



UNIVERSITY OF PRIMORSKA

**FACULTY OF MATHEMATICS, NATURAL SCIENCES AND
INFORMATION TECHNOLOGIES**

SELF-EVALUATION REPORT

**EDUCATION ACTIVITY
ACADEMIC YEAR 2018/2019**

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: 2nd regular session, 10th February 2020

UP FAMNIT Commission for Study and Student Affairs: 15th regular session, 10 February 2020

Senate UP FAMNIT: 14th regular session, 10th February 2020

Koper, February 2020

UP – SELF-EVALUATION REPORT

ACADEMIC YEAR 2018/2019



I. PART	3
1. FOREWORD	ERROR! BOOKMARK NOT DEFINED.
2. CARE FOR AND QUALITY ASSURANCE	ERROR! BOOKMARK NOT DEFINED.
II. PART – INDICATORS OF EDUCATIONAL ACTIVITY	ERROR! BOOKMARK NOT DEFINED.
III. PART: IMPLEMENTATION OF ACTIONS IN THE ACADEMIC YEAR 2018/2019 AND PLANNED ACTIONS FOR THE ACADEMIC YEAR 2019/2020	ERROR! BOOKMARK NOT DEFINED.



I. PART

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

Italian name: Università del Litorale, Facoltà di Scienze Matematiche Naturali e Tecnologie Informatiche

English name: University of Primorska, Faculty of Mathematics, Natural Sciences and Information Technologies

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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 the 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 (KŠŠZ¹ UP FAMNIT) and the Commission for Promoting and Monitoring of Education Quality and Research work (KSSK² UP FAMNIT). It was adopted at the 14th regular session of the UP FAMNIT Senate on 17 February 2020 and forwarded for further consideration to the competent working bodies and authorities of the University of Primorska.

In the 2018/19 academic year, the offer of study programmes of the faculty was expanded, namely for the first time the Master's study programme Data Science, the Master's study programme Sustainable Built Environment in English (1st year) and the doctoral 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 FOR AND QUALITY ASSURANCE

The faculty monitors the 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 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 each completed examination period) and forwards the data to programme coordinators, who then talk to students and encourage them to regularly perform study obligations;

¹ KŠŠZ – Commission for Study and Student Affairs

² KSSK – Commission for the Promotion and Monitoring of Education Quality and Research 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);
- employability of graduates **through Analysis of graduate employability** that is prepared by the University of Primorska and through a **graduate survey** (conducted four 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), the third time in 2017 (for graduates who completed their studies in 2014-2016) and the fourth time in 2019 (for graduates who completed their studies in 2017 and 2018; analysis was not yet made at the time of the preparation of this report).

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 objectives;
- the realization of the planned objectives 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:

- o **Workshops for freshmen »Introduction to 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 the eighth workshop in a row was organized). The goal is for freshmen to refresh their knowledge before the start of the academic year and get acquainted with the way of working at the faculty. Workshops are free of charge and voluntary for all participants. Since the last academic year 2017/2018, the workshops were set a little differently, focusing on informal knowledge that benefits all students, and is especially important for the integration into a new environment. Workshops in the 2018/19 and 2019/20 were not conducted, however the course providers are encouraged to acquaint students with the way of working at the faculty at the beginning of each academic year.;
- o **Workshop for freshmen at the beginning of the academic year:** in October a workshop for all freshmen is organized, where the work of the Student Services Office, Library and the Erasmus mobility programme is presented (in 2019 the workshops were organised for the seventh 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 attend 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 stakeholders within the faculty, allows to appropriately address and improve the weaknesses in time: possible weaknesses identified on the basis of analysis of data obtained from the activities mentioned under point (1) and on the basis of regular meetings at the following faculty levels:
 - o **At the faculty level:** the dean, vice-dean and the faculty 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;
 - o **At the departmental level:** departmental meetings are held weekly or monthly, based on agreements within departments; in each department, there are also discussions with the programme coordinators. 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);
 - o **At the programme level:** programme coordinators regularly 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 discuss the obtained 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);
 - o **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 faculty secretary and the dean.

Discussion of the results and introduction of improvements:

- the results of analysis 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 Education

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 (separately for each study programme)
KUP_06	Average number of years of study duration per student in study programmes
KUP_07	Number of students per employed higher education teacher and associate 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

UP FAMNIT enrolled the first generation of students in the 2007/08 academic year, and under the wings of UP PEF, 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 2018/19 academic year, the faculty implemented 16 study programmes. 568 students were enrolled, of which 402 were undergraduate, 153 were master's and 13 were doctoral. By 31 December 2019, a total of 726 students had completed their studies (568 undergraduate, 136 master's and 22 doctoral).

All study programmes are designed in accordance with the Bologna Declaration. They are carried out in Koper.

The scientific research work of study programme providers is closely integrated into study programmes and pedagogical work. In the process of extending the UP accreditation, we prepared a detailed analysis of research references for all study programmes that are carried out at the faculty. More detailed information on the references of individual lecturers is recorded in the curricula of subjects and is updated regularly. The scientific research activities of the study programme providers are also presented in the annual reports of UP FAMNIT or on the website of the faculty.

International cooperation remains one of the key priorities of UP FAMNIT. The international activities of the faculty largely take place within the framework of project and research activities, which also overlap with the activities of the UP Andrej Marušič Institute.

UP FAMNIT is involved in, and successfully implements, the following mobility programmes:

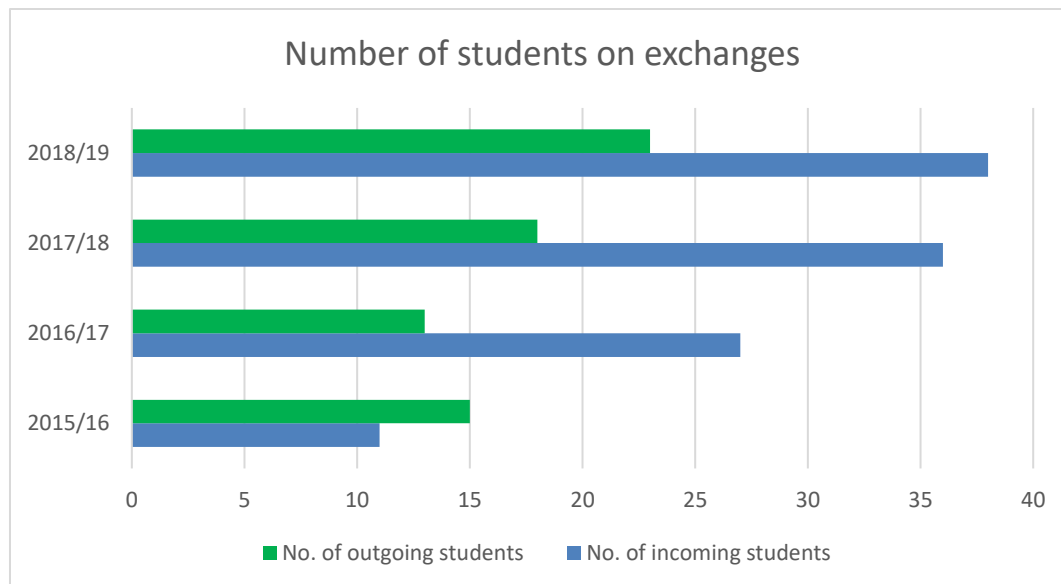
- Erasmus + Programme Countries (basic form of Erasmus),
- Erasmus + partner countries (Erasmus + scheme, but with partner countries),
- CEEPUS – Central European Exchange Programme for University Studies,
- Bilateral scholarships,
- Agreements between universities,
- Scholarships of the Public Scholarship, Development, Disability and Maintenance Fund of the Republic of Slovenia
- Freemover students and staff - outside each programme, but sometimes with the support of individual universities or countries,
- Other projects co-financed with international funds.

The amount of student and staff mobility is increasing yearly, which indicates an increasing international involvement. Adequate funding is also an important condition for mobility. We are constantly trying to



strengthen our study programmes with lecturers and researchers from abroad, who are thus putting the Faculty and the Institute on the map of international involvement.

Graph 1: Number of students on exchanges in the 2015/2016 to 2018/2019 time period (outgoing and incoming mobility)



Study programmes for obtaining education and lifelong learning programmes

Study programmes for obtaining education

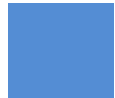
In the academic year 2018/19, the faculty implemented 16 study programmes, namely:

- seven undergraduate study programmes:
 - o university study programmes: Mathematics, Computer Science, Conservation Biology (Biodiversity), Mediterranean Agriculture, Bioinformatics, Mathematics in Economics and Finance, Biopsychology;
- seven master's study programmes: Mathematical Sciences, Computer Science, Natural Conservation, Mathematics with Financial Engineering, Biopsychology, Applied Psychology, Sustainable Built Environment;
- two doctoral study programmes: Mathematical Sciences, Computers Science.

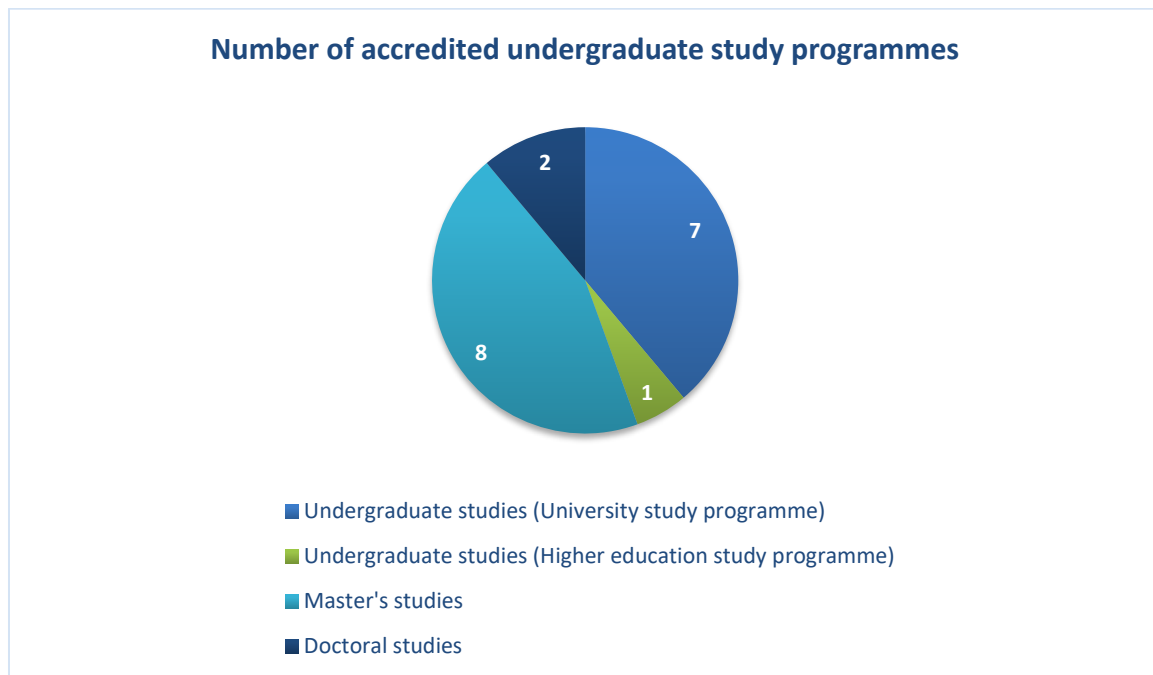
Table 2: Member study areas - conversion between KLASIUS-P and KLASIUS-P-16³

