



UNIVERSITY FOR INFORMATION SCIENCE AND TECHNOLOGY

ST. PAUL THE APOSTLE - OHRID

SELF-EVALUATION REPORT 2013

UIST SELF-EVALUATION, 2013

1. UIST SHORT REVIEW

The University St. Paul the Apostle is the fifth state university in the Republic of Macedonia. The university is founded in 2009 and it has become a successful dynamic and competitive higher education institution after only 4 years since its establishment.

Integrated in the community and the region, the university has strong research dimension and offers a range of five university undergraduate programs in the faculties:

1. Faculty of Computer Science and Engineering (CSE)
2. Faculty of Communication Networks and Security (CNS)
3. Faculty of Machine Intelligence and Robotics
4. Faculty of Information Systems, Visualization, Multimedia and Animation (ISVMA)
5. Faculty of Information Theory and Analysis (ITA)

In addition to the above mentioned, the university offers a study program of Digital Business Informatics within the Faculty of ITA as well as one university program for second cycle of studies at the Faculty of Communication Networks and Security.

Since the beginning, UIST is dedicated to innovation, quality and achievements at national and international level and it wants to strengthen the three pillars that hold the university: education, research and cooperation in society. UIST built up its profile and continues improving it on the basis of science and technology development.

The university started by providing curriculum in the field of information sciences. In the academic year 2013/2014, the university will introduce the digital business informatics study program related to information sciences and economics. UIST already works on curriculum related to biology and health, with focus on the informatics aspects.

Study programs implemented at the university such as computer engineering, new technologies in communications, design, nano-technology, economics, sciences for environment and health are known as areas in which the university can justify its work and the objectives that the university strives to achieve that are a high quality education following trends that are needed in society.

2. UIST MISSION, VALUES AND GOALS

Mission

Continuous professional education and entrepreneurship in computer science and new technologies that will work successfully and promote new opportunities.

Mission statement

Our strategic goal is to further develop as a leading educational and scientific-research institution in the Republic of Macedonia in the field of computer science and new technologies.

Providing permanent technological innovation, quality and creativity in the curriculum, we provide continuous education for professional, creative and entrepreneurship oriented individuals who will not only work successfully in their professions, but also will create new jobs and promote new opportunities and discover new horizons.

We accomplish our educational mission with undergraduate and postgraduate studies and we are working on developing doctoral studies through establishing intensive communication with students, universities, similar institutions in the world, as well as business community and industry.

Achieving permanent success in scientific-research work at national and international level, we realize our scientific-research mission through doctoral dissertations and numerous international scientific-research projects. Creating conditions for transfer of knowledge and technology, we give strong support to the technological and economic sustainable development of our economy.

Vision

Our vision is to belong to the family of prestigious institutions in the field of computer science and new technologies as well as supporting the international integration of our country and our economy in terms of its international competitiveness and transfer of knowledge and technology.

Strategic goals

1. Improvement of the curriculum in accordance with the European credit transfer system and providing continuous education.

2. Strengthening and enhancing the attractiveness of scientific and professional degrees as well as the promotion of new opportunities in the field of computer science and business.
3. A strategy for the university development towards the European Community and quality of work in accordance with the European standards.
4. Fostering and improving opportunities to achieve the requirements for educating individuals from all professional and adult categories.
5. Stimulating the effective transfer of knowledge and professionalism from the academic environment and industry to actively participate in the overall development of the Republic of Macedonia.
6. Creating “scientific / technological villages” that will provide better communication between our significant scientific-research potential for creative and innovative business.

3. UIST SELFEVALUATION

The UIST Senate has decided on the committee structure for self-evaluation that included all UIST professors and three students on April 30th, 2013.

UIST EVALUATION COMMITTEE MEMBERS

Dmytro Zubov PhD, Assistant Professor

Carlo Ciulla PhD, Assistant Professor

Eustrat Zhupa PhD, Assistant Professor

Bratislav Stankovic PhD, Associate Professor

Caleb Petrie PhD, Assistant Professor

Dwight Fultz PhD, Associate Professor

Marija Marvceva, student

Jasna Trengoska, student

Ermira Aliu, student

The process of self-evaluation has been realized through committee meetings held once a week. The committee approved the self-evaluation questionnaire that was initially developed by other members of the academic UIST environment to identify their perspective regarding the main issues in the evaluation. The questionnaire was sent to all Senate members and to all university professors and the results of the original version of the self-evaluation report has been sent to them to give comments upon it.

The UIST self-evaluation is part of its quality evaluation process and part of the accreditation procedure according to the legal acts of the Republic of Macedonia.

