



UNIVERSITY OF PRIMORSKA
UNIVERZA NA PRIMORSKEM
UNIVERSITÀ DEL LITORALE

(FACULTY OF MATHEMATICS, NATURAL SCIENCES AND INFORMATION TECHNOLOGIES)

SELF-EVALUATION REPORT EDUCATIONAL ACTIVITY 2020/2021

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Introduction

The Faculty of Mathematics, Natural Sciences, and Information Technologies operates as a constituent member of the University of Primorska. Its establishment took place through the modification of the Decree on the establishment of the University of Primorska on December 27, 2006 (Official Gazette of the Republic of Slovenia, No. 137/06). The faculty is commonly referred to by the acronym UP FAMNIT.

Aligned with the principles of professional autonomy and the classification of fields, the faculty executes the national program of higher education. This is carried out in accordance with the registered activity of the faculty, and UP FAMNIT functions as a higher education institution offering educational activities within study areas categorized according to the regulations governing their introduction and utilization.

1. QUALITY INSURANCE

Ensuring operational excellence is an integral part of the faculty's mission, vision, and values. The commitment to enhancing quality assurance revolves around two primary objectives:

1. **Enhancing the Quality Loop:**
 - This involves continuous improvement through meticulous planning, performance monitoring, ongoing issue resolution, self-evaluations, and strategic planning.
2. **Cultivating a Culture of Quality:**
 - Aiming to instill a universal culture of quality, where every stakeholder (employees, students, graduates, and other participants) actively contributes to the ongoing enhancement of the faculty's operations.

Aligned with its mission and vision, the faculty systematically plans and reports its activities on an annual basis through the following mechanisms:

- **Annual Work Program:**
 - The faculty outlines its activities within the framework of the annual work program, aligning them with accepted long-term and annual goals.
- **Annual Reports and Self-Evaluation:**
 - The realization of planned goals and self-evaluation of activities occurs annually through two central documents: the annual report and the self-evaluation report for the academic year.

Monitoring and evaluating quality indicators across seven key areas (pillars) is central to the faculty's commitment. These areas include educational activity, research activity, international activity, students, human resources (staff), social responsibility, and support activities.

The faculty consistently monitors:

- **Quality Indicators:**
 - Educational, research, international and inter-university cooperation, cooperation between members, and management indicators are scrutinized annually based on UP Senate recommendations.
- **Students' Success:**
 - Exam success rates are monitored after each exam period. The Office for Study and Student Affairs collaborates with coordinators to encourage students to fulfill their study obligations regularly.
- **Student and Employee Satisfaction:**
 - Student satisfaction is assessed through an annual survey and regular coordinator-student meetings. Employee satisfaction is gauged through an annual employee survey.
- **Graduate Employability:**
 - The faculty assesses graduates' employability through a comprehensive analysis prepared by the university for all University of Primorska graduates, along with a dedicated graduate survey.
- **Information Support:**
 - The faculty leverages robust information support to monitor activity implementation data and formulate appropriate measures, ensuring a data-driven approach to quality enhancement.

The commitment to guaranteed quality is an ongoing journey, and the faculty remains dedicated to fostering continuous improvement across all facets of its operations.

The faculty has established various support tools and activities aimed at continuous monitoring and addressing various challenges, directing the functioning of both academic and other activities:

- **Tutoring System:**
 - Both student and teacher tutoring systems are in place.
- **Study Counselling:**
 - Comprehensive study counselling is available, provided by course leaders, professors, assistants, student tutors, program coordinators (who also serve as teacher tutors), department heads, and the Vice Dean for Academic Affairs.
- **Communication Among Participles:**
 - Regular meetings at different levels within the faculty facilitate timely issue detection and the implementation of improvements. Weekly and monthly meetings occur at the levels of faculty leadership, departments, and programs. Coordination meetings between program coordinators and students (typically three to four meetings annually) and meetings between the dean and students for presenting and discussing student survey results are held.

Treatment of Results and Implementation of Improvements:

- **Analysis Results:**
 - Results of individual analyses in key areas are prepared for specific professional domains. These results, with the aim of implementing improvements, are discussed at regular and extraordinary meetings at various levels, as well as in commissions and the faculty senate.
- **Annual Reports and Self-Evaluation:**
 - Results of analyses and improvement plans are presented in annual reports, including the faculty's annual report and self-evaluation report. These reports are submitted for consideration to the relevant faculty quality committee (KSSK UP FAMNIT/UP IAM), the senate, and the student council.
- **Handling Student Survey Results:**
 - After the annual student survey on program implementation, a meeting is held with students, department heads, and, if necessary, individual staff members. The meeting with students involves presenting general data from the student survey and discussing any open questions identified in student responses. In the student information system, each teacher can also provide their feedback (such as additional explanations and findings) on the student survey results, primarily directed to the dean.
- **Decision-Making:**
 - Strategic decisions are made at the senate level, while operational decisions are made at the leadership level (dean, vice deans, department heads, secretary) based on received findings and suggestions.

2. PRESENTATION OF EDUCATIONAL ACTIVITIES AND LIFELONG LEARNING

UP FAMNIT enrolled its first generation of students in the academic year 2007/08. Under the auspices of UP PEF, postgraduate study programs in Mathematical Sciences and Computer Science and Informatics (master's and doctoral programs) were already underway in the academic year 2006/07.

In the academic year 2020/21, the faculty offered a total of 19 study programs, including:

- Seven undergraduate study programs:
 - University study programs: Mathematics, Computer Science and Informatics, Conservation Biology (Biodiversity), Bioinformatics, Mathematics in Economics and Finance, Biopsychology.
 - Higher professional study program: Mediterranean Agriculture.
- Eight master's study programs:
 - Mathematical Sciences, Computer Science and Informatics, Nature Conservation, Mathematics with Financial Engineering, Biopsychology, Applied Psychology, Sustainable Built Environment, Data Science.

- Four doctoral study programs:
 - Mathematical Sciences, Computer Science and Informatics, Computer Science and Informatics (Computer Science) – international joint study program (with the University of St Andrews), Renewable Materials for Healthy Built Environments.

Until the academic year 2016/17, UP FAMNIT also offered first, second, and third-cycle study programs in Applied Kinesiology, which were subsequently transferred to UP Faculty of Health Sciences starting from the academic year 2017/18.

In the academic year 2020/21, two new doctoral study programs were introduced for the first time: the international joint doctoral study program in Computer Science and Informatics with the University of St Andrews, and Renewable Materials for Healthy Built Environments.

The university study program in Mediterranean Agriculture is no longer offered, as the faculty introduced a new higher professional study program in Mediterranean Agriculture in the academic year 2019/20. The third year of the program, which was supposed to be offered in the academic year 2020/21, did not have any enrolled students.

2.1. Study Programs for Educational Attainment

Types and Number of Accredited Study Programs

In the academic year 2020/21, the faculty offered a total of 19 undergraduate and postgraduate study programs.

Table 1: Number of accredited study programs by study field and type of study program (as of December 31, 2019)

ISCED-P-16	Higher Education	University	Master's	Doctoral	Total	Share (%)
01 Educational Sciences and Teacher Education	-	-	-	-	-	
02 Arts and Humanities	-	-	-	-	-	
03 Social Sciences, Journalism, and Information Science	-	1	-	1	5.3	
04 Business and Administrative Sciences, Law	-	-	-	-	-	
05 Natural Sciences, Mathematics, and Statistics	5	5	1	11	57.9	
06 Information and Communication Technologies	1	1	2	4	21	
07 Engineering, Production Technologies, and Construction	-	1	-	1	5.3	
08 Agriculture, Forestry, Fishing, and Veterinary	1	1	-	2	10.5	
09 Health and Social Security	-	-	-	-	-	
10 Transport, Safety, Hospitality, Tourism, Personal Services	-	-	-	-	-	
Total	1	7	8	3	19	100
Share (%)	5.3	36.8	42.1	15.8	100	

Table 1: Number of accredited joint study programs

Program Name	Type and Level	Coordinator	Collaborating Higher Education Institution/Institution
Computer Science and Informatics	Doctoral, 3rd level	Assoc. Prof. Dr. Klen Čopič Pucihar	University of St Andrews, United Kingdom

Table 2: Number of study programs offered in the academic year 2020/2021

	Higher Vocational	University	Master's	Doctoral	Total
No. of Advertised Programs (1st year)	1	6	7	4	18
No. of Advertised Programs in a Foreign Language	-	3	3	4	10
No. of All Programs Offered (at least one year)	1	6	8	4	19

2.2. Enrollment of Students

The enrollment in study programs at UP FAMNIT is on the rise. In comparison to the academic year 2019/20, the total number of enrolled students increased by 33.3% in the 2021/22 academic year.

