UNIVERSITY OF PRIMORSKA
UNIVERSITÀ DEL LITORALE

(FACULTY OF MATHEMATICS, NATURAL SCIENCES AND INFORMATION TECHNOLOGIES)

SELF - EVALUATION REPORT
EDUCATIONAL ACTIVITY 2021/2022

Discussion and acceptance:

Commission for Promotion and Monitoring of Educational Quality and research work UP FAMNIT: 3rd regular session, 20th March 2023
UP FAMNIT Commission for Study and Student Affairs: 3rd regular session, 20th March 2023
Senate UP FAMNIT: 3rd regular session, 27th March 2023
UP FAMNIT Student Council: 9th regular session, 10th May. – 11th May 2023

Asoc. prof. dr. Ademir Hujdurović

Dean of UP FAMNIT

Koper, 11 March 2023

BUSINESS CARD:

Name of the institute:	University of Primorska Università del Litorale Faculty of Mathematics, Natural Sciences and Information Technologies
Shorter name of the institute:	UP FAMNIT
Street:	Glagoljaška 8
Town:	Koper
Webpage:	www.famnit.upr.si
Email address	info@famnit.upr.si
Phone number:	+386 5 61 17 570
Fax number:	+386 5 61 17 571
ID for VAT:	SI71633065
Registration number:	1810014009
Transaction sub-account:	01100-6000023788

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Number of accredited study programs according to the classification of fields and type of study program (as of December 31, 2022)

INTRODUCTION

The Faculty of Mathematics, Natural Sciences and Information Technologies is a member of the University of Primorska. It was established by amending the Decree on the Establishment of the UP on 27th December 2006 (Official Gazette of the Republic of Slovenia, No. 137/06). The abbreviated name of the faculty is UP FAMNIT.

The faculty implements the national higher education programme according to the principles of autonomy of the profession and the origin of the fields, in accordance with the registered activity of the faculty. UP FAMNIT is a higher education institution that performs educational activities in fields of study classified in accordance with the regulation governing their introduction and use.

1. QUALITY ASSURANCE

Focus on the quality of work is a part of the mission, vision and values of the faculty. At the same time, activities in the field of improving quality assurance are oriented primarily on:

- improving the quality mesh through planning, performance monitoring, ongoing debugging, self-evaluation, strategic planning, and
- promoting a general culture of quality, where every stakeholder (employees, students, graduates and other participants) feels a part of the process of improving the quality of the faculty

In accordance with its mission and vision, the faculty plans the activities and reports on the implementation of these annually:

- the faculty plans its activities within the annual work programme and in accordance with the adopted long-term goals;
- The realization of the planned goals and the self-evaluation of activities also take place yearly in two main documents; the annual report and the self-evaluation report for the academic year.

In line with its mission and vision, the faculty monitors quality indicators and faculty development in seven key areas (columns), namely: educational activities, research activities, international activities, students, human resources (employees), social responsibility and support activities.

The faculty thus monitors both systematically and regularly the following items:

- the quality indicators in the field of education, research, international and inter-university cooperation, cooperation between members, management, determined by the UP Senate on the basis of a proposal of the competent university commission (yearly). These indicators are analysed and commented on in the annual self-evaluation report;
- students' performance in taking exams (after each exam period). The Office for Study and Student Affairs prepares data on passed exams by individual students and programmes after the end of the examination period and forwards the data to the coordinators, who then talk to students and encourage them to regularly perform their study obligations;
- Student satisfaction is monitored through a student survey (yearly) and through regular meetings of coordinators of study programmes with students; With the academic year 2021/22, the student survey at the university level has been changed, which also includes self-reflection of higher education teachers and staff.
- employee satisfaction is monitored by a survey for employees (once a year);
- the employability of graduates is monitored by the faculty through an analysis prepared by the University for all graduates of the University of Primorska and through a survey;
- Accompany of information is a strong support in monitoring data on the implementation of activities and in formulating appropriate measures.

The Faculty has established the following support tools and activities, which are intended for ongoing monitoring and solving various challenges, thus directing the activities of both study and other activities:

- a tutoring system: student and teacher tutorship;
- the field of student counselling is regulated: counselling is provided by lecturers, contractors and assistants, student tutors, study programme coordinators (who are also teacher tutors), heads of departments, vice dean for study affairs and the Student Services Office;
- communication between various stakeholder within the faculty, which enables the faculty to identify weaknesses in a timely manner and introduce improvements based on regular meetings (weekly and monthly) held at the faculty at the following levels: faculty management level, department level, programme level: regular meetings coordinators of study programmes with students (usually three to four meetings a year), a

meeting of the dean with students to present and discuss the results of the student survey; at the level of the administration or support services of the faculty.

Processing results and introducing improvements:

- the results of individual analysis by key areas are prepared by individual professional fields. The results of the analysis with the aim of introducing improvements are discussed at regular and extraordinary meetings at various levels, as well as at commissions and the senate of the faculty;
- the results of the analysis and plans for improvements are presented in annual reports (annual report of the faculty, annual self-evaluation report), which are submitted to the competent commission for quality of the faculty (KSSK[1] UP FAMNIT / UP IAM[2]), the senate and the Student Council of the faculty;
- a meeting will be held with students and supervisors and, if necessary, individual employees on the results of the annual student survey on the implementation of the study programmes. The meeting with students is intended to present general data from the student survey and to discuss open-ended questions identified in students' answers. The upgrade of the information system made it possible for each teacher to give their own response (additional explanations and findings) to the results of the student survey, which is intended primarily for the dean;
- strategic decisions are made at the Senate, and operational decisions at the level of management (dean, vice-deans, heads of departments, secretary), based on the received findings and initiatives.

2. PRESENTATION OF EDUCATIONAL ACTIVITIES AND LIFELONG LEARNING, AND ADUCATION

UP FAMNIT enrolled the first generation of students in the 2007/08 academic year, and under the wings of UP PEF[3], postgraduate study programmes in Mathematical Sciences and Computer Science (master's and doctoral study programmes) were implemented in the 2006/07 academic year.

In the academic year 2021/22 the faculty implemented 19 study programmes, namely:

- seven undergraduate study programmes:
    - univerzitetni študijski programi: university study programmes: Mathematics, Computer Science, Conservation Biology (Biodiversity), Bioinformatics, Mathematics in Economics and Finance, Biopsychology;
    - a higher education study programme: Mediterranean Agriculture,
- seven master's study programmes: Mathematical Sciences, Computer Science, Nature Conservation, Biopsychology, Psychology (Applied Psychology), Sustainable Built Environment, Data Science;
- five doctoral study programmes: Mathematical Sciences, Computer Science, (Computer Science) – international joint programme with University of St Andrews, Renewable Materials for Healthy Built Environments, Suicidology and Mental Health.

Up to and including the 2016/17 academic year, under the wings of UP FAMNIT, the first, second and third cycle of the study programme Applied Kinesiology was also implemented, and in the 2017/18 academic year it was transferred to the UP Faculty of Health Sciences, University of Primorska.

In the academic year 2021/22, a new doctoral study program is being implemented for the first time: Suicidology and Mental Health.

[1] KSSK – Commission for the Promotion and Monitoring of Education Quality and Research work
[2] UP IAM – University of Primorska, Andrej Marušič Institute
[3] UP PEF – University of Primorska, Faculty of Education

2.1. Study programmes for obtaining education

Types and number of accredited study programmes

In the 2021/22 academic year, the faculty implemented 19 undergraduate and postgraduate study programmes.

