INTERNATIONAL BALKAN UNIVERSITY

Excellence for the future!

SELF-EVALUATION DATA REPORT OF THE 2024-2025 ACADEMIC YEAR

Skopje, 2025

Introduction

This report presents the data collected for the academic year 2024/2025 which is part of the University's ongoing self-evaluation process. It offers comprehensive analysis of institutional performance and serves as a foundational tool for assessing processes, identifying areas for improvement, and informing strategic planning and development initiatives.

The self-evaluation process is conducted in accordance with the Rulebook on Standards and Procedures for External Evaluation and Self-Evaluation, adopted by the National Board for Higher Education, where it is determined that self-evaluation should be carried out at intervals of a maximum of three years. This Rulebook also aligns with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

In this line, on 06.03.2025, International Balkan University adopted the Guidelines for Self-Evaluation and Quality Assurance. These guidelines explain the processes and procedures for quality assurance and provide a foundation for shaping institutional practices.

Demonstrating its commitment to continuous improvement and quality assurance, IBU has the practice of collecting the necessary data annually and presenting them into this Self-evaluation data report. This report is then summarized in the general Self-evaluation report, which is prepared in accordance with the determined Standards and Procedures for External Evaluation and Self-Evaluation and covers the required three-year period.

Accordingly, the information presented in this yearly report is prepared based on the following:

Faculty Annual Reports

Faculty annual reports present comprehensive faculty reports prepared at the end of each academic year and include:

- General information about the faculty and its departments
- Lists and demographic data for full-time and part-time staff
- Details of study programs in all three cycles and student enrollment numbers
- Accreditation status of new study programs
- Full curricula and course-related statistics
- Internship organization at the faculty level
- Staff workload data, including delivered courses, student numbers, mentorships, and administrative responsibilities
- Graduation projects, master's theses, and PhD dissertations completed during the year
- Faculty-led projects, academic journal activities, and events such as conferences, institutional collaborations, and field visits.

These reports serve the following purposes:

1) Documenting regular faculty activities
2) Collecting statistical data
3) Evaluating faculty contributions to university goals
4) Supporting strategic planning and decision-making

Instructor Self-Assessment Reports

At the end of each semester, academic staff report on conducted instruction processes and teaching practices employed for each course separately. This is done through the Hello System's Self-Assessment Module and includes information on the following:

- Appiled teaching methods and innovative instructional approaches
- Assignment types
- Assessment and exam type formats used for Mid-term, Final, and Make-up exams
- Collaborative and practice-based teaching activities

Information gathered through these reports serves the following purposes:

1) Monitoring and evaluating teaching and learning quality at individual and faculty levels
2) Evaluation, decision-making and strategic planning related to the quality of teaching and learning processes
3) Designing targeted and tailored professional development programs through the Teaching and Learning Centre.

Additional Institutional Data

This report also incorporates data from the University's Information Management System and other units, including academic performance indicators and student success metrics.

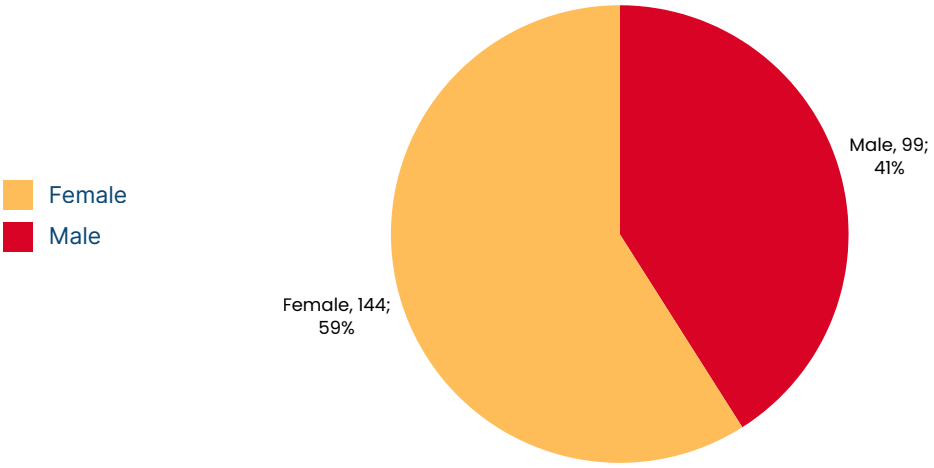
Based on this information, the Self-evaluation data report is prepared, and includes detailed information on academic staff engaged in the academic year 2024/2025, active study programs, instructional practices, academic achievements, and student performance statistics. Based on this analysis, the Quality Assurance Unit proposes recommendations for future improvements and activities. Additionally, this report serves as a basis for the Self-evaluation process which is carried out for a period of three years, in accordance with the requirements of the Law on Higher Education.