Table 4: Number of Enrolled Students by Type of Study from the Academic Year 2019/2020 to 2021/2022

	2019/2020	2020/2021	2021/2022
Higher Education	23	31	43
University	460	579	623
Master's	165	203	184
Doctoral	19	32	39
Total	667	845	889

2.3.1. Enrolled International Students

The number of international students is increasing and accounts for 44.1% of all enrolled students in the 2021/22 academic year.

Table 5: Number of Enrolled International Students by Type of Study from the Academic Year 2019/2020 to 2021/2022

	2019/2020	2020/2021	2021/2022
Higher Education	3	6	17
University	212	270	298
Master's	47	59	56
Doctoral	16	20	21
Total	278	355	392

Table 6: Number of All Enrolled Students and All Enrolled International Students from the Academic Year 2019/2020 to 2021/2022

	2019/2020	2020/2021	2021/2022
All Enrolled Students	667	845	889
All Enrolled International Students	278	355	392
Percentage of Enrolled International Students	41.7	42	44.1

2.3.2. Students of Exchange

In the academic year, 19 UP FAMNIT students are on exchange abroad, while 10 international students are on exchange at UP FAMNIT. The lower number of students on exchanges is likely a result of circumstances related to the Covid epidemic.

Table 7: Number of Students on Exchange from the Academic Year 2018/2019 to 2020/2021

	2018/2019	2019/2020	2020/2021
UP Students on Exchange Abroad	23	10	19
International Students on Exchange at UP FAMNIT	38	30	10

2.3. Graduates

In the year 2020, 97 students completed their studies, and in 2021, 95 students graduated. The number of graduates remains relatively stable.

Table 8: Number of UP Graduates by Type of Study from the Year 2019 to 2021

	2019	2020	2021
Higher Vocational	-	-	-
University	67	61	60
Master's	31	34	35
Doctoral	2	2	-
Total	100	97	95

3. INDICATORS OF EDUCATIONAL ACTIVITIES

UP monitors educational activity based on the following set of indicators for educational activity:

Code	Indicator Name
KUP_01	Percentage of first-time enrolled students in the first year in the first application period
KUP_02	Average number of points obtained by accepted candidates
KUP_03	Numerical ratio between advertised positions, applicants, and enrolled students in the 1st year (excluding repeaters)
KUP_04	Progression to a higher year
KUP_05	Percentage of repeaters in study programs (separately for each study program)
KUP_06	Average duration of studies per student in study programs
KUP_07	Number of students per full-time equivalent (FTE) employed academic staff and collaborators as well as study program implementers
KUP_08	Ratings of academic staff and collaborators in student surveys
KUP_09	Employment and employability of graduates

The list of selected indicators is an attachment to the self-evaluation report.

3.1. Percentage of First-Time Enrolled Students in the First Year in the First Application Period (KUP_01)

The attachment shows the ratio of all first-time enrolled students in the current academic year who submitted their application to UP FAMNIT in the first application period, and all enrolled students in this academic year (excluding repeaters).

Undergraduate studies:

From the data, it follows that the percentage of first-time enrolled students in the 1st application period relative to all first-time enrolled students (I) increased compared to the previous year (2021/22: 75.7%; 2020/21: 68.16%; 2019/20: 54.85%), which is considered positive. The percentage of first-time enrolled students in the 1st application period relative to the number accepted in the 1st application period (II) slightly decreased (2021/22: 81.55%; 2020/21: 86.08%; 2019/20: 91.87%) but is still within the expected values.

The following are the data for individual study programs.

(I) Percentage of first-time enrolled students in the 1st application period relative to all first-time enrolled students in the 1st year:

Study Program	2021/22	2020/21	2019/20
Biopsychology	72.73%	110.53%	94.44%
Bioinformatics – in English	76.47%	63.16%	40%
Bioinformatics – in Slovenian	72.73%	34.78%	36.36%
Computer Science and Informatics – in Slovenian	89.58%	68.18%	52%
Computer Science and Informatics – in English	90%	94.59%	53.49%
Conservation Biology	88%	51.61%	35.71%
Mathematics in Economics and Finance	75%	53.85%	20%
Mediterranean Agriculture (VS)	77.78%	50%	47.83%
Mathematics – in Slovenian	100%	25%	30%
Mathematics – in English	61.54%	75%	77.78%

*In the Biopsychology program (2020/21), the percentage is greater than 100% because some students enrolled in the 1st application period subsequently withdrew.

We consider the increase in the percentage of first-time enrolled students in the 1st application period for seven programs very positive, indicating growing interest from candidates to enroll in these programs. The percentage

slightly decreased for the Biopsychology program, Mathematics (in English), and the English version of the Computer Science and Informatics program, remaining relatively unchanged.

(II) Percentage of first-time enrolled students in the 1st application period relative to the number accepted in the 1st application period:

Percentage by individual programs:

Study Program	2021/22	2020/21	2019/20
Bioinformatics – in Slovenian	36.36%	88.89%	100%
Bioinformatics – in English	76.47%	75%	100%
Biopsychology	102.86%	80.77%	85%
Mathematics – in Slovenian	28.57%	100%	100%
Mathematics – in English	42.11%	87.5%	100%
Mathematics in Economics and Finance	46.15%	100%	100%
Computer Science and Informatics – in Slovenian	84.31%	88.24%	86.67%
Computer Science and Informatics – in English	107.14%	92.11%	100%
Conservation Biology	84.62%	94.12%	90.91%
Mediterranean Agriculture (VS)	36.84%	72.73%	91.67%

*The percentage is greater than 100% because some students enrolled in the 1st application period subsequently withdrew.

We highly appreciate that the percentage of first-time enrolled students in the 1st application period, relative to the number of accepted candidates in the 1st application period, has increased or remained relatively unchanged in five programs. This indicates that candidates who intend to study in the enrolled program are applying. However, the percentage has decreased in five programs.

In postgraduate programs, there has been no enrollment limit so far, meaning that all candidates who meet the admission requirements and submit all required documentation can enroll. In these programs, candidates typically apply continuously as they complete their previous studies. The only enrollment limit was in the doctoral study program in Suicidology and Mental Health, which started in the academic year 2021/22, a positive development as it marks the first year of the program.

Efforts are being made to increase the number of students who apply as their first choice in the first application period, aiming to attract highly motivated and dedicated students. For this purpose, promotional activities have been carried out intensively for several years among high school and primary school students in Slovenia and the local community. Three undergraduate programs—Mathematics, Computer Science and Informatics, and Bioinformatics—are also offered in English, so promotional activities are conducted internationally, especially in the former Yugoslav countries.

In the academic year 2020/21, several official presentations of study programs were held, all conducted online. Participation in informational events organized by most Slovenian high schools and school centers, held virtually through video conferencing tools (Zoom), was also significant. The presentations covered the entire range of faculty study programs as well as individual programs. Students from various study programs and lecturers who gave lectures on selected topics as part of school hours were involved in presentation activities. Information days for postgraduate studies in 2021 were organized online, taking place from May 10 to 14—each day featured two study programs, either in Slovenian or English.

Indirect promotion of study programs was also conducted through events aimed at popularizing science and natural sciences. These events include Famnit's biological evenings, Famnit's journeys into mathematical space, and other lectures in the field of biology and psychology for the general public, with most lectures taking place virtually. One mathematical day for high school students was organized, along with the summer camp "Mathematics is Cool," and a one-week summer school on biology and nature conservation, titled "Summer School on Green Infrastructure in the Slovenian Karst." In September, a three-day (Bio)psychological summer school was organized, with all summer schools or camps conducted in person. All these activities were well attended, and Zoom lectures reached several times the usual number of attendees (compared to live activities). Importantly, these events were organized in collaboration with other institutions, and collaboration with schools is particularly

valuable, making the faculty a reference institution for educational institutions for additional—formal and non-formal—training of education professionals.

Successful promotional activities will be repeated in the future (especially participation in informational events, school visits, etc.), and new activities and measures will be added to the promotional strategy based on ongoing evaluations of the effectiveness of promotional activities in increasing the number of enrolled students in study programs. There are plans to conduct lectures incorporating specific content from regular lectures, simultaneously promoting specific study programs, especially at the undergraduate level. Faculty teaching staff and active students will be involved in promotion and implementation as part of these and other additional activities, preparing additional popular science lectures at the University of Primorska level. Educational activities at UP FAMNIT are also promoted through various student projects (Creative Path to Knowledge and Student Innovative Projects for Social Benefit), aiming to create content suitable for the general public. In 2021, students also organized the first professional student conference (1st Biological-Psychological Student Conference), where professors from UP FAMNIT and abroad gave lectures.