Table 1: The number of accredited study programs by study area and type of study program (as of December 31, 2022)

KLASIUS-P-16	High voc.	University	Master's	Doctoral	Total:	Percentage *(%)*
01 Educational Sciences and Teacher Education	-	-	-	-		
02 Arts and Humanities	-	-	-	-		
03 Social Sciences, Journalism, and Information Science			1	1	***2***	***9,5***
04 Business and Administration, Law	-	-	-	-		
05 Natural Sciences, Mathematics, and Statistics		5	5	1	***11***	***52,4***
06 Information and Communication Technologies		1	1	2	***4***	***19,1***
07 Engineering, Manufacturing Technologies, and Construction			1	1	***2***	***9,5***
08 Agriculture, Forestry, Fisheries, and Veterinary Medicine	1	1			***2***	***9,5***
Total	***1***	***7***	***8***	***5***	***21***	*100*
Percentage *(%)*	***4,8***	***33,3***	***38,1***	***23,8***	*100*	

Table 2: Number of accredited joint study programs

Name of the Study Program	Type and Bologna cycle	Coordinator	Collaborating Higher Education Institution
Computer Science	PhD, 3rd Bologna cycle	Assoc. Prof. Dr. Klen Čopič Pucihar	University of St Andrews, United Kingdom

Table 3: Number of study programs implemented in the academic year 2021/2022

	High voc.	University.	Master's	Doctoral	Total:
Number of implemented study programs that were conducted (1. year)	1	6	7	4	18
Number of implemented study programs conducted in a foreign language	-	3	3	5	11
Number of all study programs conducted (at least one academic year)	1	6	7	5	19

2.2. Enrolled Students

Enrollment in study programs at UP FAMNIT is increasing. Compared to the academic year 2020/21, the total number of enrolled students in 2021/22 has increased by 5.2%.

Table 4: Number of enrolled students by type of study from the academic year 2020/2021 to 2022/2023

	2020/2021	2021/2022	2022/2023
Higher Vocational	31	43	49

University	579	623	656
Master's	203	184	180
Doctoral	32	39	44
Total	***845***	***889***	***929***

2.3.1. Enrolled Foreign Students

The number of foreign students is increasing and amounts to 47.1% of all enrolled students in the academic year 2022/23.

Table 4: Number of enrolled foreign students by type of study from the academic year 2020/2021 to 2022/2023

	2020/2021	2021/2022	2022/2023
Higher Vocational	6	17	16
University	270	298	339
Master's	59	56	59
Doctoral	20	21	24
Total	***355***	***392***	***438***

Table 6: Number of all enrolled students and the number of all enrolled foreign students from the academic year 2020/2021 to 2022/2023

	2020/2021	2021/2022	2022/2023
All enrolled students	845	889	929
All enrolled foreign students	355	392	438
Percentage of enrolled foreign students	**42**	**44,1**	**47,1**

2.3.2. Exchange Students

In the academic year 2021/2022, there were 51 UP FAMNIT students on exchange abroad, while 47 international students were on exchange at UP FAMNIT. The number of incoming mobilities has stabilized at a level that enables quality work with incoming students and collaboration with foreign institutions. We have successfully achieved the planned number of incoming mobilities. The number of outgoing mobilities slightly exceeded the predicted realization from last year's report, which is the result of mobilities that took place during the summer.

Table 7: Number of students on exchange from the academic year 2019/2020 to the academic year 2021/2022

	2019/2020	2020/2021	2021/2022
UP students on exchange abroad	10	19	51
Foreign students on exchange at UP	30	10	47

2.3. Graduates

In the year 2021, 95 students completed their studies, while in the year 2022, the number increased to 131. The number of graduates has increased by 37.9% compared to previous years.

Table 8: Number of UP graduates by type of study from the year 2020 to the year 2022

	2020	2021	2022
Higher Vocational:	-	-	2
University:	61	60	83
Master's:	34	35	39
Doctoral:	2	-	7
Total:	97	95	131

3. INDICATORS OF EDUCATIONAL ACTIVITY

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

Label	Name of the indicator
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 places, 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 number of years of study duration per student in study programs
KUP_07	Number of students per full-time equivalent (FTE) employed higher education teacher and staff, and program implementers
KUP_08	Evaluations of higher education teachers and staff 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. Precentage of first-time enrolled students in the first year in the first application period (KUP_01)

In the appendix, the ratio is shown between 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), has slightly decreased compared to the previous year (2022/23: 68.5%, 2021/22: 76%; 2020/21: 68.2%), which is still within expected values. The percentage of first-time enrolled students in the 1st application period relative to the number of accepted students in the 1st application period (II) for the academic year 2022/23 cannot be compared with previous years, as this indicator is not monitored in this year. In previous years, this indicator has slightly decreased (2021/22: 81.6%; 2020/21: 86.1%, 2019/20: 91.9%), but it is still within expected values.

Below are the data presented 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	*2022/23*	*2021/22*	*2020/21*
Biopsychology	102,6 %	72,7 %	110,5 %
Bioinformatics – in English	50 %	76,5 %	63,2 %
Bioinformatics – in Slovenian	16,7 %	72,7 %	34,8 %
Computer Science – in Slovenian	75,6 %	89,6 %	68,2 %
Computer Science – in English	101,5 %	90 %	94,6 %
Conservation Biology	46,7 %	88 %	51,6 %
Mathematics in Economics and Finance	23,5 %	75 %	53,9 %
Mediterranean Agriculture (VS)	52,6 %	77,8 %	50 %
Mathematics – in Slovenian	71,4 %	100 %	25 %
Mathematics – in English	23,8 %	61,5 %	75 %

*Where the percentage is greater than 100, some students initially enrolled in the 1st application period subsequently withdrew.

We positively assess the increase in the percentage of first-time enrolled students in the 1st application period for two programs, indicating a growing interest among candidates to enroll in these programs.

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

Percentage by individual programs:

Study Program	*2021/22*	*2020/21*	*2019/20*
Bioinformatics– in Slovenian	36,4 %	88,9 %	100 %
Bioinformatics– in English	76,5 %	75 %	100 %
Biopsychology*	102,9 %	80,8 %	85 %
Mathematics – in Slovenian	28,6 %	100 %	100 %
Mathematics – in English	42,1 %	87,5 %	100 %
Mathematics in Economics and Finance	46,2 %	100 %	100 %
Computer Science – in Slovenian	84,3 %	88,2%	86,7 %
Computer Science– in English*	107,1 %	92,1 %	100 %
Conservation Biology	84,6 %	94,1 %	90,9 %
Mediterranean Agriculture (VS)	36,8 %	72,7 %	91,7 %

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

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), has slightly decreased compared to the previous year (2022/23: 68.5%, 2021/22: 76%; 2020/21: 68.2%), which is still within expected values. The percentage of first-time enrolled students in the 1st application period relative to the number of accepted students in the 1st application period (II) for the academic year 2022/23 cannot be compared with previous years, as this indicator is not monitored in this year. In previous years, this indicator has slightly decreased (2021/22: 81.6%; 2020/21: 86.1%, 2019/20: 91.9%), but it is still within expected values.