1. Instructors

This section outlines key data on the academic staff engaged in the teaching process during the 2024/2025 academic year. A total of 243 instructors were engaged, covering courses at various units of IBU, including 7 faculties, Vocational Medical School and the Language School. Presented below is a detailed overview of instructors' demographic and academic profiles.

1.1. Instructors by Gender

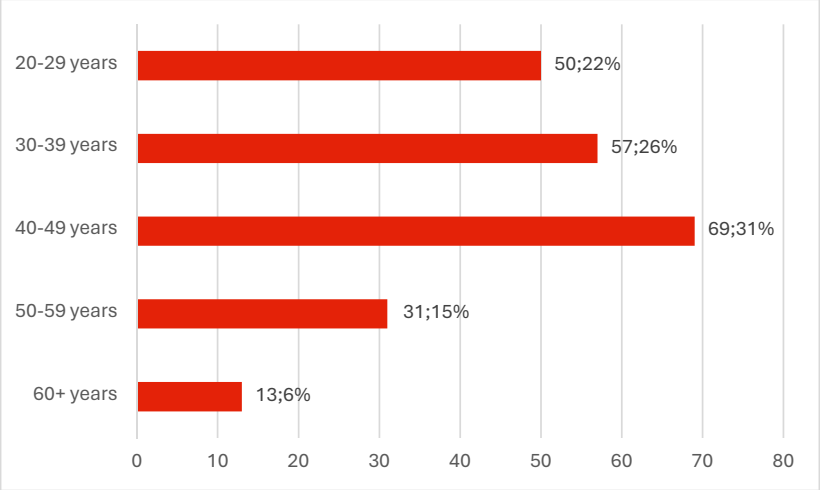
Graph 1 illustrates the gender structure of the teaching staff, showing that 59% are female and 41% are male. This indicates that the percentage of female staff is slightly higher than that of male staff within the academic workforce.



Graph 1. Gender

1.2. Instructors by Age

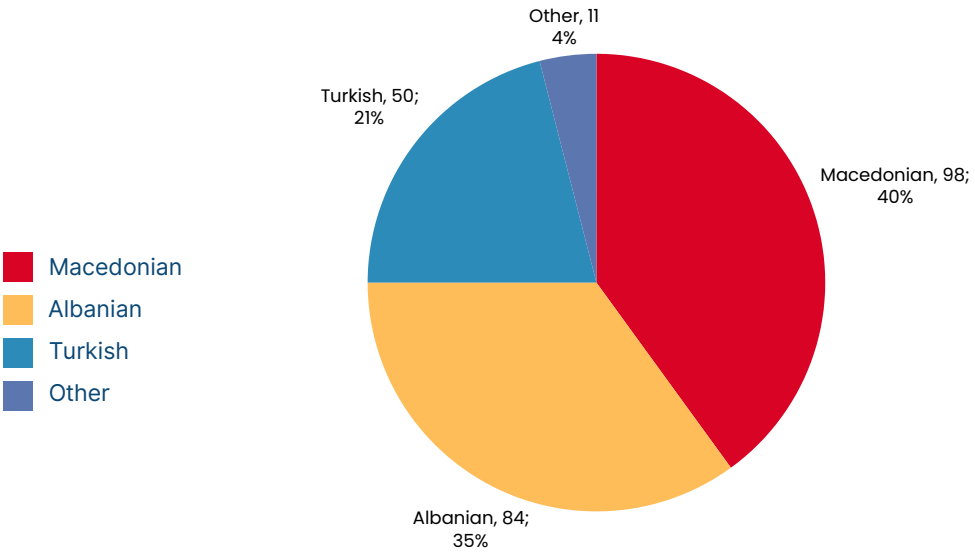
In terms of age, the largest proportion of instructors falls within the 40–49 age group with 31% of the total. This is followed by 26% of instructors aged between 30–39 years, and 22% within the 20–29 age group. Instructors aged 50–59 represent 15%, while those aged 60 and above comprise 6% of the teaching staff. These figures indicate that the majority of instructors are below the age of 50, predominantly concentrated between 30 and 50 years of age (Graph 2).



