UNIVERSITY OF PRIMORSKA

FACULTY OF MATHEMATICS, NATURAL SCIENCES AND INFORMATION TECHNOLOGIES

SELF-EVAULATION REPORT

EDUCATION ACTIVITY
ACADEMIC YEAR 2017/2018

The following people participated in the preparation of the report (in alphabetical order):
Dean, Heads of Departments, Human Resources, Secretary, Study Programme Coordinators, Student Affairs Service, Vice-Deans for Study Affairs and Vice-Deans for Quality.

Discussion and acceptance:
Commission for Promotion and Monitoring of Educational Quality and Research work UP FAMNIT: 1st regular (constitutive meeting) session, 14th January 2019
UP FAMNIT Commission for Study and Student Affairs: 1st regular (constitutive meeting) session, 14th January 2019
Senate UP FAMNIT: 2nd regular session, 21st January 2019

Koper, January 2019

CONTENT

I. PART

Name: **Univerza na Primorskem, Fakulteta za matematiko, naravoslovje in informacijske tehnologije**
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1. FOREWORD

The data for the self-evaluation report was prepared by the professional services of the faculty in cooperation with the management of the faculty (dean, vice-deans, heads of departments, secretary) and with the coordinators of study programmes.

The report was sent to the departments of the faculty and the Student Council of the faculty, and was discussed and adopted by the Commission for Study and Student Affairs of the faculty (KŠŠZ[1] UP FAMNIT) and the Commission for Promoting and Monitoring of Education Quality and Research work (KSSK[2] UP FAMNIT). It was adopted at the 2nd regular session of the UP FAMNIT Senate on 21st January 2019 and forwarded for further consideration to the competent working bodies and authorities of the University of Primorska.

In the 2017/18 academic year, the offer of study programmes of the faculty was expanded, namely for the first time the master's study programme Sustainable Built Environment and the university study programme Computer Science in English (1st year) were implemented.

In November 2018, the Deputy Dean for Quality was appointed. This will have a significant impact on the further development of this area.

2. CARE AND QUALITY ASSURANCE

The faculty monitors quality indicators and development of the faculty in seven key areas (columns), namely: educational activity, research activity, international activity, students, human resources (employees), social responsibility and support.

(1) The Faculty systematically monitors:
- **quality indicators** in the field of education, research, international and interuniversity cooperation, cooperation between members, management, determined by the UP Senate on the basis of a proposal of the competent university commission (yearly). They are analysed and commented 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 and forwards the data to programme coordinators, who then meet with the students and encourage them to regularly perform study obligations;

[1] KŠŠZ – Commision for Study and Student Affairs
[2] KSSK – Commision for the Promotion and Monitoring of Education Quality and Reaserch work

- Student satisfaction is monitored through a **student survey (yearly)** and through regular meetings of **study programme coordinators with them**;
- we monitor employee satisfaction with **a survey for employees** (once a year);
- the employability of graduates **through Analysis of graduate employability** that is prepared by the University of Primorska and through **a graduate survey** (conducted three times; first in 2013 (for graduates who completed their studies by the end of 2011), second in 2016 (for graduates who completed their studies in 2012 and 2013) and the third time in 2017 (for graduates who completed their studies in 2014-2016)).

The faculty plans and reports:
- Planning takes place on a yearly basis (**yearly work programme**), in accordance with the mission, vision and accepted long-term and yearly aims;
- The realization of the planned aims also take place on a yearly basis (**yearly report, self-evaluation report**).

(2) The Faculty has established:
- **a tutoring system:** student and teacher tutoring;
- the field of advising students on studies is regulated: counseling is provided by lecturers, contractors and assistants, student tutors, coordinators of study programmes (who are also teacher tutors), heads of departments, vice dean for study affairs, Student Services Office;

The faculty also pays special attention to **freshmen**, for whom two workshops are organized:
  - **Workshops for freshmen "Introduction to the studies":** workshops are organized by students of the faculty in cooperation with teachers and faculty members. The workshops take place for one week in September (in 2017 we organized the workshops for the eighth year). The goal is for freshmen to refresh some knowledge before the start of the academic year and get acquainted with the way of working at the faculty. Workshops are free for participants and the participation is voluntary. Since the last academic year 2017/2018, we have set the workshops a little differently, focusing on informal knowledge that benefits all students, and is especially important in integrating into the new environment. We did not conduct workshops in the 2018/19 academic year;
  - **Workshop for freshmen at the beginning of the academic year:** in October we organize a workshop for all freshmen, where we present the work of the Student Services Office, Library and the Erasmus mobility programme (in 2018 we organized workshops for the sixth year);
- **Adequate informing of employees:** employees are informed about events at the faculty through e-mail notifications and notifications on the website. Important decisions on the development of the faculty are discussed at the academic assembly;
- **Care for employees education and additional training:** the faculty promotes employee education. Employees in the administration (non-pedagogical staff) participate in trainings within the University of Primorska, which are related to the work of an individual (e.g. training for work with the Student Information System (SIS), eVŠ and similar), and the financial and accounting service also attends specialized seminars for finance and accounting;
- **Promoting quality work and rewarding:** employed pedagogical workers are rewarded and motivated for successful pedagogical and research work mainly through the possibility of participating in domestic and foreign conferences and developing research work with foreign partners and institutions (especially through acquired projects at the faculty and in connection with the Andrej Marušič Institute, UP);
- from the point of view of the development of genuine relations among the staff and with students at the faculty, the faculty **systematically promotes joint social events**, both among employees (the faculty organizes a meeting at the beginning and end of the academic year) and between students and employees;

- **Active cooperation with the Student Council (SC):** the faculty has established good collaboration with the Student Council as can be seen in the joint organization of events, such as bowling that is carried out at the beginning of the academic year and is intended for students and employees;
- Communication between different participles within the faculty, allow to appropriately address and improve the weaknesses in time: possible weaknesses identified on the basis of analyses of data obtained from the activities mentioned under point (1) and on the basis of regular meetings at the following faculty levels:
    - **At the faculty level:** the dean, vice-dean and secretary meet once a month before the senate meeting with the heads of departments. In the period from February to June, the number of management meetings will increase slightly due to preparation for the implementation of study programmes in the next academic year;
    - **At the departmental level:** departmental meetings are held weekly or monthly, based on agreements within departments; within the department, there are also discussions with the programme coordinators who belong to each department. The head of the department has access to the results of surveys for employees (individual interviews with contractors and discussion of general results are held within the departments)**;**
    - **At the programme level:** programme coordinators regurarely meet with the whole group of students (usually three to four times a year) where they obtain information about possible student problems and the implementation of studies. The programme coordinators disscuse the obatined information with the course providers (lecturers, assistants) or at departmental levels (depending on the issue) and try to find appropriate solutions. The dean meets with the students, where they discuss the results of the student survey and the possibilities for improvements (first conducted in the 2013/14 academic year);
    - **At the administration level:** regular operational meetings of individual services are held with the secretary and a meeting of heads of services is held with the secretary and the dean.

Discussion of the results and introduction of improvements:
- the results of analyses and plans for improvements are presented in annual reports (annual report of the faculty, annual self-evaluation report), which is submitted to KSSK UP FAMNIT, the Senate and the Student Council of the faculty;
- the results obtained are discussed at meetings at various levels described under point (2) and at the Commission and the Senate of the faculty;
- Decisions are made by the Senate, and operational decisions by the management (Dean, Vice-Dean, Heads of Departments, Secretary), based on the findings and initiatives received.