Member	KLASIUS-P-16 (Academic year 2018/2019)
UP FAMNIT	03 Social Sciences, Journalism and Information Science 05 Science, Mathematics and Statistics 06 Information and Communication Technologies (ECTS) 07 Engineering, production technologies and construction 08 Agriculture, forestry, fishing and veterinary medicine 10 Transport, security, catering and tourism, personal services

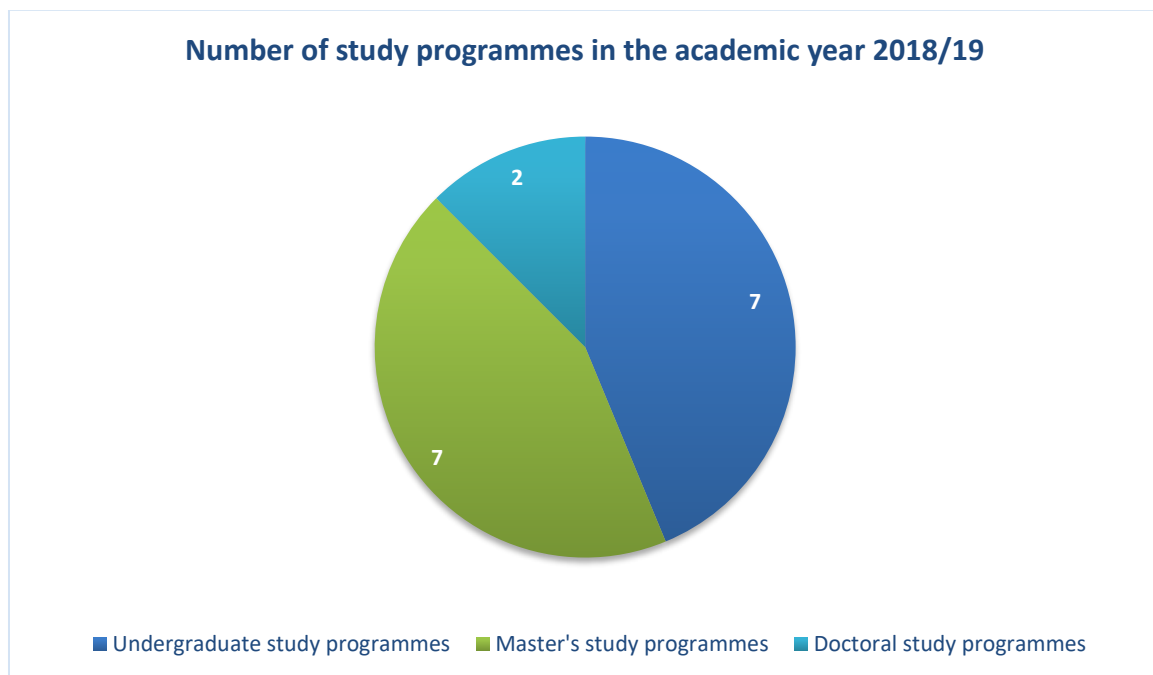
³ The Decree amending the Decree on the introduction and use of the Classification System of Education and Training (Official Gazette of the Republic of Slovenia, No. 8/2017) replaces KLASIUS-P with KLASIUS-P-16. The KLASIUS-P-16 classification summarizes the structure and categories according to the International Standard Classification of Fields of Education ISCED-F 2013. The Regulation entered into force on 1 January 2018.



Graph 2: Number of accredited study programmes on the day of the 30th September 2019 (academic year 2018/2019)



Graph 3: Number of study programmes implemented in the academic year 2018/2019





New study programmes

In the 2018/2019 academic year, two new study programmes were accredited:

- higher education study programme Mediterranean Agriculture,
- master's study programme Data Science.

Dislocated units

The faculty does not conduct studies at dislocated units.

Lifelong learning programmes

Study programmes for improvement and parts of study programmes

In 2019, there were no activities in this area.

Programmes of further education and training of workers in education

In 2019, there were no activities in this area.

Summer School

In 2019, the following were implemented:

- 2019 PhD Summer School in Discrete Mathematics Rogla
- FAMNIT's summer camp for high school students Mathematics is cool
- Alpine Europe: Innovation in the Circular Economy
- Natural Science Day in Slovenian Istria for secondary schools
- Summer School of Biopsychology

In 2020, we plan to run two G2G2 Summer School, FAMNIT's summer camp for high school students Mathematics is cool, two science days for high school students (Science Day in Slovenian Istria for high schools) and the Summer School of Biopsychology.

Courses, seminars, conferences and other forms of education

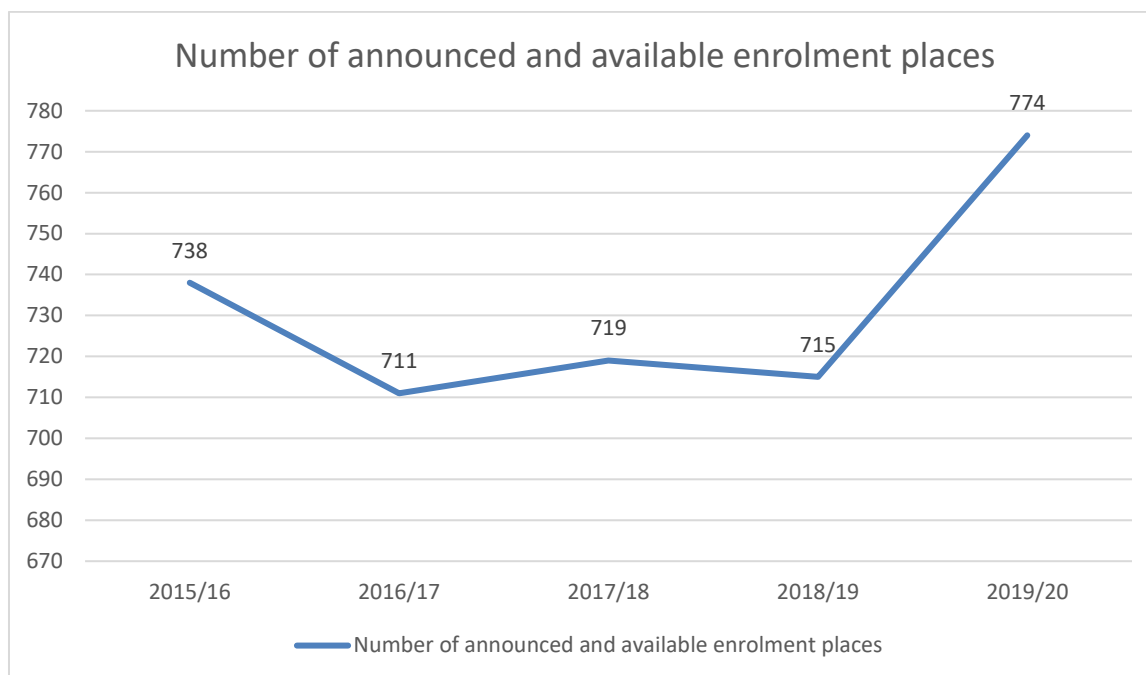
In 2019, UP FAMNIT carried out several different activities in the field of lifelong learning (a series of lectures for the general public, workshops, science and mathematics days, etc.). They are presented in more detail in section 6.2 of this document.



Plan and realization of the tender and enrolment (KUP_01, KUP_02 and KUP_03)

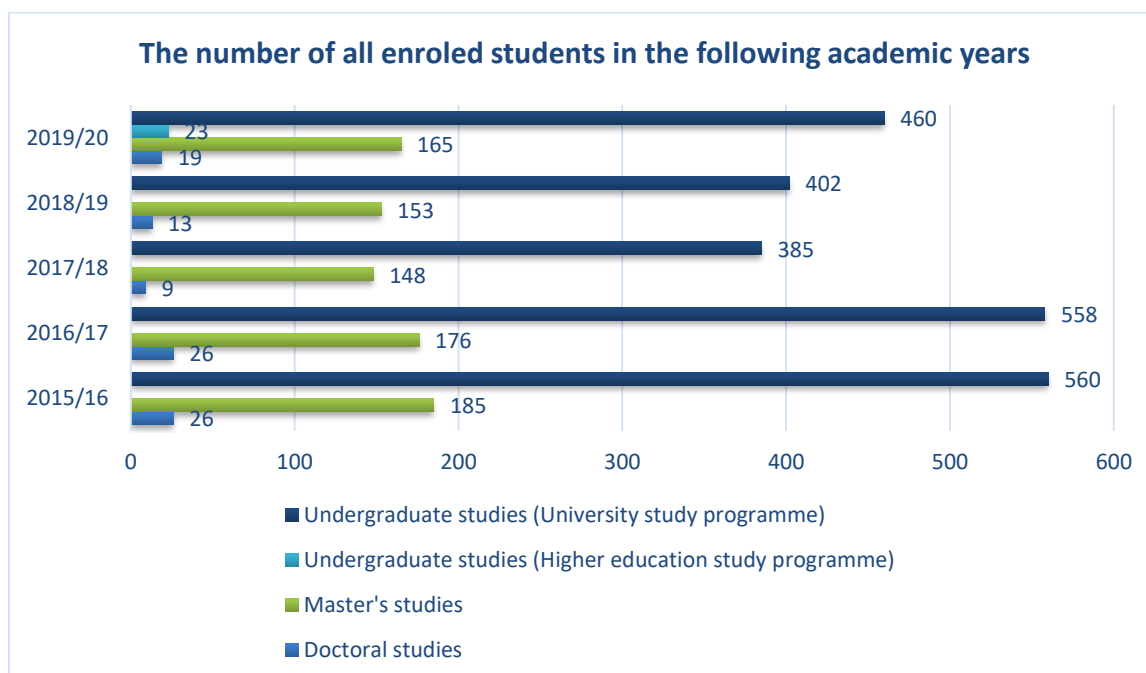
Tender of enrolment

Graph 4: Comparison of the number of the tender enrolment places for Slovenes and EU citizens, Slovenes without Slovene citizenship and foreigners outside the EU Member Countries, parallel studies and graduate studies in the academic years from 2015/2016 to 2019/2020