Below are the data presented 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:
Percentage by individual programs:

As mentioned above, data from previous years cannot be compared with the academic year 2022/23, as this indicator is not monitored in that year. However, we positively assess 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 approximately unchanged in five programs in previous years. This indicates that candidates applying are those intending to study in the enrolled program. The enrollment rate has decreased in five programs.

In postgraduate programs, there has been no enrollment limit so far, meaning that all candidates meeting the enrollment criteria and submitting all required documentation can enroll. These programs have a practice where candidates apply continuously as they complete their previous studies. The only enrollment limit was in the doctoral study program "Suicidology and Mental Health," which started in the academic year 2021/22, which we consider positive as it was the first year of the program.

The faculty aims to increase the number of students who apply with their first choice in the first application period to attract motivated and dedicated students. To achieve this, we have been actively conducting promotional activities among high school and primary school students in Slovenia and the local community for several years. Three undergraduate programs—Mathematics, Computer Science and Informatics, and Bioinformatics—are also offered in English, so we conduct promotional activities in the international community, especially in the countries of the former Yugoslavia.

In the academic year 2021/22, we organized several official presentations of study programs, all conducted online, and some in-person. We participated in informative events organized by most Slovenian high schools and school centers between November and February. We presented both the entire faculty study program and individual programs. Presentation activities also included students from various study programs and lecturers who lectured on selected topics during school hours. Information days for postgraduate studies were also organized online in 2022.

Indirectly, we presented study programs at events aimed at popularizing science and natural sciences. These include Famnit's biological evenings, Famnit's trips to the mathematical universe, and other lectures on biology and psychology for the general public, with most lectures held virtually. We also organized a mathematics day for high school students, the "Math is Cool" summer camp, and a one-week summer school on biology and nature conservation, "Summer School on Green Infrastructure in Slovenian Karst." In September, a three-day (Bio)psychological summer school was also organized, and all summer schools or camps were held in person.
All these activities were well attended, and Zoom lectures reached several times the usual number of listeners compared to previous years' in-person activities. Importantly, these activities were organized in collaboration with other institutions, and collaboration with schools is particularly valuable as the faculty becomes a reference institution for educational institutions for additional formal and informal training of education professionals.

Successful promotional activities will be repeated in the future (especially participation in informative events, school visits, etc.), and we will add new activities and measures to the promotional strategy based on ongoing evaluation of the effectiveness of promotional activities in increasing the number of enrolled students in study programs. We also plan to conduct lectures that will include certain content from regular lectures and simultaneously promote specific study programs, especially at the undergraduate level. As part of these and other additional activities, teaching staff and active students will be involved in promotion and implementation, preparing additional popular science lectures at the University of Primorska level. Educational activities at UP FAMNIT are also promoted through various, mainly student projects (Through the Creative Path to Knowledge and Student Innovative Projects for Social Benefi), aimed at creating content suitable for the general public. Additionally, in 2022, students organized a professional student conference (2nd Biopsychological Student Conference) where both professors from UP FAMNIT and international ones lectured.

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 take place through the faculty and university websites, as well as in the university newsletter "Upogled."

3.2. Average number of points of accepted candidates (KUP_02)

In the appendix, data on the average number of points of accepted candidates are presented for undergraduate study programs in the academic years 2022/23 and 2021/22. Specifically, this information pertains only to candidates accepted to the advertised 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 periods. The points are calculated based on a uniform criterion: 60% general matura, vocational matura or final exam, and 40% performance in the 3rd and 4th years.

Overview by individual programs:

Study Program	*2022/23*	*2021/22*
Bioinformatics – in Slovenian	78,6	75,1
Bioinformatics – in English	70,00	74
Biopsychology	87,7	84,7
Mathematics - in Slovenian	77,8	69,1
Mathematics - in English	69	77
Mathematics in Economics and Finance	74,6	63,9
Computer Science – in Slovenian	69	65,9
Computer Science – in English	82	73,8
Conservation Biology	76,1	76,1
Mediterranean Agriculture (VS)	68,3	73,7

From the data, it follows that the average number of points increased in six programs (Bioinformatics – in Slovenian; Biopsychology; Mathematics – in Slovenian; Computer Science and Informatics – in Slovenian and English; and Mathematics in Economics and Finance), decreased in three programs (Bioinformatics – in English; Mathematics – in English; Mediterranean Agriculture). It remained unchanged in one program (Conservation Biology).

We assess that the data on the average number of points accepted by candidates is good since comparable values to the previous year are mostly maintained, particularly highlighting the increase in points. As mentioned in indicator 1, UP FAMNIT's strategy is to attract the most motivated students and those with better performance. Therefore, we aim to increase the number of students who apply as their first choice in the first application period (which contributes to the increase in the average number of points). With this purpose, we have been actively conducting promotional activities among high school and elementary school students, especially in the local environment, and particularly in the field of mathematics, also internationally, especially in the countries of the former Yugoslavia. Despite these efforts, we will continue with promotional activities in the future. It is essential to consider significantly lower available financial resources for study activities at the faculty.

3.3 Numerical ratio between advertised positions, applicants, and enrolled students in the 1st year (excluding repeaters)(KUP_03)

Undergraduate Studies:

In the attachment, data for all study programs for the academic years 2022/23 and 2021/22 are presented regarding the advertised positions, applicants, and enrolled students. It is important to note that for the enrolled candidates, we considered applications received in all application periods for various "groups" of candidates (applicants who are Slovenian citizens and citizens of EU countries; applicants who are Slovenes without Slovenian citizenship and foreigners outside the EU).

Undergraduate study programs:

Below is the percentage of enrolled students relative to the advertised positions for each study program (data for the last 3 academic years are provided):

Study Program	*2022/23*	*2021/22*	*2020/21*
Bioinformatics – in Slovenian	56,3 %	54,8 %	85,2 %
Bioinformatics – in English	32,4 %	75,9 %	63,3 %
Biopsychology	86,4 %	85,4 %	100 %
Mathematics - in Slovenian	18 %	19,4 %	24,2 %
Mathematics - in English	33,3 %	35,9 %	32 %
Mathematics in Economics and Finance	46 %	38,2 %	40,6 %
Computer Science – in Slovenian	60,3 %	92,7 %	88 %
Computer Science – in English	109,8 %	82,4 %	74 %
Conservation Biology	71,4 %	66,7 %	83,8 %
Mediterranean Agriculture (VS)	59,4 %	65,5 %	59,3 %

In this academic year, almost all advertised positions in one program, specifically in Biopsychology, were nearly fully filled, while the fulfillment of advertised positions in other programs was lower. In the program Computer Science and Informatics – in English, however, more students enrolled than there were available positions because the candidates had the same number of points at the time of enrollment.

This year, we observe a gradual improvement in the enrollment rate in four programs: Bioinformatics – in the Slovenian language, Biopsychology, Mathematics in Economics and Finance, and Conservation Biology. However, the enrollment rate has slightly decreased in four programs: Bioinformatics – in English, Mathematics – in the Slovenian language, Computer Science and Informatics – in the Slovenian language, and Mediterranean Agriculture. In the program Mathematics – in English, this rate remains comparable to previous years.