Graph 2. Age

1.3. Nationality

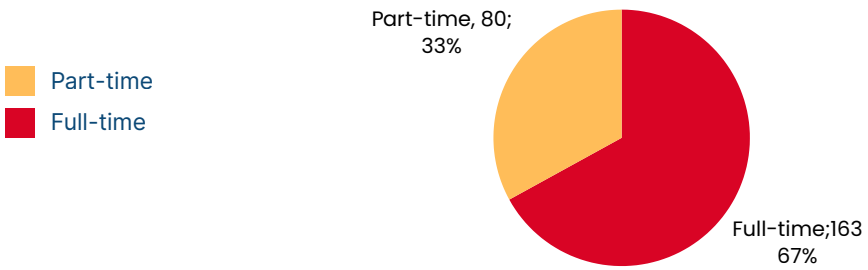
The staff structure by nationality is shown in Graph 3. As presented, Macedonians comprise 40% of the staff, followed by Albanians (35%), Turkish (21%), and other nationalities (4%).



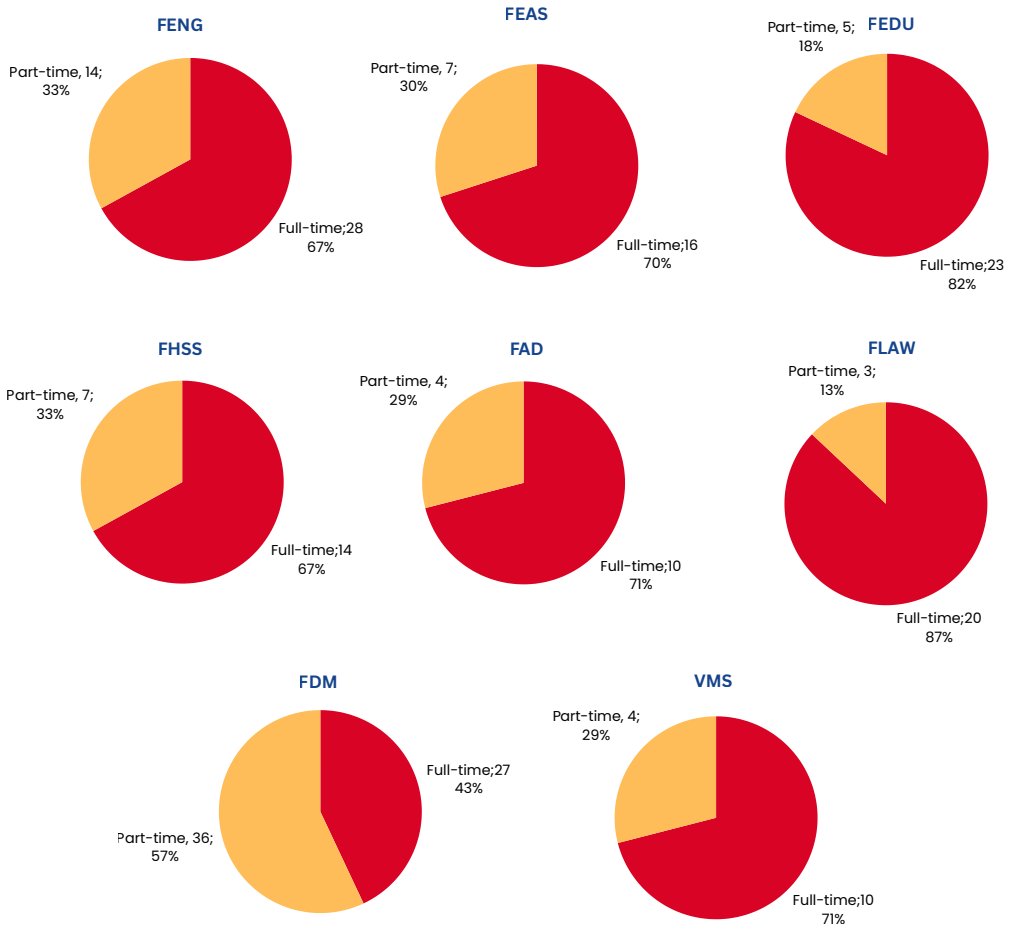
Graph 3. Nationality

1.4. Employment status

The following section presents data regarding the employment status of engaged instructors, specifically full-time and part-time staff. As shown in Graph 4, at university level, 67% of the staff are employed full-time, while 33% are part-time. However, there are notable differences in this regard at a faculty level. In most faculties, the percentage of full-time employed staff ranges between 67-87%, with FEDU and FLAW having predominantly full-time staff. For the other faculties, the part-time staff ranges between 29-33%. Exception from this is the Faculty of Dental Medicine where 57% are part-time staff. (Graph 5).