Main goals of UIST self-evaluation are:

Modern approach to achieving exceptional quality in higher education means students participation in the overall educational process. This implies the need of paying attention to the importance of the following elements in the realization of the teaching-educational process:

- Lectures to be comprehensible to students;
- Lectures to be supported by practical examples in order to realize the relation between practice and theory i.e. students to acquire practical knowledge;

- verification of the acquired knowledge should be directed towards discovering knowledge, not towards detecting flaws that are not very important for a given scientific field;
- Students can objectively assess the academic staff in terms of realization of teaching-educational activities
- Students can objectively assess the level of quality and manner of delivering tutorials as well as the attitude of associate staff toward students and the educational process.
- students can objectively assess the functioning of student services, information centers, libraries, as well as the management attitude (rector and rectorial board, administration, as well as deans and dean`s board) towards them.

Through the encouragement of critical analysis and new perspectives regarding the activities realized in the higher educational institutions within the university St. Paul the Apostle- Ohrid, goals can be achieved and skills can be developed by students for their independent and critical thinking, and their ability to monitor the development of scientific knowledge in areas of the relevant study program.

In short, students need to gain useful knowledge and skills for its application. At the same time, through this knowledge and skills, the higher education system receives new ideas. Our university must offer identical quality education in all study programs offered by faculties/colleges and scientific-research institutions, which is the main objective of the recommendations of the Bologna declaration.

Involving students in decision-making should become an essential part of the organizational management of the university, not only a formal satisfaction of the legislations. With the constant involvement of students as partners at all levels, the university will gain significant experience in solving various problems, thus achieving positive development processes, provided by the Bologna declaration, i.e. better quality in the realization of the university mission.

For these reasons, the evaluation committee of the university approved to conduct an anonymous student survey of all the university members. This student survey is conducted for the first time since the foundation of the university. The survey was conducted during May 2013 for academic staff as well as associate staff as one of the internal mechanisms for ensuring quality in higher education. Also in this period, for the first time a self-evaluation has been conducted of all university members and the university as a whole.

The questionnaires delivered to students provide feedback on various aspects related to studying in different study programs at the respective faculties/colleges, scientific institutes,

motivation of the students, attitude of academic staff toward students, their preparation for teaching, usage of modern methods for delivering knowledge, and other relevant data.

However, the success and functionality of the student survey should be evaluated on the basis of the following relevant factors, for which there is still no adequate readiness for various reasons, such as:

- Inadequate and sometimes different understanding of the purpose of this survey;
- doubts that the results of the survey would have certain consequences;
- Low level of evaluation culture and possibility for manipulation of results;
- Lack of tradition for this type of evaluation of academic/associate staff.

4. THE SELF-EVALUATION PROCESS

The process of implementation of the anonymous student survey was carried out throughout the month of May 2013, on all higher education institutions, members of the University. The implementation of the survey in the field was carried out in the respective terms by the members of the evaluation committee and the administrative staff of UIST. The survey was conducted during lectures / tutorials in the first year of study and up, but without the presence of academic staff from the relevant school (faculty)

The members of the survey group, prior to the start of the survey, have been explaining the purpose, meaning of the survey and the role of students in ensuring and improving of the quality of the educational process. With this explanation, students need to understand the seriousness of their work in order to properly respond to the set task.

Prior to the distribution, the questionnaires were stamped with the UIST round seal and after the survey the questionnaires were sealed in separate envelopes and kept in the UIST archive. All sealed questionnaires were opened at a specific meeting of the evaluation committee, when a further action for developing a program for processing the responses received through the survey, data entry (creating a database), analysis, and preparation of a report was agreed upon.

Within the technical data processing the committee members completed the following activities: classification of questionnaires, data entry (creating and loading a base) arranging additional comments, collating, sorting and filtering of the data.

QUESTIONNAIRES

Self-evaluation: mode of realization

For successful implementation of the stipulated goals two questionnaires have been prepared including:

☐ **Questionnaire for the teaching-scientific staff.** Students were asked to "assess" the teaching-scientific staff as to whether knowledge is demonstrated in the teaching area, whether classes (tutorials) are clear and understandable, whether the method of presenting the material is effective and keeps their attention, whether the foreseen syllabus for this subject/course is being implemented, how they assess the offered textbook (literature) for picking up the syllabus, and how they assess the reality of the assessment by the teacher (assistant).

☐ **A general survey for the university.** This questionnaire required the students to answer the 10 questions in order to give a general assessment of the university. The questions that were asked were: Do you feel satisfaction that you are a part of the university, are you satisfied with the school you study at, do the university premises and equipment meet the needs of modern studies, are all services offered by the University available at any time, is the management available to students, how satisfied are you with the Student Affairs Office, are the resources and services of the library adequate, how would you rate the University website, how do you assess the student parliament.