Promotional content about faculty activities will continue to be published primarily on online platforms, including social media (with a focus on Facebook, Instagram, LinkedIn), and various websites. Internal communication with employees will be conducted through the faculty and university websites and the university newsletter Upogled.

3.2. Average Points of Admitted Candidates (KUP_02)

The appendix provides data on the average points of admitted candidates for undergraduate study programs in the academic years 2021/22 and 2020/21. Specifically, the data covers candidates admitted to announced positions for Slovenian citizens and citizens of European Union member states. Only candidates who are Slovenian citizens or citizens of EU member states are considered. The data is prepared by the Higher Education Application and Information Service of the University of Ljubljana – VPIS UL and is published in the annual analysis of applications and enrollments. When interpreting the data, it is essential to consider that not all candidates enroll in the study programs to which they were admitted in the 1st and 2nd application period. Points are calculated based on a unified criterion: 60% for the general matura, vocational matura, or final exam and 40% for success in the 3rd and 4th year.

Overview by Individual Programs:

<i>Study Program</i>	<i>2021/22</i>	<i>2020/21</i>
Bioinformatics – in Slovenian	75.08	63.5
Bioinformatics – in English	74	87
Biopsychology	84.71	78.03
Mathematics – in Slovenian	69.13	83.4
Mathematics – in English	77	67
Mathematics in Economics and Finance	63.94	63
Computer Science and Informatics – in Slovenian	65.85	60.11
Computer Science and Informatics – in English	73.8	62.25
Conservation Biology	76.12	74.25
Mediterranean Agriculture (Professional Degree)	73.73	84

The data indicates that the average points increased in four programs (Bioinformatics – in Slovenian; Biopsychology; Mathematics – in English; Computer Science and Informatics – in Slovenian and English). It decreased in three programs (Bioinformatics – in English; Mathematics – in Slovenian; Mediterranean Agriculture). It remained approximately unchanged in two programs (Mathematics in Economics and Finance; Conservation Biology).

We evaluate the data on the average points of admitted candidates as good, as the values mostly remain comparable to the previous year. Particularly noteworthy is the increase in points. In programs where there was a decrease in the average number of points, this might be associated with a higher number of enrolled students.

As mentioned in indicator 1, the strategy of UP FAMNIT is to attract highly motivated students with better academic performance. Efforts are made to increase the number of students who apply with their first choice in the first application period, contributing to the rise in the average number of points. Intensive promotional activities have been carried out among high school and primary school students, especially in the field of mathematics, both locally and internationally, particularly in the former Yugoslav countries. Despite gaining recognition through these activities, the results are not yet satisfactory. Therefore, promotional activities will continue in the future, considering the significantly lower available financial resources for educational activities at the faculty.

3.3 Numerical Ratio between Advertised Positions, Applicants, and Enrolled Students in the 1st Year (excluding repeaters) (KUP_03)

The appendix presents data for all study programs for the academic years 2021/22 and 2020/21 regarding advertised positions, applicants, and enrolled students. It's important to note that, for applicants, all applications from different "groups" of candidates were considered (Slovenian citizens and EU citizens; Slovenes without Slovenian citizenship and foreigners outside the EU).

Undergraduate Study Programs:

The percentage of enrolled students in relation to advertised positions for individual study programs is listed below for the last 3 academic years:

<i>Study Program</i>	<i>2021/22</i>	<i>2020/21</i>	<i>2019/20</i>
Bioinformatics – in Slovenian	54.84%	85.19%	37.93%
Bioinformatics – in English	75.86%	63.33%	32.26%
Biopsychology	85.37%	100%	87.80%
Mathematics – in Slovenian	19.44%	24.24%	27.78%
Mathematics – in English	35.85%	32%	16.98%
Mathematics in Economics and Finance	38.24%	40.63%	29.41%
Computer Science and Informatics – in Slovenian	92.73%	88%	85.45%
Computer Science and Informatics – in English	82.35%	74%	90.20%
Conservation Biology	66.67%	83.78%	71.79%
Mediterranean Agriculture (Professional Degree)	65.52%	59.26%	79.31%

In the current academic year, almost all advertised positions were filled in two programs: Biopsychology and Computer Science and Informatics, while other programs had lower fill rates. This year, a gradual improvement in the fill rate is observed in three programs: Bioinformatics – in English, Mathematics – in English, and Mediterranean Agriculture.

However, the fill rate decreased slightly in two programs: Conservation Biology, Bioinformatics – in Slovenian, Mathematics – in Slovenian. In the Mathematics in Economics and Finance program, this rate remains comparable to previous years.

Master's Study Programs:

The percentage of enrolled students in relation to advertised positions for individual study programs is listed below for the last 3 academic years:

<i>Study Program</i>	<i>2021/22</i>	<i>2020/21</i>	<i>2019/20</i>
Biopsychology	23.53%	35.29%	17.65%
Mathematical Sciences – in Slovenian	7.14%	7.14%	7.14%
Mathematical Sciences – in English	6.25%	N/A	15.63%

Mathematics with Financial Engineering	N/A	N/A	2.38%
Computer Science and Informatics	9.52%	16.67%	23.81%
Sustainable Built Environment – in Slovenian	14.29%	7.14%	7.41%
Sustainable Built Environment – in English	15.79%	N/A	5.26%
Psychology	77.14%	48.57%	48.57%
Nature Conservation	9.52%	47.62%	38.10%
Data Science – in Slovenian	N/A	58.82%	23.53%
Data Science – in English	N/A	N/A	11.76%

The percentage of enrolled students in relation to advertised positions reaches expected values only in some study programs. The data indicates an improvement in two programs: Sustainable Built Environment – in Slovenian and Psychology. In other programs, these values are slightly lower or remain comparable between years. No students enrolled in the Data Science program, and there were fewer students enrolled in the Nature Conservation program compared to previous years.

This year, the program Mathematics with Financial Engineering is not advertised.

Doctoral Study Programs:

The percentage of enrolled students in relation to advertised positions for individual study programs is listed below for the last 3 academic years:

Study Program	2021/22	2020/21	2019/20
Mathematical Sciences – in Slovenian	10%	20%	10%
Mathematical Sciences – in English	20%	10%	10%
Computer Science and Informatics – in Slovenian	30%	10%	N/A
Computer Science and Informatics – in English	10%	10%	40%
Renewable Materials for Healthy Built Environments – in Slovenian	N/A	20%	N/A
Renewable Materials for Healthy Built Environments – in English	30%	70%	N/A
Computer Science and Informatics – International Joint Program	N/A	20%	N/A
Suicidology and Mental Health – in Slovenian	100%	N/A	N/A
Suicidology and Mental Health – in English	50%	N/A	N/A

The percentage of enrolled students in doctoral study programs is expectedly lower. This year, a new program, Suicidology and Mental Health, was introduced in both Slovenian and English. The Slovenian version received more applications than available positions, which is considered very good.

3.4 Transition to a Higher Academic Year (KUP_04)

The appendix provides data for the faculty's study programs (all three levels) for the academic year 2021/22, illustrating the transition rates of students from the 1st to the 2nd year and from the 2nd to the 3rd year.

In calculating the overall transition rate from the 1st to the 2nd year in undergraduate programs for the academic year 2021/22, separate data is provided for university and higher professional study programs (UN – 46.78%, VS – 75%). A comparison with previous years shows a slight decrease in university programs (2020/21:

49.25%, 2019/20: 52.02%). However, there is an increase in the higher professional study program Mediterranean Agriculture.

Overview by individual programs:

<i>Study Program</i>	<i>2021/22</i>	<i>2020/21</i>	<i>2019/20</i>
Bioinformatics – in Slovenian	12.5%	18.75%	<i>no progression to the 2nd year</i>
Bioinformatics – in English	50%	50%	35.71%
Biopsychology	89.74%	89.74%	79.49%
Mathematics – in Slovenian	37.5%	30.77%	50%
Mathematics – in English	27.78%	75%	60%
Mathematics in Economics and Finance	<i>no progression to the 2nd year</i>	50%	60%
Computer Science and Informatics – in Slovenian	40.32%	41.51%	48.48%
Computer Science and Informatics – in English	42.31%	38.6%	48.72%
Conservation Biology	72.73%	32.26%	35.71%
Mediterranean Agriculture (VS) *	75%	62.22%	-

*The study program Mediterranean Agriculture (VS) started in the academic year 2019/20, so transition data for the academic year 2019/20 is not provided (students were enrolled only in the 1st year).

