills	16		1	6	7	2
Management skills	13		3	4	4	2
<b>Other (Pls. Write)</b>						
Decision making	2				2	
Ability to analyze	2				2	
Presentation Skills	1		1			

Third Year / Second Semester	Number of courses that signed as "Necessary (+)"	Ability Realization (number of courses)				
		1 (Unsatisfactory)	2 (Poor)	3 (Satisfactory)	4 (Good)	5 (Excellent)
Written Communication skills	23		2	11	9	1
Oral Communication skills	24		2	12	6	4
Computer skills	15			7	6	2
Working in laboratory	9	2		2	2	3
Working in team	20			7	12	1
Preparing Projects	18	1	2	3	6	5
Knowledge foreign	20		4	8	8	

language						
Scientific and professional literature analysis	16	1	2	8	3	2
Problem solving skills	22		2	10	8	2
Management skills	17		1	9	4	3
<b>Other (Pls. Write)</b>						
Presentation Skills	7			4	3	
Analitical approach	1					1

Fourth Year / First Semester	Number of courses that signed as "Necessary ( + )"	Ability Realization (number of courses)				
		1 (Unsatisfactory)	2 (Poor)	3 (Satisfactory)	4 (Good)	5 (Excellent)
Written Communication skills	15			10	5	
Oral Communication skills	13		3	5	4	2
Computer skills	5				4	1
Working in laboratory	1				1	
Working in team	9			3	2	4
Preparing Projects	12	2	1	6	3	
Knowledge foreign language	9		3	2	3	1
Scientific and professional literature analysis	11		1	7	2	1
Problem solving skills	15		2	4	5	4
Management skills	12			5	4	3
<b>Other (Pls. Write)</b>						
Analytical approach	2					2
Presentation Skills	3				2	1
Ethics	1					1

Fourth Year / Second Semester	Number of courses that signed as "Necessary ( + )"	Ability Realization (number of courses)				
		1 (Unsatisfactory)	2	3	4	5

			(Poor)	(Satisfactory)	(Good)	(Excellent)
Written Communication skills	14		1	8	4	1
Oral Communication skills	14			6	6	2
Computer skills	7			3	3	1
Working in laboratory						
Working in team	10			4	5	1
Preparing Projects	8	1		4	2	1
Knowledge foreign language	8		2	5		1
Scientific and professional literature analysis	13		2	9	1	1
Problem solving skills	15			6	4	5
Management skills	11			6	2	3
<b>Other (Pls. Write)</b>						
Presentation skills	3			1	2	
Analytical approach	3				1	2

## 8.6. Student Engagement in the Educational Process

### a. International Economic Relation

Second Year / First Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	168	900	18.6
Laboratory and class <u>exercises</u> for 14 weeks	168	900	18.6
Student Mentoring for 14 weeks	14	900	1.6
Consultation for 14 weeks	28	900	3.2
Exam preparations and exam hours (Midterm, final, Makeups)	190	900	21.2
Individual reading work for 14 weeks	255	900	28.3
Homework and work practice for 14 weeks	77	900	8.5
Preperation of diploma work, for 14 weeks	-	900	-
Total Student Work Load	900	900	100%

Second Year / Second Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	196	900	21.7
Laboratory and class <u>exercises</u> for 14 weeks	168	900	18.6
Student Mentoring for 14 weeks	14	900	1.6
Consultation for 14 weeks	28	900	3.2
Exam preparations and exam hours (Midterm, final, Makeups)	120	900	13.3
Individual reading work for 14 weeks	290	900	32.2
Homework and work practice for 14 weeks	84	900	9.4
Preparation of diploma work, for 14 weeks	-	900	-
<b>Total Student Work Load</b>	<b>900</b>	<b>900</b>	<b>100</b>