II. PART – INDICATORS OF EDUCATIONAL ACTIVITY

1. EDUCATIONAL ACTIVITY

Table 1: Set of Input indicators (data) for assessing the quality of UP in the field of educational activities

Educational activity - a set of indicators	
Indicator label	**Description of the indicator**
KUP_01	Share of first-year students enrolled on to the first year in the first application period
KUP_02	Average number of points of accepted candidates
KUP_03	Numerical ratio between advertised places, registered and enrolled students on to the 1st year (without repeaters)
KUP_04	Transition to a higher year
KUP_05	Percentage of repeaters in study programmes (for each study programme separately)
KUP_06	Average number of years of study duration per student in study programmes
KUP_07	Number of students per employed higher education teachers, associates and study programme providers in FTE (full time equivalent)
KUP_08	Evaluation of higher education teachers and associates in student surveys
KUP_09	Employment and employability of graduates

Indicator code:	**KUP_01**
Indicator name	**SHARE OF FIRST ENROLLED STUDENTS ON TO THE FIRST YEAR IN THE FIRST APPLICATION PERIOD IN UNDERGRADUATE STUDY PROGRAMMES**
Indicator type	Input indicator
What the indicator measures	Ratio between all first-time students enrolled on the current academic year who submitted their application to a member within the first application period, and all students enrolled on to that academic year (without repeaters). The ratio is determined separately for full-time and part-time undergraduate students
Who measures it	The members professional services collect data from the database; measured by the member; interpretation of the indicator responsibility of the members management
Purpouse of the indicator	Input quality monitoring. The data are useful both for the member (monitoring the trend 'level' of users of the members services) and for UP (comparing members and monitoring the trend of aggregate values).
Indicator calculation	***/***
INSTRUCTIONS	**The data are shown in the Excel table in the appendix. When interpreting the data sensibly:** - justify the realization of the indicator for the academic year 2017/2018 according to the trend of the past three (3) academic years - state the measures to eliminate the shortcomings that you planned in the report for the academic year 2016/2017 for the academic year 2017/2018 and explain whether the planned measures have been implemented or whether the result of the implemented measures are visible, - indicate the measures, - also take into account the Medium-Term Development Strategy of UP and the Members 2014-2020.

The appendix shows the following data for undergraduate study programmes in the 2018/19 and 2017/18 academic years:

- number of applications submitted within all application periods (all applications submitted to the eVŠ are counted, also invalid applications (they were submitted to the eVŠ but were not sent to the enrolment service / faculty, according to the tender),
- number of candidates accepted within all application periods,
- number of students enrolled on the the 1st year (separately by individual application periods and total number - without repeaters),
- the share of enrolled students admitted within each application period (I), and
- the share of enrolled students on each application period in relation to the number of students admitted in each application period (II).

It follows from the data that the share of enrolled students on to the 1st application period compared to all first-time enrolled students (I) decreased slightly compared to the previous year (2018/19: 62.84%; 2017/18: 69.05%; 2016 / 17: 63.91%; 2015/16 - 54.78%). The share of students admitted to the 1st application period in relation to all first-time students enrolled at the faculty (II) level also decreased slightly (2018/19: 80.87%; 2017/18 - 84.47%, 2016/17 - 85 , 86%; 2015/16 - 87.5%).

Proportion of enrolled students on to the 1st application period in relation to all first-time enrolled students (I):
a comparison within programmes shows that the share increased in three programmes:

- *Computer Science - in Slovene (2018/19: 62.07%; 2017/18 - 53.13%; 2016/17 - 43.18%);*
- *Biopsychology (2018/19: 79.41%; 2017/18 - 75%; 2016/17 - 86.05%);*
- *Mathematics - in Slovene (2018/19: 62.5%; 2017/18 and 2016/17 - /);*

It decreased in five programmes:

- *Mediterranean Agriculture (2018/19: /; 2017/18 - 50%; 2016/17 - 80%);*
- *Mathematics - in English (2018/19: 90%; 2017/18 - 100%; 2016/17 - 71.43%);*
- *Mathematics in Economics and Finance (2018/19: 25%; 2017/18 - 66.67%; 2016/17 - 20%);*
- *Biodiversity / Conservation Biology (2018/19: 46.15%; 2017/18 - 68.75%; 2016/17 - 72.73%);*
- *Computer Science - in English (2018/19: 66.67%; 2017/18 - 84%);*

It remained approximately unchanged in one programme:

- *Bioinformatics - in Slovene (2018/19: 50%; 2017/18 - /; 2016/17 - 50%),*

This year, the Bioinformatics programme is being implemented for the first time - in English (2018/19: 30.77%), so a comparison will be possible next year.

Proportion of students admitted in the 1st application period in relation to all first-time students enrolled on the 1st application period (II): a comparison within individual programmes shows that the share increased in two programmes:
- *Mathematics - in English (2018/19: 100%; 2017/18: 85.71%; 2016/17: 100%);*
- *Mathematics - in Slovene (2018/19: 71.43%; 2017/18: 0%; 2016/17: 0%);*
- *Bioinformatics (2018/19: 100%; 2017/18: /; 2016/17: 100%);*

It decreased in four programmes:
- *Mathematics in Economics and Finance (2018/19: 25%; 2017/18: 100%; 2016/17: 33.33%);*
- *Biodiversity / Conservation Biology (2018/19: 66.67%; 2017/18: 84.62%; 2016/17: 100%);*
- *Computer Science - in Slovene (2018/19: 90%; 2017/18: 77.27%; 2016/17: 90.48%);*
- *Computer Science - in English (2018/19: 94.74%; 2017/18: 100%);*
- *Biopsychology (2018/19: 75%; 2017/18: 81.82%; 2016/17: 84.09%).*

The Bioinformatics programme - in English is being implemented for the first time this year, and all admitted students have enrolled on to the 1st year.

This year, the 1st year of the Mediterranean Agriculture programme is not being implemented. We present data for the last two years (2017/18: 100%; 2016/17: 100%).

It follows from the data for master's programmes that both shares are quite high, namely the share of enrolled students on the 1st application period compared to all first-time enrolled students (I) is 72.31%; the share of those accepted in the 1st application period in relation to all first-time enrolled students at the faculty (II) level is 82.46%.

We strive to increase the number of students who applied with their first choice in the first application period, as we want to get the most motivated students. For this purpose, we have been intensively implementing promotional activities among high school and primary school students in Slovenia and in the local environment for several years now. Three undergraduate programmes in Mathematics, Computer Science and Bioinformatics are already being conducted in English, so we are also carrying out promotional activities in these areas in the international environment (especially in the countries of the former Yugoslavia).

In the 2017/18 academic year, in cooperation with the UP Higher Education Application and Information Service, we conducted several official presentations of study programmes at secondary schools (mostly in Slovenia) and at information events organized by most Slovenian secondary schools and school centers between November and February. The presentations took place either in a fair form or as classroom performances. In this case, we presented the entire study offer of the faculty as well as individual programmes. The presentation activities also included students from various study programmes and lecturers who lectured on the selected topic during the school hours of the course.

Indirectly, we also presented study programmes at events that are part of activities aimed at popularizing science and natural sciences. This set includes: Biological evenings, Famnit's trips to the mathematical space, Famnit's mathematical days, Mathematical camp Mathematics is cool, Biological research camp, Mathematical research days, Biology mentors meeting and other lectures, workshops and other events open to the wider public.

All the listed activities were very well attended. It is also important to note that they were organized in cooperation with other institutions (e.g. the Association for Technical Culture of Slovenia, the Association of Mathematicians, Physicists and Astronomers of Slovenia, UP Faculty of Education, etc.), and the cooperation with schools is especially valuable. The faculty is also becoming a reference institution for educational institutions for additional - formal and informal - training of professionals in education.

Successful promotional activities will be repeated (especially participation in information events, school visits, etc.) and at the same time we will add new activities and measures to the promotional strategy,

which will result from the ongoing evaluation of the effectiveness of promotional activities to increase the enrolment. In doing so, it is necessary to take into account the significantly lower available financial resources from the study activity.