Students responded by circling a figure from 1-5 in the general survey for the University:

- 1 = Weak
- 2 = Insufficient
- 3 = Good
- 4 = Very good
- 5 = Excellent

Students responded by circling descriptive answers thus assessing the teaching-scientific staff:

- 1 = Strongly Disagree , Poor
- 2= Disagree , Below Average
- 3= Undecided , Average
- 4= Agree, Good
- 5 = Strongly Agree, Excellent

EVALUATION

This evaluation is performed in order to recognize the achievements of the application of the best practices of higher education in the work of UIST. This questionnaire is anonymous.

PERSONAL DATA:

I study at the Faculty of

Which academic year you are enrolled in (circle the number): **1, 2, 3, 4.**

Please enter the name of the course and professor being evaluated:

Please rate your level of agreement with the following aspects of the textbook/resources:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
The required textbooks adequately covered the subject					
The textbooks were clear and well-written					
The textbooks were effectively used					
I would recommend the current textbooks to be used					

Please rate your level of agreement with the following aspects of the benefits derived from the course:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
The course increased my interest in the subject					
Completing the course, I feel knowledgeable in the subject					
The course contributed to the completeness of my education					
Overall, the course met my expectations					

Please rate your teacher (professor) for the following categories:

	Poor	Below Average	Average	Good	Excellent
Made student responsibilities and requirements clear					
Taught lessons clearly					
Has up to date knowledge and skills					
Evaluated course work in a fair, unbiased way					
Responded to student communication in a timely manner					
Level of fluent English					

Overall, how would you rate this teacher?

Poor	Below average	Average	Good	Excellent
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Please add any comments regarding how this teacher can improve the course or teaching style.

EVALUATION

Please answer by circling a number from 1 to 5 for your chosen answer, about your Educational experience at UIST.
 1= Weak; 2 = Insufficient; 3 = Good; 4 = Very Good; 5 = Excellent;

Do you feel happy being part of the university?	1	2	3	4	5
Are you satisfied with the Faculty you study at?	1	2	3	4	5
Do the university premises and equipment meet the needs for modern studying?	1	2	3	4	5
Does UIST take a keen interest in the professional development of the students?	1	2	3	4	5
Is the administration available for students?	1	2	3	4	5
Are you satisfied with the service by the Student Affairs Office?	1	2	3	4	5
Are the library resources and services adequate?	1	2	3	4	5
How do you assess the university's web site?	1	2	3	4	5
How do you assess the Student Parliament (student organization)?	1	2	3	4	5

Overall, how satisfied are you with your educational experience at UIST?

Very dissatisfied	Not satisfied	Neutral	Satisfied	Very satisfied
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Comments:

5. Quantitative result overview

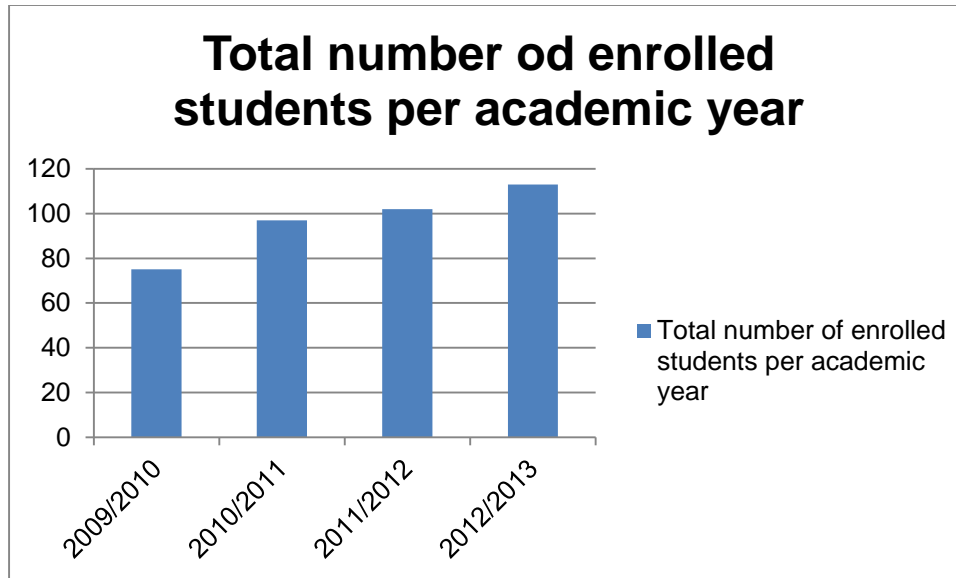
1. Student number overview

No.	University for Information	First cycle	Second cycle
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	Science and Technology “St. Paul the Apostle” Ohrid	ENROLLED STUDENTS				
		2009/2010	2010/2011	2011/2012	2012/2013	2012/2013
1	FACULTY OF COMPUTER SCIENCE AND ENGINEERING (three-year and four-year studies)	25	44	34	50	/
2	FACULTY OF COMMUNICATION NETWORKS AND SECURITY (three-year and four-year studies)	25	23	38	27	4
3	FACULTY OF MACHINE INTELLIGENCE AND ROBOTICS (three-year and four-year studies)	6	5	10	6	/
4	FACULTY OF INFORMATION SYSTEMS, VISUALIZATION, MULTIMEDIA AND ANIMATION(three-year and four- year studies)	19	22	18	30	/
5	FACULTY OF INFORMATION THEORY AND ANALYSIS (three- year and four-year studies)	0	3	2	0	/
	TOTAL:	75	97	102	113	4