Graph 4. Employment status IBU staff



Graph 5. Employment status by units

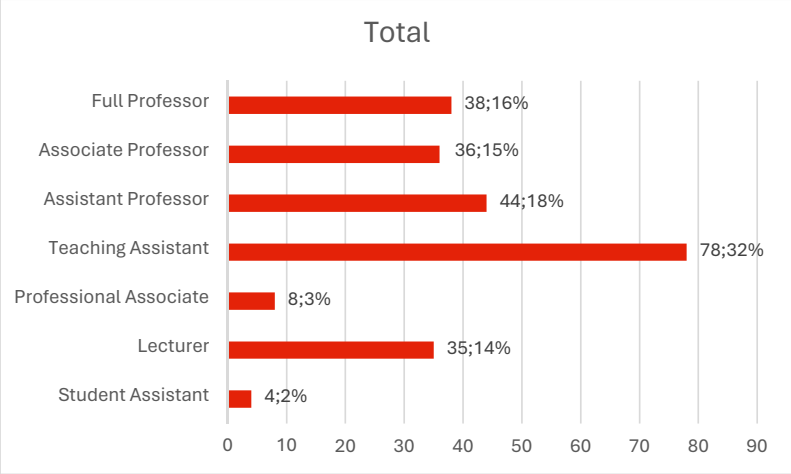
Compared to previous academic years, fluctuations in the proportion of part-time staff at the university level can be observed. Specifically, part-time staff accounted for 33% in the 2022/2023 academic year, increased to 40% in 2023/2024, and then declined to 33% in 2024/2025. These shifts suggest a trend toward stabilization in the upcoming period.

The high number of part-time staff in certain faculties is primarily attributed to a shortage of qualified professionals in specialized fields who meet the academic criteria set by IBU, namely, holding a PhD in the relevant discipline, having research background and demonstrating strong proficiency in English, which is the official language of instruction across all university units, with the exception of the Vocational Medical School.

Furthermore, the Faculty of Dental Medicine faces unique challenges due to the demanding schedules of medical personnel, most of whom are employed full-time in hospitals. This limits their availability for full-time academic engagement at IBU.

1.5. Academic title

According the academic title, the distribution of professors in different titles is similar, with highest percentage of assistant professors (18%), followed by full professors (16%) and associte professors (15%). Teaching assistants make up the highest proportion overall, accounting for 32% of the academic staff. Beside this, lecturers are represented with 14%, professional associates with 3% and student assistants with 2%.



Graph 6. Academic title

During the 2024/2025 academic year, the number of elections of staff in academic title which took place is as follows: 2 memebrs of the staff were elected in Full professor, 10 in Associate professor, 5 academic staff in Asstistant Professor (of which 1 in 'Nasloven'), 4 in Teaching Assistant and 3 re-elections in Teaching Assistants. In Table 1, these promotions are presented by faculties.

Table 1: Elections in academic titles in the 2024/2025

Election in title	FENG	FEAS	FEDU	FHSS	FAD	FLAW	FDM	VMS	Total
Full professor	1	/	/	/	/	1	/	/	2
Associate Professor	4	1	2	1	1	1	/	/	**10**
Assistant Professor/ Nasloven	2	2+1	/	/	/	/	/	/	5
Teaching Assistant	3	1	/	/	/	/	/	/	4
RE-election in Teaching Assistant	3	/	/	/	/	/	/	/	3
Total	13	5	2	1	1	2	/	/	24

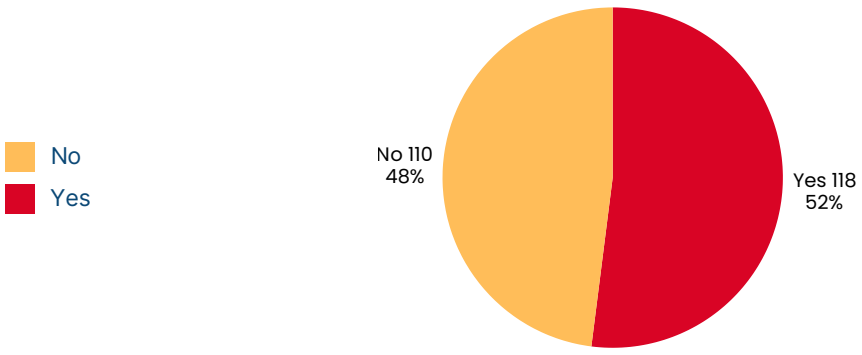
Additionally, 18 of the teaching assistants are currently enroleed in PhD studies, of which 2 from FEAS (2), FEDU (4), FHSS (4), FLAW (6) and FDM (2).