The data on transition rates by individual programs show an improvement only in the Conservation Biology program. In other programs, the rates have slightly decreased or remained roughly unchanged. The transition rate in the Mediterranean Agriculture program is positively evaluated as it has slightly improved.

The faculty implements several activities each year to encourage students to regularly fulfill their obligations:

- Coordinators actively monitor students' performance in exams (reviewing success after each exam period) and encourage students to regularly meet their academic requirements.
- Coordinators have regular meetings with students (at least 3 meetings per year) to address and solve any issues.
- The faculty provides counseling for students regarding their studies, with guidance offered by course leaders, instructors, assistants, student tutors, program coordinators (who are also teacher tutors), department heads, and the Vice Dean for Student Affairs.

The transition from the 2nd to the 3rd year is positively assessed (2020/21: 62.39%; 2019/20: 57.69%), as it has slightly increased compared to the previous year (2021/22: university programs – 68.55%, higher professional program – 66.67%). With appropriate measures, efforts will be made to further increase the transition from the 2nd to the 3rd year (regular coordinator meetings with students, monitoring students' fulfillment of academic obligations).

In master's study programs, the overall transition rate has slightly improved compared to the previous year, which is considered positive (2021/22: 73.17%; 2020/21: 69.33%, 2019/20: 72.22%).

In doctoral study programs, the overall transition rate from the 1st to the 2nd year has decreased (2021/22: 64.29%, 2020/21: 100%, 2019/20: 88.89%), but it remains good (the transition rate is somewhat lower in the program Renewable Materials for Healthy Built Environments, while it is 100% in other programs).

In master's study programs, coordinators of study programs actively monitor students' performance in exams and encourage them to regularly fulfill their academic requirements. They also regularly meet with students (2 to 3

meetings per year). Doctoral studies are individually designed, with individual mentors monitoring students' studies and research work.

3.5 Percentage of Repeaters in Study Programs (Separately for Each Study Program) (KUP_05)

In the following sub-chapter, data on the percentage of repeaters in study programs at all three levels for the academic year 2021/22 are presented.

In the previous academic year 2020/21, the number of repeaters was very low as students had the option to utilize an additional year due to the Covid-19 pandemic. The majority of students chose this option, preserving the opportunity for repeating a year or enrolling in graduate status in future years.

Given this, the data for the academic year 2021/22 will be compared with the data from the academic year 2019/20.

Undergraduate Study Programs:

Overview by individual programs:

<i>Study Program</i>	<i>2021/22</i>	<i>2019/20</i>
Bioinformatics (BF) – in Slovenian	27.03%	14.29%
Bioinformatics (BF) – in English	12.2%	16.67%
Biopsychology (BP)	2.46%	4.12%
Mathematics (MA) – in Slovenian	10%	20%
Mathematics (MA) – in English	13.51%	10.53%
Mathematics in Economics and Finance (MF)	18.18%	12.5%
Computer Science and Informatics (RIN) – in Slovenian	18.33%	15.12%
Computer Science and Informatics (RIN) – in English	14.81%	17.86%
Conservation Biology (VB)	6.49%	6%
Mediterranean Agriculture (SK) *	2.38%	-

*The study program Mediterranean Agriculture (VS) started in the academic year 2019/20, so transition data for the academic year 2019/20 is not provided (students were enrolled only in the 1st year).

The data indicates a decrease in the number of repeaters in four programs (BF – in English, BP, MA – in Slovenian, RIN – in English) and an increase in four programs (MF, BF – in Slovenian, MA – in English, RIN – in Slovenian), while it remained approximately unchanged in the VB program.

For the higher professional program SK, a comparison will be possible in the next year, as the 1st year was introduced for the first time in the academic year 2019/20.

The overall percentage of repeaters remained approximately unchanged compared to the academic year 2019/20, which is considered good (2021/22: 11.66%; 2019/20: 11.82%).

Measures to reduce the number of repeaters, as mentioned in indicator 4 (transition), will include coordinators of programs actively monitoring students' performance in exams and encouraging regular fulfillment of academic obligations.

Master's Study Programs:

In the academic year 2021/22, repeaters were present in only three study programs: Biopsychology (10.53%), Computer Science and Informatics (7.14%), Nature Conservation (4.76%).

The overall percentage of repeaters has slightly decreased compared to the academic year 2019/20, which is considered very good (2021/22: 2.98%; 2019/20: 3.33%).

It is assessed that additional measures are not necessary for this indicator, and the faculty will continue with existing activities.

Doctoral Study Programs:

There are no repeaters in doctoral programs, which is considered very good.

Individual mentors in the doctoral study monitor the studies and research work of students.

3.6 Average Duration of Study in Years per Student in Study Programs (KUP_06)

In the subsequent sub-chapter, data for **the academic year 2020/21** regarding the average duration of study in years per student for the faculty's study programs at all levels are presented.

Undergraduate study programs:

The data indicates a slight decrease in the average duration of study in undergraduate programs compared to the previous year.

Faculty	2020/21	2019/20	2018/19
FAMNIT	4.29 (55 graduates)	4.52 (63 graduates)	3.94 (72 graduates)

Overview by individual study programs:

Study Program	2020/21	2019/20	2018/19
Bioinformatics – in Slovenian (BF)	No graduates	4.10 (5 graduates)	5.72 (4 graduates)
Bioinformatics – in English (BF)	2.95 (2 graduates)	/	/
Biopsychology (BP)	3.88 (29 graduates)	4.21 (31 graduates)	3.81 (37 graduates)
Mathematics – in Slovenian (MA)	2.77 (1 graduate)	9.02 (2 graduates)	4.32 (3 graduates)
Mathematics – in English (MA)	2.71 (5 graduates)	2.76 (2 graduates)	2.96 (8 graduates)
Mathematics in Economics and Finance (MF)	4.02 (4 graduates)	2.75 (2 graduates)	4.14 (4 graduates)
Computer Science and Informatics – in Slovenian (RIN)	6.12 (6 graduates)	4.34 (7 graduates)	3.97 (8 graduates)
Computer Science and Informatics – in English (RIN)	3.58 (3 graduates)	2.94 (2 graduates)	/
Biodiversity	7.51 (5 graduates)	5.51 (10 graduates)	3.61 (6 graduates)
Mediterranean Agriculture (UN) *	No graduates	8.96 (1 graduate)	6.5 (2 graduates)

*The study program Mediterranean Agriculture (VS) started in the academic year 2019/20, so transition data for the academic year 2019/20 is not provided (students were enrolled only in the 1st year).

The overall average duration of study in master's programs has slightly decreased compared to the academic years 2019/20 and 2018/19.

	2020/21	2019/20	2018/19
FAMNIT	3,26 (26 graduates)	3,3 (34 graduates)	3,61 (28 graduates)

Overview by individual programs:

Study Program	2020/21	2019/20	2018/19
Biopsychology (BP)	3.81 (3 graduates)	No graduates	4.06 years (6 graduates)
Mathematical Sciences – in Slovenian (MA)	3.39 (2 graduates)	1.46 (2 graduates)	1.93 years (1 graduate)
Mathematical Sciences – in English (MA)	2.65 (4 graduates)	2.55 (2 graduates)	1.77 years (2 graduates)
Mathematics with Financial Engineering	4.9 (1 graduate)	No graduates	2.93 years (3 graduates)
Computer Science and Informatics	4.15 (3 graduates)	2.61 (4 graduates)	4.42 (4 graduates)
Sustainable Built Environment – in Slovenian	No graduates	2.95 (1 graduate)	No graduates
Sustainable Built Environment – in English	1.9 (1 graduate)	No graduates	No graduates
Applied Psychology	2.96 (5 graduates)	2.96 (9 graduates)	2.82 (7 graduates)
Nature Conservation	3.66 (5 graduates)	4.17 (14 graduates)	4.35 (5 graduates)
Data Science – in Slovenian	No graduates	/	/
Data Science – in English	1.84 (2 graduates)	/	/

The average duration of study in doctoral programs has slightly decreased.

	2020/21	2019/20	2018/19
FAMNIT	3,74 (2 graduates)	No graduates	4,4 (3 graduates)

The average duration of study in 1st and 2nd-degree programs is assessed as good, and therefore, measures in this area are not deemed necessary. Similarly, it is considered that measures are not required at the 3rd degree.