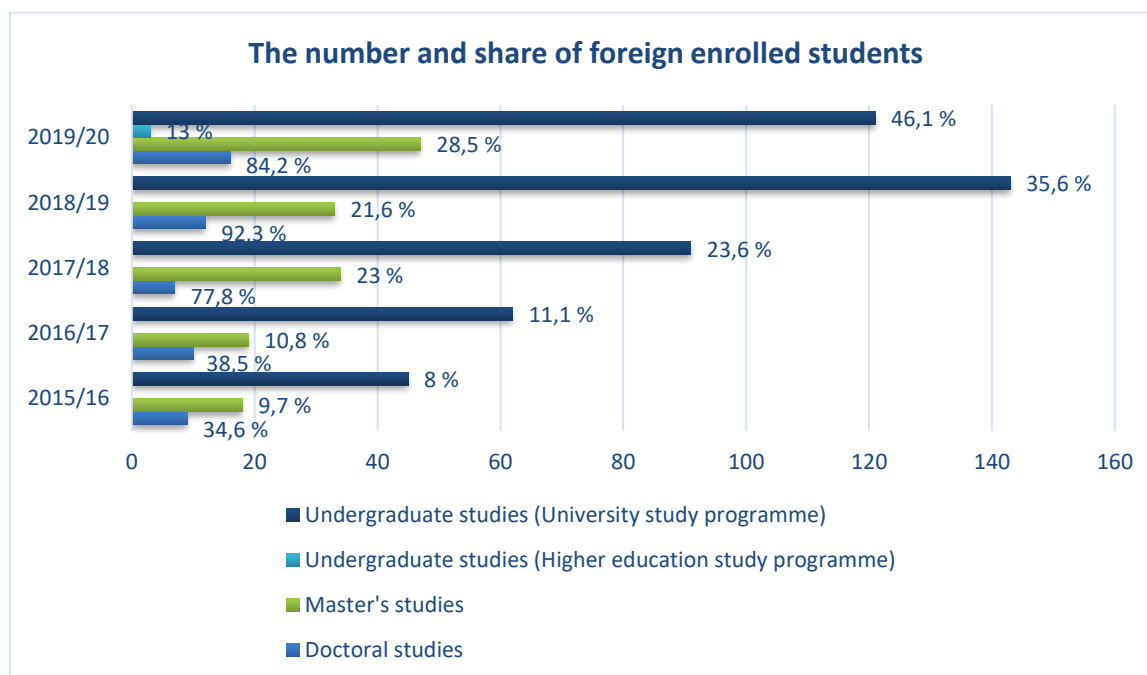
Enrolment – basic information

Graph 5: Number of all enrolled students on to the academic years from 2015/2016 to 2019/2020 (overview by levels or type of study programme)

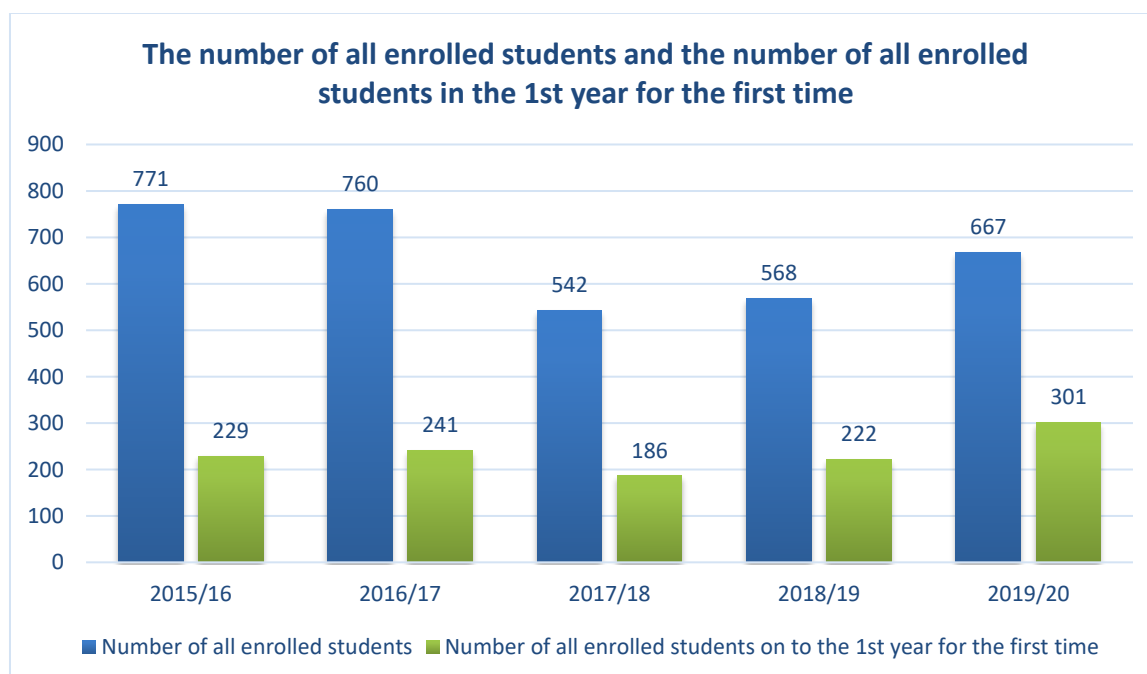




Graph 6: Number and share of foreign enrolled students on to the academic years from 2015/2016 to 2019/2020



Graph 1: The number of all students enrolled and the number of all students enrolled on to the 1st year for the first time in the academic years from 2015/2016 to 2019/2020

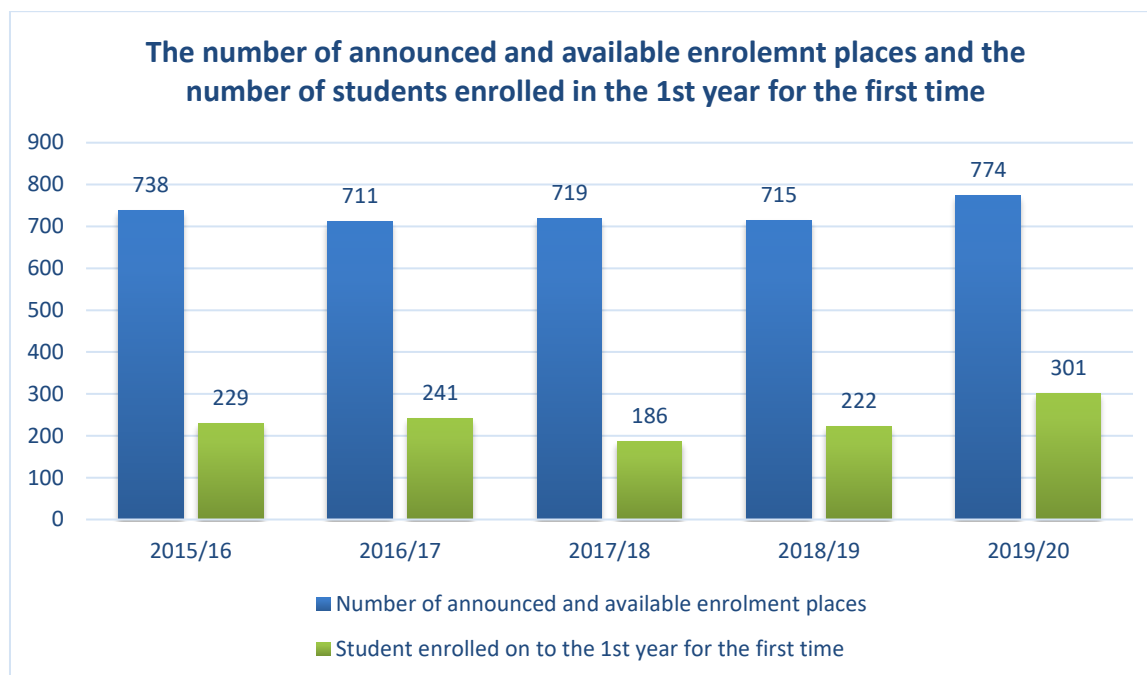


UP – SELF-EVALUATION REPORT

ACADEMIC YEAR 2018/2019



Graph 2: The number of announced and available enrolment places and the number of students enrolled on to the 1st year for the first time in the academic years from 2015/2016 to 2019/2020



UP – SELF-EVALUATION REPORT

ACADEMIC YEAR 2018/2019



Indicator code:	KUP_01
Indicator name	SHARE OF FIRST TIME 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 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
Purpose 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 2018/2019 according to the trend of the past three (3) academic years and the realization of the enrolment on the academic year 2019/2020, - state the measures to eliminate the shortcomings that you planned in the report for the academic year 2017/2018 for the academic year 2018/2019 and explain whether the planned measures have been implemented or whether the result of the implemented measures are visible, - indicate the measures planned to address the shortcomings identified, - 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 2019/20 and 2018/19 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 to 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 that the share of enrolled students on the 1st application period compared to all first-time enrolled students (I) decreased slightly compared to the previous year (2019/20: 57.47%; 2018/19: 62.84%; 2017 / 18: 69.05%; 2016/17: 63.91%). 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 (2019/20: 63.12%; 2018/19: 80.87%; 2017/18 - 84 , 47%, 2016/17 - 85.86%).

The share of enrolled students on the 1st application period in relation to all first-time enrolled students (I):

A comparison by programme shows that the share increased in two programmes:

- Biopsychology (2019/20: 94,44 %; 2018/19: 79,41 %; 2017/18 – 75 %);
- Bioinformatics – in English (2019/20: 40 %; 2018/19: 30,77 %)

It decreased in six programmes:

- *Mathematics* – in Slovene (2019/20: 30 %; 2018/19: 62,5 %; 2017/18 in 2016/17 – /);
- *Mathematics* – in English (2019/20: 77,78 %; 2018/19: 90 %; 2017/18 – 100 %);
- *Computer Science* – in Slovene (2019/20: 52 %; 2018/19: 62,07 %; 2017/18 – 53,13 %);
- *Computer Science* – in English (2019/20: 53,49 %; 2018/19: 66,67 %; 2017/18 – 84 %);
- *Biodiversity/Conservation Biology* (2019/20: 35,71 %; 2018/19: 46,15 %; 2017/18 – 68,75 %);
- *Bioinformatics* – in Slovene (2019/20: 36,36 %; 2018/19: 50 %; 2017/18 – /),

It remained roughly unchanged in one programme:

- *Mathematics in economics and finance* (2019/20: 20 %; 2018/19: 25 %; 2017/18 – 66,67 %);

This year, the Mediterranean Agriculture (higher education study programme) programme is being implemented for the first time (2019/20: 47.83%), so a comparison will be possible next year. However,



the Mediterranean Agriculture (University study programme) programme is no longer implemented this academic year (2019/20: /; 2018/19: /; 2017/18 - 50%).