Master's studies:

Below is the percentage of enrolled students relative to the advertised positions for each study program (data for the last 3 academic years are provided):

Study Program	*2022/23*	*2021/22*	*2020/21*
Biopsychology	13,5 %	23,5 %	35,3 %
Mathematical Sciences – in Slovenian	2,2 %	7,1 %	7,1 %
Mathematical Sciences – in English	5,3 %	6,3 %	not enrolled
Mathematics with Financial Engineering	/	/	/
Computer Science	28,9 %	9,5 %	16,7 %
Sustainable Built Environment – in Slovenian	not enrolled	14,3 %	7,1 %
Sustainable Built Environment – in English	13,6 %	15,8 %	not enrolled

Psychology	65,8 %	77,1 %	48,6 %
Nature Conservation	28,9 %	9,5 %	47,6 %
Data Science – in Slovenian	10 %	not enrolled	58,8 %
Data Science – in English	25 %	not enrolled	not enrolled

The percentage of enrolled students relative to the advertised positions reaches the expected values only in certain study programs. From the data, it follows that the enrollment rate has improved in two programs: Computer Science and Informatics and Nature Conservation. In other programs, these values are slightly lower or remain comparable across the years. This year, we continue not to advertise the Mathematics with Financial Engineering program.

Doctoral Studies:

Study Program	*2022/23*	*2021/22*	*2020/21*
Mathematical Sciences – in Slovenian	9,1 %	10 %	20 %
Mathematical Sciences – in English	18,2 %	20 %	10 %
Computer Science - in Slovenian	27,3 %	30 %	10 %
Computer Scienc – in English	45,5 %	10 %	10 %
Renewable Materials for Healthy Built Environments – in Slovenian	18,2 %	Not enrolled	20 %
Renewable Materials for Healthy Built Environments – in Slovenian	36,4 %	30 %	70 %
Computer Scienc - International Joint Program	Not enrolled	Not enrolled	20 %
Suicidology and Mental Health – in Slovenian	Not enrolled	100 %	/
Suicidology and Mental Health – in English	33,3 %	50 %	/

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

3.4 Progression to a Higher Year (KUP_04)

In the appendix, data on the progression of students from the 1st to the 2nd year and from the 2nd to the 3rd year are presented for the faculty's study programs (all three levels) for the academic year 2022/23.

When calculating the overall progression from the 1st to the 2nd year in undergraduate study programs, there is separate data for university and higher professional study programs for the academic year 2022/23 (UN – 45.4%, VS – 15.8%). A comparison with previous years shows a slight decrease in this percentage on university programs and on the higher professional study program (2021/22: UN – 46.8%, VS – 75%; 2020/21: 49.3%).

Overview by Individual Programs:

Study Program	*2022/23*	*2021/22*	*2020/21*
Bioinformatics – in Slovenian	26,5 %	12,5 %	18,8 %
Bioinformatics – in English	27,3 %	50 %	50 %
Biopsychology	77,8 %	89,7 %	89,7 %
Mathematics – in Slovenian	25 %	37,5 %	30,8 %

Mathematics – in English	26,1 %	27,8 %	75 %
Mathematics in Economics and Finance	5,6 %	no one progressed to the 2nd year	50 %
Computer Science – in Slovenian	42,9 %	40,3 %	41,5 %
Computer Science – in English	60,4 %	42,3 %	38,6 %
Conservation Biology	64,5 %	72,7 %	32,3 %
Mediterranean Agriculture (VS)	15,8 %	75 %	62,2 %

From the data on progression in individual programs, it is evident that progression has improved in four programs, namely in Biopsychology – in the Slovenian language, Mathematics in Economics and Finance, Computer Science and Informatics – in the Slovenian language, and Computer Science and Informatics – in the English language. In other programs, it has slightly decreased or remained approximately unchanged.

Every year at the faculty, several activities are conducted to encourage students to regularly fulfill their obligations:
- Coordinators systematically monitor students' performance in exam sessions (after each exam period, they review students' success in fulfilling their obligations) and encourage students to regularly fulfill their study obligations.
- Coordinators regularly meet with students (at least 3 meetings per year) to address any issues promptly.
- The faculty has a well-established area of study counseling for students: counseling is provided by course leaders, instructors and assistants, student tutors, program coordinators (who are also teacher tutors), department heads, the vice-dean for academic affairs, and the Student Affairs Office.

The situation regarding progression from the 2nd to the 3rd year is improving (2021/22: UN – 68.6%, VS – 66.7%; 2020/21: 62.4%), as it has slightly decreased on university programs compared to the previous year but has increased slightly more on the higher professional study program (2022/23: UN – 55.3%, VS – 92.9%). With appropriate measures, efforts will be made to increase progression from the 2nd to the 3rd year (regular meetings of program coordinators with students, coordinators monitoring students' fulfillment of obligations).

In master's study programs, the overall progression has slightly decreased compared to the previous year, which is considered acceptable (2022/23: 68.3%; 2021/22: 73.2%; 2020/21: 69.3%).

In doctoral study programs, the overall progression from the 1st to the 2nd year remains unchanged (2022/23: 64.3%; 2021/22: 64.3%; 2020/21: 100%), which is considered good.
In master's study programs as well, program coordinators systematically monitor students' performance in exam sessions and encourage students to regularly fulfill their study obligations. They also regularly meet with students (2 to 3 meetings per year). Doctoral studies are designed individually, with individual mentors monitoring students' studies and research work.

3.5 Precentage of repeaters in study programs (separately for each study program) (KUP_05)

In the attachment, data on the percentage of repeaters for study programs at all three levels are presented for the academic year 2022/23.

Undergraduate Study Programs:

Overview by Individual Programs:

Study Program	*2022/23*	*2021/22*
Bioinformatics (BF) – in Slovenian	3 %	27 %
Bioinformatics (BF) – in English	18,9 %	12,2 %

Biopsychology (BP)	5,1 %	2,5 %
Mathematics (MA) – in Slovenian	10,5 %	10 %
Mathematics (MA) – in English	5,6 %	13,5 %
Mathematics in Economics and Finance (MF)	17,4 %	18,2 %
Computer Science (RIN) – in Slovenian	20,4 %	18,3 %
Computer Science (RIN) – in English	11,2 %	14,8 %
Conservation Biology (VB)	13,5 %	6,5 %
Mediterranean Agriculture (SK)	6,7 %	2,4 %

The data indicates that the number of repeaters has decreased in four programs (BF – in Slovenian language, MA – in English language, RIN – in English language, MF), increased in five programs (BF – in English language, RIN – in Slovenian language, SK, VB, BP), and remained approximately unchanged in the MA – in Slovenian language program.

The overall percentage of repeaters has remained approximately unchanged compared to the previous academic year, which is considered good (2022/23: 11.2%, 2021/22: 11.7%).

Measures to reduce the number of repeaters are already being implemented, as mentioned in indicator 4 (transition): program coordinators systematically monitor the success of students in exam periods and encourage regular completion of study obligations.

Master's programs:

In the academic year 2022/23, repeaters are only present in four study programs: Biopsychology (5.6%), Psychology (1.6%), Nature Conservation (2.9%), Computer Science and Informatics (14.3%).

The overall percentage of repeaters has decreased compared to the previous academic year, which is considered very good (2022/23: 2.4%, 2021/22: 3%).

We assess that additional measures are not needed for this indicator, but the faculty will continue with existing activities.

Doctoral study programs:

There are no repeaters in doctoral programs, which is considered excellent. In doctoral studies, individual mentors monitor the study and research work of students.