1. Table of enrolled students per academic year

As it can be seen from the table and column chart, the number of students at UIST grows every year with intensity that fits well and is preferred at the same time by the UIST as a young institution. The UIST is created and functions as an integrated university with five schools operating within it with a smaller number of students. In the initial plan for establishing of the UIST, and even now, regardless of the increased interest by potential students, plans to keep to the mode of work – smaller group of students better quality.

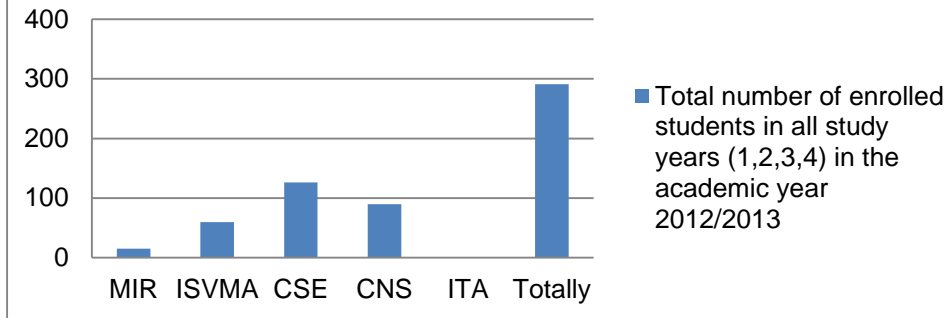


1. Graphic display

No.	School	Total number of enrolled students in all study years (1,2,3,4) in the academic year 2012/2013
1	MIR	17
2	ISVMA	60
3	CSE	126
4	CNS	90
5	ITA	0
	Total	293

2. Table of the number of students enrolled in all study years in the academic year 2012/2013

Total number of enrolled students in all study years (1,2,3,4) in the academic year 2012/2013

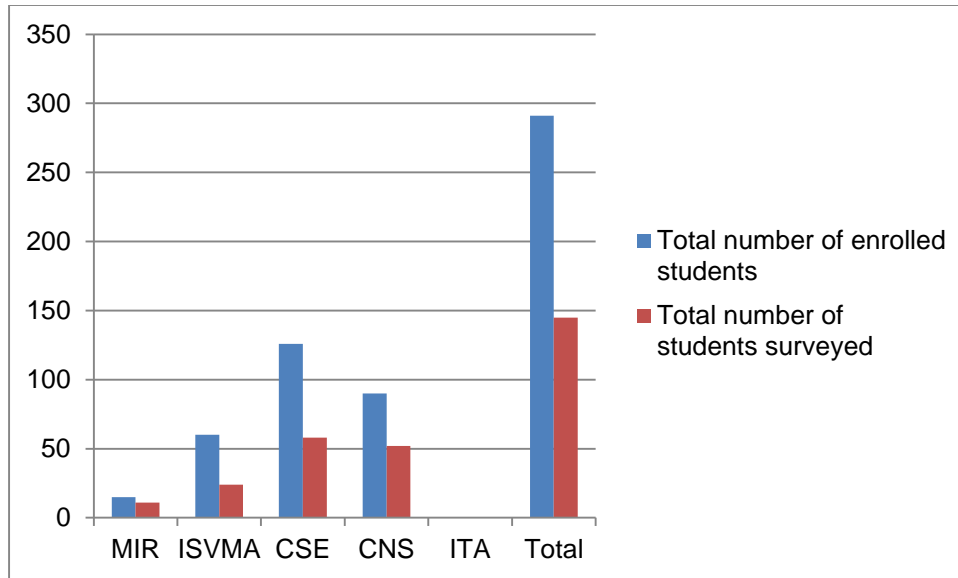


2. Graphic display

As mentioned before, the survey was carried out on all higher education institutions – members of the University. Thereto on the part of the students, 145 questionnaires were anonymously filled out by 145 students.

No.	School	Total number of enrolled students in all study years (1,2,3,4) in the academic year 2012/2013	Total number of surveyed students in the academic year 2012/2013	Percentage of surveyed students in the academic year 2012/2013
1	MIR	17	11	64,70%
2	ISVMA	60	24	40%
3	CSE	126	58	46.03%
4	CNS	90	52	57,77%
5	ITA	0	0	0%
	Total	293	145	49.48%

3. Table of students surveyed per school



3. Graphic display

Table no. 3 given above shows that the students who have been surveyed and participated in the evaluation of UIST represent almost 50% of the enrolled students in the academic year 2012/2013.