Compared with the previous academic year, there has been an increase in the percentage of associate professors, accompanied by a corresponding decrease in assistant professors. This shift reflects the promotion of academic staff to higher-ranking titles. Additionally, the proportion of teaching assistants has risen significantly, from 22% in 2023/2024 to 34% in 2024/2025, demonstrating significant growth in instructional support staff.

These changes collectively highlight an ongoing process of strengthening and developing the academic workforce.

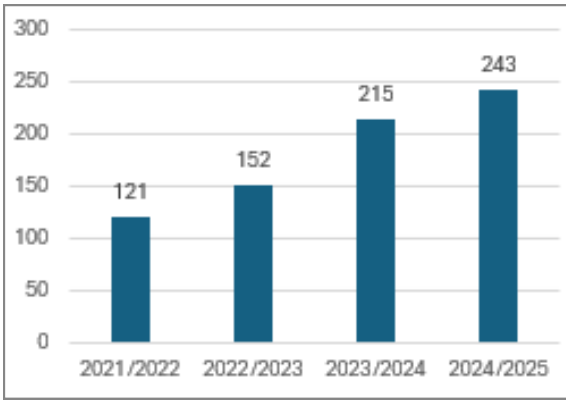
1.6. Instructors with PhD

In terms of instructors holding a PhD, data show that 52% have obtained PhD, and 48% don't have. The high percentage of staff without a PhD is primarily due to the significant number of teaching assistants, as presented previously.

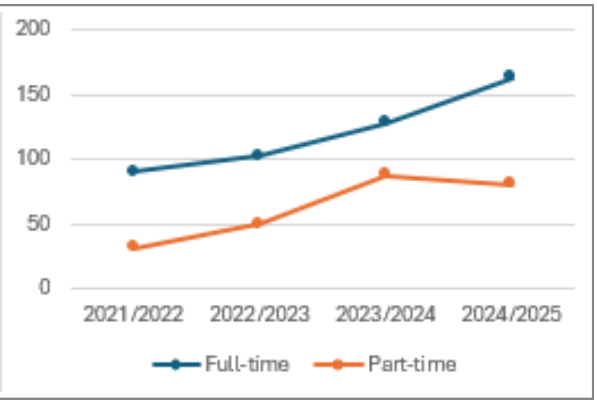


Graph 7. Staff holding PhD

Compared with previous years, the tendency of continuous increase in the number of engaged academic staff is evident. In the last year, there was an increase of 6.05% in the number of instructors compared to the previous academic year. It is important to underline that the increase is evident in the category of full-time employed staff, as presented in Graph 9.



Graph 8. Engaged instructors in the last 4 years



Graph 9. Trends in staff employment

Instructor overview

In conclusion, presented data indicates a positive upward trend in staff engagement, with the total number of employees rising from 215 in 2023/2024 to 243 staff members in 2024/2025. This growth is primarily due to the recruitment of full-time employed instructors, reflecting a strategic shift toward strengthening core academic capacity. In the following part are underlined the key aspects related to the academic staff.

- **Demographic Stability**
  - Gender distribution remains stable, with a slight female predominance.
  - Age structure shows consistency, with most staff aged between 30–50 years.
  - The university maintains a multicultural workforce, contributing to a diverse academic environment.

- **Employment Structure and Shifts**
  - The proportion of part-time staff decreased by 7%, now comprising 33% of academic personnel.
  - This reduction is attributed to the stabilization of the Faculty of Dental Medicine, following its initial period of establishment.
  - Despite progress, challenges persist in recruiting full-time academic staff who meet institutional requirements. These constraints are most evident in the Faculty of Dental Medicine and the Vocational Medical School, but also in other units.

Academic Titles and Promotions

- The distribution of academic titles remains balanced, with 15–18% representation across all titles.
- There is notable increase in associate professors, which is due to the regular promotion timelines.
- The Rulebook on criteria for promotion and appointment to academic positions became effective as of 2024, with a purpose to ensure accurate evaluation of academic staff, enhance the academic standards of faculty members and to increase the quality and quantity of academic activities and scientific publications.

Teaching Assistant Expansion

- The number of teaching assistants rose significantly from 47 to 78 in the 2024/2025 academic year.
- This, along with the recruitment of full-time instructors, aligns with Strategic Objective #7: Staff rejuvenation and targeted recruitment of essential academic profiles.

Long-Term Sustainability

- A substantial portion of current teaching assistants are enrolled in PhD studies, and some have already completed them and are promoted to higher academic ranks.
- This trend suggests a sustainable internal path for academic career advancement and institutional capacity building.