Third Year / First Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	196	840	23.3
Laboratory and class <u>exercises</u> for 14 weeks	126	840	15
Student Mentoring for 14 weeks	40	840	4.8
Consultation for 14 weeks	42	840	5
Exam preparations and exam hours (Midterm, final, Makeups)	146	840	17.4
Individual reading work for 14 weeks	227	840	27
Homework and work practice for 14 weeks	63	840	7.5
Preparation of diploma work, for 14 weeks	-	840	-
<b>Total Student Work Load</b>	<b>840</b>	<b>840</b>	<b>100%</b>

Third Year / Second Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	210	840	25
Laboratory and class <u>exercises</u> for 14 weeks	154	840	18.4
Student Mentoring for 14 weeks	18	840	2
Consultation for 14 weeks	24	840	2.9
Exam preparations and exam hours (Midterm, final, Makeups)	218	840	25.9
Individual reading work for 14 weeks	134	840	16
Homework and work practice for 14 weeks	82	840	9.8
Preparation of diploma work, for 14 weeks	-	840	-
<b>Total Student Work Load</b>	<b>840</b>	<b>840</b>	<b>100%</b>

Fourth Year / First Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	168	900	18.6
Laboratory and class <u>exercises</u> for 14 weeks	182	900	20.2
Student Mentoring for 14 weeks	14	900	1.6
Consultation for 14 weeks	42	900	4.7
Exam preparations and exam hours (Midterm, final, Makeups)	186	900	20.7
Individual reading work for 14 weeks	216	900	24
Homework and work practice for 14 weeks	92	900	10.2
Preparation of diploma work, for 14 weeks	-	900	-
<b>Total Student Work Load</b>	<b>900</b>	<b>900</b>	<b>100%</b>

Fourth Year / Second Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	168	900	18.7
Laboratory and class <u>exercises</u> for 14 weeks	168	900	18.7
Student Mentoring for 14 weeks	28	900	3.1
Consultation for 14 weeks	28	900	3.1
Exam preparations and exam hours (Midterm, final, Makeups)	173	900	19.2
Individual reading work for 14 weeks	250	900	27.8
Homework and work practice for 14 weeks	85	900	9.4
Preparation of diploma work, for 14 weeks	-	900	-
<b>Total Student Work Load</b>	<b>900</b>	<b>900</b>	<b>100</b>

**b. Management in Public Administration**

Second Year / First Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	196	900	21.8
Laboratory and class <u>exercises</u> for 14 weeks	140	900	15.6
Student Mentoring for 14 weeks	28	900	3.1
Consultation for 14 weeks	28	900	3.1
Exam preparations and exam hours (Midterm, final, Makeups)	198	900	22
Individual reading work for 14 weeks	215	900	23.9
Homework and work practice for 14 weeks	95	900	10.5
Preparation of diploma work, for 14 weeks	-	900	-
<b>Total Student Work Load</b>	<b>900</b>	<b>900</b>	<b>100%</b>

Second Year / Second Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	182	900	20.2
Laboratory and class <u>exercises</u> for 14 weeks	182	900	20.2
Student Mentoring for 14 weeks	14	900	1.5
Consultation for 14 weeks	28	900	3.1
Exam preparations and exam hours (Midterm, final, Makeups)	144	900	16
Individual reading work for 14 weeks	271	900	302
Homework and work practice for 14 weeks	79	900	8.8
Preparation of diploma work, for 14 weeks	-	900	-
<b>Total Student Work Load</b>	<b>900</b>	<b>900</b>	<b>100%</b>

**There are no students in the third year of MPA**

Forth Year / First Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	182	900	20.2
Laboratory and class <u>exercises</u> for 14 weeks	196	900	21.8
Student Mentoring for 14 weeks	14	900	1.6
Consultation for 14 weeks	28	900	3.1
Exam preparations and exam hours (Midterm, final, Makeups)	190	900	21.1
Individual reading work for 14 weeks	256	900	28.4
Homework and work practice for 14 weeks	34	900	3.8
Preparation of diploma work, for 14 weeks	-	900	-
<b>Total Student Work Load</b>	<b>900</b>	<b>900</b>	<b>100%</b>