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 at the Matura exam and the success of accepted candidates who are enrolled on the study programme for the first time in the current academic year. It is collected for full-time and part-time undergraduate studies at the members level, for each programme separately.
Who measures it	Professional services of the member on the basis of data from the enrolment services and data from the Analysis of applications and enrolment for individual academic years
Purpose of the indicator	The indicator does NOT measure the quality of the institution (Cave et al., 1997), but the demand and reputation of the institution. This can be a reflection of the quality of the institution, the value of a professional field in the labor market.
Calculation of indicators	Data are taken from the Analysis of applications and enrolment for individual academic years (Analysis is prepared by the UL[3] Enrolment Office), for each undergraduate study programme separately and separately for full-time and part-time studies.

INSTRUCTIONS	- **The data are shown in the Excel table in the appendix. When interpreting the data sensibly:**
	  - justify the realization of the indicator for the academic year 2017/2018 according to the trend of the past three (3) academic years,
	  - state the measures to eliminate the shortcomings that you planned in the report for the academic year 2016/2017 for the academic year 2017/2018 and explain whether the planned measures have been implemented or whether the result of the implemented measures is visible,
	  - Indicate the planned measures,
	  - also take into account the Medium-Term Development Strategy of UP and Members 2014-2020.

The appendix for undergraduate study programmes shows data on the average number of points of accepted candidates in the 2018/19 academic years, only for candidates admitted to advertised positions for Slovenian citizens and citizens of EU Member States. The data are prepared by the Higher Education Application and Information Service of the University of Ljubljana - VPIS UL[4] and published in the annual analysis of applications and enrolments. When interpreting the data, it is necessary to take into account the fact that not all candidates enrol on the study programmes in which they were admitted in the 1st and 2nd application period. Points are calculated according to a single criterion: 60% general matura, vocational matura or final exam and 40% success in the 3rd and 4th year.

The following is an overview of the average number of points by individual study programmes (data for the last 3 years are given):

- *Mathematics in Economics and Finance (2018/19: 85.87; 2017/18: 85.17; 2016/17: 74.76) - the average score has remained roughly the same over the last two years, but the comparison with two years ago shows an increase in the average score;*
- *Biopsychology (2018/19: 69.09; 2017/18: 68.42; 2016/17: 70.40) - the average score has remained roughly unchanged over the last three years. It should be noted that as of the 2017/18 academic year, only candidates with General Matura exam may enrol;*
- *Mathematics - in Slovene (2018/19: 75.3; 2017/18: 69.80; 2016/17: 67) - the average number of points has increased slightly over the last three years, which we consider very positive;*
- *Biodiversity/Conservation Biology (2018/19: 67.96; 2017/18: 70.11; 2016/17: 76.79) - the average score has decreased over the last three years. In view of the above, the department or faculty will need to consider meaningful measures to attract candidates with better learning outcomes;*
- *Bioinformatics - in Slovene (2018/19: 71.33; 2017/18: 71; 2016/17: 77.50) - the average score has remained roughly stable compared to the previous year, but a comparison with two years ago shows a slight decrease;*

[3] UL – University of Ljubljana
[4] VPIS UL - Higher Education Application and Information Service of the University of Ljubljana

- *Computer Science - in Slovene (2018/19: 56.61; 2017/18: 57.35; 2016/17: 64.87) - the average number of points remained roughly unchanged compared to the previous year, but a comparison with two years ago shows a slight decrease;*
- *Mediterranean Agriculture (2018/19: 47; 2017/18: 46.5; 2016/17: 52.25) - the average score remained roughly unchanged compared to the previous year, but a comparison with two years ago shows a slight decrease.*

For the three study programmes conducted in English (Mathematics, Computer Science and Bioinformatics), we do not provide data on the average number of points, as the accepted candidates mostly finished high school abroad.

We estimate that the presented data are good, as similar values as in the previous year are mostly maintained. As we have already written in indicator 1, the strategy of UP FAMNIT is to gain as many motivated students as possible, so we strive to increase the number of students who applied with their first choice in the first application period. To this end, we have been intensively implementing promotional activities among high school and primary school students for several years, as well as in the local environment, especially in the field of mathematics, but also in the international environment, especially in the countries of the former Yugoslavia. Based on these activities, we have gained recognition, but we are not yet satisfied with the results, so we will continue with promotional activities in the future, and it is necessary to take into account significantly lower available financial resources from study activities.

Indicator code:	**KUP_03**
Indicator name	**NUMBER RATIO BETWEEN ADVERTISED PLACES, APPLIED AND ENROLLED STUDENTS ON TOTHE 1ST YEAR (WITHOUT REPEATERS)**
Indicator type	Input indicator (quality)
What the indicator measures	The indicator is aggregated at the member level, as it measures the member's attitude towards the environment. It also reflects students' interest in a particular study and the member's promotional abilities.
Who measures it	Professional services of the member.
Purpose of the indicator	Long-term monitoring of enrolment and own activities (promotions, changes in programmes) at the member level. The indicator does not directly measure the quality, but the demand and reputation of the institution. The indicator shows a trend: if there is not enough interest in an individual study programme for a longer period, it is necessary to look for better promotion, a change in the content of the programme and / or a reduction in enrolment places.
Calculation of indicators	The table shows the number of advertised places and the number of students enrolled on to the 1st year (without repeaters), separately for full-time and part-time studies and for each study programme separately.
INSTRUCTIONS	**The data are shown in the Excel table in the appendix. When interpreting the data sensibly:** - justify the realization of the indicator for the academic year 2016/2017 according to the trend of the past three (3) academic years, - state the measures to eliminate the shortcomings that you planned in the report for the academic year 2016/2017 for the academic year 2017/2018 and explain whether the planned measures have been implemented or whether the result of the implemented measures is visible, - indicate the planned measures, - also take into account the Medium-Term Development Strategy of UP and Members 2014-2020.

Meaningfully present and analyse the data on the filling of advertised enrolment places for the second and third level (account is taken of first-time students enrolled on study programmes, separately for full-time and part-time studies).

The appendix for all study programmes for the academic years 2018/19 and 2017/18 shows data on advertised places, registered candidates and enrolled students. We would like to point out that we took into account the applications received in all application periods for different "groups" of candidates (candidates who are Slovenian citizens and citizens of EU countries; candidates who are Slovenians without Slovenian citizenship and foreigners outside the EU).

Undergraduate study programmes:
In the previous academic years, only the vacancies in the Biopsychology study programme were completely filled, while in other programmes the vacancies were lower.

The following is an overview of the share of enrolled students in relation to the advertised places by individual study programmes (data for the last 3 academic years are given):

- *Biopsychology (2018/19: 82.93%; 2017/18: 85.37%; 2016/17: 79.17%) - the percentage of students enrolled in relation to the places offered is very high in all three years, which we consider very good;*
- *Computer Science - in Slovene (2018/19: 52.73%; 2017/18: 56.36%; 2016/17: 80%) - the percentage has decreased in the last two years, which coincides with the call for the programme also in English. This means that students who are foreign nationals are enrolled on the English implementation of the programme and no longer in the Slovene implementation);*
- *Computer Science - in English (2018/19: 87.10%; 2017/18: 80.65%) - the percentage of students enrolled in relation to the places offered is very high in both years, which we consider very good;*
- *Biodiversity/Conservation Biology (2018/19: 33.33%; 2017/18: 35.9%, 2016/17: 56.41%) - the percentage has decreased in the last two years. In view of the above, the department or faculty will need to consider meaningful measures to attract more students;*

- *Mediterranean Agriculture (2018/19 - no 1st year; 2017/18: 6.9%; 2016/17: 17.24%) - no 1st year programme this year. This year we accredited a new higher education study programme in Mediterranean Agriculture, which will start in 2019/20;*
- *Mathematics in Economics and Finance (2018/19: 11.76%; 2017/18: 17.65%; 2016/17: 14.71%) - the percentage has remained roughly the same over the last three years, but is still below a satisfactory level;*
- *Mathematics - in Slovene (2018/19: 22.22%; 2017/18: no 1st year; 2016/17: 2%) - the percentage of students enrolled in relation to the places offered has increased in the last year, which we consider positive;*
- *Mathematics - in English (2018/19: 18.87%; 2017/18: 11.32%; 2016/17: 13.21%) - the percentage of students enrolled in relation to the places offered has slightly increased in the last year, which we consider as positive;*
- *Bioinformatics - in Slovene (2018/19: 34.48%; 2017/18: 10.34%; 2016/17: 20.69%) - the percentage of students enrolled in relation to the places offered has increased in the last year, which we consider as positive;*
- *Bioinformatics - in English (2018/19: 41.94%) - this is the first year that the programme has been delivered in English. We consider the occupancy rate of the places offered to be good.*

Master's study programmes:
The percentage of students enrolled on Master's study programmes in relation to the number of places available is below the highest levels in the undergarduate programmes.