2. Students

In the 2024/2025 academic year the number of enrolled students is as follows:

Table 2. Number of enrolled students

Cycle of studies	Fall semester 2024/2025	Spring semester 2024/2025
First Cycle Studies	3212 *(of which 458are ELS students)*	2996 *(ofwhich 481areELS students)*
Second Cycle Studies	110	118
Third Cycle Studies	26	28
Total	**3348**	**3142**

As presented, the total number of students was 3348 students in the fall and 3142 students in the spring semester. Compared with previous year when the total number was 3044, there is a slight increase in the total number of students. The teacher-student ratio is 13.78 in the fall and 12.93 in the spring semester.

3. Study programs

This section outlines the study programs offered during the academic year 2024/2025, organized by faculty and cycle of studies (Table 3). In total, 48 programs were active: 25 at the first cycle, 17 at the second cycle, and 6 at the third cycle.

Table 3. Active study programs at the International Balkan University in the academic 2023/2024 year

Faculty	Study programs in first cycle	Study programs in second cycle	Study programs in third cycle
Faculty of Economics and Administrative sciences	Management	International Economic Relations	Economics
	International Economics	Business Administration	
	E-Business		
	Banking and Finance		
Faculty of Engineering	Architecture	Architecture	
	Computer engineering	Computer engineering	Computer engineering
	Civil engineering		Architecture
	Industrial engineering management		
	Artificial Intelligence Engineering		
Faculty of Education	English Language Teaching	English Language Teaching	English Language and Literature
	Psychological Counseling and Guidance	Professional Orientation and Career Counseling	
	Turkish Language Teaching	Turkish Language and Literature	Turkish Language and Literature
Faculty of Humanities and Social Sciences	Psychology	Clinical Psychology	
	New Media Communications (Old)	Public Relations	
	Public Relations and Marketing Communications		
Faculty of Art and Design	Visual art	Visual art	
	Graphic Design	Graphic Design	
	Fashion Design		
	Interior and Furniture Design		
Faculty of Law	Legal studies	International Law	Balkan studies
	Political science	Criminal law	
	Political Science and International Relations	Business law	
		International politics	
		Administrative Law	
		Balkan studies	
Faculty of Dental Medicine	Dentistry		
Vocational Medical School	Nursing		
	Midwifery		
Total	**25**	**17**	**6**

Compared to the previous academic year, one new study program was introduced at the first cycle - Artificial Intelligence Engineering, and two new third cycle programs: Architecture and Balkan Studies.

The number of study programs offered by the University is closely linked to the accreditation process. The criteria for accrediting new programs and re-accrediting existing ones are defined and monitored by the Accreditation Board, which is part of the Agency for Quality of Higher Education.

Given the current number of active study programs, the University submits a substantial number of applications for (re)accreditation each year. At the beginning of 2025, a total of 26 accreditation applications were submitted: 15 for the first cycle, 10 for the second cycle, and 4 for the third cycle. Of these, 8 were proposals for new study programs, while 18 were applications for the re-accreditation of existing ones (see Table 4).

The majority of newly proposed programs originated from the Faculty of Economics and Administrative Sciences and the Faculty of Engineering, reflecting the strategic expansion of these faculties.

Table 4. Overview of accreditation applications submitted in 2025

Submitted	**Approved**	**In review process**	**Rejected**
26 elaborates	18 of which (7 new)	6 of which (2 new)	2 (2 new)
• I cycle - 15 (6 new)			
• II cycle– 9 +1 integrated (1 new)			
• III cycle – 4 (1 new)			

As a result of the accreditation process, Table 5 presents the newly approved study programs, which are expected to begin enrolling students in the 2025/2026 academic year. The newly accredited programs are mainly at the first and second cycle.

Table 5. Approved new study programs

No.	**Faculty**	**Study program**	**Cycle**
1.	FEAS	Hotel Management and Tourism (3 years)	First
2.	FEAS	Hotel Management and Tourism (4 years)	First
3.	FEAS	Economics	First
4.	FEAS	Sustainable Economics	Second
5.	FEAS	Healthcare Management	Second
6.	FEAS	Economics	Second
7.	FHSS	Psychology	Third

In line with Strategic **Objective #1: Modernizing study programs and creating new study programs**, International Balkan University (IBU) is committed to enriching its educational offer. The development of study programs is aligned with the demands of the labor market, ensuring responsiveness and continuous institutional improvement.

In the context of higher education in North Macedonia, the Accreditation Board, which is part of the Agency for Quality of Higher Education, is the responsible authority for overseeing the accreditation and re-accreditation of study programs. The process is rigorous and requires submission of detailed accreditation application that meet predefined academic and institutional standards.