The share of students admitted in the 1st application period in relation to all first-time students enrolled on the 1st application period (II):

A comparison by programme shows that the share increased in five programmes:

- *Mathematics – in Slovene* (2019/20: 100 %; 2018/19: 71,43 %; 2017/18: /);
- *Mathematics in economics and finance* (2019/20: 100 %; 2018/19: 25 %; 2017/18: 100 %);
- *Biodiversity/Conservation Biology* (2019/20: 90,91 %; 2018/19: 66,67 %; 2017/18: 84,62 %);
- *Computer Science – in English* (2019/20: 100 %; 2018/19: 94,74 %; 2017/18: 100 %);
- *Biopsychology* (2019/20: 85 %; 2018/19: 75 %; 2017/18: 81,82 %);

It decreased in one programme:

- *Computer Science – in Slovene* (2019/20: 86,67 %; 2018/19: 90 %; 2017/18: 77,27 %);

However, it remained unchanged in three programmes:

- *Bioinformatics – in Slovene* (2019/20: 100%; 2018/19: 100 %; 2017/18: /);
- *Bioinformatics – in English* (2019/20: 100 %; 2018/19: 100%);
- *Mathematics – in English* (2019/20: 100 %; 2018/19: 100 %; 2017/18: 85,71 %);

The Mediterranean education programme (higher education study program) is being implemented for the first time this year, and 91.67% of students were enrolled on to the first year.

From this year on, the 1st year of the Mediterranean Agriculture (University study programme) programme will no longer be implemented.

In the academic year 2019/20, the share of first-time students enrolled on to the 1st year in relation to the advertised enrolment places on to the 1st year of study programmes was 57.5% at the 1st level, 19.6% at the 2nd level and at the 3rd level. 15%. Thus, the target values were not achieved, as they were set very high (1st level 90.75%, 2nd level 94.59% and 3rd level 87.50%).

It follows from the data for the 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 72.72%; the share of those admitted in the 1st application period in relation to all first-time enrolled students at the faculty (II) level is 81.81%.

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 carrying out promotional activities in these areas, especially in the international environment (particularly in the countries of the former Yugoslavia).

In the 2018/19 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 between November and February and school centers. 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 only 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 mathematical space, FAMNIT's mathematical days, Mathematical camp Mathematics is cool, Biological research camp, Research days in mathematics, Biology mentors meeting and other lectures, workshops and other events open to the general 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 new activities and measures will be added to the promotional strategy, which will result from the ongoing evaluation of the effectiveness of promotional activities to increase enrolment. In doing so, it is necessary to take into account the significantly lower available financial resources from the study activity.

UP – SELF-EVALUATION REPORT

ACADEMIC YEAR 2018/2019



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 to 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.
Indicator calculation	Data are taken from the Analysis of applications and enrolment for individual academic years (Analysis is prepared by the UL ⁴ 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 2018/2019 academic year according to the trend of the past three (3) academic years.

The appendix for undergraduate study programmes shows data on the average number of points of accepted candidates in the 2019/20 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 UL⁵ 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 (2019/20: 74.04; 2018/19: 85.87; 2017/18: 85.17) - average number of points remained approximately unchanged in the last two years, compared with data from two years ago. However, it indicates a decrease in the average number of points;*
- *Biopsychology (2019/20: 79.84; 2018/19: 69.09; 2017/18: 68.42) - the average number of points has increased slightly compared to the last two years, which we assess as very positive. It should be mentioned that within the 2017/18 academic year, only the enrolment of candidates with general matura was possible;*
- *Mathematics - in Slovene (2019/20: 63.42; 2018/19: 75.3; 2017/18: 69.80) - the average number of points decreased slightly compared to the last two years. Due to the above, it will be necessary to consider sensible measures at the department or faculty level to obtain candidates with better academic performance;*
- *Biodiversity / Conservation Biology (2019/20: 68.45; 2018/19: 67.96; 2017/18: 70.11) - the average number of points has increased slightly compared to the last two years, which we assess as positive. However, we will continue to strive to gain candidates with better academic performance;*
- *Bioinformatics - in Slovene (2019/20: 63.42; 2018/19: 71.33; 2017/18: 71) - compared to the previous year, the average number of points decreased slightly, so we will consider sensible measures for increasing the average number of points again;*
- *Computer Science - in Slovene (2019/20: 63.42; 2018/19: 56.61; 2017/18: 57.35) - compared to the previous year, the average number of points increased. However compared to the data from the previous two years, it shows that the highest number of points has now been achieved, which we consider to be very good;*

⁴ UL – University of Ljubljana

⁵ VPIS UL – Higher Education Application and Information services of the University of Ljubljana

UP – SELF-EVALUATION REPORT

ACADEMIC YEAR 2018/2019



- *Mediterranean Agriculture (University study programme) (2018/19: 47; 2017/18: 46,5; 2016/17: 52,25) - in this academic year, the study programme Mediterranean Agriculture (University study programme) is no longer implemented.*
- *For the first time, Mediterranean Agriculture (Higher education study programme) is being implemented, for which it will be possible to compare the average number of points in the next academic year. This year, the accepted candidates scored 64.74 points on average.*

For the three study programmes conducted in English (Mathematics, Computer Science, 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 data on the average number of points of accepted candidates are good, as similar values are mostly maintained as in the previous year. 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.

UP – SELF-EVALUATION REPORT

ACADEMIC YEAR 2018/2019



Indicator code	KUP_03
Indicator name	NUMBER RATIO BETWEEN ADVERTISED PLACES, APPLIED AND ENROLLED STUDENTS ON TO THE 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.
Indicator calculation	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 2018/2019 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 2017/2018 for the academic year 2018/2019 and explain whether the planned measures have been implemented or whether the result of the implemented measures are visible, - indicate the measures planned to appropriately address the shortcomings identified, - also take into account the Medium-Term Development Strategy of UP and the 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 year, 2019/20 and 2018/19, 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 previous academic years, only the vacancies in the Biopsychology study programme were completely filled, while in other programmes the vacancies were lower. In the year 2019/20, we notice an increase in the enrolment of students in advertised positions in the study programme Computer Science in Slovene and also English.

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 (2019/20: 87.80%; 2018/19: 82.93%; 2017/18: 85.37%) - the percentage of enrolled students in relation to the advertised places is very high in all three years, which we estimate as very good;*
- *Computer Science - in Slovene (2019/20: 85.45%; 2018/19: 52.73%; 2017/18: 56.36%) - the percentage has decreased in the last two years, which coincides with the tendered programme also offered in English. This means that students who are foreign nationals enrol on the English version of the programme and no longer in the Slovene implementation of the course), but this year we estimate the increase in the share as very good;*
- *Computer Science - in English (2019/20: 90.20%; 2018/19: 87.10%; 2017/18: 80.65%) - the percentage of enrolled students in relation to the advertised places is very high in all these years, which we rate as very good;*

UP – SELF-EVALUATION REPORT

ACADEMIC YEAR 2018/2019



- *Biodiversity / Conservation Biology* (2019/20: 71.79%; 2018/19: 33.33%; 2017/18: 35.9%) - the percentage has been slightly lower in the last two years. This year, however, it has increased, which we consider to be very good and we believe that sensible measures in the department have been positively applied;
- *Mediterranean Agriculture (University study programme)* (2019/20 - 1st year not implemented; 2018/19 - 1st year not implemented; 2017/18: 6.9%) - We are not implementing the 1st year of the programme this year. Last year, we accredited a new higher education study programme, *Mediterranean Agriculture*, which we started implementing in 2019/20;
- *Mediterranean Agriculture (Higher education study programme)* (2019/20: 79.31%) - this year the 1st year is being implemented for the first time, so we will be able to compare the data next year. The occupancy of advertised places is assessed as good;
- *Mathematics in Economics and Finance* (2019/20: 29.41%; 2018/19: 11.76%; 2017/18: 17.65%) the percentage increased slightly, which we assess as good, but still hasn't reached the satisfactory level;
- *Mathematics - in Slovene* (2019/20: 27.78%; 2018/19: 22.22%; 2017/18: 1st year was not implemented) - the percentage of enrolled students compared to the advertised places has increased in the last year which we assess as positive;
- *Mathematics - in English* (2019/20: 16.98%; 2018/19: 18.87%; 2017/18: 11.32%) - the percentage of enrolled students in relation to the advertised positions remained at approximately the same level as the year before, which we assess as positive;
- *Bioinformatics - in Slovene* (2019/20: 37.93%; 2018/19: 34.48%; 2017/18: 10.34%) - the percentage of enrolled students compared to the advertised places has increased in the last year, which we estimate as very good;
- *Bioinformatics - in English* (2019/20: 32.26%; 2018/19: 41.94%) - the programme was implemented in English for the first time in 2018/19, so we can only compare two years. Occupancy of advertised places is slightly lower compared to the previous year, but we assess it as good, as the reduction is small.

Master's degree:

In the master's study programmes, the percentage of enrolled students compared to the advertised positions does not reach the highest values in undergraduate studies.

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* (2019/20: 17.65%; 2018/19: 26.47%; 2017/18: 20.59%) - the percentage decreased slightly compared to previous years;
- *Mathematical Sciences - in Slovene* (2019/20: 7.14%; 2018/19: 11.9%; 2017/18: 9.52%) - the percentage decreased slightly compared to previous years. Due to the above, it will be necessary to consider sensible measures at the department or faculty level, with which we will gain more enrolled students;
- *Mathematical Sciences - in English* (2019/20: 15.63%; 2018/19: 15.63%; 2017/18: 18.75%) - the percentage remains approximately unchanged which is assessed as good;
- *Mathematics with Financial Engineering* (2019/20: 2.38%; 2018/19: 9.52%; 2017/18: 4.76%) - the percentage remains approximately unchanged;
- *Computer Science* (2019/20: 23.81%; 2018/19: 11.9%; 2017/18: 23.81%) - this year the percentage has increased slightly, which we assess as positive;
- *Sustainable Built Environment - in Slovene* (2019/20: 7.41%; 2018/19: 3.45%; 2017/18: 3.16%) - the percentage has increased slightly compared to previous years, which we estimate as very good;
- *Applied Psychology* (2019/20: 48.57%; 2018/19: 60%; 2017/18: 31.43%) - the percentage decreased slightly compared to the previous year, but still within the expected values;
- *Nature Conservation* (2019/20: 38.10%; 2018/19: 35.71%; 2017/18: 42.86%; 2016/17: 19.05%) - the percentage increased slightly compared to the previous years, which we assess as positive.



- *The study programme Sustainable Built Environment - in English was launched for the first time in the 2019/20 academic year, so we will be able to compare the data next year. The percentage in 2019/20 is 5.26%, which we estimate as good.*

Doctoral study:

As expected, the percentage of enrolled students on doctoral study programmes is lower than the advertised positions (Mathematical Sciences - in Slovene (2019/20: 10%; 2018/19: 8.33%); Mathematical Sciences - in English (2019/20: 10%; 2018/19: 41.67%); Computer Science - in Slovene (2019/20: 0%; 2018/19: 20%). In the 2019/20 academic year, the Computer Science - in English study programme was launched. It reached 40% of all the advertised positions which we consider as good in consideration that there were no students enrolled on the Slovene implementation of the programme.

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 it stands. 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.



Transition to a higher year (KUP_04), repeaters (KUP_05) and continuation of studies

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 1st, 2nd and 3rd level 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.
Indicator calculation	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 2019/2020 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 2018/2019 academic year for the 2019/2020 academic year and explain whether the planned measures have been implemented or whether the result of the implemented measures are visible, - indicate the measures planned to appropriately address the shortcomings identified, - also take into account the Medium-Term Development Strategy of UP and the Members 2014-2020.