No.	School	Study year	Total number of enrolled students in all study years (1,2,3,4) in the academic year 2012/2013	Total number of surveyed students in the academic year 2012/2013	Percentage of surveyed students
1	MIR	4	1	0	0%
2	MIR	3	1	1	100%
3	MIR	2	9	5	60%
4	MIR	1	6	5	90%
	Total		17	11	64,70%

Table of surveyed MIR students per study year

No.	School	Study year	Total number of enrolled students in all study years (1,2,3,4) in the academic year 2012/2013	Total number of students surveyed in the academic year 2012/2013	Percentage of surveyed students
1	CSE	4	19	6	31.57%
2	CSE	3	36	18	50%
3	CSE	2	29	17	58.62%
4	CSE	1	42	17	40.47%
	Total		126	58	46.03%

Table of surveyed CSE students per study year

No.	School	Study year	Total number of enrolled students in all study years (1,2,3,4) in the academic year 2012/2013	Total number of students surveyed in the academic year 2012/2013	Percentage of surveyed students
1	ISVMA	4	7	4	57.14%
2	ISVMA	3	12	4	33.33%
3	ISVMA	2	11	6	54.54%
4	ISVMA	1	30	10	33.33%
	Total		60	24	40 %

Table of surveyed ISVMA students per study year

No.	School	Study year	Total number of enrolled students in all study years (1,2,3,4) in the academic year 2012/2013	Total number of students surveyed in the academic year 2012/2013	Percentage of surveyed students
1	CNS	4	10	5	50.00%
2	CNS	3	21	13	61.90%
3	CNS	2	32	20	62.50%
4	CNS	1	27	14	51.85%
	Total		90	52	57.77%

Table of surveyed CNS students per study year

According to the processed data of the evaluation per school we have obtained the following results per question:

School	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	TOTAL
CSN	3,65	3,66	3,57	3,61	3,77	3,81	3,75	3,65	3,85	3,84	4,11	4,02	4,02	4,09	4,03	3,83
ISVMA	3,50	3,68	3,49	3,49	3,77	3,80	3,86	3,76	3,83	3,72	4,05	3,89	3,99	4,19	4,08	3,81
CSE	3,72	3,74	3,61	3,63	3,81	3,83	3,78	3,79	3,89	3,76	3,99	4,00	3,98	4,09	4,04	3,84
MIR	3,70	3,79	3,39	3,70	3,66	3,81	3,83	3,64	3,73	3,76	4,06	3,82	3,84	4,05	3,88	3,77
TOTAL	3,64	3,72	3,52	3,61	3,75	3,81	3,80	3,71	3,83	3,77	4,05	3,93	3,95	4,11	4,00	3,81

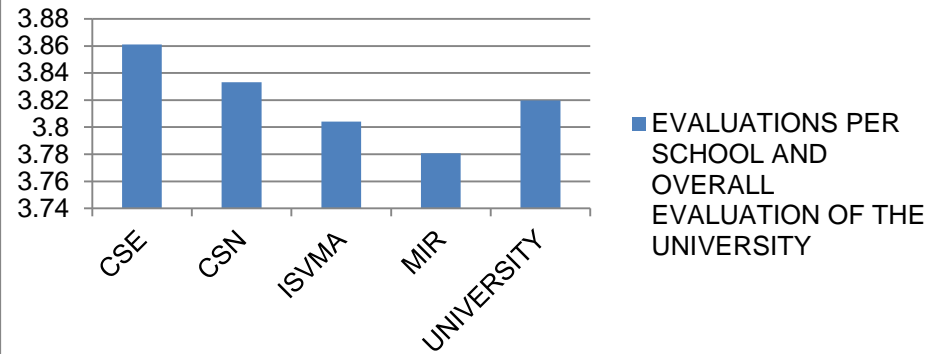
Table of results obtained from all questions included in the questionnaires per school

According to the results of all the answered questions per school, according the questionnaire, we have obtained the following results:

1 st place belongs to FCSE – Faculty of Computer Science and Engineering with a total result of 3,847288
2 nd place for FCNS – Faculty of Communication Networks and Security with a total result of 3,834603
3 ^d place for FISVMA – Faculty of Information Systems, Visualization, Multimedia and Animation with total result of 3,810734
4 th place for FMIR – Faculty of Machine Intelligence and Robotics with total number of 3,779307
place for FITA – Faculty of Information Theory and Analysis 0 (there are no students in that school)

Table of the ranking of the schools according the results from the questionnaires

EVALUATIONS PER SCHOOL AND OVERALL EVALUATION OF THE UNIVERSITY



9. Graphic display

According to the processed data of the evaluation of UIST we have obtained the following results per question:

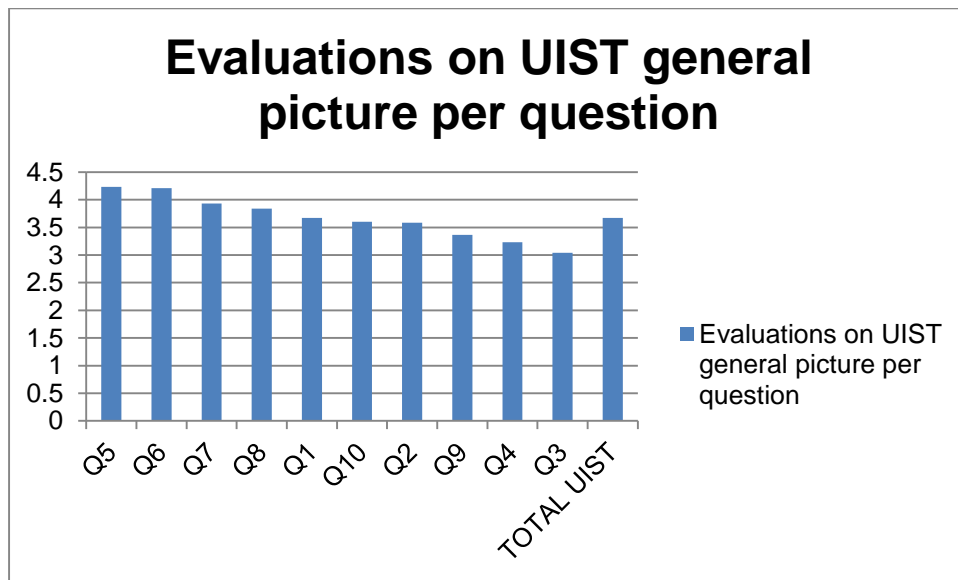
UIST	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	TOTAL
UIST	3,673759	3,584507	3,042254	3,234043	4,234043	4,211268	3,929577	3,838028	3,366197	3,602837	3,671651

Table of results for UIST's general picture

The distribution of the set questions after obtaining the results on the past opinion for UIST is as follows:

1 st place : Is the administration available for students? With a score of 4,234043
2 nd place : Are you satisfied with the service by the Student Affairs Office? With a score of 4,211268
3 ^d place : Are the library resources and services adequate? With a score of 3,929577
4 th place : How do you assess the university's web site? With a score of 3,838028
5 th place : Do you feel happy being part of the university With a score of 3,673759
6 th place : Overall, how satisfied are you with your educational experience at UIST? With a score of 3,602837
7 th place : Are you satisfied with the Faculty you study at? With a score of 3,584507
8 th place : How do you assess the Student Parliament (student organization)? With a score of 3,366197
9 th place : Does UIST take a keen interest in the professional development of the students? With a score of 3,234043
10 th place : Do the university premises and equipment meet the needs for modern studying? With a score of 3,042254

According to the analysis, in the overall, UIST has high scores i.e. results based on which the availability of the UIST Administration and Student Service is on first place and the premises and equipment that UIST has at its disposal are on the last place. In general, it can be concluded that all departments (Student Affairs Office, IT Department, Financial and Legal Department) at UIST work well and qualitatively meet the needs of the students, especially in the part where cooperation is most needed, that is the Student Affairs Office. As a result of that the students are happy first to be part of the schools (faculties) at which they are enrolled and with that happy to be part of UIST, always with a possibility for improvement in the aspects where lower scores have been obtained.