The following is an overview of the share of enrolled students in relation to the advertised places by individual study programmes (data for the last 3 academic years are given):

- *Biopsychology (2018/19: 26.47%; 2017/18: 20.59%; 2016/17: 11.76%) - the share is gradually increasing, which we consider as positive;*
- *Mathematical Sciences - in Slovene (2018/19: 11.9%; 2017/18: 9.52%; 2016/17: 7.14%) - the share is gradually increasing which we consider as positive;*
- *Mathematical Sciences - in English (2018/19: 15.63%; 2017/18: 18.75%; 2016/17: 6.25%) - the share remains roughly unchanged;*
- *Mathematics with Financial Engineering (2018/19: 9.52%; 2017/18: 4.76%; 2016/17: 9.52%) - the share remains approximately unchanged;*
- *Computer Science (2018/19: 11.9%; 2017/18: 23.81%; 2016/17: 23.81%) - the share has decreased slightly this year. In view of the above, the department or faculty level will need to consider meaningful measures to attract more students;*
- *Sustainable Built Environment (2018/19: 3.45%; 2017/18: 3.16%) - the share has remained roughly unchanged over the two years;*
- *Applied Psychology (2018/19: 60%; 2017/18: 31.43%; 2016/17: 43.48%) - the share has increased this year which we consider as positive;*
- *Nature Conservation (2018/19: 35.71%; 2017/18: 42.86%; 2016/17: 19.05%) - the share has slightly decreased compared to last year but still within the expected values.*

Doctoral study programmes:
In doctoral study programmes, the percentage of enrolled students is lower than expected (Mathematical Sciences - in Slovene: 8.33%; Mathematical Sciences - in English: 41.67%; Computer Science: 20%).

Although UP FAMNIT is an internationally comparable faculty with research and accredited study programmes, it is still gaining ground in Slovenia. This is not just about the programmes we are implementing, but about the institution as a whole. As we have already written in the analysis to the previous indicators, the faculty has been intensively carrying out promotional activities among high school and primary school students and in the local and international environment for several years now.

Indicator code:	**KUP_04**
Indicator name	**TRANSITION TO A HIGHER YEAR**
Indicator type	Process indicator (educational activities)
What the indicator measures	The indicator covers the share of all first-year full-time students (including repeaters) in the previous academic year.
Who measures it	Professional services of the member. Data must be collected separately for undergraduate, master's and doctoral study programmes, and must also show full-time and part-time studies separately
Purpose of the indicator	The indicator can identify problems in the selection process (students) or problems in the process of teaching. This indicator makes sense for monitoring trends, and these can serve as a signal and basis for the members actions. The indicator is collected at the level of members and UP.
Calculation of indicators	The table shows the pass rate of students for each study programme separately. First-time students and repeaters are taken into account in the number of students.
INSTRUCTIONS	**The data are shown in the Excel table in the appendix. When interpreting the data sensibly:** - justify the realization of the indicator for the academic year 2016/2017 according to the trend of the past three (3) academic years, - state the measures to eliminate the shortcomings that you planned in the report for the academic year 2016/2017 for the academic year 2017/2018 and explain whether the planned measures have been implemented or whether the result of the implemented measures is visible, - indicate the planned measures, - also take into account the Medium-Term Development Strategy of UP and Members 2014-2020.

The appendix for the study programmes of the faculty (all three levels) in the 2018/19 academic year shows data on the transfer of students from the 1st to the 2nd and from the 2nd to the 3rd year.

The total transition from the 1st to the 2nd year in undergraduate university study programmes has increased compared to the previous two academic years, which we estimate as very good (2018/19: 62.86%; 2017/18: 58.28%; 2016 / 17: 40.9%).

The following is an overview of the transition from the 1st to the 2nd year by individual study programmes (data for the last 3 academic years are given):

- *Biodiversity/Conservation Biology (2018/19: 88.89%; 2017/18: 50%; 2016/17: 34.78%) - pass rates have improved over the last three years, which we consider very positive, and we also consider this year's pass rate to be very good;*
- *Bioinformatics - in Slovene (2018/19: 50%; 2017/18: 66.67%; 2016/17: 33.33%) - the pass rate has varied a lot over the last three years, which is difficult to explain, but we consider this year's pass rate to be satisfactory and could be improved in the upcoming years with appropriate measures;*
- *Mathematics - Slovene (2018/19: /; 2017/18: 100%; 2016/17: 33.33%) - there were no students enrolled on to the 1st year of the Slovene implementation in the academic year 2017/18, therefore the pass rate is not indicated;*
- *Mathematics - in English (2018/19: 50%; 2017/18: 100%; 2016/17: 75%) - the lower pass rate this year is due to the fact that some of the enrolled foreign students obtained a residence permit in Slovenia very late and therefore could not complete all their study requirements on time;*
- *Mathematics in Economics and Finance (2018/19: 66.67%; 2017/18: 60%; 2016/17: 50%) - the pass rate is gradually increasing, which we consider as positive, and we also consider this year's pass rate to be good;*
- *Computer Science - in Slovene (2018/19: 54.55%; 2017/18: 45.28%; 2016/17: 41.67%) - the pass rate is gradually increasing, which we consider good, on the other hand this year's pass rate is only satisfactory and could be improved in the upcoming years with appropriate measures;*
- *Computer Science - in English (2018/19: 44%) - the 2018/19 academic year was the first year of the implementation of the 2nd year classes, so a comparison will only be possible next year,*

but we consider this year's pass rate to be satisfactory and could be improved in the upcoming years with appropriate measures;

- *Biopsychology (2018/19: 77.14%; 2017/18: 77.5%; 2016/17: 89.13%) - the pass rate is roughly unchanged compared to last year, but still very high, which we consider to be very good;*
- *Mediterranean Agriculture (2018/19: 50%; 2017/18: 16.67%; 2016/17: 36.36%) - the pass rate has improved over the last three years, which we consider positive, but otherwise we consider this year's pass rate to be satisfactory and could be further improved in the upcoming years with appropriate measures.*

We still assess the high transition from the 2nd to the 3rd year as positive (2018/19: 77.08%; 2017/18: 87%; 2016/17: 83%), although it has slightly decreased compared to previous years.

In master's degree programmes, the total pass rate decreased slightly compared to the previous year, but it is still assessed as good (2018/19: 62.5%; 2017/18: 78.85%, 2016/17: 53.58%)

In doctoral study programmes, the overall pass rate has improved (2018/19: 75%, 2017/18: 33.33%), which we rate as very good. In the Mathematical Sciences programme, the pass rate is 100%, and in the Computer Science programme 50%.

In undergraduate and master's study programmes, coordinators of study programmes systematically monitor the performance of students on exam deadlines and encourage students to regularly perform study obligations, while in doctoral study programmes individual mentors monitor students' studies and research work.

Indicator code:	**KUP_05**
Indicator name	**SHARE OF REPEATERS IN STUDY PROGRAMMES (FOR EACH PROGRAMME SEPARATELY)**
Indicator type	Process indicator (educational activities)
What the indicator measures	The indicator covers the share of repeaters in study programmes in the previous academic year.
Who measures it	Members professional services. Data must be collected separately for undergraduate, master's and doctoal study programmes, and must also show full-time and part-time studies separately.
Purpose of the indicator	The indicator measures the share of repeaters in study programmes. It gathers at the level of members and UP.
Calculation of indicators	The table shows the number and share of all students and repeaters for each study programme separately (using the data sent to the competent ministry). First-time students and repeaters are taken into account in the number of students.