The appendix for the study programmes of the faculty (all three levels) in the 2019/20 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 slightly decreased compared to the previous two academic years (2019/20: 52.02%; 2018/19: 62.86%; 2017/18: 58, 28%).

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 (2019/20: 35.71%; 2018/19: 88.89%; 2017/18: 50%) - Transition has improved in the last three years, which we assess as very positive, and this year the transition rate has decreased, so we will try to improve it in the upcoming years with appropriate measures in the department;*
- *Bioinformatics - in Slovene (2019/20: 0%; 2018/19: 50%; 2017/18: 66.67) - the transition rate has changed a lot in the last three years, which is difficult to explain, otherwise this year's transition rate is assessed as poor and we will try to improve it in the upcoming years with appropriate measures;*
- *Bioinformatics - in English (2019/20: 35.71%) - transience cannot be compared to previous years, as this year the 2nd year of the study programme is being implemented for the first time. This year's transition is assessed as very good, as all students progressed from the 1st to the 2nd year;*
- *Mathematics - in Slovene (2019/20: 50%; 2018/19: /; 2017/18: 100%) - in the 2017/18 academic year there were no students enrolled on to the 1st year in the Slovene version, so the transition is not stated. This year's transition is assessed as good, as half of the students have progressed to a higher year, and we will try to improve it with appropriate measures;*
- *Mathematics - in English (2019/20: 60%; 2018/19: 50%; 2017/18: 100%) - lower pass rate is due to the fact that some enrolled foreign students obtained a residence permit in Slovenia very late and as a result, they were unable to complete all study obligations on time. However, we noticed a slight improvement in this academic year, which we assess as positive;*

UP – SELF-EVALUATION REPORT

ACADEMIC YEAR 2018/2019



- *Mathematics in Economics and Finance* (2019/20: 60%; 2018/19: 66.67%; 2017/18: 60%) - *Transition remains at about the same level in all three years, which we assess as good;*
- *Computer Science - in Slovene* (2019/20: 48.48%; 2018/19: 54.55%; 2017/18: 45.28%) - *Transition rate decreased slightly this year compared to previous years, otherwise we assess this year's transition as satisfactory and it could be improved in the upcoming years with appropriate measures;*
- *Computer Science - in English* (2019/20: 48.72%; 2018/19: 44%) - *in the 2018/19 academic year, the 2nd year was conducted for the first time, so we provide data for only two academic years. Transition has increased slightly, which we consider to be positive, but it could be further improved in the upcoming years with appropriate measures;*
- *Biopsychology* (2019/20: 79.49%; 2018/19: 77.14%; 2017/18: 77.5%) - *compared to the previous year, the transition rate is approximately unchanged, but still very high, which we estimate as very good;*
- *Mediterranean Agriculture (University study programme)* (2019/20: /; 2018/19: 50%; 2017/18: 16.67%) - *the transition rate for this academic year cannot be stated, as the 1st year was not implemented in the previous year. As of this academic year, Mediterranean Agriculture (University study programme) is no longer being implemented, as it was launched as a higher education programme - Mediterranean Agriculture.*

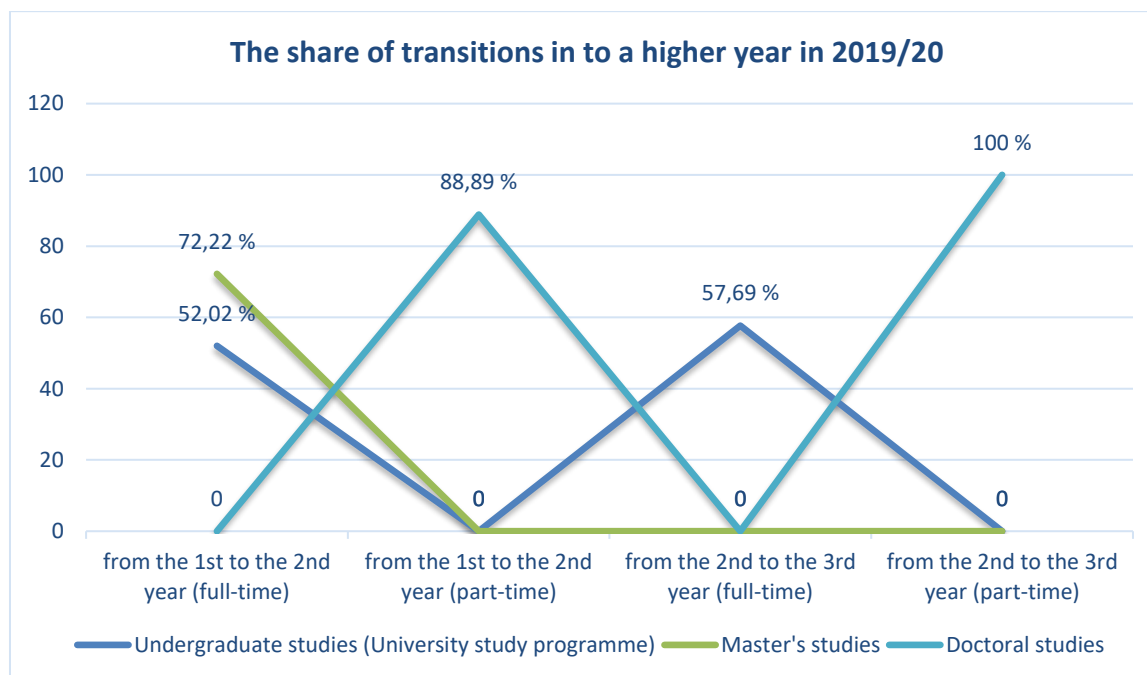
The transition from the 2nd to the 3rd year is still assessed as positive (2019/20: 57.69%; 2018/19: 77.08%; 2017/18: 87%), although it has slightly decreased compared to previous years. We will try to increase the transition from the 2nd to the 3rd year again with appropriate measures.

In master's study programmes, the total pass rate increased slightly compared to the previous year, which is assessed as very good (2019/20: 72.22%; 2018/19: 62.5%; 2017/18: 78.85%).

In doctoral study programmes, the overall transition from the 1st to the 2nd year has improved (2019/20: 88.89%; 2018/19: 75%, 2017/18: 33.33%), which we assess as very good. The transition from the 2nd to the 3rd year was 100% in 2019/20, which means that all students progressed to a higher year and we evaluate it as very positive.

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

Graph 9: The share of transitions to a higher year in the academic year 2019/2020



An auxiliary table is used to form the graph:

Transition	Manner of studies	Undergraduate studies		Master's studies	Doctoral studies
		Higher education study programme	University study programme		
From the 1st to the 2nd year	Full-time	/	52,02 %	72,22 %	/
	Part- time	/	/	/	88,89 %
	TOTAL	/	52,02 %	72,22 %	88,89 %
From the 2nd to the 3rd year	Full-time	/	57,69 %	/	/
	Part-time	/	/	/	100 %
	TOTAL	/	57,69 %	/	100 %

UP – SELF-EVALUATION REPORT

ACADEMIC YEAR 2018/2019



Indicator code:	KUP_05
Indicator name	PERCENTAGE OF REPEATERS IN STUDY PROGRAMMES (SEPARATELY FOR EACH PROGRAMME)
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	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 measures the share of repeaters in study programmes. It gathers at the level of members and UP.
Indicator calculation	The table shows the number and share of all students and repeaters for each study programme separately (data from eVŠ ⁶ are used). 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 2019/2020 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 2018/2019 academic year for the 2019/2020 academic year and explain whether the planned measures have been implemented or whether the result of the implemented measures are visible, - indicate the measures planned to appropriately address the shortcomings identified, - also take into account the Medium-Term Development Strategy of UP and the Members 2014-2020.

The appendix for study programmes of all three cycles shows data on the percentage of repeaters in the academic years 2019/20 - 2017/18.

The data shows that the percentage of repeaters in university study programmes has decreased compared to previous academic years (2019/20: 11.82%; 2018/19: 14.01%; 2017/18: 6.27%).

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

- *Bioinformatics - in Slovene (2019/20: 14.29%; 2018/19: no repeaters; 2017/18: 10%) - this year the percentage of repeaters has increased compared to previous years. This means that the number of students who did not progress to the 2nd year and are without student status has decreased;*
- *Bioinformatics - in English (2019/20: 16.67%) - this year is the first year of the 2nd year, so we will be able to compare data next year;*
- *Computer Science - in Slovene (2019/20: 15.12%; 2018/19: 24.05%; 2017/18: 15.29%) - the percentage of repeaters has decreased this year, despite previous gradual increases. Due to the above, it will be necessary to consider sensible measures at the department or faculty level, which would further reduce this percentage, but without increasing the number of students who did not progress to the 2nd year and are without student status;*
- *Computer Science - in English (2019/20: 17.86%; 2018/19: 18%) - the percentage of repeaters remained at a similar level as last year, so the department will need to consider sensible measures to reduce;*
- *Biodiversity / Conservation Biology (2019/20: 6%; 2018/19: 11.54%; 2017/18: 10%) - the percentage in this academic year shows a decrease compared to previous years, which we assess as very positive;*
- *Biopsychology (2019/20: 4.12%; 2018/19: 10.58%; 2017/18: no repeaters) - the percentage decreased compared to the previous year, which we assess as very good;*
- *Mathematics - in Slovene (2019/20: 20%; 2018/19: 8.33%; 2017/18: no repeaters) - the percentage has increased compared to previous years, but still within satisfactory values;*

⁶ eVŠ – Higher education in Slovenia, Enrolment Application portal for study

UP – SELF-EVALUATION REPORT

ACADEMIC YEAR 2018/2019



- *Mathematics - in English (2019/20: 10.53%; 2018/19: 9.52%; 2017/18 - no repeaters) - the percentage of repeaters has increased this year, and before that in 2017/18 there were no repeaters, the values are still within expectations;*
- *Mathematics in Economics and Finance (2019/20: no repeaters; 2018/19: 11.76%; 2017/18: no repeaters) - this figure means that the number of students who did not progress to the 2nd year has increased, and are without student status, as not all students have progressed from the 1st to the 2nd year;*
- *Mediterranean Agriculture (University study programme) (2019/20 - no repeaters; 2018/19: 33.33%; 2017/18 and 2016/17 - no repeaters) - because in the 2018/19 academic year there were no students enrolled on to the 1st and 2nd year, consequently there are no repeaters. The study programme will cease to be implemented after 2019/20.*

However, the study programme Mediterranean Agriculture (Higher education study programme) has just been implemented, for which we will be able to provide data in the next year.

In the master degree programmes, the total percentage of repeaters has decreased by almost half compared to previous years (2019/20: 3.33%; 2018/19: 6.03%; 2017/18: 3.54%).