10. Graphic display

Evaluation per subject/course

No	Course	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	TOTAL
1	Programming 1	3,57	3,71	3,42	3,68	3,77	3,88	3,88	3,77	3,75	3,48	3,95	3,80	3,57	4,06	3,80	3,74
2	Mathematics 1	4,60	4,57	4,51	4,44	4,31	4,46	4,4	4,4	4,55	4,73	4,68	4,55	4,68	4,91	4,77	4,57
3	Discrete Mathematics	3,46	3,37	3,32	3,37	3,41	3,60	3,60	3,67	3,46	3,30	3,65	3,60	3,83	4,27	3,86	3,58
4	Technical Communication 1	4,24	4,37	4,08	4,08	4,04	4,44	4,26	4,11	4,48	4,62	4,71	4,44	4,55	4,93	4,77	4,41
5	Physics 1	3,40	3,48	3,22	3,44	2,86	2,97	3,02	3,00	2,51	2,40	2,82	3,17	2,60	2,68	2,84	2,96
6	Probability & Statistics	3,17	3,17	3,13	3,17	3,28	3,47	3,44	3,25	3,52	3,21	3,75	3,72	3,28	3,45	3,62	3,38
7	Database Systems 1	3,83	3,86	3,48	3,86	3,93	4,02	3,90	3,76	3,76	3,46	3,44	3,72	3,81	4,06	3,74	3,77
8	Algorithms & Data Structures	3,73	3,80	3,54	3,64	3,90	3,95	3,90	3,71	3,54	3,52	3,45	3,90	3,76	4,09	3,69	3,74
9	Communication Protocols (CNS)	4,33	4,55	4,44	4,27	4,44	4,38	4,44	4,44	4,50	4,72	4,72	4,72	4,66	4,61	4,72	4,53
10	Computing System Configuration (CSE)	4,00	4,00	3,87	4,00	4,06	4,12	3,62	3,93	4,18	4,12	4,25	4,25	4,12	4,37	4,18	4,07
11	Computer Graphics (ISVMA)	4,00	4,00	3,66	4,00	4,00	3,66	4,33	5,00	4,00	4,66	3,66	4,33	4,66	4,33	4,66	4,20
12	Mathematics 3 (MIR)	3,00	3,66	3,33	3,33	4,66	4,33	4,66	4,33	4,33	4,66	4,00	4,00	5,00	5,00	4,66	4,20
13	Visual Arts	3,88	4,22	4,11	4,11	4,22	4,11	3,55	4,11	3,88	4,44	4,66	4,11	4,33	4,22	4,11	4,14
14	Political Science	4,24	4,16	4,04	4,04	4,04	4,20	3,84	4,20	4,56	4,56	4,68	4,56	4,64	4,72	4,76	4,34
15	Economics	4,20	4,60	4,60	4,40	4,40	4,20	4,80	4,80	4,80	4,60	4,80	4,60	4,80	4,80	5,00	4,62
16	Anthropology	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00	4,00
17	Programming 4	2,74	2,93	2,80	2,74	3,22	2,87	2,90	2,74	3,00	2,45	3,32	3,32	3,61	2,93	3,03	2,97
18	Statistical Learning System (MIR)	5,00	5,00	5,00	5,00	5,00	4,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	4,93
19	Finite State Machines (CSE)	3,64	3,28	3,42	3,42	4,00	4,28	3,85	4,21	3,85	4,21	4,14	4,28	3,35	4,21	4,14	3,89
20	Client & Server Systems (CNS)	3,40	3,50	3,30	3,40	4,20	4,10	3,90	4,00	4,20	4,20	4,60	4,30	4,50	4,10	4,20	3,99
21	Numerical Methods	3,90	4,00	3,70	4,10	3,70	4,10	4,00	3,60	3,70	3,60	3,40	4,10	4,50	4,80	4,20	3,96
22	Compiler Theory(CSE)	2,76	2,76	2,76	2,69	2,76	2,53	2,69	2,84	3,00	2,46	3,15	3,07	3,38	2,84	2,92	2,84
23	Stochastic Processes (CNS, MIR)	3,83	3,75	3,50	3,50	3,50	3,50	3,41	3,00	3,75	3,75	4,41	4,00	4,16	4,50	4,08	3,77
24	Graph Theory (ISVMA)	4,25	4,25	4,50	4,25	4,50	5,00	4,75	4,50	5,00	5,00	5,00	5,00	5,00	5,00	5,00	4,73
25	Genetics	3,71	3,65	3,71	3,46	3,28	3,43	3,06	3,46	4,09	4,43	4,68	4,37	4,12	4,65	4,53	3,91
26	Cultural Heritage	3,66	3,66	3,83	3,83	4,16	4,50	4,00	4,33	4,50	4,66	4,50	4,33	4,50	4,16	4,66	4,22