Forth Year / Second Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	140	900	15.6
Laboratory and class <u>exercises</u> for 14 weeks	196	900	21.8
Student Mentoring for 14 weeks	20	900	2.2
Consultation for 14 weeks	40	900	4.4
Exam preparations and exam hours (Midterm, final, Makeups)	200	900	22.2
Individual reading work for 14 weeks	230	900	25.6
Homework and work practice for 14 weeks	74	900	8.2
Preparation of diploma work, for 14 weeks	-	900	-
<b>Total Student Work Load</b>	<b>900</b>	<b>900</b>	<b>100%</b>

**c. Industrial Engineering**

Second Year / First Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	182	900	20.2
Laboratory and class <u>exercises</u> for 14 weeks	168	900	18.7
Student Mentoring for 14 weeks	12	900	1.3
Consultation for 14 weeks	22	900	2.4
Exam preparations and exam hours (Midterm, final, Makeups)	156	900	17.3
Individual reading work for 14 weeks	292	900	32.5
Homework and work practice for 14 weeks	68	900	7.6
Preparation of diploma work, for 14 weeks	-	900	0
<b>Total Student Work Load</b>	<b>900</b>		<b>100%</b>

Second Year / Second Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	182	900	20.2
Laboratory and class <u>exercises</u> for 14 weeks	182	900	20.2
Student Mentoring for 14 weeks	8	900	0.9
Consultation for 14 weeks	17	900	1.9
Exam preparations and exam hours (Midterm, final, Makeups)	166	900	18.4
Individual reading work for 14 weeks	275	900	30.6
Homework and work practice for 14 weeks	70	900	7.8
Preparation of diploma work, for 14 weeks	0	900	0
<b>Total Student Work Load</b>	<b>900</b>		<b>100</b>

Third Year / First Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	224	900	24.9
Laboratory and class <u>exercises</u> for 14 weeks	140	900	15.6
Student Mentoring for 14 weeks	15	900	1.7
Consultation for 14 weeks	33	900	3.6
Exam preparations and exam hours (Midterm, final, Makeups)	170	900	18.9
Individual reading work for 14 weeks	235	900	26.1
Homework and work practice for 14 weeks	83	900	9.2
Preparation of diploma work, for 14 weeks	-	900	-
<b>Total Student Work Load</b>	<b>900</b>		

Third Year / Second Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	182	900	20.2
Laboratory and class <u>exercises</u> for 14 weeks	168	900	18.7
Student Mentoring for 14 weeks	12	900	1.4
Consultation for 14 weeks	16	900	1.8
Exam preparations and exam hours (Midterm, final, Makeups)	190	900	21.1
Individual reading work for 14 weeks	256	900	28.4
Homework and work practice for 14 weeks	76	900	8.4
Preparation of diploma work, for 14 weeks	-	900	-
Total Student Work Load	900		100

Fourth Year / First Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	168	900	18.7
Laboratory and class <u>exercises</u> for 14 weeks	182	900	20.2
Student Mentoring for 14 weeks	20	900	2.2
Consultation for 14 weeks	48	900	5.3
Exam preparations and exam hours (Midterm, final, Makeups)	153	900	17
Individual reading work for 14 weeks	263	900	29.3
Homework and work practice for 14 weeks	66	900	7.3
Preparation of diploma work, for 14 weeks	-	900	-
Total Student Work Load	900		100

Fourth Year / Second Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	140	900	15.6
Laboratory and class <u>exercises</u> for 14 weeks	98	900	10.9
Student Mentoring for 14 weeks	12	900	1.3
Consultation for 14 weeks	34	900	3.8
Exam preparations and exam hours (Midterm, final, Makeups)	97	900	10.8
Individual reading work for 14 weeks	123	900	13.6
Homework and work practice for 14 weeks	66	900	7.3
Preparation of diploma work, for 14 weeks	330	900	36.7
Total Student Work Load	900		100