INSTRUCTIONS	- **The data are shown in the Excel table in the appendix. When interpreting the data sensibly:**
	  - justify the realization of the indicator for the academic year 2016/2017 according to the trend of the past three (3) academic years,
	  - state the measures to eliminate the shortcomings that you planned in the report for the academic year 2016/2017 for the academic year 2017/2018 and explain whether the planned measures have been implemented or whether the result of the implemented measures is visible,
	  - indicate the planned measures,
	  - also take into account the Medium-Term Development Strategy of UP and Members 2014-2020.

The appendix for study programmes of all three levels shows data on the percentage of repeaters in the academic years 2018/19 - 2016/17.

The data shows that the share of repeaters in university study programmes has increased compared to previous academic years (2018/19: 14.01%; 2017/18: 6.27%; 2016/17: 8.38%).

The following is an overview of the share of repeaters by individual study programmes (data for the last 3 academic years are given):

- *Bioinformatics - in Slovene (2018/19: no repeaters; 2017/18: 10%; 2016/17: 6.25%) - no repeaters this year, which is considered as good, taking into account the fact that the passage rate from the 1st to the 2nd year this year is 50%. This means that students who have not progressed to the 2nd year have no student status;*
- *Computer Science - in Slovene (2018/19: 24.05%; 2017/18: 15.29%, 2016/17: 11.76%) - the percentage of repeaters is gradually increasing and has reached a quarter of all enrolled students. In view of the above, it will be necessary for the department or faculty to consider meaningful measures to reduce this percentage;*
- *Computer Science - English (2018/19: 18% - this is only the second year of the programme in English, so it was possible to calculate the percentage of repeaters for the first time. The percentage of repeaters is quite high, but it makes sense to wait for the next year and then consider sensible measures in case the percentage does not reduced;*
- *Biodiversity/Conservation Biology (2018/19: 11.54%; 2017/18: 10%, 2016/17: 20.63%) - the percentage remains roughly unchanged from the previous year, but there is a significant decrease compared to 2016/17, which we consider very positive;*
- *Biopsychology (2018/19: 10.58%; 2017/18: no repeaters, 2016/17: 1.6%) - the percentage has increased compared to previous years, but still within expected levels;*
- *Mathematics - in Slovene (2018/19 - 8.33%; 2017/18: - no repeaters, 2016/17: 22.22%) - the percentage has increased compared to previous years, but still within the expected values;*
- *Mathematics - English (2018/19: 9.52%; 2017/18 and 2016/17 - no repeaters) - the percentage of repeaters has increased this year, whereas previously there were no repeaters for two years, however still within expected values;*

- *Mathematics in Economics and Finance (2018/19: 13.33%; 2017/18: no repeaters; 2016/17: 7.14%) - the percentage has increased compared to the previous two years, but still within expected values;*
- *Mediterranean Agriculture (2018/19: 33.33%; 2017/18 and 2016/17 - no repeaters) - the percentage of repeaters has increased significantly this year, whereas previously there were no repeaters for two years. It would be sensible to wait for next year and then consider sensible action if the percentage does not come down.*

In master's study programmes, the total percentage of repeaters increased slightly compared to previous years (2018/19: 6.03%; 2017/18: 3.54%; 2016/17: 1.02%).

The following is an overview of the percentage of repeaters by individual study programmes (data for the last 3 academic years are given):

- *Computer Science (2018/19: 35.71%; 2017/18: 11.11%, 2016/17 - no repeaters) - the percentage of repeaters increased significantly and reached one third of all enrolled students. Due to the above, it will be necessary to consider sensible measures at the department or faculty to reduce this percentage. It is also necessary to take into account the fact that master's students are often already employed and thus devote less time to study and regular study obligations;*
- *Mathematical Sciences - in Slovene (2018/19: no repeaters; 2017/18: 12.5%, 2016/17: no repeaters) - there are no repeaters this year, which we assess as good;*
- *Mathematical Sciences - in English (no repeaters yet) - we consider it very good that there were no repeaters in the programme;*
- *Nature Conservation (2018/19 and 2017/18: no repeaters; 2016/17: 6.25%) - we consider it very good that there have been no repeaters in the programme for two consecutive years;*
- *Applied Psychology (2018/19: no repeaters; 2017/18: 2.78%) - we assess as very good that there are no repeaters in the programme this year and the percentage was very low last year;*
- *Mathematics with Financial Engineering (no repeaters in the last three years) - we consider it very good that there have been no repeaters in the programme for three consecutive years;*
- *Biopsychology (2018/19: 7.69; 2017/18 and 2016/17: no repeaters) - the percentage of repeaters has increased this year, before which there were no repeaters two years ago, but this year's percentage of repeaters is still within expected values.*

There have been no repeaters in doctoral programmes in the last three academic years, which we consider to be very good.

As already mentioned in indicator 4 (transition) in undergraduate and master's study programmes, programme coordinators systematically monitor student performance on exam deadlines and encourage students to regularly perform study obligations, while in doctoral programmes individual mentors monitor students' studies and research work.

Indicator code:	**KUP_06**
Indicator name	**AVERAGE NUMBER OF YEARS OF STUDY DURATION PER STUDENT IN STUDY PROGRAMMES**
Indicator type	Output indicator (educational activities)
What the indicator measures	The indicator measures the average duration of studies (from enrolment on to the first year of a programme to completion of studies in the same programme). The indicator also measures how much the average length of study of graduates of each programme at the UP Member State deviates from the expected length of the study programme (= duration of study per programme). It measures the length of studies in a particular programme and thus indirectly highlights possible problems in the course of studies in that programme, in comparison with the average length of studies in other programmes of the Member. The indicator is mainly useful at Member level.
Who measures it	Member professional services. Data must be collected separately for undergraduate, master's and doctoral study programmes, and must also show full-time and part-time studies separately.
Purpose of the indicator	Average duration of studies in relation to the expected duration of studies: a UP member can compare the performance of studies at the end of an individual programme and thus retrospectively identify those programmes where the duration is the longest (academic performance is lowest).
Calculation of indicators	The indicator measures the average duration of the study in days and the duration of the study in relation to the expected length of the study. The average number of years of study is calculated by taking into account all graduates from a given study programme who completed their studies in a given academic year (or calendar year), using for the calculation those graduates who enrolled on to the first year (excluding those enrolled under the transfer criteria). Calculate the number of days from 1 October of the academic year of enrolment to the date of graduation, average this and divide by the number of days in the year 365. Σgraduate*number of years since first enrolment on to 1st year)/number of graduates
INSTRUCTIONS	- **The data are shown in the Excel table in the appendix. When interpreting the data sensibly:** - justify the realization of the indicator for the academic year 2016/2017 according to the trend of the past three (3) academic years, - state the measures to eliminate the shortcomings that you planned in the report for the academic year 2016/2017 for the academic year 2017/2018 and explain whether the planned measures have been implemented or whether the result of the implemented measures is visible, - indicate the planned measures, - also take into account the Medium-Term Development Strategy of UP and Members 2014-2020.

The appendix for the study programmes of the faculty of all levels in the 2017/18 academic year shows data on the average number of years of study duration per student.

The data shows that in university study programmes the average number of years of study remained at approximately the same level compared to the previous two years (2017/18: 4.26 years; 2016/17: 4.17 years; 2015/16: 4, 11 years), with a larger number of graduates completing their studies (2017/18: 84 graduates; 2016/17: 79 graduates; 2015/16: 68 graduates).