3.7 The average duration of study per student in academic prorgams (KUP_06)

The attachment contains data for the academic programs of all levels at the faculty for the academic year 2021/22, showing the average number of years of study per student.

Undergraduate study programs:

The data indicates that in undergraduate programs, the average duration of study has slightly increased compared to the previous year, which could also be a result of an increased number of graduates.

	2021/22	*2020/21*	*2019/20*
FAMNIT	4,4 (85 graduates)	4,3 (55 graduates)	4,5 (63 graduates)

Overview by Individual Programs:

Study Program	*2021/22*	*2020/21*	*2019/20*
Bioinformatics – in Slovenian	No graduates	No graduates	4,1 (5 graduates)
Bioinformatics – in English	3,4 (2 graduates	3 (2 graduates)	/
Biopsychology	3,7 (28 graduates)	3,9 (29 graduates)	4,2 (31 graduates)
Mathematics – in Slovenian	5,1 (4 graduates)	2,8 (1 graduates)	9 (2 graduates)
Mathematics – in English	2,9 (4 graduates)	2,7 (5 graduates)	2,8 (2 graduates)
Mathematics in Economics and Finance	4,9 (9 graduates)	4 (4 graduates)	2,8 (2 graduates)
Computer Science – in Slovenian	4,2 (14 graduates)	6,1 (6 graduates)	4,3 (7 graduates)
Computer Science – in English	3,7 (11 graduates)	3,6 (3 graduates)	2,9 (2 graduates)
Biodiversity	6,9 (10 graduates)	7,5 (5 graduates)	5,5 (10 No graduates)
Conservation Biology	3,9 (1 graduates)	/	/
Mediterranean Agriculture (UN)	No graduates	No graduates	9 (1 No graduates)
Mediterranean Agriculture (VS)	5,6 (2 No graduates)	/	/

In master's degree programs, the average duration of study has slightly increased compared to previous years, which could also be a result of an increased number of graduates.

	2021/22	*2020/21*	*2019/20*
FAMNIT	3,7 (44 graduates)	3,3 (26 graduates)	3,3 (34 graduates)

Overview by Individual Programs:

Study Program	*2021/22*	*2020/21*	*2019/20*
Biopsychology	4,2 (3 graduates)	3,8 (3 graduates)	No graduates
Mathematical Sciences – in Slovenian	5,3 (3 graduates)	3,4 (2 graduates)	1,5 (2 graduates)
Mathematical Sciences – in English	2,1 (3 graduates)	2,7 (4 graduates)	2,6 (2 graduates)
Mathematics with Financial Engineering	*No* graduates	5 (1 graduates)	No graduates
Computer Science	5,1 (4 graduates)	4,2 (3 graduates)	2,6 (4 graduates)
Sustainable Built Environment – in Slovenian	2,9 (1 graduates)	*No* graduates	3 (1 graduates)
Sustainable Built Environment – in English	*No* graduates	2 (1 graduates)	*No* graduates
Applied Psychology	*No* graduates	3 (5 graduates)	3 (9 graduates)
Psychology	3,2 (13 graduates)	/	/
Nature Conservation	4,2 (12 graduates)	3,7 (5 graduates)	4,2 (14 graduates)
Data Science – in Slovenian	2,3 (5 graduates)	*No* graduates	/
Data Science – in English	No graduates	1,8 (2 graduates)	/

In doctoral study programs, the average duration of study has slightly increased.

	2021/22	*2020/21*	*2019/20*
FAMNIT	3,9 (2 graduates)	3,7 (2 graduates)	*No* graduates

The average duration of study in programs at the 1st and 2nd levels is considered good, so we believe that measures in this area are not yet necessary. Similarly, we believe that measures are not needed at the 3rd level.

3.8 The number of students per employed professors and collaborator, as well as program implementers in full-time equivalents (FTE) (KUP_07)

In the appendix, data for past years is presented on the number of students, the number of employed teachers/employees, the total number of implementers (including contracted teachers/employees), and the student-to-teacher/employee ratio or the ratio to all implementers. The number of employees is as of December 31, 2022.

The data indicates that this year the number of teachers/employees or all implementers has increased (2022/23: 152, 2021/22: 148, 2020/21: 143), and at the same time, the number of students has also risen. As evident from the data, the faculty maintains a favorable ratio between the number of teachers/employees and the number of students (student-to-teacher/employee ratio). For a comprehensive and more realistic assessment of the ratio between the number of teachers/employees and the number of students, comparable data for related Slovenian and foreign higher education institutions would be needed.

3.9 Ratings of university teachers and staff in student surveys

Attachment to the self-evaluation report is an excerpt from the report on the results of the survey for the academic year 2021/22, which the faculty must prepare in accordance with the Regulation on the Implementation of the Student Survey at the University of Primorska. With the academic year 2021/22, the student survey has changed, specifically divided into four sections: 1 – Pedagogical work of the instructor, 2A – Course delivery, 2B – Grading in the course, 2C – Monitoring of student workload in the course, 3 – General aspects of the study process and study conditions, 4 – Self-assessment of pedagogical work (for course instructors).

Sections 1 and 2A of the survey are conducted before the final assessment and grading of knowledge in the course, first 15 days before the start of the winter and summer exam periods. Both sections are completed at the first exam registration for all instructors and courses of the autumn semester (evaluating all instructors or courses simultaneously).

Sections 2B and 2C are conducted once, namely after entering the final exam grade for each course. The completed sections are a condition for the first exam registration for the next course and enrollment in a higher year.

Section 3 is conducted first 15 days before the start of the summer exam period and no later than October 1. The section is completed once upon registration for the first exam in the summer or autumn exam period.

Section 4 is conducted once for each course, namely after the first exam for that course in the main exam period. The survey participant completes the section first from the beginning of the main exam period and no later than 5 days after the end of the exam period.

The excerpt includes data on the average results of the opinion survey for students (point II/1). The data show the average rating of the pedagogical work of university teachers and staff for individual questions from the survey, separated by study levels.

The rating scale is six-point, and the summary of the surveys is as follows:
The average rating of the instructor's pedagogical work at the 1st level is 5.1, the average rating of course delivery is 4.5, and the grading of the course is 4.9.
The average rating of the instructor's pedagogical work at the 2nd level is 5.3, the average rating of course delivery is 4.8, and the grading of the course is 5.2.
The average rating of the instructor's pedagogical work at the 3rd level is 5.3, the average rating of course delivery is 4.4, and the grading of the course is 3.7.

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 other channels (e.g., meetings with coordinators) and are resolved promptly.

Based on the survey results, department heads, who have access to the survey results for colleagues in the department, hold individual discussions with instructors and address general results within the department; if necessary, the dean also meets with individual instructors (in cases of significant deviations in ratings). In November or December of the current academic year, the dean meets with students and discusses the 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 through their representatives.

3.10 Employment and Employabilaty

At the faculty, we conduct surveys of graduates in accordance with the Guidelines for Surveying Graduates of the University of Primorska. The survey is conducted every second or third academic year. In 2022, we surveyed graduates for the fifth time, covering those who completed their studies in 2019 and 2020. Below, we summarize the essential findings, as previously stated in the self-evaluation report.

In two years, 197 graduates completed their studies, and 108 graduates were included in the survey (80 at the undergraduate, 26 at the master's, and 2 at the doctoral level), as 89 graduates did not give consent at the time of graduation. The included graduates were from the following programs:

- 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, and Applied Psychology;
- Doctoral programs: Mathematical Sciences, Computer Science and Informatics.