3.8 Number of Students per Full-Time Equivalent (FTE) Higher Education Teacher and Staff Member, and Program Implementers (KUP_07)

Subsequent sub-chapter provides data for previous years on the number of students, the number of employed teachers/staff members, and the total number of implementers (including contracted teachers/staff members). The data also includes the number of students per teacher/staff member or all implementers. The number of employees is as of December 31, 2021.

The data reveals that this year the number of teachers/staff or all implementers remained unchanged (2021/22: 148, 2020/21: 143, 2019/20: 140), while the number of students increased. As evident from the data, the faculty

maintains a favorable ratio between the number of teachers/staff members and the number of students (the number of students per teacher/staff member).

For a comprehensive and more realistic assessment of the ratio between the number of teachers/staff members and the number of students, comparable data for related Slovenian and foreign higher education institutions would be needed.

3.9 Ratings of Higher Education Teachers and Staff in Student Surveys (KUP_08)

An excerpt from the report on the results of the survey for the academic year 2020/21 is attached, as required by the Regulation on Conducting Student Surveys at the University of Primorska. The excerpt includes data on the average results of the opinion survey for students (Section II/1). The data shows the average rating of the pedagogical work of higher education teachers and staff for individual survey questions, separated by study levels. The rating scale is five-point.

The survey was conducted in the Student Information System. Students had the opportunity to complete the survey for a subject at the latest by the exam registration for that subject, and the general part of the survey at the latest by enrollment in a higher year. This contributed to a high percentage of completed surveys (1st degree: 89.78%, 2nd degree: 91.60%, 3rd degree: 83.33%).

In undergraduate study programs, the average rating for individual survey questions ranges between 4.17 and 5, with the overall average rating for the delivery of lectures or exercises being 4.30. In master's study programs, the average rating for individual survey questions is comparable (between 4.23 and 4.63), with the overall average rating for the delivery of lectures or exercises being 4.40.

The obtained ratings indicate that students are satisfied with the work of teachers and staff. Any comments and issues raised by students are also addressed through alternative channels (e.g., meetings with coordinators) and are resolved promptly.

Based on the survey results, department heads, who have access to survey results for staff in their department, conduct individual discussions with implementers and address general results within the department. If necessary, the dean also meets with individual implementers (in cases of significant deviations in ratings). In November or December of the current academic year, the dean meets with students to discuss survey results for the previous academic year.

The excerpt from the report is also discussed by the Faculty Student Council, and during the faculty senate meeting, students participate in the discussion through their representatives.

3.10 Employment and Employability of Graduates (KUP_09)

At the faculty, we conduct surveys of graduates in accordance with the *Instructions for Surveying Graduates of the University of Primorska*. The survey is conducted every two or three academic years. In 2019, we conducted the survey for the fourth time, covering graduates who completed their studies in 2017 and 2018. Below, we summarize the key findings as previously stated in the self-evaluation report.

In the two years, 235 graduates completed their studies, and 224 graduates were included in the survey (including 166 at the undergraduate level, 53 at the master's level, and 5 at the doctoral level), as 11 graduates did not give consent at the time of graduation. The included graduates were from the following programs:

- University undergraduate programs: Mathematics, Computer Science and Informatics, Biodiversity, Bioinformatics, Biopsychology, Mathematics in Economics and Finance, Mediterranean Agriculture;
- Master's programs: Mathematical Sciences, Mathematics with Financial Engineering, Computer Science and Informatics, Nature Conservation, Biopsychology, Applied Psychology;
- Doctoral programs: Mathematical Sciences.

Almost half of the graduates, 107 (or 47.77% of the surveyed graduates), completed the online survey:

- 77 or 46.39% were graduates of the undergraduate level,
- 29 or 54.72% were graduates of the master's level,
- 1 or 20% were graduates of the doctoral level.

Analysis of the received responses shows that the majority of graduates (88.09%) are employed or self-employed (and 33.66% of respondents have not yet sought employment). Most graduates found employment within 6 months after graduation (14.85%) or even during their studies (11.88%). However, one-third of the graduates stated that they are still seeking employment (33.66%).

Table 3: Sample Size of Surveyed Graduates

Academic Year of Graduation	No. of Graduates	No. of Graduates Included in the Study	No. of Respondent Graduates	Structure of Included Graduates (%)	Structure of Respondent Graduates (%)
2017	112	110	46	49.11	42.99
2018	123	114	55	50.89	51.40
Total	235	224	101	100	
Unanswered (Not Responded)			6 (5.61%)		
Grand Total			107 (100%)		

Note: Unanswered variable signifies that the respondent who participated in the survey did not answer a specific question.

Table 10: Field of Study According to Employment Status of UP Graduates in the Labor Market - Data Extracted from the 2019 Graduate Survey

Field of Study (KLASIUS-P)

	Employed	Self-Employed	Student	Unemployed	Other	Total
01 Educational Sciences and Teacher Education	-	-	-	-	-	/
%	-	-	-	-	-	/
02 Arts and Humanities	-	-	-	-	-	/
%	-	-	-	-	-	/
03 Social Sciences, Journalism, and Information Science	3	0	0	1	1	5
%	60	-	-	20	20	100
04 Business and Administration, Law	-	-	-	-	-	/
%	-	-	-	-	-	/

Field of Study (KLASIUS-P)

	Employed	Self-Employed	Student	Unemployed	Other	Total
05 Natural Sciences, Mathematics, and Statistics	20	2	0	1	1	24
%	83.33	8.33	-	4.17	4.17	100
06 Information and Communication Technologies (ICT)	7	1	1	0	0	9
%	77.78	11.11	11.11	-	-	100
07 Engineering, Manufacturing Technologies, and Architecture	-	-	-	-	-	/
%	-	-	-	-	-	/
08 Agriculture, Forestry, Fisheries, and Veterinary Medicine	4	0	0	0	4	4
%	100	-	-	-	-	100
09 Health and Social Security	-	-	-	-	-	/
%	-	-	-	-	-	/
10 Transport, Security, Hospitality and Tourism, Personal Services	-	-	-	-	-	/
%	-	-	-	-	-	/
TOTAL	34	3	1	2	2	42
%	80.95	7.14	2.38	4.76	4.76	100

Table 11: Employment Status of University of Primorska Graduates on the Job Market by Study Program Type - Data Extracted from the 2019 Graduate Survey

Type of Study Program

	Employed	Self-Employed	Student	Unemployed	Other	Total
1st Cycle (Bachelor's)	-	-	-	-	-	/
%	-	-	-	-	-	/
1st Cycle (Master's)	17	1	1	0	20	20
%	85	5	5	-	100	100
2nd Cycle (Master's)	16	2	0	1	21	21
%	76.2	9.52	-	4.76	9.52	100
3rd Cycle (Doctoral)	1	-	-	-	1	1
%	100	-	-	-	100	100
TOTAL	34	3	1	2	2	42
%	80.95	7.14	2.38	4.76	4.76	100

Graph: Structure of employed graduates from the University of Primorska by study field (in %)

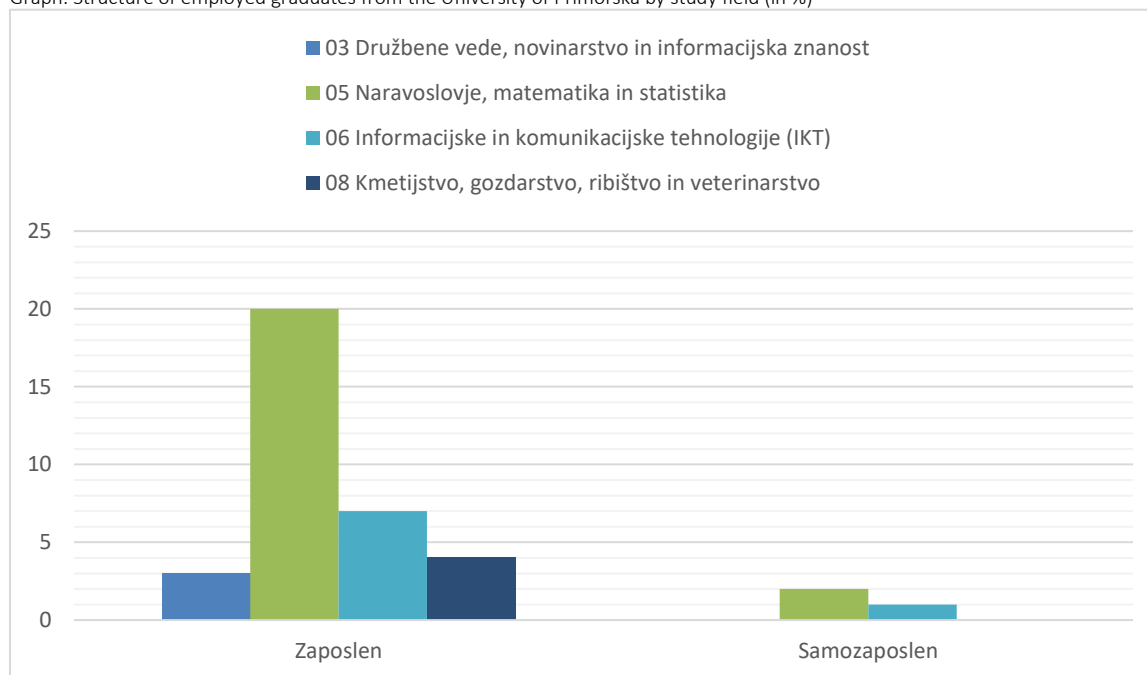


Table 12: Duration and Acquisition of First Employment Since Graduation by Study Field