The following is an overview by individual study programmes (data for the last 3 academic years are given):

- *Mediterranean Agriculture: 2017/18: 5.74 years (4 graduates); 2016/17: 5.38 years (4 graduates), 2015/16: 5.6 years (2 graduates) - the average number of years of study has increased slightly this year, with a small number of graduates remaining;*
- *Biodiversity: 2017/18: 4.62 (14 graduates); 2016/17: 4.92 years (9 graduates), 2015/16: 4.1 years (4 graduates) - the average number of years has decreased slightly this year, which we assess as positive, also taking into account the fact that the number of graduates has increased;*
- *Mathematics in Economics and Finance: 2017/18: 5.36 years (2 graduates); 2016/17: 4.9 years (2 graduates), 2015/16: 7 years (1 graduate) - the average number of years of study has increased slightly this year, with a small number of graduates remaining;*

- *Bioinformatics: 2017/18: 4.27 years (4 graduates); 2016/17: 4.75 years (3 graduates), 2015/16: there were no graduates - the average number of years decreased slightly this year, which we assess as positive;*
- *Computer Science - in Slovene: 2017/18: 3.94 years (11 graduates); 2016/17: 4.52 years (8 graduates); 2015/16: 4.9 years (13 graduates) - the average number of years has decreased this year, which we assess as positive;*
- *Biopsychology: 2017/18: 4.12 years (44 graduates); 2016/17: 3.97 years (44 graduates); 2015/16: 3.9 years (41 graduates) - the average number of years has increased slightly this year, but is still within expected values;*
- *Mathematics - in Slovene: 2017/18: 2.92 years (3 graduates); 2016/17: 3.63 years (4 graduates); 2015/16: 3 years (7 graduates) - the average number of years has decreased slightly this year, which we assess as very positive;*
- *Mathematics - in English: 2017/18: 2.92 years (3 graduates); 2016/17: 2.85 years (5 graduates) - the average number of years remains comparable to the previous year.*

In master's degree programmes, the average number of years of study decreased slightly compared to previous years (2017/18: 3.07 years (21 graduates); 2016/17: 3.4 years (24 graduates), 2015/16: 3 , 32 years old (12 graduates).

A comparison by individual study programmes shows the following:

- *Biopsychology: 2017/18: 3.52 years (7 graduates); 2016/17: 3.34 years (7 graduates); 2015/16: 2.4 years (4 graduates) - the average number of years has increased slightly this year;*
- *Mathematical Sciences: 2017/18: 1.94 (1 graduate); 2016/17: 2.58 years (6 graduates), 2015/16: 5.5 years (1 graduate) - the average number of years has decreased slightly this year;*
- *Computer Science: 2017/18: 3.91 years (1 graduate); 2016/17: 4.76 years (5 graduates); 2015/16: 5 (1 graduate) - the average number of years has decreased slightly this year;*
- *Nature Conservation: 2017/18: 3.77 years (4 graduates); 2016/17: 3.4 years (5 graduates), 2015/16: 3.3 years (6 graduates) - the average number of years has increased slightly this year;*
- *Mathematics with Financial Engineering: 2017/18: 3.2 years (4 graduates); 2016/17: 2 years (1 graduate) - the average number of years has increased slightly this year;*
- *Applied Psychology: 2017/18: 1.54 (4 graduates) - the average number of years of study is assessed as positive. It may be worth noting that the duration is less than two years, as all of them transferred from the Biopsychology programme and had some study obligations recognized.*

The Sustainable Built Environment and Mathematical Sciences programmes do not yet have graduates in English.

In doctoral study programmes, the average number of years of study increased slightly (2017/18: 4.82 years (2 graduates); 2016/17: 3.82 years (2 graduates), 2015/16: 4.4 (3 graduates)).

We estimate the average number of years of study in the undergraduate, master's and doctoral programmes as good, so we believe that measures in this area are not yet necessary.

Indicator code:	**KUP_07**
Indicator name	**NUMBER OF STUDENTS PER EMPLOYED HIGHER EDUCATION TEACHERS, ASSOCIATES AND PROVIDERS OF STUDY PROGRAMMES IN FTE**
Indicator type	Indicator of the effectiveness of the pedagogical process
What the indicator measures	The indicator expresses the number of full-time and part-time students per individual higher education teacher and associate, according to employment or the method of cooperation with the member (employment on the basis of employment contract and all who participate in the study programme on the basis of copyright or business contract). The calculation of the number of teachers and associates takes into account FTE (full time equivalent), which includes fixed-term and indefinite employees with full or lower workload and those who performed pedagogical work under an employment contract or copyright contract.
Who measures it	Member professional services.
Purpose of the indicator	The member gets an insight into the number of all students per higher education teacher and associate
Calculation of indicators	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 Contarct of employment and all contractors - also under Copyright and Business 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 considered.

INSTRUCTIONS	- **The data are shown in the Excel table in the appendix. When interpreting the data sensibly:**
	  - justify the realization of the indicator for the academic year 2016/2017 according to the trend of the past three (3) academic years,
	  - state the measures to eliminate the shortcomings that you planned in the report for the academic year 2016/2017 for the academic year 2017/2018 and explain whether the planned measures have been implemented or whether the result of the implemented measures is visible,
	  - indicate the planned measures,
	  - also take into account the Medium-Term Development Strategy of UP and Members 2014-2020.

The appendix for previous years shows data on the number of students, the number of employed teachers / associates and the number of all providers (including contract teachers / associates) and the number of students per teacher / associate or all providers. The number of employees as at 31 December 2018.

The data shows that this year the number of teachers / associates or all performers slightly increased (2018/19: 127, 2017/18: 112; 2016/17: 113) as well as the number of students. As can be seen from the data, the faculty maintains a favorable ratio between the number of teachers / associates and the number of students (number of students per teacher / associate).

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

Indicator code:	**KUP_08**
Indicator name	**EVALUATION OF HIGHER EDUCATION TEACHERS AND ASSOCIATES IN STUDENT SURVEYS**
Indicator type	Process indicator (educational activities)
What the indicator measures	The indicator shows the average results of the opinion poll and represents the satisfaction of only that part of the student population that participated in the survey. Only the part of the assessment that relates to the higher education teacher and associate and not to the subject is taken into account.
Who measures it	Member of each subject of each programme implemented.
Purpose of the indicator	Obtain "user" feedback on the pedagogical work of the teacher in an individual subject and on the satisfaction of students with it. With a balanced and appropriately structured questionnaire, which also contains questions for essay-type answers, it is possible to detect problems in the implementation of the pedagogical process, namely on the part of teachers and colleagues.
Calculation of indicators	The data are presented in the form for preparing members' report on the survey.
INSTRUCTIONS	Summarize the key findings from the student survey report.

The appendix to the self-evaluation report is an excerpt from the report on the results of the survey for the 2017/18 academic year, which the faculty must prepare in accordance with the Rules on conducting a student survey at the University of Primorska. The abstract includes data on the average results of the student opinion poll (point II / 1). The data show the average assessment of the pedagogical work of higher education teachers and associates by individual questions from the survey, separated by levels of study. The rating scale is five-point.

The survey was conducted in the Student Information System. Students had the opportunity to complete the survey for the course no later than the application for the exam for this subject, and the general part of the survey no later than the enrolment on to a higher year. This contributed to the still high percentage of completed surveys (Level 1: 78.35%, Level 2: 72.97%, Level 3: 44.44%).

In undergraduate study programmes, the average grade for individual survey questions is between 3.90 and 4.69, and the average overall grade for lectures or exercises is 4.17. In master's study programmes, the average grade for individual survey questions is comparable (between 4.02 and 4.86), and the average overall grade for lectures or exercises is 4.45.

The obtained grades show that students are satisfied with the work of teachers and colleagues. Any comments and problems of students are also identified in other ways (e.g. meeting of the coordinator with students) and are resolved on an ongoing basis.

Based on the results of the survey, the heads of departments who have access to the results of the surveys for employees in the department conduct individual interviews with contractors and discuss general results within the department. The dean meets with the students in November of the current academic year and discusses the survey results for the previous academic year. Meetings are held separately by degree level (for undergraduate and graduate programmes).