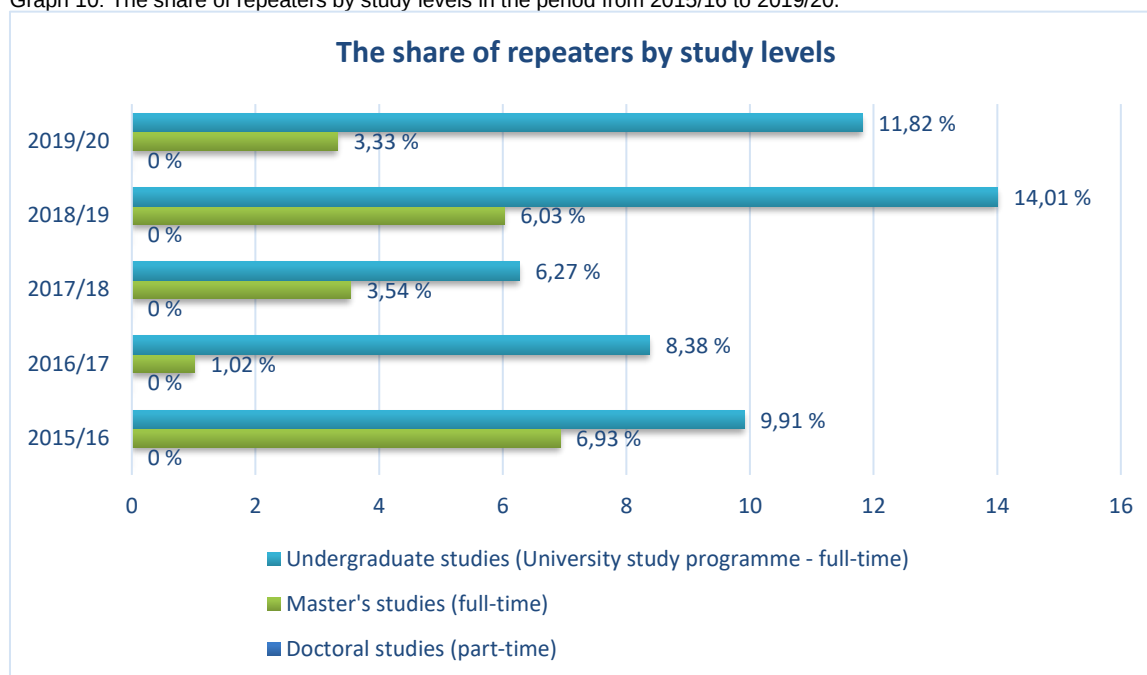
The following is an overview of the percentage of repeaters by individual study programmes (data for the last 3 academic years are given):

- *Computer Science (2019/20: 5.88%; 2018/19: 35.71%; 2017/18: 11.11%) - the percentage of repeaters decreased significantly, which we assess as positive;*
- *Mathematical Sciences - in Slovene (2019/20: no repeaters; 2018/19: no repeaters; 2017/18: 12.5%) - there are no repeaters this year, which we consider to be good, and in the future we would also like to reduce the number of students without student status and increase the share of transitions;*
- *Mathematical Sciences - in English (2019/20: 10%; there were no repeaters before) - despite the increase in the percentage, we believe that the share is in the expected values. However, we consider it very good that there were no repeaters in the programme before that;*
- *Nature Conservation (2019/20: 3.23%; 2018/19 and 2017/18: no repeaters) - the percentage of repeaters has increased, but we still assess the value as very good;*
- *Applied Psychology (2019/20: no repeaters; 2018/19: no repeaters; 2017/18: 2.78%) - we assess the fact as very good that there have been no repeaters in the programme for two years in a row and the percentage was very low before ;*
- *Mathematics with Financial Engineering (no repeaters in the last three years) - despite the fact that there are no repeaters in the last three years, we believe that it will be necessary to introduce meaningful changes in the department, as the transition rate was 0%;*
- *Biopsychology (2019/20: no repeaters; 2018/19: 7.69; 2017/18: no repeaters) - there are no repeaters this year, which we consider to be very good;*
- *Sustainable Built Environment – in Slovene - because the study programme was only introduced in 2018/19, we have data on repeaters only for the 1st year. The share is 100% as the enrolled student on 2019/20 is re-enrolled on to the 1st year. We believe that it will be necessary to introduce meaningful changes in the department;*

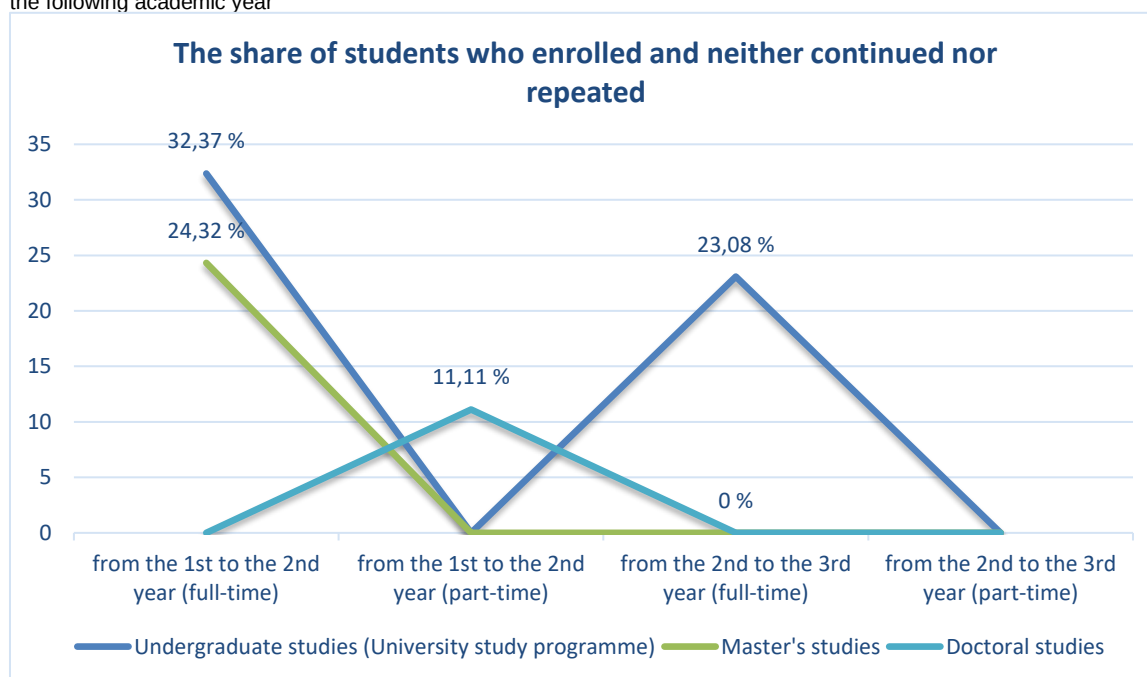
There have been no repeaters in doctoral programmes in the last three academic years, which we consider to be very good.

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

Graph 10: The share of repeaters by study levels in the period from 2015/16 to 2019/20.



Graph 11: The share of students who enrolled on to the academic year but they neither continued their studies nor repeated in the following academic year



UP – SELF-EVALUATION REPORT

ACADEMIC YEAR 2018/2019



An auxiliary table is used to create the graph:

<i>From the 1st to the 2nd year</i>	<i>Undergraduate studies</i>		<i>Master's studies</i>	<i>Doctoral studies</i>
	<i>Higher education study programme</i>	<i>University study programme</i>		
<i>Full-time</i>	/	32,37 %	24,32 %	/
<i>Part-time</i>	/	/	/	11,11 %
<i>Total</i>	/	32,37 %	24,32 %	11,11 %

<i>From the 2nd to the 3rd year</i>	<i>Undergraduate studies</i>		<i>Master's studies</i>	<i>Doctoral studies</i>
	<i>Higher education study programme</i>	<i>University study programme</i>		
<i>Full-time</i>	/	23,08 %	/	/
<i>Part-time</i>	/	/	/	0 %
<i>Total</i>	/	23,08 %	/	0 %



Graduates and the duration of studies (KUP_06)

Indicator code:	KUP_06
Indicator name	AVERAGE NUMBER OF YEARS OF STUDY PER STUDENT IN THE 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 1st year of the programme to the end of studies in the same programme). The indicator also measures the length of study of graduates of an individual programme at a UP member deviates on average from the anticipated length of the study programme (= duration of study per programme). It measures the length of study in an individual programme and thus indirectly draws attention to possible problems in the course of study, compared to the average length of study in other members programmes. The indicator is useful mainly at the members level.
Who measures it	Professional services of the member. Data must be collected separately for the 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).
Indicator calculation	The indicator measures the average duration of studies in days and the duration of studies in relation to the expected duration of studies. The average number of years of study is calculated by taking into account all graduates in a particular study programme who completed their studies in a particular academic year (or in a particular calendar year), used for the calculation for those graduates who enrolled on to the 1st year according to the criteria for transitions). Calculate the number of days from 1 October of the academic year of their enrolment to the end of their studies (graduation day), make an average of this and divide by the number of days in a year; 365. $\frac{\sum \text{graduate} * \text{number of years from the first enrollment on to the 1st year}}{\text{number of graduates}}$
INSTRUCTIONS	The data are shown in the xcl table in the appendix. When interpreting the data sensibly: - justify the realization of the indicator for the academic year 2018/2019 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 2017/2018 for the academic year 2018/2019 and explain whether the planned measures have been implemented or whether the result of the implemented measures are visible, - indicate the measures planned to appropriately address the shortcomings identified, - also take into account the Medium-Term Development Strategy of UP and the Members 2014-2020.

The appendix for the study programmes of the faculty of all levels in the 2018/19 academic year shows data on the average number of years of study per student.