**d. Information technology**

Second Year / First Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	182		20.2
Laboratory and class <u>exercises</u> for 14 weeks	168		18.7
Student Mentoring for 14 weeks	10		1.1
Consultation for 14 weeks	18		2
Exam preparations and exam hours (Midterm, final, Makeups)	166		18.4
Individual reading work for 14 weeks	260		28.9
Homework and work practice for 14 weeks	96		10.7
Preparation of diploma work, for 14 weeks	-		-
<b>Total Student Work Load</b>	<b>900</b>	<b>900</b>	<b>100%</b>

Second Year / Second Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	182		20.2
Laboratory and class <u>exercises</u> for 14 weeks	182		20.2
Student Mentoring for 14 weeks	8		1.0
Consultation for 14 weeks	21		2.3
Exam preparations and exam hours (Midterm, final, Makeups)	183		20.3
Individual reading work for 14 weeks	265		29.4
Homework and work practice for 14 weeks	59		6.6
Preparation of diploma work, for 14 weeks	-		-
<b>Total Student Work Load</b>	<b>900</b>	<b>900</b>	<b>100%</b>

Third Year / First Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	210		23.3
Laboratory and class <u>exercises</u> for 14 weeks	154		17.1
Student Mentoring for 14 weeks	20		2.2
Consultation for 14 weeks	23		2.6
Exam preparations and exam hours (Midterm, final, Makeups)	139		15.4
Individual reading work for 14 weeks	276		30.7
Homework and work practice for 14 weeks	78		8.7
Preparation of diploma work, for 14 weeks	-		-
<b>Total Student Work Load</b>	<b>900</b>		<b>100</b>

Third Year / Second Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	182		20.2
Laboratory and class <u>exercises</u> for 14 weeks	168		18.7
Student Mentoring for 14 weeks	6		0.7
Consultation for 14 weeks	18		2
Exam preparations and exam hours (Midterm, final, Makeups)	145		16.1
Individual reading work for 14 weeks	295		32.8
Homework and work practice for 14 weeks	86		9.5
Preparation of diploma work, for 14 weeks	-		-
<b>Total Student Work Load</b>	<b>900</b>	<b>900</b>	<b>100</b>

**e. Public Relations**

Second Year / First Semester (For 6 courses)	Total hours that was given (A)	Total hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	266	930	% 28
Laboratory and class <u>exercises</u> for 14 weeks	42	930	% 5
Student Mentoring for 14 weeks	19	930	% 2
Consultation for 14 weeks	27	930	% 3
Exam preparations and exam hours(Midterm, final, makeup)	175	930	% 19
Individual reading work for 14 weeks	272	930	% 29
Homework and work practice for 14 weeks	129	930	% 14
Preparation of diploma work, for 14 weeks	-	-	-
<b>Total Student Work Load</b>	<b>930</b>	<b>930</b>	<b>100</b>

Second Year / Second Semester (For 6 courses)	Total hours that was given (A)	Total hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	210	870	% 24
Laboratory and class <u>exercises</u> for 14 weeks	130	870	% 15
Student Mentoring for 14 weeks	23	870	% 3
Consultation for 14 weeks	25	870	% 3
Exam preparations and exam hours(Midterm, final, makeup)	150	870	% 17
Individual reading work for 14 weeks	250	870	% 29
Homework and work practice for 14 weeks	82	870	% 9
Preparation of diploma work, for 14 weeks	-	-	-
<b>Total Student Work Load</b>	<b>870</b>	<b>870</b>	<b>100</b>

Third Year / First Semester (For 6 courses)	Total hours that was given (A)	Total hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	196	840	% 23
Laboratory and class <u>exercises</u> for 14 weeks	168	840	% 20
Student Mentoring for 14 weeks	23	840	% 3
Consultation for 14 weeks	32	840	% 4
Exam preparations and exam hours(Midterm, final, makeup)	140	840	% 17
Individual reading work for 14 weeks	181	840	% 22
Homework and work practice for 14 weeks	95	840	% 11
Preparation of diploma work, for 14 weeks	-	-	-
<b>Total Student Work Load</b>	<b>840</b>	<b>840</b>	<b>100</b>