The excerpt from the report is also discussed by the Student Council of the Faculty, and students also participate in the discussion of the abstract at the Faculty Senate through their representatives.

Indicator code:	**KUP_09**
Indicator name	**EMPLOYMENT AND EMPLOYABILITY OF GRADUATES**
Indicator type	Output indicator (educational activities)
What the indicator measures	The indicator measures the employability and employment of graduates in the labor market.
Who measures it	UP Rectorate or members based on a survey of graduates
Purpose of the indicator	The member gets an insight into whether the graduates are employable in the profession for which they are training.
Calculation of indicators	/
INSTRUCTIONS	Summarise the essential findings from the report on the survey of graduates or the analysis of employment and employability of graduates.

At the faculty, we conduct a survey of graduates in accordance with the Instructions on the survey of graduates of the University of Primorska. The survey is conducted every second or third academic year. As we have already written in the self-evaluation report for the academic year 2016/17, we surveyed graduates for the third time in 2017 and included graduates who completed their studies in 2014, 2015 and 2016. In the following, we summarise the essential findings as already stated in a previous self-evaluation report.

In three years, 259 graduates completed their studies, and 249 graduates were included in the survey (of which 212 at the undergraduate level, 31 at the master's level and 6 at the doctoral level), as 10 graduates did not give their consent upon graduation. Graduates of the following programmes were included:

- first-cycle university study programmes: Mathematics, Computer Science, Biodiversity, Bioinformatics, Biopsychology, Mathematics in Economics and Finance, Mediterranean Agriculture;
- second level master's study programmes: Mathematical Sciences, Computer Science, Nature Conservation, Biopsychology and Applied Psychology;
- doctoral study programme of the third level: Mathematical Sciences.

One third of the surveyed graduates (88 out of 249) completed the online survey, namely 64 and 30.19% of first-level graduates, 21 and 67.74% of second-level graduates and 3 and 50% of third-level graduates, respectively.

The analysis of the received answers shows us that one third of the graduates (35%) are employed or self-employed (and that 13.9% of respondents have not yet sought employment). The majority of graduates found employment within 6 months of graduation (21.5%) or already during their studies (10.1%). One third of graduates stated that they were still looking for a job (36.7%).

III. PART: IMPLEMENTATION OF ACTIONS IN THE ACADEMIC YEAR 2017/2018 AND PLANNED ACTIONS FOR THE ACADEMIC YEAR 2018/2019

In the 2017/18 academic year, the Faculty offered seven undergraduate degree programmes (Mathematics, Computer Science, Biodiversity, Mediterranean Agriculture, Bioinformatics, Mathematics in Economics and Finance, Biopsychology), seven master's degree programmes (Mathematical Sciences, Computer Science, Nature Conservation, Mathematics with Financial Engineering, Biopsychology, Applied Psychology, Sustainable Built Environment), and two dostoral programmes (Mathematical Sciences, Computer Science). 542 students were enrolled on these programmes, of whom 385 in the undergraduate degree programmes, 148 in the master's degree programmes and 9 in the doctoral degree programmes.

For the first time, the undergraduate programme Computer Science in English and the master's program Sustainable Built Environment were implemented.

By the end of the 2017/18 academic year, 610 students had completed their studies at the Faculty, of which 491 in undergraduate study programmes of the 1st level (Biodiversity - 85, Bioinformatics - 14, Biopsychology - 228, Mathematics - 51, Mathematics in Economics and Finance - 23, Computer Science - 76, Mediterranean Agriculture - 14), 100 in 2nd level master's study programmes (Biopsychology - 19, Mathematical Sciences - 31, Mathematics with Financial Engineering - 5, Marine Biology - 1, Computer Science - 16, Applied Psychology - 9, Nature Conservation - 19) and 19 in doctoral study programmes of the 3rd level (Mathematical Sciences - 15, Computer Science - 4).

The Faculty has made a strong commitment to promotion, and in recent years, in addition to the usual promotional strategies (information days), we have increasingly focused on promotional campaigns that we expect to be effective over time (workshops for secondary and primary school students, lectures for the general public, science camps, science days, etc.). The long-term goal of the Faculty is to attract as many successful and highly motivated students as possible.

In the academic year 2017/18, UP FAMNIT significantly improved the spatial conditions for the implementation of educational and research activities, as in April 2018 the University purchased the building "Stara pošta" at 8 Glagoljaška Street in Koper, where the Faculty has been operating since its foundation.The purchase of the building was also included in the Medium-Term Investment Plan of the University of Primorska 2012-2016. In order to improve the Faculty's premises in the long term, two more objectives should be realised, namely the purchase of the remaining part of the building at Kettejeva 1 in Koper (1st and 2nd floors) and, essential for the quality of teaching and research, the completion of the renovation of the Livade University Campus in Izola. The realisation of the above objectives would ensure the provision of premises for the further development of the Faculty's study and research activities for a long-term period of at least 10 years.

We would also like to point out the continuation of good cooperation between the faculty and students and their numerous activities in the field of study and extracurricular activities (Student Council of the Faculty, Association of Biologists - BIODIVA, Association of Biopsychology Students).

Along with all new activities in the field of educational activities, we are primarily focused on maintaining and improving the conditions for the quality implementation of study programmes.

Based on the evaluation of indicators in a tabular form, we list the actions taken to eliminate the identified shortcomings in the academic year 2017/2018, the implementation of actions taken for the academic year, an explanation of the effectiveness (success) of the actions and planned actions in the academic year 2018/2019.

ACTION PLAN 2017/2018 - IMPLEMENTATION

Indicator	Objectives	Action	Indicator for monitoring measures	Activity	Holder	Implementation deadline	Realization in 2017/2018
KUP_01	*Objective no. 1: to improve the visibility of the faculty in the local, national and international space*	*Action no. 1: presentations of individual contents of programmes by secondary schools;* *Action no. 2: science popularization activities, summer schools and other workshops;* *Action no. 3: regular acquaintance of the media and the widest interested public with the work and achievements of the faculty*	*Indicator 1: number of presentations* *Indicator 2: number of other activities carried out to popularize science, summer school and other activities* *Indicator 3: number of posts*	*- participation in career and educational fairs / events of secondary schools;* *- participation in other promotional events, organization of popular lectures for the general public and lectures / trainings for individual interested public;* *- organization of camps and all-day workshops, summer schools and international scientific meetings (here are just a few: FAMNIT's summer camp Mathematics is cool; Doctoral School in Discrete Mathematics; Mathematics Days for Primary and Secondary Schools; Science Days for Primary and Secondary Schools; Science; Triple 2018)*	*Departments* *Service for International and Interuniversity Cooperation*	*September 2018*	*Realized* *Justification: All planned activities as well as additional ones have been implemented.*
KUP_02	*Objective no. 1: gain as motivated students as possible*	*The actions are the same as for KUP_01*	*The indicators are the same as for KUP_01*	*The activities are the same as for KUP_01*	*Departments* *Service for International and Interuniversity Cooperation*	*September 2018*	*Realized* *Justification: All planned activities as well as additional ones have been implemented.*
KUP_03	*Objective no. 1: gain as motivated*	*The actions are the same as for KUP_01*	*The indicators are the same*	*The activities are the same as for KUP_01*	*Departments* *Service for*	*September 2018*	*Realized*