A third of the graduates, 32 individuals (or 29.6%), completed the online survey:

- 18 or 56.3% were undergraduate graduates,
- 14 or 43.8% were master's graduates,
- No doctoral graduates participated.

The analysis of the responses received shows that the majority of graduates (93.3%) are employed, and 6.7% are self-employed. Most graduates found employment during their studies (42.3%). Almost a third of the graduates stated that they have not sought employment yet (26.9%).

Tabela 5: Sample Size of Surveyed Graduates

Academic Year of Graduation	No. of Graduates Who Completed the Study	No. of Graduates Included in the Survey	No. of Respondent Graduates	Structure of Graduates Included in the Survey (%)	Structure of Respondent Graduates (%)
2019	106	25	5	23,2	15,6
2020	91	83	22	76,9	68,8
TOTAL	197	108	27	100	
Interrupted (Unanswered)*			5		15,6
TOTAL			32		100

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

Table 10: Employment Status of UP Graduates in the Labor Market According to the Type of Study Program – Data Summarized from the Graduate Survey Report

Type of Study Program		Employed	Self-Employed	Student	Unemployed	Other	Total
1st Cycle (Bachelor's Degree)	Št.	/	/	/	/	/	/
	%	/	/	/	/	/	/
1st Cycle UN	Št.	5	1	/	/	/	6
	%	83,3	16,7	/	/	/	100
2nd Cycle (Master's Degree)	Št.	9	/	/	/	/	9
	%	100	/	/	/	/	100
3rd Cycle (Doctoral Degree)	Št.	/	/	/	/	/	/
	%	/	/	/	/	/	/

Type of Study Program		Employed	Self-Employed	Student	Unemployed	Other	Total
TOTAL	Št.	14	1	0	0	0	15
	%	93,3	6,7	0	0	0	100

Table 11: Alignment of Employment with the Attained Level of Formal Education of the Graduate

Type of Study Program		First Employment			Current Employment		
		YES	NO	Total	YES	NO	Total
1st Cycle (Bachelor's Degree)	Št.	/	/	/	/	/	/
	%	/	/	/	/	/	/
1st Cycle UN	Št.	6	0	6	5	1	6
	%	100	0	100	83,3	16,7	100
2nd Cycle (Master's Degree)	Št.	7	2	9	9	0	9
	%	77,8	22,2	100	100	0	100
3rd Cycle (Doctoral Degree)	Št.	/	/	/	/	/	/
	%	/	/	/	/	/	/
TOTAL	Št.	13	2	15	14	1	15
	%	86,7	13,3	100	93,3	6,7	100

Table 12: Alignment of Employment with the Graduate's Field of Expertise

Type of Study Program		First Employment			Current Employment		
		YES	NO	Total	YES	NO	Total
1st Cycle (Bachelor's Degree)	Št.	/	/	/	/	/	/
	%	/	/	/	/	/	/
1st Cycle UN	Št.	5	1	6	6	0	6
	%	83,3	16,7	100	100	0	100
2nd Cycle (Master's Degree)	Št.	5	4	9	9	0	9
	%	55,6	44,4	100	100	0	100
3rd Cycle (Doctoral Degree)	Št.	/	/	/	/	/	/
	%	/	/	/	/	/	/
TOTAL	Št.	10	5	15	15	0	15
	%	66,7	33,3	100	100	0	100

4. QUALITY ASSURANCE SYSTEM FOR STUDY PROGRAMS

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

- Student success in passing exams (after each exam period) is monitored. The Student and Student Affairs Office prepares data on completed exams for individual students and programs after each exam period and shares the information with coordinators. Coordinators then discuss the results with students and encourage them to regularly fulfill their academic obligations.
- Student satisfaction is monitored through a student survey (annually) and regular meetings between program coordinators and students.
- Employee satisfaction is monitored through an employee survey (once a year).

- Graduate employability is monitored through an analysis of the employability of graduates prepared by the university for all graduates of the University of Primorska and through a graduate survey.

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

- Tutoring system: student and teacher tutoring.
- The field of student advising regarding studies is organized, with guidance provided by course instructors, assistants, student tutors, program coordinators (who are also teacher tutors), department heads, the vice-dean for academic affairs, and the Student Affairs Office.
- Communication among various stakeholders within the faculty enables the timely detection of weaknesses and the introduction of improvements based on regular meetings (weekly and monthly) at various levels: at the leadership level, department level, and program level. Regular meetings include coordinator meetings with students (usually three to four meetings per year), the dean's meeting with students to present and discuss the results of the student survey, and meetings at the administrative or support services level.

Reviewing results and implementing improvements:

Coordinators prepare self-evaluation reports for study programs, which are then reviewed by the Vice-Dean for Quality. The reports are considered by the relevant commissions (the Commission for Study and Student Affairs and the Commission for Promoting and Monitoring the Quality of Educational and Research Work) and then by the faculty senate.

5. IMPLEMENTATION OF MEASURES IN THE ACADEMIC YEAR 2021/2022 AND PLANNED MEASURES FOR THE ACADEMIC YEAR 2022/2023

Table 13: Implementation of Goals and Measures in the Academic Year 2021/2022

Indicator	Goal	Measure	Activity	Responsible Entity	Deadline	Implementation in 2021/2022 with Explanation
KUP_01	Goal No. 1: Improve the visibility of the faculty locally, nationally, and internationally	Measure No. 1: Presentations of individual program content in high schools; Measure No. 2: Science popularization activities, summer schools, and other workshops; Measure No. 3: Regular information of the media and the wider interested public about the faculty's activities and achievements; Measure No. 4: Better awareness of UP FAMNIT students about the possibility of continuing their studies in the faculty's postgraduate programs	- Participation in career and educational fairs/events at high schools; - Participation in other promotional events, organizing popular science 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 Summer Camp Mathematics is Cool; Doctoral School in Discrete Mathematics; Mathematical Days for Primary and Secondary Schools; Science Days for Primary and Secondary Schools) - More frequent informing of students and through meetings of coordinators with students	Departments Communication Office	September 2022	*Implemented*
KUP_02	Goal No. 1: Recruit highly motivated students	Measures are the same as in KUP_01	Activities are the same as in KUP_01	Departments Communication Office	September 2022	Implemented

Indicator	Goal	Measure	Activity	Responsible Entity	Deadline	Implementation in 2021/2022 with Explanation
KUP_03	Goal No. 1: To acquire as motivated students as possible	Measures are the same as in KUP_01	Activities are the same as in KUP_01	Departments Communication Department	September 2022	Implemented
KUP_04	Goal No. 1: Highly motivated students for regular completion of study obligations.	Measure No. 1: Regular meetings of coordinators with students and ongoing resolution of issues Measure No. 2: Individual mentors monitor the study and research work of doctoral students Measures No. 2: Exchange of certain subjects between years in the master's program Data Science Measure No. 3: Increased involvement of students in the master's program Applied Psychology in various work contexts psychology Measure No. 4: Improve the quality of module implementation in the master's program Nature Conservation	-Meetings of department heads or program coordinators with subject instructors -Meetings of program coordinators with students; -Monitoring data on completed study obligations of students -More systematic informing of students with the aim of greater involvement in projects and research -Conducting workshops and discussions with work mentors during study practice	Department Heads, Program Coordinators, Subject Instructors	September 2022	Implemented *Explanation: All planned activities have been implemented.*
KUP_05	Goal No. 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	Department Heads Program Coordinators Subject Instructors	September 2022	Implemented *Explanation: All planned activities have been implemented.*
KUP_06	Goal No. 1: Highly motivated students for regular completion of study obligations and graduation	Measures are the same as in KUP_04	Encouraging students to complete their studies Activities are the same as in KUP_04	Department Heads Program Coordinators Subject Instructors	September 2022	Implemented