Field of Study (KLASIUS-P)		Before the start of studies	During studies	Up to 6 months after graduation	From 6 months to 1 year after graduation	From 1 year to 2 years after graduation	Over 2 years after graduation	still looking for a first job	Not looking for a job	Total
01 Educational sciences and teacher education	Št.	/	/	/	/	/	/	/	/	/
	%	/	/	/	/	/	/	/	/	/
02 Arts and humanities	Št.	/	/	/	/	/	/	/	/	/
	%	/	/	/	/	/	/	/	/	/
03 Social Sciences, Journalism and Information Science	Št.	0	0	4	1	0	0	0	0	5
	%	/	/	80	20	/	/	/	/	100
04 Business and administrative sciences, law	Št.	/	/	/	/	/	/	/	/	/
	%	/	/	/	/	/	/	/	/	/
05 Science, mathematics and statistics	Št.	5	6	5	9	1	3	19	32	80
	%	6,25	7,5	6,25	11,25	1,25	3,75	23,75	40	100
06 Information and communication technologies (IT)	Št.	1	3	5	0	0	0	0	2	11
	%	9,09	27,27	45,45	/	/	/	/	18,18	100
07 Engineering, production technologies and construction	Št.	/	/	/	/	/	/	/	/	/
	%	/	/	/	/	/	/	/	/	/
08 Agriculture, forestry, fisheries and veterinary medicine	Št.	0	3	1	1	0	0	0	0	5
	%	/	60	20	20	/	/	/	/	100
09 Health and social security	Št.	/	/	/	/	/	/	/	/	/
	%	/	/	/	/	/	/	/	/	/
10 Transport, security, catering and tourism, personal services	Št.	/	/	/	/	/	/	/	/	/
	%	/	/	/	/	/	/	/	/	/
TOTAL	Št.	6	12	15	11	1	3	19	34	101
	%	5,94	11,88	14,85	10,99	0,99	2,97	18,81	33,66	100

Table 13: Correspondence of Employment with the Attained Level of Formal Education of Graduates

Type of study programme		First Employment			Current Employment		
		YES	NO	Total	YES	NO	Total
Undergraduate studies (higher education study programmes)	Št.	/	/	/	/	/	/
	%	/	/	/	/	/	/
Undergraduate studies (university study programmes)	Št.	14	7	21	10	7	17
	%	66,67	33,33	100	58,82	41,18	100
Master's studies	Št.	19	2	21	16	1	17
	%	90,48	9,52	100	94,12	5,88	100
Doctoral studies	Št.	1	/	1	1	/	1
	%	100	/	100	100	/	100
TOTAL	Št.	34	9	43	27	8	35
	%	79,07	20,93	100	77,14	22,86	100

Table 14: Correspondence of Employment with the Field of Study of Graduates

Type of study programme		First Employment			Current Employment		
		YES	NO	Total	YES	NO	Total
Undergraduate studies (higher education study programmes)	Št.	/	/	/	/	/	/
	%	/	/	/	/	/	/
Undergraduate studies (university study programmes)	Št.	15	6	21	12	5	17
	%	71,43	28,57	100	70,59	29,41	100
Master's studies	Št.	16	5	21	15	2	17
	%	76,19	23,81	100	88,24	11,76	100
Doctoral studies	Št.	1	/	1	1	/	1
	%	100	/	100	100	/	100
TOTAL	Št.	32	11	43	28	7	35
	%	74,42	25,58	100	80	20	100

4. QUALITY ASSURANCE SYSTEM OF STUDY PROGRAMS

The faculty systematically and regularly monitors quality indicators in the field of education, including the quality of the implementation of study programs:

- Students' success in exams (after each examination period): The Office for Study and Student Affairs compiles data on exams passed by individual students and programs after each examination period. The data is then communicated to coordinators, who engage in discussions with students, encouraging them to fulfill their study obligations regularly.
- Student satisfaction is monitored through an annual student survey and regular meetings between program coordinators and students.
- Employee satisfaction is tracked through an annual employee survey.
- Graduate employability is monitored through an analysis of the employability of graduates, prepared by the university for all University of Primorska graduates, and through a graduate survey.

The faculty has established supporting tools and activities for ongoing monitoring and addressing various challenges to guide the operation of both study and other activities:

- Tutoring system: Both student and teacher tutoring are in place.
- Study advisory services: Guidance is provided by course leaders, lecturers, and assistants, student tutors, program coordinators (who also serve as teacher tutors), department heads, and the Vice-Dean for Study Affairs, as well as the Student Office.

- Communication between various stakeholders within the faculty enables timely identification of weaknesses and the introduction of improvements based on regular meetings held at the faculty. These include weekly and monthly meetings at the leadership, department, and program levels, regular meetings between program coordinators and students (typically three to four meetings per year), and a meeting between the dean and students to present and discuss the results of the student survey. There are also meetings at the administrative and support service levels.

Handling Results and Implementing Improvements:

Self-evaluation reports for study programs are prepared by coordinators and reviewed by the Vice-Dean for Quality. The reports are then discussed by relevant committees (Committee for Study and Student Affairs and Committee for Promotion and Monitoring of the Quality of Educational and Research Work) and subsequently by the faculty senate.

5. IMPLEMENTATION OF MEASURES IN THE ACADEMIC YEAR 2020/2021 AND PLANNED MEASURES FOR THE ACADEMIC YEAR 2021/2022

Table 15: Implementation of Goals and Measures in the Academic Year 2020/2021

Indicator	Goal	Measure	Activity	Responsible Party	Deadline	2020/2021 Implementation with Explanation
KUP_01	Goal 1: Improve the recognition of the faculty locally, nationally, and internationally	Measure 1: Presentations of program contents in high schools; Measure 2: Science popularization activities, summer schools, and other workshops; Measure 3: Regular informing of the media and the general public about the faculty's activities and achievements; Measure 4: Better informing of UP FAMNIT students about the possibilities of continuing their studies in postgraduate programs	- Participation in career and educational fairs/events in high schools; - Participation in other promotional events, organization of popular science lectures for the general public and lectures/training for specific interested audiences; - Organization of camps, full-day workshops, summer schools, and international scientific meetings; - More frequent information to students through coordinator meetings	Departments Communications Office	September 2021	<i>Partially implemented</i> <i>Explanation: Certain promotional activities were canceled due to the Covid-19 pandemic.</i>
KUP_02	Goal 1: Attract highly motivated students	Measures are the same as in KUP_01	Activities are the same as in KUP_01	Departments Communications Office	September 2021	<i>Partially implemented</i> <i>Explanation: Certain promotional activities were canceled due to the Covid-19 pandemic.</i>

Indicator	Goal	Measure	Activity	Responsible Party	Deadline	2020/2021 Implementation with Explanation
KUP_03	Goal 1: Attract highly motivated students	Measures are the same as in KUP_01	Activities are the same as in KUP_01	Departments Communications Office	September 2021	<i>Partially implemented</i> <i>Explanation: Certain promotional activities were canceled due to the Covid-19 pandemic.</i>
KUP_04	Goal 1: Highly motivated students for regular completion of study obligations	Measure 1: Regular coordinator meetings with students and ongoing problem-solving; Measure 2: Individual mentors monitor the study and research work of doctoral students; Measure 3: More inclusion of students from the master's program in Applied Psychology in various work contexts; Measure 4: Improve the quality of modules in the master's program in Nature Conservation	- Department head or program coordinator meetings with course instructors; - Coordinator meetings with students; more meetings during the Covid-19 pandemic for better student support and resolution of related issues; - Monitoring data on completed student study obligations; - More systematic information to students for greater involvement in projects and research; - Workshops and discussions with work mentors during study internships; - Proposal for a change in the master's program in Data Science and consideration at	Heads of departments Program coordinators Course instructors	September 2021	<i>Implemented</i> <i>Explanation: All planned activities were carried out.</i>