The data shows that the average number of years of study in university study programmes decreased slightly compared to the previous two years (2018/19: 3.94; 2017/18: 4.26 years; 2016/17: 4.17 years; 2015/16: 4.11 years), with a slightly smaller number of graduates completing their studies (2018/19: 72; 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: 2018/19: 6.5 (2 graduates); 2017/18: 5.74 years (4 graduates); 2016/17: 5.38 years (4 graduates) - the average number of years of study has increased slightly this year, while a small number of graduates remain;*
- *Biodiversity: 2018/19: 3.61 (6 graduates); 2017/18: 4.62 (14 graduates); 2016/17: 4.92 years (9 graduates) - the average number of years has decreased slightly this year, which we assess as positive, but it is necessary to take into account the fact that the number of graduates is smaller;*



- *Mathematics in Economics and Finance*: 2018/19: 4.14 (4 graduates); 2017/18: 5.36 years (2 graduates); 2016/17: 4.9 years (2 graduates), - the average number of years of study decreased slightly, while the number of graduates increased;
- *Bioinformatics*: 2018/19: 5.72 (4 graduates); 2017/18: 4.27 years (4 graduates); 2016/17: 4.75 years (3 graduates) - the average number of years has increased slightly this year;
- *Computer Science*: 2018/19: 3.97 (8 graduates); 2017/18: 3.94 years (11 graduates); 2016/17: 4.52 years (8 graduates) - the average number of years remained approximately unchanged, which we assess as positive;
- *Biopsychology*: 2018/19: 3.81 (37 graduates); 2017/18: 4.12 years (44 graduates); 2016/17: 3.97 years (44 graduates) - the average number of years decreased slightly;
- *Mathematics - in Slovene*: 2018/19: 4.32 (3 graduates); 2017/18: 2.92 years (3 graduates); 2016/17: 3.63 years (4 graduates) - the average number of years has increased significantly this year;
- *Mathematics - in English*: 2018/19: 2.96 (8 graduates); 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 the master's programmes, the average number of years of study has increased slightly compared to previous years (2018/19: 3.61 years (28 graduates); 2017/18: 3.07 years (21 graduates); 2016/17: 3

A comparison by individual study programme shows the following:

- *Biopsychology*: 2018/19: 4.06 years (6 graduates); 2017/18: 3.52 years (7 graduates); 2016/17: 3.34 years (7 graduates) - the average number of years has increased slightly this year;
- *Mathematical Sciences - in Slovene*: 2018/19: 1.93 years (1 graduate); 2017/18: 1.94 (1 graduate); 2016/17: 2.58 years (6 graduates) - the average number of years has remained almost unchanged this year;
- *Mathematical Sciences - in English*: 2018/19: 1.77 years (2 graduates) - because there is no data from previous years, as there were no graduates, we will most likely be able to compare them next year;
- *Computer Science*: 2018/19: 4.42 (4 graduates); 2017/18: 3.91 years (1 graduate); 2016/17: 4.76 years (5 graduates) - the average number of years has increased this year, which we assess as very good;
- *Nature Conservation*: 2018/19: 4.35 (5 graduates); 2017/18: 3.77 years (4 graduates); 2016/17: 3.4 years (5 graduates) - the average number of years has increased slightly this year;
- *Mathematics with Financial Engineering*: 2018/19: 2.93 (3 graduates); 2017/18: 3.2 years (4 graduates); 2016/17: 2 years (1 graduate) - the average number of years has decreased slightly this year;
- *Applied Psychology*: 2018/19: 2.82 (7 graduates); 2017/18: 1.54 (4 graduates) - the average number of years of study is assessed as positive, despite the fact that it has increased. It may be worth pointing out that in 2017/18 the duration was less than two years, as all of them transferred from the Biopsychology programme and had some study obligations recognized.

The programmes Sustainable Built Environment and Data Science in Slovene and English do not yet have graduates.

In doctoral study programmes, the average number of years of study increased slightly (2018/19: 4.4 (3 graduates); 2017/18: 4.82 years (2 graduates); 2016/17: 3.82 years (2 graduates))

We estimate the average number of years of study in the 1st, 2nd and 3rd level programmes as good, so we believe that measures in this area are not yet necessary.



Graph 12: Overview of the number of graduates from 2013 to 2018 (previous 5 years)

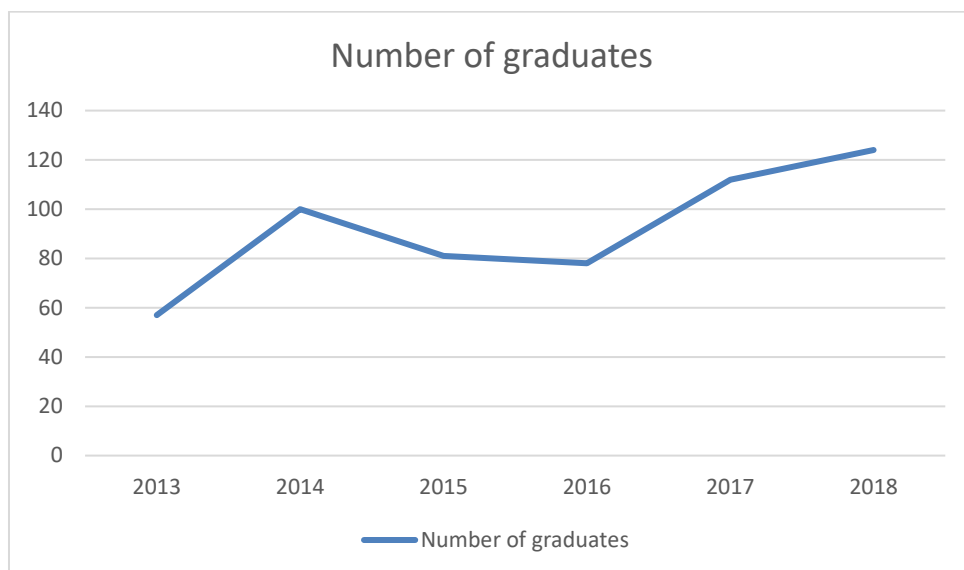


Table 1: Duration of studies, comparison between the following academic years 2016/2017, 2017/2018 and 2018/2019

Study programmes	Maner of studies	2016/2017	2017/2018	2018/2019
Undergraduate study programme 1. level (3-year)	Full-time	4,17	4,26	3,94
	Part-time	-	-	-
	Total	4,17	4,26	3,94
Master's study programme 2. level (2-year)	Full-time	3,40	3,07	3,61
	Part-time	-	-	-
	Total	3,40	3,07	3,61
Doctoral study programme 3. level (3-year)	Full-time	-	-	-
	Part-time	3,82	4,82	4,4
	Total	3,82	4,82	4,4



Number of students per employed higher education teachers, associates and study programme providers (KUP_07)

Indicator code:	KUP_07
Indicator name	NUMBER OF STUDENTS PER EMPLOYED HIGHER EDUCATION TEACHERS, ASSOCIATES AND PROVIDERS 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 the 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 contracts). 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	Professional services of the member.
Purpose of the indicator	The member gets an insight into the number of all students per higher education teacher and associate
Indicator calculation	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 Contract 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 2018/2019 (as at 31 December 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 2017/2018 for the academic year 2018/2019 and explain whether the planned measures have been implemented or whether the result of the implemented measures are visible, - indicate the measures planned to appropriately address the shortcomings identified, - also take into account the Medium-Term Development Strategy of UP and the Members 2014-2020.

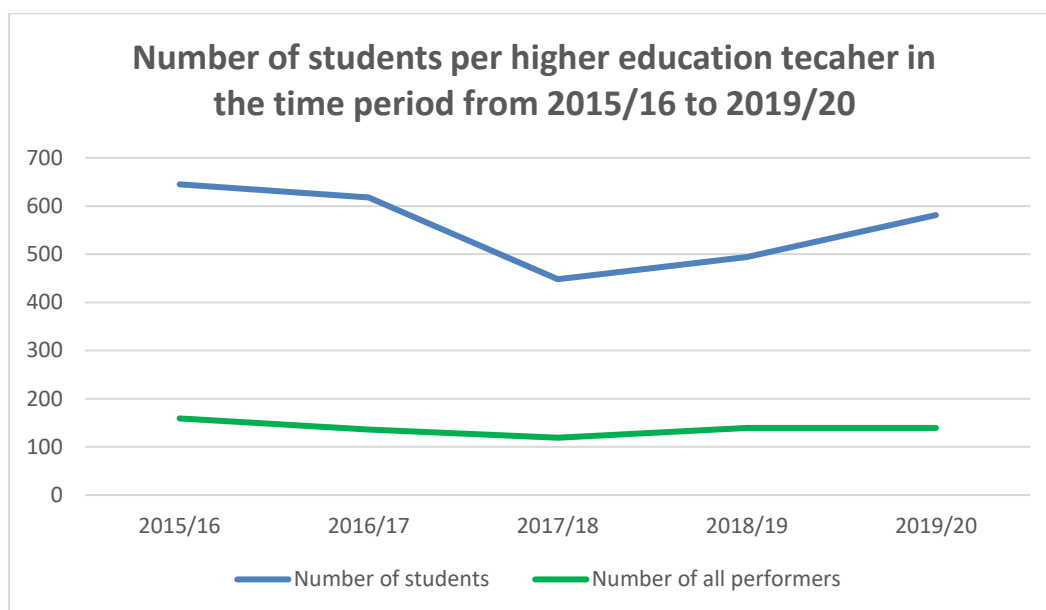
The appendix for previous years shows data on the number of students, the number of employed teachers / associates and the number of all providers (the latter also includes contract teachers / associates) and the number of students per teacher / associate or all providers. The number of employees is as of December 31, 2019.

The data shows that this year the number of teachers / associates or all performers remained unchanged (2019/20: 139, 2018/19: 139, 2017/18: 119; 2016/17: 136), while the number of students increased. As can be seen from the data, the faculty maintains a favourable 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.



Graph 3: Number of students (excluding graduates) per higher education teacher at UP in the time period from 2015/16 to 2019/20.



UP – SELF-EVALUATION REPORT

ACADEMIC YEAR 2018/2019



Evaluation of higher education teachers and associates in student surveys (KUP_08)

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 that is taken into account.
Who measures it	Member of each subject of each programme implemented.
Purpose of the indicator	To 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.
Indicator calculation	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 2018/19 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 shows 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 before the enrolment to a higher year. This contributed to a high percentage of completed surveys (Level 1: 92.90%, Level 2: 90.48%, Level 3: 80%).

In undergraduate study programmes, the average grade for individual survey questions is between 3.25 and 5, and the average overall grade for lectures or exercises is 4.10. In master's study programmes, the average grade for individual survey questions is comparable (between 3.13 and 5), and the average overall grade for the implementation of lectures or exercises is 4.28.

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 postgraduate 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.



Employment and employability of graduates (KUP_09)

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.
Indicator calculation	/
INSTRUCTIONS	Summarize 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. At the end of 2019, we conducted the fourth survey of graduates, but the data obtained have not yet been analysed. For this reason, we present data from the 2017 survey. In 2017, we surveyed graduates for the third time, and included graduates who completed their studies in 2014, 2015 and 2016. In the following, we summarize the essential findings as already stated in the 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-cycle master's study programmes: Mathematical Sciences, Computer Science, Nature Conservation, Biopsychology and Applied Psychology;
- third-cycle doctoral study programme: 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%).