- Accreditation process

At the beginning of each calendar year, IBU initiates the accreditation cycle by preparing and submitting accreditation application to the Board. Faculty members are formally assigned to lead the preparation of these documents, which include comprehensive academic, administrative, and industry-relevant information.
Once submitted, the review process typically takes 3–4 months. The Board may respond in one of the following ways:

- Approval of the study program
- Return with comments, requiring institutional response within one month
- Rejection, based on non-compliance with accreditation standards.

As previously presented, the number of submitted accreditation applications in 2025 demonstrates IBU's active engagement in expanding and modernizing its academic portfolio, which is especially noticeable within FEAS and FENG.

Challenges in the Accreditation Process

Despite the University's proactive approach, several challenges persist in the accreditation and development of study programs:

- Extensive documentation requirements, which demand significant amount of time and expertise;
- Difficulty in accrediting interdisciplinary programs, despite their relevance to current academic and labor market needs;
- Limited initiative from faculty units in proposing joint degree programs;
- Rapidly changing labor market demands, which challenges the timely development of new study programs. These demands require academic staff who possess expertise in emerging interdisciplinary scientific field, but also staff that will meet the criteria set by the Accreditation board;
- Time-consuming preparation process, placing additional burden on academic staff, especially regarding the technical aspects of accreditation application;
- Delayed feedback from the Board, often requiring further revisions and extended timelines;

- Uncertainty in student interest and enrollment, due to fluctuating demands in specific academic fields;
- Need for deeper collaboration and partnership with the industry sector in developing new study programs.

To address these challenges, particularly those related to the documentation process, the Action Plan for 2025 proposes the establishment of an Office for Accreditation and Program Development. This unit should be tasked with monitoring, coordinating, and supporting the accreditation process, thereby enhancing institutional efficiency and responsiveness.

Furthermore, future initiatives in developing new study programs should be strategically oriented toward strengthened collaboration, ongoing feedback mechanisms and established partnership with industry stakeholders. The forthcoming Action Plan should clearly define actionable steps to support this initiative.

Delivered courses

Related to the active study programs is the data referring to delivered courses. Table 6 presents the total number of courses offered during the 2024/2025 academic year, categorized by course status (compulsory or elective), year of study, and cycle of studies. In total, 1311 courses were delivered, of which 908 were compulsory and 403 elective courses.

Table 6. Statistics of courses

	Compulsory courses	Elective courses	Number of courses
First year	255	55	310
Second year	226	77	303
Third year	171	78	249
Fourth year	126	120	246
Master	88	52	140
PhD	42	21	63
Grand total	908	403	1311

Compared to the previous academic year, the number of delivered courses increased from 1.067 to 1.311, reflecting growth across both compulsory and elective courses. This expansion is primarily attributed to the launch of new study programs and the progression of recently accredited programs into higher years of study, which naturally activated additional courses.

This development is consistent with previously presented data on the increased number of engaged academic staff, indicating a coordinated institutional effort to support program growth and curriculum delivery.

In terms of the courses offered, despite the overall increase in the number of active courses, certain constraints persist. Specifically, the instructional workload of academic staff limits the number of elective courses that can be offered. This directly impacts students' ability to select from a broader range of options, thereby affecting the flexibility and diversity of their academic experience.

Study programs overview

The university offers various study programs, 48 in total at all three cycles. The number of third cycle study programs is significantly lower compared to the first and second cycle. Also, interdisciplinary and joint degree programs are missing. The number of offered elective courses is limited and depends on the workload hours of the staff.

4. Teaching process

This section provides an overview of the teaching process, including recent policy changes, applied teaching and assessment methods, and innovative instructional practices. It also highlights activities related to institutional cooperation and practical engagement aimed at achieving course objectives.

Instructional revisions based on the Rulebook for First Cycle Studies

During the 2024/2025 academic year, several updates were introduced to the regulations, as outlined in the **Rulebook on Conditions, Criteria, and Rules for Enrollment and Studying in First Cycle Studies**. Key changes include:

- Modifications in course registration procedures
- Attendance requirements were raised to 70% compulsory attendance for most programs, and 80% for the Faculty of Dental Medicine (FDM) and Vocational Medical School (VMS).
- Evaluation and grading criteria were revised to allow greater flexibility and emphasis on continuous assessment:
- In-term activities may now contribute 25% to 35% of the final grade (previously fixed at 20%).
- Mid-term exam weightings may vary between 25% and 35%.
- A minimum of 40 points on the Final Exam is now required to pass the course, replacing the previous threshold of 10 credit points.