Indicator	Goal	Measure	Activity	Responsible Party	Deadline	2020/2021 Implementation with Explanation
			faculty and university levels for a more even distribution of student workload between semesters; - More practical exercises and seminars in the master's program in Applied Psychology are conducted in the field; - Adjustment of the approach to teaching for students in the undergraduate program in Bioinformatics for mathematical subjects, aiming for greater success in studies; - Discussion with instructors and students in the master's program in Nature Conservation for a more qualitative implementation of modules			
KUP_05	Goal 1: Highly motivated students for regular completion of study obligations	Measures are the same as in KUP_04	Activities are the same as in KUP_04	Heads of departments Program coordinators Course instructors	September 2021	<i>Implemented</i> <i>Explanation: All planned activities were carried out.</i>
KUP_06	Goal 1: Highly motivated students for regular	Measures are the same as in KUP_04; Encouraging	Activities are the same as in KUP_04; Reviewing students	Heads of departments Program	September 2021	<i>Implemented</i>

Indicator	Goal	Measure	Activity	Responsible Party	Deadline	2020/2021 Implementation with Explanation
	completion of study obligations and graduation	students to graduate	who lack a small number of obligations for graduation and informing them through the Student Office or mentors in the final work, which is already in preparation	coordinators Course instructors		<i>Explanation: All planned activities were carried out.</i>
KUP_07	Goal 1: Maintain a favorable ratio of the number of students to faculty teachers and staff	Special measures were not planned	Special activities were not planned	Faculty management Heads of departments	September 2021	<i>Activities were not planned.</i>
KUP_08	Goal 1: Increase the percentage of completed surveys Goal 2: Maintain good ratings for university teachers and staff	Measure 1: Encourage students to fill out surveys	- Dean's meetings with students to review the survey results for the past year; - Coordinator meetings with students to encourage survey completion and inform them about the purpose of the survey and the use of obtained results; - Encouraging students to fill out surveys for individual subjects; - Heads of departments, who have access to the survey results for departmental staff, hold individual meetings with instructors and	Dean Program coordinators Course instructors	September 2021	<i>Implemented</i> <i>Explanation: All planned activities were carried out.</i>

Indicator	Goal	Measure	Activity	Responsible Party	Deadline	2020/2021 Implementation with Explanation
			discuss general results within the department			
KUP_09	Goal 1: Higher percentage of employment and employability of graduates; Goal 2: Increase the percentage of completed surveys	Measure 1: Encourage students to fill out surveys; Measure 2: Regular informing of the media and the general public about the faculty's activities and achievements (KUP_01); -	Strengthening the operation of the faculty's Alumni club and maintaining contact with graduates; - As in KUP_01; - Encouraging Bioinformatics undergraduate students to do internships for practical experience and networking with potential employers	Faculty management Departments	September 2021	Implemented Explanation: All planned activities were carried out.

Evaluation of Success in Achieving Set Goals and Measures in comparison with the achieved aims from the report of the previous year or several previous years

We assess that we have been successful in achieving the set goals and measures. Goals and measures in the field of promotional activities (KUP_01, KUP_02, KUP_03) were partially implemented due to the Covid-19 pandemic preventing the execution of certain activities. Considering the circumstances, some activities were carried out online. We will continue with all activities in the future. We have also achieved the goals and implemented the planned measures to encourage students to regularly fulfill their study obligations (KUP_04, KUP_05, KUP_06). However, we recognize the need for additional measures in this area and will monitor their achievement in the coming years. For maintaining a favorable ratio between the number of students and faculty teachers and staff (KUP_07), we did not plan specific measures as we believe the ratio is appropriate.

We will continue to encourage students to fill out surveys on the implementation of their studies (KUP_08) and graduates to complete surveys on employment and employability (KUP_09).

Table 16: Planned Measures for the Academic Year 2021/2022

Indicator	Goal	Measure	Activity	Responsible Party	Deadline
KUP_01	Improve the recognition of the faculty locally, nationally, and internationally	Measure 1: Presentations of program content in high schools; Measure 2: Science popularization activities, summer schools, and other workshops; Measure 3: Regular informing of the media and the wider public about the faculty's activities and achievements; Measure 4: Better informing of UP FAMNIT students about the possibility of continuing their studies in postgraduate programs of the faculty	- Participation in career and educational fairs/events in high schools; - Participation in other promotional events, organization of popular lectures for the general public, and lectures/training for specific interested audiences; - Organization of camps and full-day workshops, summer schools, and international scientific meetings (highlighting some: Famnit's summer camp Mathematics is Cool; Doctoral School in Discrete Mathematics; Mathematical Days for Primary and Secondary Schools; Science Days for Primary and Secondary Schools; Triple i 2019); - More frequent information for students and through meetings with coordinators for students	Departments Communication Office	September 2022
KUP_02	Attract highly motivated students	Measures are the same as in KUP_01	Activities are the same as in KUP_01	Departments Communication Office	September 2022

Indicator	Goal	Measure	Activity	Responsible Party	Deadline
KUP_03	Attract highly motivated students	Measures are the same as in KUP_01	Activities are the same as in KUP_01	Departments Communication Office	September 2022
KUP_04	Highly motivated students for regular completion of study obligations	Measure 1: Regular meetings of coordinators with students and ongoing problem-solving; Measure 2: Individual mentors monitor the study and research work of doctoral students; Measures 2: Replacement of certain subjects between years in the master's program in Data Science; Measure 3: Increased involvement of students in the master's program in Applied Psychology in various work contexts; Measure 4: Improve the quality of module implementation in the master's program in Nature Conservation	- Meetings of department heads or program coordinators with subject teachers; - Meetings of program coordinators with students; more frequent meetings during the Covid-19 pandemic for better student support and problem-solving related to this; - Monitoring data on students' completed study obligations; - More systematic informing of students with the aim of greater involvement in projects and research; - Workshops and discussions with working mentors in study practice	Department Heads Program Coordinators Subject Instructors	September 2022
KUP_05	Highly motivated students for regular completion of study obligations	Measures are the same as in KUP_04	Activities are the same as in KUP_04	Department Heads Program Coordinators Subject Instructors	September 2022
KUP_06	Highly motivated students for regular completion	Measures are the same as in KUP_04; Encouraging	Activities are the same as in KUP_04; Review of students who lack a small	Department Heads Program Coordinators Subject Instructors	September 2022

Indicator	Goal	Measure	Activity	Responsible Party	Deadline
	of study obligations and graduation	students to graduate	number of obligations for graduation, informing these students through the Student Office or mentors in the final work, which is already in preparation		
KUP_07	Maintain a favorable ratio between the number of students and faculty teachers and staff	No specific measures planned	No specific activities planned	Faculty Leadership Department Heads	September 2022
KUP_08	Increase the percentage of completed surveys; Maintain good ratings of faculty teachers and staff	Measure 1: Encourage students to complete surveys	- Dean's meetings with students to review the results of the previous year's surveys; - Program coordinators' meetings with students to encourage survey completion and inform about the purpose of the survey and the use of obtained results; - Encouraging students to complete surveys for individual subjects; - Heads of departments, who have access to survey results for department staff, hold individual	Dean Program Coordinators Subject Instructors	September 2022

Indicator	Goal	Measure	Activity	Responsible Party	Deadline
			conversations with instructors and discuss general results within the department		
KUP_09	Higher percentage of employment and employability surveys; Increase the percentage of completed surveys	Measure 1: Encourage students to complete surveys; Measure 2: Regular informing of the media and the wider public about the faculty's activities and achievements (KUP_01)	- Strengthening the operation of the faculty's Alumni Club and maintaining contact with alumni; - As in KUP_01	Faculty Leadership Departments	September 2022

In preparing the report, the following individuals contributed:

Dean, Human Resources Department, Study Program Coordinators, Department Heads, Vice-Dean for Quality, Vice-Dean for Academic Affairs, Office for Study and Student Affairs, Secretary.