Indicator	Goal	Measure	Activity	Responsible Entity	Deadline	Implementation in 2021/2022 with Explanation
			Review of students who lack a small number of obligations for graduation and informing these students through the Student Affairs Office or mentors in the final work, which is already in preparation			*Explanation: All planned activities have been implemented.*
KUP_07	Goal No. 1: maintaining a favorable ratio between the number of students and academic staff.	Special measures were not foreseen.	Special activities were not foreseen.	Faculty leadership Department heads	September 2022	*Activities were not foreseen, so the measure continues in 2022/23.*
KUP_08	Goal No. 1: Increase the percentage of completed surveys Goal No. 2: Maintain good ratings for faculty and staff	Measure No. 1: Encouraging students to fill out surveys	-Dean's meetings with students to review the survey results from the previous year -Program coordinators' meetings with students to encourage survey completion and inform them about the purpose of surveys and the use of obtained results -Encouraging students to fill out surveys for individual courses -Heads of departments, who have access to survey results for department staff, conduct individual discussions with instructors and address general results within the department	Dean Program Coordinators Program implementers	September 2022	*Explanation:* *All planned activities have been carried out.*

Indicator	Goal	Measure	Activity	Responsible Entity	Deadline	Implementation in 2021/2022 with Explanation
KUP_09	Goal No.1: Increase the percentage of employment and employability of graduates; Goal No. 2: Increase the percentage of completed surveys	Measure No. 1: Encourage students to complete surveys Measure No. 2: Regularly inform the media and the general public about the activities and achievements of the faculty (KUP_01)	-Strengthen the operation of the Faculty's Alumni Club and maintain contacts with graduates -As with KUP_01	Faculty Leadership Departments	September 2022	Implemented *Explanation:* *All planned activities have been carried out.*

Evaluation of success in achieving set goals and measures compared to the goals achieved in the report of the previous year or several past years

We assess that we have been successful in achieving the set goals and measures. The goals and measures in the field of promotional activities (KUP_01, KUP_02, KUP_03) have been realized. We will continue with all activities in the future as well. 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). Regarding maintaining a favorable ratio between the number of students and academic staff (KUP_07), we did not foresee specific measures, as we assess that the ratio is appropriate. We will continue to encourage students to complete surveys on the conduct of their studies (KUP_08) and graduates to complete surveys on employment and employability (KUP_09).

Tabela 64: Planned Measures for the Academic Year 2022/23

Indicator	Goal	Measure	Activity	Responsible Party	Deadline
KUP_01	Goal No. 1: Improve the visibility of the faculty in the local, national, and international sphere	Measure No.1: Presentations of individual program content in high schools; Measure No.2: Science popularization activities, summer schools, and other workshops;	Participation in other promotional events, organization of popular science lectures for the general public, and lectures/workshops for specific interested audiences;	Departments Communication Office	September 2023

Indicator	Goal	Measure	Activity	Responsible Party	Deadline
		Measure No.3: Regular information dissemination to the media and the broader public about the functioning and achievements of the faculty Measure No.4: Better inform UP FAMNIT students about the possibility of continuing their studies in the faculty's postgraduate programs Measure No.5: Change the name of the study program Mediterranean Chemistry to Agronomy to increase interest in the study - Participation in career and educational fairs/events in high schools;	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 Elementary and High Schools; Science Days for Elementary and High Schools; Triple i 2023) More frequent information to students and through meetings with coordinators and students Preparation of an explanation for the change of program title Departments		
KUP_02	Goal No.1: Attracting highly motivated students	Measures are the same as in KUP_01	Measures are the same as in KUP_01	Departments Communication Department	September 2023
KUP_03	Goal No.1: Attracting highly motivated students	Measures are the same as in KUP_01	Measures are the same as in KUP_01	Departments Communication Department	September 2023
KUP_04	Goal No. 1: Highly motivated students for regular completion of study obligations	Measure No. 1: Inclusion of video content Measure No. 2: Involvement of students in projects, research, and other activities Measure No. 3: Regular meetings of internship mentors and students (in	-Organization of regular meetings with mentors and students -Meetings of department heads or program coordinators with subject instructors	Department Heads Program Coordinators and Practicum Coordinators Program implementers	September 2023

Indicator	Goal	Measure	Activity	Responsible Party	Deadline
		study programs Conservation Biology, Mediterranean Agriculture, Bioinformatics, Nature Conservation, Biopsychology, Psychology, Data Science) Measure No. 4: Systematic organization of internships in the field of administration of criminal sanctions in the Data Science program Measure No. 5: Increased involvement of industry guests Measure No. 6: Increased awareness of students about Erasmus exchanges Measure No. 7: Regular meetings with coordinators and ongoing issue resolution Measure No. 8: Individual mentors monitor the study and research work of doctoral students Measure No. 9: Evaluation of the current implementation of the Mediterranean Agriculture program and preparation of change proposals (curricula, syllabus)	-Monitoring data on students' completed study obligations -More systematic informing of students with the aim of greater involvement in projects and research -Conducting workshops and discussions with working mentors during internships Preparation of changes to the Mediterranean Agriculture program		
KUP_05	Goal No. 1: Highly motivated students for	The measures are the same as in KUP_04.	The measures are the same as in KUP_04.	Heads of departments	September 2023

Indicator	Goal	Measure	Activity	Responsible Party	Deadline
	regular completion of study obligations			Program coordinators Program implementers	
KUP_06	Goal No.1: Highly motivated students for regular completion of study obligations	Measures are the same as in KUP_04 -Encouraging students to complete their studies Activities are the same as in KUP_04	Review of students who are missing a small number of obligations for graduation and informing these students through the Office or mentors in the final work, which is already in preparation	Heads of departments Program coordinators Program implementers	September 2023
KUP_07	Goal No.1: Maintaining a favorable ratio between the number of students and academic staff	No special measures were planned	No special activities were planned	Faculty leadership Department heads	September 2023
KUP_08	Goal No.1: Increase the percentage of completed surveys Goal No.2: Maintain good ratings for university teachers and associates	Measure No.1: Encouraging 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 them about the purpose of surveys 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, conduct individual	Dean, Program Coordinators, Program implementers	September 2023

Indicator	Goal	Measure	Activity	Responsible Party	Deadline
			discussions with instructors and address general results within the department		
KUP_09	Goal No.1: Increase the percentage of employment and employability of graduates; Goal No.2: Increase the percentage of completed surveys	Measure No.1: Encouraging students to complete surveys Measure No.2: Regular informing of the media and the general public about the functioning and achievements of the faculty (KUP_01)	Strengthening the activities of the faculty's Alumni Club and maintaining contacts with graduates -As in KUP_01	Faculty leadership Department heads	September 2023

In the preparation of the report, the following individuals participated (in alphabetical order): Dean, Coordinators of study programs, Heads of departments, Vice-Dean for Quality, Vice-Dean for Academic Affairs, Student Affairs Office, Secretary.