Indicator	Objectives	Action	Indicator for monitoring measures	Activity	Holder	Implementation deadline	Realization in 2017/2018
	students as possible		*as for KUP_01*		*International and Interuniversity Cooperation*		*Justification: All planned activities as well as additional ones have been implemented.*
KUP_04	*Objective no. 1: as motivated students as possible for regular study obligations*	*Action no. 1: regular meetings of coordinators with students and ongoing problem solving* *Action no. 2: individual mentors monitor the study and research work of doctoral students*	*Indicator 1: encouraging students to complete their study obligations on a regular basis*	*- meetings of heads of departments or programme coordinators with course providers* *- meetings of programme coordinators with students* *- monitoring data on completed study obligations of students*	*Heads of departments* *Programme coordinators* *Course performers*	*September 2018*	*Realized* *Justification: All planned activities have been implemented. We will continue with the set activities in the future*
KUP_05	*Objective no. 1: as motivated students as possible for regular study obligations*	*The actions are the same as for KUP_04*	*Indicator 1: percentage of repeaters*	*The activities are the same as for KUP_04*	*Heads of departments* *Programme coordinators* *Course performers*	*September 2018*	*Realized* *Justification: All planned activities have been implemented. We will continue with the set activities in the future.*
KUP_06	*Objective no. 1: students who are as motivated as possible to complete their study obligations and complete their studies*	*The actions are the same as for KUP_04*	*Indicator 1: average number of years of study*	*The activities are the same as for KUP_04*	*Heads of departments* *Programme coordinators* *Course performers*	*September 2018*	*Realized* *Justification: All planned activities have been implemented. We will continue with the set activities in the future.*
KUP_07	*Objective no. 1: maintaining a favorable ratio between the number of students and higher education teachers and associates*	*No special actions were foreseen*	*Indicator 1: number of students per employed higher education teacher and associate*	*No special activities were planned*	*Faculty management* *Heads of departments*	*/*	*Realized* *Justification: The favorable ratio between the number of students and higher education teachers and associates is maintained*
KUP_08	*Objective no. 1: increase the percentage of*	*Action no. 1: Encouraging students to complete surveys*	*Indicator 1: percentage of survey*	*- Dean's meetings with students to review the results of the survey for the previous*	*Dean* *Programme*	*September 2018*	*Realized*

Indicator	Objectives	Action	Indicator for monitoring measures	Activity	Holder	Implementation deadline	Realization in 2017/2018
	completed surveys *Objective no. 2: maintain good grades of higher education teachers and associates*		*completion*	*year (separately for undergarduate and master's programmes)* *- meetings of programme coordinators with students in order to encourage them to complete the surveys and to acquaint them with the purpose of the survey and the use of the obtained results* *- encouraging students to complete surveys in individual subjects* *- Heads of departments who have access to the results of surveys for employees in the department, conduct individual interviews with contractors and discuss general results within the department*	*coordinators* *Course performers*		*Justification:* *All planned activities were realized. We will continue with the set activities in the future.*
KUP_09	*Objective no. 1: higher percentage of employment and employability of graduates;* *Objective no. 2: increase the percentage of completed surveys*	*Action no. 1: Encouraging students to complete surveys* *Action no. 2: regular acquaintance of the media and the widest interested public with the activities and achievements of the faculty (KUP_01)*	*Indicator1: percentage of survey completion* *Indicator 2: as in KUP_01*	*- strengthening the work of the Alumni Club of the Faculty and maintaining contacts with graduates* *- as at KUP_01*	*Faculty management* *Departments*	*September 2018*	*Realized* *Justification:* *All planned activities were realized. We will continue with the set activities in the future.*

ACTION PLAN 2018/2019

Indicator	The goal	Action	Indicator for monitoring measures	Activity	Holder	Implementation deadline
KUP_01	*Objective no. 1: to improve the*	*Action no. 1: presentations of*	*Indicator 1: number of*	*- participation in career and educational fairs / events of secondary schools;*	*Departments* *Service for*	*September 2019*

Indicator	The goal	Action	Indicator for monitoring measures	Activity	Holder	Implementation deadline
	visibility of the faculty in the local, national and international space	*individual contents of programs by secondary schools; Action no. 2: science popularization activities, summer schools and other workshops; Action no. 3: regular acquaintance of the media and the widest interested public with the work and achievements of the faculty*	*presentations Indicator 2: number of other activities carried out to popularize science, summer school and other activities Indicator 3: number of posts*	*- participation in other promotional events, organization of popular lectures for the general public and lectures / trainings for individual interested public; - organization of camps and full-day workshops, summer schools and international scientific meetings (here are just a few: FAMNIT's summer camp Mathematics is cool; Doctoral School in Discrete Mathematics; Mathematics Days for Primary and Secondary Schools; Science Days for Primary and Secondary Schools; Triple i 2019)*	*International and Interuniversity Cooperation*	
KUP_02	*Objective no. 1: gain as motivated students as possible*	*The actions are the same as for KUP_01*	*The indicators are the same as for KUP_01*	*The activities are the same as for KUP_01*	*Departments Service for International and Interuniversity Cooperation*	*September 2019*
KUP_03	*Objective no. 1: gain as motivated students as possible*	*The actions are the same as for KUP_01*	*The indicators are the same as for KUP_01*	*The activities are the same as for KUP_01*	*Departments Service for International and Interuniversity Cooperation*	*September 2019*
KUP_04	*Objective no. 1: as motivated students as possible for regular study obligations*	*Action no. 1: regular meetings of coordinators with students and ongoing problem solving Action no. 2: individual mentors monitor the study and research work of doctoral students*	*Indicator 1: encouraging students to complete their study obligations on a regular basis*	*- meetings of heads of departments or programme coordinators with course providers - meetings of programme coordinators with students - monitoring data on completed study obligations of students*	*Heads of departments Programme coordinators Course performers*	*September 2019*
KUP_05	*Objective no. 1: as motivated students as possible for regular study obligations*	*The actions are the same as for KUP_04*	*Indicator 1: percentage of repeaters*	*The activities are the same as for KUP_04*	*Heads of departments Programme coordinators Course performers*	*September 2019*
KUP_06	*Objective no. 1:*	*The actions are*	*Indicator 1:*	*The activities are the same as for KUP_04*	*Heads of*	*September*

Indicator	The goal	Action	Indicator for monitoring measures	Activity	Holder	Implementation deadline
	students who are as motivated as possible to complete their study obligations and complete their studies	*the same as for KUP_04*	*average number of years of study*		*departments Programme coordinators Course performers*	*2019*
KUP_07	*Objective no. 1: maintaining a favorable ratio between the number of students and higher education teachers and associates*	*No special actions were foreseen*	*Indicator 1: number of students per employed higher education teacher and associate*	*No special activities were planned*	*Faculty management Heads of departments*	*September 2019*
KUP_08	*Objective no. 1: increase the percentage of completed surveys Objective no. 2: maintain good grades of higher education teachers and associates*	*Action no. 1: Encouraging students to complete surveys*	*Indicator 1: percentage of survey completion*	*- Dean's meetings with students to review the results of the survey for the previous year (separately for undergraduate and master's programmes) - meetings of programme coordinators with students in order to encourage them to complete the surveys and to acquaint them with the purpose of the survey and the use of the obtained results - encouraging students to complete surveys in individual subjects - Heads of departments who have access to the results of surveys for employees in the department, conduct individual interviews with contractors and discuss general results within the department*	*Dean Programme coordinators Course performers*	*September 2019*
KUP_09	*Objective no. 1: higher percentage of employment and employability of graduates; Objective no. 2: increase the percentage of completed surveys*	*Action no. 1: Encouraging students to complete surveys Action no. 2: regular acquaintance of the media and the widest interested public with the activities and achievements of*	*Indicator 1: percentage of survey completion Indicator 2: as in KUP_01*	*- strengthening the work of the Alumni Club of the Faculty and maintaining contacts with graduates - as with KUP_01*	*Faculty management Departments*	*September 2019*

Indicator	The goal	Action	Indicator for monitoring measures	Activity	Holder	Implementation deadline
		the faculty (KUP_01)				

Prof. dr. Klavdija Kutnar, l. r.,
Dean of UP FAMNIT

Attachment:
- Printout of the decision of the 2nd regular session of the UP FAMNIT Senate of 21st January 2019;
- Extract from the report on the results of the survey for the academic year 2017/18 (KUP_08);
- Indicators for the field of educational activity in the 2017/18 academic year.