Assoc. Prof. Dr. Ademir Hujdurović,
Dean of UP FAMNIT

Attachment:

- Extract from the minutes of the 34th regular session of the Senate of UP FAMNIT held on March 28, 2021;
- Excerpt from the report on the results of the survey for the academic year 2020/21 (KUP_08);
- Indicators for the field of educational activities in the academic years 2021/22 and 2020/21.

APPENDICES

METHODOLOGY OF INDICATORS FOR EDUCATIONAL ACTIVITIES

Indicator code:	KUP_01
Indicator name	PERCENTAGE OF FIRST-TIME ENROLLED STUDENTS IN THE FIRST YEAR IN THE FIRST APPLICATION PERIOD IN 1ST-CYCLE STUDY PROGRAMS
Type of indicator:	Input Indicator
What the indicator measures	Ratio between all first-time enrolled students in the current academic year, who submitted their application to the institution already in the first application period, and all enrolled students in this academic year (excluding repeaters). The ratio is determined separately for regular and part-time students of undergraduate studies.
Who measures it	Professional services of the institution collect data from the database; the institution measures it; interpretation of the indicator is the responsibility of the institution's management.
Purpose of the indicator	Monitoring the quality of input. Data are useful for both the institution (monitoring the trend of the 'level' of user services of the institution) and for UP (comparing institutions and monitoring the trend of aggregated values).
Calculation method	-
Indicator code:	KUP_02
Indicator name	AVERAGE NUMBER OF POINTS OF ACCEPTED CANDIDATES
Type of indicator:	Input Indicator (Quality)
What the indicator measures	The indicator measures the average number of points on the matriculation exam and the success of accepted candidates who are first-time enrolled in the study program in the current academic year. It is collected for both regular and part-time undergraduate studies at the institutional level, separately for each program.
Who measures it	Professional services of the institution, based on data from the enrollment office and data from the Analysis of Application and Enrollment for each academic year.
Purpose of the indicator	The indicator does NOT measure the quality of the institution (Cave et al., 1997) but rather the demand and reputation of the institution. However, the latter can be a reflection of the institution's quality and the value of a specific field of study in the job market.
Calculation method	Data are summarized from the Analysis of Application and Enrollment for each academic year (prepared by the Enrollment Office of the University of Ljubljana), separately for each undergraduate study program and for both regular and part-time studies.
Indicator code:	KUP_03
Indicator name	NUMERICAL RATIO BETWEEN ADVERTISED PLACES, APPLICANTS, AND ENROLLED STUDENTS IN THE 1ST YEAR (WITHOUT REPEATERS)
Type of indicator:	Input Indicator (Quality)
What the indicator measures	The indicator is aggregated at the institution's level as it measures the institution's relationship to its environment. It also reflects students' interest in a particular study program and the promotional capabilities of the institution.
Who measures it	Institutional professional services.
Purpose of the indicator	Long-term monitoring of enrollment and the institution's own activities (promotion, program changes) at the institution's level. The indicator does not directly measure quality but rather demand and the institution's reputation. The indicator shows a trend: if there is insufficient interest in a specific study program over an extended period, it may be necessary to improve promotion, make content changes to the program, and/or reduce enrollment slots.
Calculation method	The table displays the number of advertised places and the number of enrolled students in the 1st year (excluding repeaters), separately for regular and part-time studies and for each study program.
Indicator code:	KUP_04
Indicator name	TRANSITION TO HIGHER YEAR
Type of indicator:	Process Indicator (Educational Activities)
What the indicator measures	The indicator encompasses the proportion of all first-year students in regular study programs (including repeaters) in the previous academic year.
Who measures it	Institutional professional services. Data must be separately collected for 1st, 2nd, and 3rd-cycle study programs, and also separately presented for regular and part-time studies.
Purpose of the indicator	The indicator can identify issues in the student selection process or problems in teaching. This indicator is meaningful for monitoring trends, which can serve as signals and a basis for actions by institutions. The indicator is collected at the level of institutions and the University.

Calculation method	In the table, the transition of students is shown for each study program separately. The number of students takes into account first-time enrollees and repeaters.
Indicator code:	KUP_05
Indicator name	PERCENTAGE OF REPEATERS IN STUDY PROGRAMS (SEPARATELY FOR EACH PROGRAM)
Type of indicator:	Process indicator (educational activities)
What the indicator measures	The indicator includes the percentage of repeaters in study programs in the past academic year.
Who measures it	Measured by the professional services of the member institution. Data must be separately collected for study programs at the 1st, 2nd, and 3rd levels, as well as separately indicating regular and part-time studies.
Purpose of the indicator	The indicator measures the percentage of repeaters in study programs. It is collected at the level of member institutions and the University.
Calculation method	The table displays the number and percentage of all students and repeaters for each study program separately (using data sent to the relevant ministry). The number of students takes into account first-time enrollees and repeaters.
Indicator code:	KUP_06
Indicator name	AVERAGE DURATION OF STUDY PER STUDENT IN STUDY PROGRAMS
Type of indicator:	Outcome indicator (educational activities)
What the indicator measures	The indicator measures the average duration of study (from enrollment in the 1st year of the program to completion of the study on the same program). The indicator also measures how much the duration of study for graduates of a specific program at the UP member deviates on average from the planned duration of the study program (= duration of study according to the program). It measures the duration of study in each program and indirectly alerts to potential issues in the course of the study, comparing it to the average duration of study in other programs of the member institution. The indicator is useful primarily at the member institution level.
Who measures it	Measured by the professional services of the member institution. Data must be separately collected for undergraduate programs of the 1st, 2nd, and 3rd cycles, and also separately for full-time and part-time studies.
Purpose of the indicator	Average duration of study relative to the planned duration of study: The UP member institution can compare the success of the study in completing each program and retrospectively identify those programs where the duration is longest (study success is lowest).
Calculation method	For the calculation, number of graduates who enrolled in the 1st year is used (excluding those enrolled under transfer criteria). Calculate the number of days from October 1 of the academic year of their enrollment to the completion of the study (day of graduation), average it, and divide by the number of days in the year 365. $\frac{\sum \text{graduate} * \text{number of years from the first enrollment in the 1st year}}{\text{number of graduates}}$
Indicator code:	KUP_07
Indicator name	NUMBER OF STUDENTS PER EMPLOYEE OF HIGHER EDUCATION TEACHER AND COLLABORATOR, AND IMPLEMENTERS OF STUDY PROGRAMS IN FTE
Type of indicator:	Indicator of the efficiency of the pedagogical process
What the indicator measures	The indicator expresses the number of regular and part-time students per individual higher education teacher and collaborator, based on employment or collaboration with the member institution (employment based on an employment contract and all those who participate in the study program based on a copyright or service contract). In calculating the number of teachers and collaborators, FTE (full-time equivalent) is taken into account, which includes employees on fixed and indefinite contracts, with full or reduced workload, and those who performed teaching work on the basis of a work or copyright contract.
Who measures it	Measured by the professional services of the member institution.
Purpose of the indicator	The member institution gains insight into the number of all students per higher education teacher and collaborator.
Calculation method	Calculation of the indicator (how to measure the indicator): The table shows the number of students (excluding graduates) and the number of all teachers (separately employed in accordance with the Employment Relationships Act and all implementers – also under copyright and service contracts, in number and in FTE). The number of all students is divided by the number of teachers (in number and in FTE). Students without graduates are taken into account.
Indicator code:	KUP_08
Indicator name	EVALUATION OF HIGHER EDUCATION TEACHERS AND COLLABORATORS IN STUDENT SURVEYS
Type of indicator:	Process indicator (educational activities)

What the indicator measures	The indicator shows the average results of opinion surveys and represents the satisfaction of only that part of the student population that participated in the survey. Only the part of the evaluation related to the higher education teacher and collaborator is considered, not the subject.
Who measures it	Conducted by the member institution for each subject of each program taught.
Purpose of the indicator	To obtain "user" feedback on the teaching work of the teacher in each subject and on the satisfaction of students with it. With a balanced and appropriately structured questionnaire, which also includes essay-type questions, it is possible to detect problems in the implementation of the pedagogical process, specifically on the part of teachers and collaborators.
Calculation method	Data are presented in the form for preparing reports on member institution surveys.
Indicator code:	KUP_09
Indicator name	EMPLOYMENT AND EMPLOYABILITY OF GRADUATES
Type of indicator:	Outcome indicator (educational activities)
What the indicator measures	The indicator measures the employability and employment of graduates in the labor market.
Who measures it	Conducted by the UP Rectorate or member institutions through surveys of graduates.
Purpose of the indicator	The member institution gains insight into whether graduates are employable in the profession for which they are trained.
Calculation method	-