Third Year / Second Semester (For 6 courses)	Total hours that was given (A)	Total hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	210	210	% 23
Laboratory and class <u>exercises</u> for 14 weeks	126	126	% 19
Student Mentoring for 14 weeks	20	20	% 4
Consultation for 14 weeks	20	20	% 5
Exam preparations and exam hours (Midterm, final, Makeups)	148	148	% 17
Individual reading work for 14 weeks	248	248	% 21
Homework and work practice for 14 weeks	68	68	% 11
Preparation of diploma work, for 14 weeks	-	-	-
<b>Total Student Work Load</b>	<b>840</b>	<b>840</b>	<b>100</b>

**f. Graphic Design**

Second Year / First Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	196	900	21.8
Laboratory and class <u>exercises</u> for 14 weeks	154	900	17.1
Student Mentoring for 14 weeks	72	900	8
Consultation for 14 weeks	66	900	7.3
Exam preparations and exam hours (Midterm, final, Makeups)	130	900	14.4
Individual reading work for 14 weeks	160	900	17.8
Homework and work practice for 14 weeks	122	900	13.6
Preparation of diploma work, for 14 weeks	0	900	0
<b>Total Student Work Load</b>	<b>900</b>		<b>100%</b>

Second Year / Second Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	168	900	18.6
Laboratory and class <u>exercises</u> for 14 weeks	168	900	18.6
Student Mentoring for 14 weeks	61	900	6.7
Consultation for 14 weeks	70	900	7.7
Exam preparations and exam hours (Midterm, final, Makeups)	150	900	16.7
Individual reading work for 14 weeks	153	900	17
Homework and work practice for 14 weeks	130	900	14.7
Preparation of diploma work, for 14 weeks	0	900	0
<b>Total Student Work Load</b>	<b>900</b>		<b>100</b>

Third Year / First Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	182		21.6
Laboratory and class <u>exercises</u> for 14 weeks	182		21.6
Student Mentoring for 14 weeks	59		7
Consultation for 14 weeks	58		6.9
Exam preparations and exam hours (Midterm, final, Makeups)	140		16.8
Individual reading work for 14 weeks	65		7.7
Homework and work practice for 14 weeks	154		18.4
Preparation of diploma work, for 14 weeks			
<b>Total Student Work Load</b>	<b>840</b>		<b>100</b>

Third Year / Second Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	210		25
Laboratory and class <u>exercises</u> for 14 weeks	168		20
Student Mentoring for 14 weeks	42		5
Consultation for 14 weeks	77		9.2
Exam preparations and exam hours (Midterm, final, Makeups)	120		14.3
Individual reading work for 14 weeks	142		16.9
Homework and work practice for 14 weeks	81		9.6
Preparation of diploma work, for 14 weeks			

Total Student Work Load	840		100
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#### g. English language and American Studies

Second Year / First Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	168	834	20
Laboratory and class <u>exercises</u> for 14 weeks	196	834	23
Student Mentoring for 14 weeks	40	834	5
Consultation for 14 weeks	40	834	5
Exam preparations and exam hours (Midterm, final, Makeups)	92	834	12
Individual reading work for 14 weeks	260	834	31
Homework and work practice for 14 weeks	38	834	4
Preparation of diploma work, for 14 weeks	0	834	0
Total Student Work Load	834	834	100%

Second Year / Second Semester (For 6 courses)	Total hours that was given (A)	Total number of hours for one semester (B)	Percentage (A) / (B)
Lecture hours for 14 weeks	168	834	20
Laboratory and class <u>exercises</u> for 14 weeks	196	834	23
Student Mentoring for 14 weeks	40	834	5
Consultation for 14 weeks	40	834	5
Exam preparations and exam hours (Midterm, final, Makeups)	92	834	12
Individual reading work for 14 weeks	260	834	31
Homework and work practice for 14 weeks	38	834	4
Preparation of diploma work, for 14 weeks	0	834	0
Total Student Work Load	834	834	100