54	English for academic goals	4,33	4,50	4,66	4,33	4,33	4,50	4,66	4,16	4,66	5,00	4,66	4,50	4,83	5,00	4,66	4,58
55	Introductory Biology	2,07	2,23	2,23	2,23	3,53	3,69	3,76	3,38	3,15	3,00	3,15	3,07	3,07	3,00	3,15	2,98
56	History of Art	4,36	4,36	4,36	4,18	4,18	4,18	3,90	4,09	4,18	3,63	4,09	4,27	4,45	4,09	4,09	4,16
57	Archeology	3,83	3,50	3,75	3,75	4,08	4,16	4,08	4,16	4,00	4,33	4,16	4,25	4,25	4,25	4,41	4,06
58	Decision Theory (MIR)	4,00	4,00	4,00	4,00	5,00	4,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	4,66
59	Coding Theory (CNS)	3,61	3,67	3,60	3,66	4,04	3,96	4,06	3,89	4,00	3,90	4,08	4,10	4,26	4,14	4,13	3,94
60	Cryptography (CNS)	3,66	3,71	3,64	3,69	4,09	4,02	4,12	3,97	4,04	3,98	4,10	4,15	4,29	4,21	4,18	3,99
61	Programming Language Concepts (CSE)	3,62	3,68	3,60	3,66	4,05	3,96	4,06	3,90	4,01	3,90	4,08	4,11	4,26	4,15	4,13	3,94
62	Pattern Recognition (ISVMA)	3,72	3,76	3,71	3,75	4,29	3,98	4,31	4,19	4,26	4,19	4,31	4,34	4,45	4,37	4,36	4,13
63	Clustering (ISVMA)	3,65	3,70	3,64	3,69	4,12	3,98	4,14	3,99	4,08	3,99	4,14	4,17	4,31	4,22	4,20	4,00
64	Psychology	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	5,00	4,00	5,00	5,00	4,93
65	Graphic Arts	3,65	3,56	3,52	3,47	4,00	4,00	3,91	4,08	4,17	4,21	4,34	4,13	4,17	4,08	4,17	3,96
66	E-Business	3,36	3,36	3,42	3,36	3,73	3,57	3,68	3,63	2,94	2,94	3,00	3,00	3,00	3,15	3,00	3,28
67	Signal and Image Processing	3,69	3,46	3,69	3,61	4,15	3,76	3,92	3,84	4,07	4,00	4,38	4,00	4,38	4,00	4,23	3,94
68	Project Management (MIR,CNS,CSE,ISVMA)	3,15	3,23	2,76	2,76	3,07	3,15	2,92	2,84	3,15	3,15	3,38	3,53	3,61	4,76	3,46	3,26
69	Differential equations (CNS, CSE, MIR)	4,33	4,33	5,00	4,33	4,66	4,33	4,66	4,66	4,33	4,66	4,66	4,66	5,00	5,00	4,66	4,62
70	Image Processing	3,20	3,30	3,00	2,80	3,10	3,50	3,30	3,20	3,90	3,70	4,10	4,00	4,30	3,70	4,00	3,54
71	Morphological Filters (ISVMA)	3,88	3,88	4,00	3,77	4,11	4,22	3,88	4,22	4,66	4,77	4,77	4,55	4,66	4,66	4,88	4,33

1. CONCLUSIONS

The total activities related to the self-evaluation for academic 2012/2013 have been timely and successfully completed in accordance with the established plan and schedule. Based on the answers to the questionnaires, the following conclusions can be pointed out:

I. REMARKS TO THE TEACHING-SCIENTIFIC STAFF

Students are generally satisfied with the quality of teaching, although they consider that somewhere there is room and need for improvement, in particular, the quality of teaching. It is stated that inclusion of praxis in the teaching is required, which can be realized in the next year.

☐ Students are basically satisfied with the level of knowledge presented by the teachers and the associates. Analysis of the results shows that the teaching staff and the associates are assessed with high scores.

☐ For the most part, the average scores of teachers and assistants are around 4

☐ Presentation of teaching material shows that there is high evaluation of the teaching and the assisting staff.

II. REMARKS TO THE GENERAL SURVEY

Students are generally satisfied to be part of UIST.

☐ They are particularly satisfied with the student affairs office and availability of the administration to them.

☐ Students express high level of satisfaction regarding other services provided by the University.

☐ Dissatisfaction is mostly expressed in terms of premises and equipment that UIST has at its disposal.

☐ There is also a high level of satisfaction with the availability of the management to students

☐ A high level of satisfaction that students study at the University and its schools is also expressed.

☐ A lower level of satisfaction from the work of the student parliament is expressed.

III. RECOMMENDATIONS FOR FUTURE ACTIVITIES

1. It is necessary to take action to improve the quality of lectures of the teachers and teaching assistants.
2. To take action in terms of larger coverage with practical classes.
3. To devote more time and create conditions for the same professors to remain at UIST over the years.
4. To ensure the development and education of the teaching staff and the associates by organizing seminars, conferences, training courses, symposia, etc., especially on international level to publish papers in international journals.
5. Each teacher and associate to examine their own questionnaires as a prerequisite for further improvement of their expertise and professionalism.
6. The self-evaluation results for UIST and for the schools (faculties) should be announced on the web site of the University. The self-evaluation results for the courses and the academic staff should be sent through e- mail, separately to the professors and associates.
7. The committee proposes to the University to develop a framework of rules for self-evaluation which will include more aspects in assessing the work of UINT. This framework should be developed by the University administrative staff, academic staff and students.
8. The Committee expresses a public gratitude to the teaching staff, the associates and the administrative staff, especially to the administration of the Students office affairs for the shown understanding and support in the implementation of this very important activity.

UIST EVALUATION COMMITTEE MEMBERS

Dmytro Zubov PhD, Assistant Professor

Carlo Ciulla PhD, Assistant Professor

Eustrat Zhupa PhD, Assistant Professor

Bratislav Stankovic PhD, Associate Professor

Caleb Petrie PhD, Assistant Professor

Dwight Fultz PhD, Associate Professor

Marija Marvceva, student

Jasna Trengoska, student

Ermira Aliu, student