Table 4: Size of the sample of surveyed graduates

Academic year of graduation *	Number of graduates who completed their studies	Number of graduates included in the survey	Number of graduate respondents	Structure of graduates included in the research (%)	Structure of respondent graduates (%)
2017	259	249	88	96	35,34
2019	235	224	No information	No information	No information
TOTAL	494	473	No information	No information	No information

UP – SELF-EVALUATION REPORT

ACADEMIC YEAR 2018/2019

Table 5: Study area according to the status of UP graduates in the labor market - data are taken from the 2017 Alumni Survey Report

Field of study (KLASIUS-P)		Employed	Self-employed	Student	Other	Total
01 Educational sciences and teacher education	No.	/	/	/	/	/
	%	/	/	/	/	/
02 Arts and Humanities	No..	/	/	/	/	/
	%	/	/	/	/	/
03 Social Sciences, Journalism and Information Science	No.	1	0	0	0	1
	%	100	/	/	/	100
04 Business and Administrative Sciences, Law	No.	/	/	/	/	/
	%	/	/	/	/	/
05 Science, Mathematics and Statistics	No.	22	0	1	1	24
	%	91,7	/	4,17	4,17	100
06 Information and Communication Technologies (ICT)	No.	6	2	0	0	8
	%	75	25	/	/	100
07 Engineering, production technologies and construction	No.	/	/	/	/	/
	%	/	/	/	/	/
Agriculture, forestry, fishing and veterinary medicine	No.	/	/	/	/	/
	%	/	/	/	/	/
09 Health and social security	No.	/	/	/	/	/
	%	/	/	/	/	/
10 Transport, security, catering and tourism, personal services	No.	/	/	/	/	/
	%	/	/	/	/	/
TOTAL	No.	29	2	1	1	33
	%	87,87	6,06	3,03	3,03	100

Table 6: Status of UP graduates in the labor market by type of study programme - data are taken from the 2017 graduate survey report

Type of study programme		Employed	Self-employed	Student	Other	Total
Undergraduate studies (Higher education study programme)	No.	/	/	/	/	/
	%	/	/	/	/	/
Undergraduate studies (University study programme)	No.	16	2	1	1	20
	%	80	10	5	5	100
Master's studies	No.	12	0	0	0	12
	%	100	/	/	/	100
Doctoral studies	No.	1	0	0	0	1
	%	100	/	/	/	100
TOTAL	No.	29	2	1	1	33
	%	87,87	6,06	3,03	3,03	100

UP – SELF-EVALUATION REPORT

ACADEMIC YEAR 2018/2019

Graph 4: Structure of employed UP graduates according to the field of study (in %)

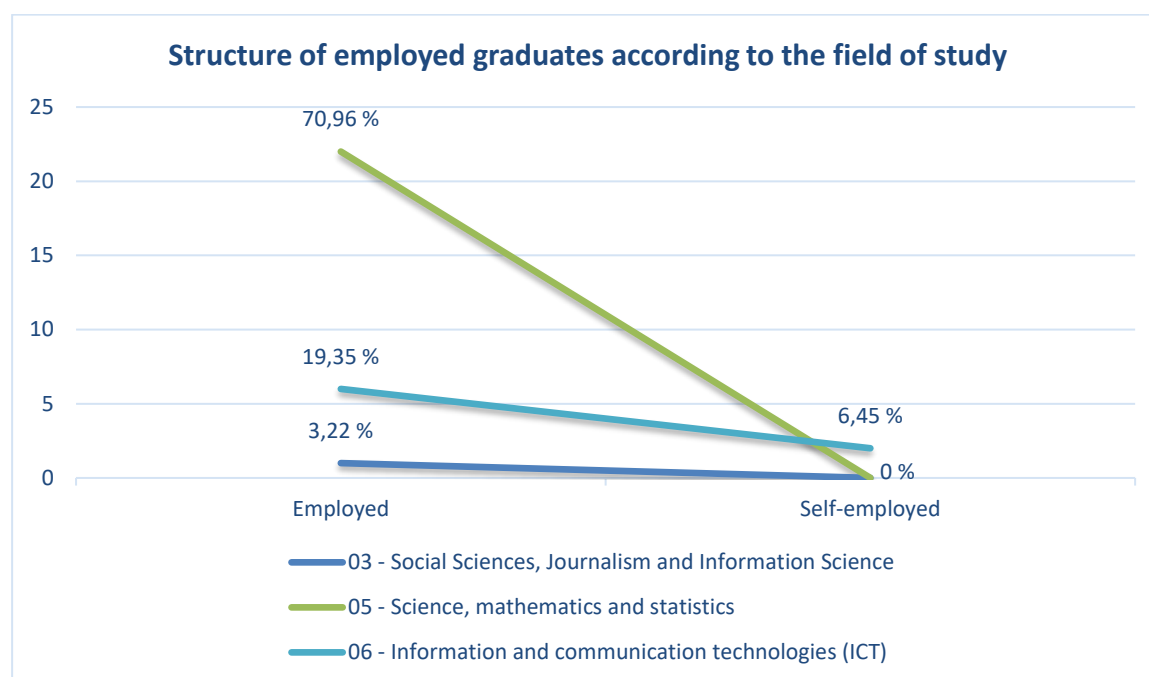


Table 7: Duration and acquisition of the first job from the end of studies according to the field of study

Field of study (KLASIUS-P)	Before the start of studies	During studies	Up to 6 months after graduation	From 6 months to 1 year after graduation	From 1 year to 2 years after graduation	Over 2 years after graduation	Still looking for my first job	Not looking for a job	Total
01 Educational sciences and teacher education	No. / %	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /
02 Arts and Humanities	No. / %	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /
03 Social Sciences, Journalism and Information Science	No. / %	/ /	1 / 100	/ /	/ /	/ /	/ /	/ /	1 / 100
04 Business and Administrative Sciences, Law	No. / %	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /
05 Science, Mathematics and Statistics	No. 3 % 4,61	5 / 7,69	9 / 13,84	2 / 3,07	4 / 6,15	5 / 7,69	28 / 43,07	9 / 13,84	65 / 100
06 Information and Communication Technologies (ICT)	No. / %	3 / 25	7 / 58,33	/ /	/ /	/ /	/ /	2 / 16,7	12 / 100
07 Engineering, production technologies and construction	No. / %	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /
Agriculture, forestry, fishing and veterinary medicine	No. / %	/ /	/ /	/ /	/ /	/ /	1 / 100	/ /	1 / 100
09 Health and social security	No. / %	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /
10 Transport, security, catering and tourism, personal services	No. / %	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /
TOTAL	No. 3 % 3,79	30 / 37,97	16 / 20,25	2 / 2,53	4 / 5,06	5 / 6,32	29 / 36,7	9 / 11,39	79 / 100

Table 8: Coherence of employment with the achieved level of formal education of the graduate

Type of study programme	First employment			Current employment		
	YES	NO	Total	YES	NO	Total
No.	/	/	/	/	/	/

UP – SELF-EVALUATION REPORT

ACADEMIC YEAR 2018/2019



Type of study programme		First employment			Current employment		
		YES	NO	Total	YES	NO	Total
Undergraduate studies (Higher education study programme)	%	/	/	/	/	/	/
Undergraduate studies (University study programme)	No.	15	5	20	13	4	17
	%	75	25	100	76,47	23,52	100
Master's studies	No.	9	3	12	10	2	12
	%	75	23	100	83,33	16,66	100
Doctoral studies	No.	1	/	1	1	/	1
	%	100	/	100	100	/	100
TOTAL	No.	25	8	33	24	6	30
	%	75,75	24,24	100	72,72	20	100

Table 9: Coherence of employment with the professional field of the graduate

Type of study programme		First employment			Current employment		
		YES	NO	Total	YES	NO	Total
Undergraduate studies (Higher education study programme)	No.	/	/	/	/	/	/
	%	/	/	/	/	/	/
Undergraduate studies (University study programme)	No.	10	10	20	10	7	17
	%	50	50	100	58,82	41,17	100
Master's studies	No.	8	4	12	8	4	12
	%	66,66	33,33	100	66,66	33,33	100
Doctoral studies	No.	1	/	1	1	/	1
	%	100	/	100	100	/	100
TOTAL	No.	19	14	33	19	11	30
	%	57,57	42,42	100	63,33	36,66	100



III. PART: IMPLEMENTATION OF ACTIONS IN THE ACADEMIC YEAR 2018/2019 AND PLANNED ACTIONS FOR THE ACADEMIC YEAR 2019/2020

ACTION PLAN 2018/2019 – IMPLEMENTATION

Table 10: Realization of objectives and actions in the 2018/2019 academic year

Indicator	Objective	Action	Indicator for monitoring measures	Activity	Holder	Implementation deadline	Realization in 2018/2019
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 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)	Departments Communication Service	September 2019	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 Communication Service	September 2019	Realized Justification: All planned activities as well as additional ones have been implemented.

UP – SELF-EVAULATION REPORT

ACADEMIC YEAR 2018/2019



Indicator	Objective	Action	Indicator for monitoring measures	Activity	Holder	Implementation deadline	Realization in 2018/2019
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 Communication Service	September 2019	Realized Justification: All planned activities as well as additional ones have been implemented.
KUP_04	Objective no. 1: gain 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	Realized Justification: All planned activities have been implemented. We will continue with the set activities in the future
KUP_05	Objective no. 1: gain as motivated students as possible for regular study obligations	The actions are the same as for KUP_04	Indicatore 1: percentage of repeaters	The activities are the same as for KUP_04	Heads of departments Programme coordinators Course performers	September 2019	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 2019	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	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	Realized Justification: The favorable ratio between the number of students and higher education teachers

UP – SELF-EVAULATION REPORT
ACADEMIC YEAR 2018/2019



Indicator	Objective	Action	Indicator for monitoring measures	Activity	Holder	Implementation deadline	Realization in 2018/2019
	teachers and associates						and associates is maintained
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 studies) - 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	Realized 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	Indicator 1: percentage of survey completion Indicator 2 as in KUP_01	- strengthening the work of the Faculty Alumni Club and maintaining contacts with graduates - as at KUP_01	Faculty management Departments	September 2019	Realized Justification: All planned activities were realized. We will continue with the set activities in the future.

UP – SELF-EVALUATION REPORT

ACADEMIC YEAR 2018/2019



Indicator	Objective	Action	Indicator for monitoring measures	Activity	Holder	Implementation deadline	Realization in 2018/2019
		the faculty (KUP_01)					

ACTION PLAN 2019/2020

Table 11: Planned actions for the 2019/2020 academic year

Indicator	Objectives	Action	Indicator for monitoring measures	Activity	Holder	Implementation deadline
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 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	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 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)	Departments Communication Service	September 2020
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 Communication Service	September 2020
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 Communication Service	September 2020
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 program coordinators with course providers - meetings of program coordinators with students - monitoring data on completed study obligations of students	Heads of departments Programme coordinators Course performers	September 2020

UP – SELF-EVALUATION REPORT

ACADEMIC YEAR 2018/2019

Indicator	Objectives	Action	Indicator for monitoring measures	Activity	Holder	Implementation deadline
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 2020
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 2020
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 2020
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 studies) - 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 2020
KUP_09	Objective no. 1: higher percentage of employment and	Action no. 1: Encouraging students to complete surveys Action no. 2: regular	Indicator 1: percentage of survey completion	- strengthening the work of the Alumni Club of the Faculty and maintaining contacts with graduates - as at KUP_01	Faculty management Departments	September 2020

UP – SELF-EVALUATION REPORT

ACADEMIC YEAR 2018/2019



Indicator	Objectives	Action	Indicator for monitoring measures	Activity	Holder	Implementation deadline
	employability of graduates; Objective no. 2: increase the percentage of completed surveys	acquaintance of the media and the widest interested public with the activities and achievements of the faculty (KUP_01)	Indicator 2 as in KUP_01			

Izr. prof. dr. Ademir Hujdurović, I. r.,
Dean of UP FAMNIT

Attachment:

- Printout of the decision of the 14th regular session of the UP FAMNIT Senate of the 17th February 2020;
- Extract from the report on the results of the survey for the academic year 2018/19 (KUP_08);
- Indicators for the field of educational activity in the 2018/19 academic year.