#### 6. Dropout of students per year

Genera-ton	In the first year	Dropout after		Percentage of students completed after			
		1 <sup>th</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	5 <sup>th</sup> year.	> 6 <sup>th</sup> year
07/08	24	3	1				
08/09	45	0	0				
09/10	80	0	0	20			
10/11	71			45	20		

### 8.7. Student Activities

#### 1. Types of student activities

Activities	Yes	No
- Associations	✓	

- Clubs	✓ 1. participation in university social clubs	
- Scientific association		
- Conferences	✓ 1. Çanakkale Conference 2. Ottoman Heritage in Balkans	
- Seminars	✓	
- Student publications	✓	
- Sport	✓ 1. Participation in university sport activities	
- Other		

Note: to give notice to 25 words for each activity marked

## 8.7. Academic Performance

1. Number of manuals written by academic staff in the last 5 years:

	Number	Published (P) or Not published yet (NP)
Books	11	8P + 3NP
Manuals	8	1P+7NP
Research Articles	52	29P + 23NP
Review Articles	23	22P+1NP
Research articles at conferences	7	7P
Textbooks	13	10P +3NP
Others	38	4P+34NP

2. Participation in projects

Projects	National		International		Total	
	Research	Application	Research	Application	Research	Application
European Union Projects	1	1	2	3	3	4
Inter-university Projects	1	1			1	
Governmental Projects						
Nongovernmental Organizations Projects	1		4	4	5	4

3. Total number of participants in conferences, symposia, seminars.

Projects	National	International	Total
conferences	14	17	31
Symposium	1	5	6
Seminars/Panels	12	-	12
Total	27	22	49

4. Manner of participation

Number of listener	
Number of lecturer	28

5. Manner of presentation

Number of free oral conveying	6
Number of “abstract” presentation	3
Number of “Extended abstract” presentation	10
Number of Full text presentation	18
Number of presentations on behalf of International Balkan University.	21

## 8.8. Equipment

### 1. Educational equipment

#### 2009-2010

	Specific equipment for the study program Industrial engineering and Information technology	Number	Total seating capacity
1	Autorange Digital Multimeter 1000V/750V AC/DC, AC/DC, 326uF, 150kHz	3	4
2	Autorange Dig. Multimeter 1000V/750V AC/DC, 10A AC/DC, 400nF, 750C, Hfe, RS232 datalogging	4	4
3	Digital Watt Meter, 6kW, 10A, 600V, Single $\Phi$	2	4
4	Resistive decade 0 up to 10MOhm	1	4
5	Inductive decade 0 to 999uH	1	4
6	Capacitive decade 100pF to 100nH	1	4
7	Analog Power Supply AC/DC 0-33V/0-46V, 6A	1	4
8	Autotransformer 0-260V, 4.5A	1	4
9	Computer	10	10
10	Scanner	1	1
11	Monochrome Printer	1	1

#### 2010-2011

	Specific equipment for the study program Industrial engineering	Number	Total seating capacity
1	Cake and Depth Filtration	1	4
2	Hooke’s Law	1	4

#### 2009-2011

	Specific equipment for the study program All study programs	Number	Total seating capacity
1	Severs	2	
2	Computers and Notebooks <ul style="list-style-type: none"> <li>• Academic staff</li> <li>• Classrooms</li> <li>• Labs</li> </ul>	20 9 60	
3	Printers <ul style="list-style-type: none"> <li>• Academic staff</li> <li>• Labs</li> </ul>	12 3	
4	Projectors		

	<ul style="list-style-type: none"> <li>• Classroom</li> </ul>	22	
5	Scanners <ul style="list-style-type: none"> <li>• Academic staff</li> <li>• Labs</li> </ul>	2 2	
6	TW sets	6	
7	Audio recorders	7	
8	DVD recorders	7	