Asocc. prof. dr. Ademir Hujdurović, l. r.,
dean UP FAMNIT

Attachment:
- Extract from the resolution of the 3rd regular session of the Senate of UP FAMNIT dated March 27, 2023;
- Extract from the report on the results of the survey for the academic year 2021/22 (KUP_08);
- Indicators for the field of educational activities in the academic years 2022/23 and 2021/22.

APPENDIX

METHODOLOGY OF INDICATORS FOR EDUCATIONAL ACTIVITY

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
Indicator Type	Input Indicator
What the Indicator Measures	The ratio of all first-time enrolled students in the current academic year who submitted their application to the member institution in the first application period, to all enrolled students in this academic year (excluding repeaters). The ratio is determined separately for regular and part-time undergraduate students.
Who Measures It	Professional services of the member institution collect data from the database; the member institution measures it; the interpretation of the indicator is the responsibility of the institution's management.
Purpose of the Indicator	Monitoring the quality of input. The data is useful for both the member institution (monitoring the trend of the 'level' of users of the institution's services) and for UP (comparing members and monitoring the trend of aggregated values).
Calculation of the Indicator	-

Indicator Code:	KUP_02
Indicator Name:	AVERAGE NUMBER OF POINTS OF ACCEPTED CANDIDATES
Indicator Type:	Input Indicator (Quality)
What the Indicator Measures:	The indicator measures the average number of points on the high school graduation exam and the success of accepted candidates who are first-time enrollees in the study program in the current academic year. It is collected for regular and part-time undergraduate studies at the member institution, specifically for each program.
Who Measures It:	Professional services of the member institution based on data from the enrollment office and data from the Analysis of applications 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, this can reflect the quality of the institution and the value of a specific field in the job market.
Calculation of the Indicator:	Data is extracted from the Analysis of applications and enrollment for each academic year (Prepared by the Enrollment Office of the University of Ljubljana), specifically for each undergraduate study program and separately for regular and part-time studies.

Indicator Code	KUP_03
Indicator Name	NUMERICAL RATIO BETWEEN ADVERTISED SEATS, APPLICANTS, AND ENROLLED STUDENTS IN THE 1ST YEAR (EXCLUDING REPEATERS)
Indicator Type	Input Indicator (Quality)
What the Indicator Measures	The indicator is aggregated at the level of the member institution as it measures the relationship between the institution and its environment. It also reflects students' interest in a specific study program and the promotional capabilities of the institution.
Who Measures It	Professional services of the member institution.
Purpose of the Indicator	Long-term monitoring of enrollment and internal activities (promotion, program changes) at the level of the member institution. The indicator does not directly measure quality but rather demand and the reputation of the institution. 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 of the Indicator	The table shows the number of advertised seats 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	ADVANCEMENT TO A HIGHER YEAR
Indicator Type	Process Indicator (Educational Activities)
What the Indicator Measures	

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 for regular and part-time studies.
Purpose of the Indicator	The indicator can identify issues in the student selection process or teaching problems. This indicator is meaningful for monitoring trends, which can serve as a signal and basis for member institutions' actions. The indicator is collected at the level of member institutions and the University of Primorska (UP).
Calculation of the Indicator	The table displays the student pass rates for each study program separately. The number of students considers both first-time students and repeaters.
Indicator Code	KUP_05
Indicator Name	PERCENTAGE OF REPEATERS IN STUDY PROGRAMS (SEPARATELY FOR EACH PROGRAM)
Indicator Type	Process Indicator (Educational Activities)
What the Indicator Measures	The indicator covers 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 for 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 UP. 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 considers both first-time students and repeaters.
Calculation of the Indicator	The indicator measures the percentage of repeaters in study programs. It is collected at the level of member institutions and UP. 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 considers both first-time students and repeaters.
Indicator Code	KUP_06
Indicator Name	AVERAGE DURATION OF STUDY IN YEARS PER STUDENT IN STUDY PROGRAMS
Indicator Type	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 particular program at the UP member institution 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 a specific program and indirectly highlights potential issues in the course of study, compared to the average duration of study in other programs of the member institution. The indicator is useful primarily at the level of the member institution.
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 for regular and part-time studies.
Purpose of the Indicator	Average duration of study compared to the planned duration of study: the UP member institution can compare the success of study completion for each program, retrospectively identifying programs with the longest duration (lowest academic success).
Calculation of the Indicator	The indicator measures the average duration of study in days and the duration of study compared to the planned duration of study. The average number of years of study duration is calculated by considering all graduates of a specific study program who completed their studies in a particular academic year (or calendar year). To calculate, use those graduates who enrolled in the 1st year (excluding those enrolled based on transfer criteria). Calculate the number of days from October 1st of the academic year of their enrollment to the completion of the study (graduation day), take the average of this, and divide by the number of days in the year, 365. ∑graduate*(number of years from the first enrollment in the 1st year)/number of graduates.
Indicator Code	KUP_07
Indicator Name	NUMBER OF STUDENTS PER FULL-TIME EQUIVALENT (FTE) HIGHER EDUCATION TEACHER AND STAFF, AS WELL AS PROGRAM IMPLEMENTERS
Indicator Type	Efficiency Indicator of the Teaching Process
What the Indicator Measures	The indicator expresses the number of regular and part-time students per individual higher education teacher and staff, based on employment or collaboration with the institution (employment based on an employment contract and all those who participate in the study program based on a copyright or service contract). When calculating the number of teachers and staff, Full-Time Equivalent (FTE) is taken into account, which includes both full-time and part-time

	employees, as well as those who carried out pedagogical work based on a work or copyright contract.
Who Measures It	Institutional professional services.
Purpose of the Indicator	The institution gains insight into the number of all students per higher education teacher and staff.
Calculation of the Indicator	Calculation of the indicator (how to measure the indicator): The table displays the number of students (excluding repeaters) and the number of all teachers (separately employed in accordance with the Employment Relationships Act and all implementers – also based on copyright and service contracts, both in number and in FTE). The number of all students is divided by the number of teachers (in number and in FTE). Students without repeaters are taken into account.
Indicator Code	KUP_08
Indicator Name	EVALUATIONS OF HIGHER EDUCATION TEACHERS AND STAFF IN STUDENT SURVEYS
Indicator Type	Process Indicator (Educational Activities)
What the Indicator Measures	The indicator presents 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 staff is considered, not the subject itself.
Who Measures It	Each institution is responsible for each subject of each program it offers.
Purpose of the Indicator	To obtain "user" feedback on the pedagogical work of the teacher in each subject and on the satisfaction of students with it. With a well-balanced and appropriately structured questionnaire, including questions for essay-type answers, it is possible to detect issues in the implementation of the pedagogical process, specifically on the part of teachers and staff.
Calculation of the Indicator	The data are presented in the form for preparing reports on institutional surveys. -
Indicator Code	KUP_09
Indicator Name	EMPLOYMENT AND EMPLOYABILITY OF GRADUATES
Indicator Type	Outcome Indicator (Educational Activities)
What the Indicator Measures	The indicator measures the employability and employment of graduates in the labor market.
Who Measures It	University of Primorska (UP) Rectorate or member institutions based on surveys of graduates
Purpose of the Indicator	The institution gains insight into whether graduates are employable in the profession for which they are being trained.
Calculation of the Indicator	-