In parallel, efforts have been made to enhance transparency and communication regarding course planning and expectations. Prior to the start of each semester, academic staff are required to update and announce course syllabi on the Hello platform. These syllabi must include: course aim and objectives, expected learning outcomes, teaching methods and weekly content, learning resources, evaluation and grading criteria and student responsibilities.

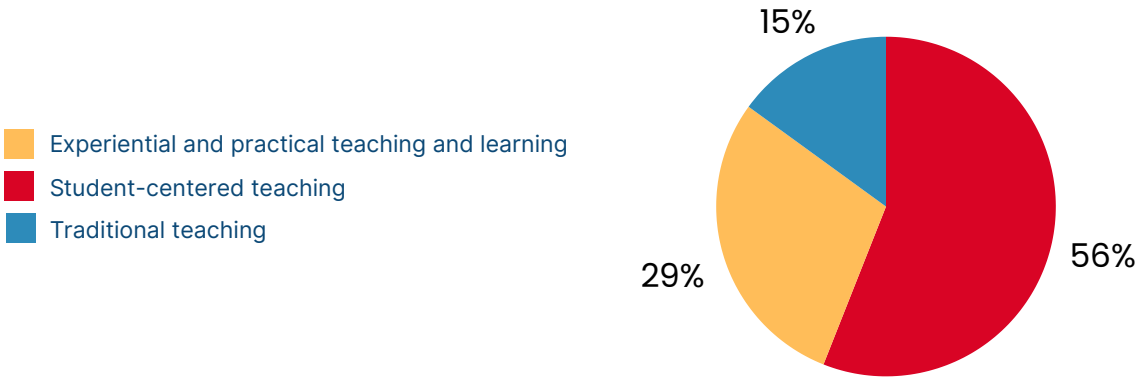
These measures contribute to a more structured and student-centered teaching environment, supporting both academic quality and institutional accountability.

4.1. Teaching methods

The following section presents the use of various teaching methods in different cycles of studies, as reported by the instructors. Each instructor provided information on the teaching methods employed for every delivered course. This information was subsequently summarized in the Faculty report and incorporated into this university-level report.

Considering the complexity of the teaching process and variety of methods and approaches used for achieving different learning outcomes, instructors reported extensively on used methods. They reported using methods like traditional ex-cathedra and interactive teaching, problem and project-based learning, collaborative work, field and laboratory work and mentor teaching, as some of the used teaching methods.

For the needs of providing a general overview, abovementioned teaching methods are categorized into three major groups: traditional teaching, student-centered teaching and experiential and practical teaching. Accordingly, most often used is student-centered teaching (56%) which includes interactive teaching, collaborative work and students' active work and engagement in tasks. Next is experiential and practical teaching and learning (29%) including project and problem-based learning, field and laboratory work. At least used is the traditional teaching (15%) with a focus on ex-cathedra lecturing (Graph 10).



Graph 10. Applied teaching methods

For having better insight into the use of the teaching methods according to their specifics and use at different faculties, data presented in Tables 7 and 8 provide more specific information.

Table 7. Teaching methods in first cycle studies

Teaching methods	FENG	FEAS	FEDU	FHSS	FAD	FLAW	FDM	VMS	IBU	%
Interactive teaching	268	203	133	135	59	201	76	52	1127	23,54
Student-centered learning	138	138	103	111	37	149	35	39	750	15,68
Teaching ex-cathedra	243	120	63	80	35	125	16	38	720	15,04
Problem-based learning	134	160	56	77	27	116	33	41	644	13,45
Collaborative learning	102	93	77	64	32	76	30	15	489	10,21
Project-based learning	147	78	48	47	38	40	11	23	432	9,03
Mentor teaching	143	37	19	22	25	27	21	17	311	6,5
Fieldwork	60	19	13	10	14	29	10	15	170	3,55
Laboratory work	55	2			9		56	16	138	2,88
Other	1		2				2	1	6	0,12
Total	1291	850	514	546	276	763	290	257	4787	100,0%

According to the data presented in Table 7, the most frequently applied method in first cycle studies is interactive teaching (23.54%). This is followed by student-centered learning (15.68%), which encompasses activities where students take ownership of their learning, have active role, and engage in hands-on tasks such as preparing essays, presentations, and seminar papers. Next in frequency are traditional ex-cathedra teaching (15.04%) and problem-based learning (13.45%), which involves work on case studies, scenarios, role-playing, and similar approaches. Collaborative learning (10.21%) and project-based learning (9.03%) are also frequently used. Less applied methods include mentor teaching (6.5%), field work (3.55%), and laboratory work (2 .88%).

In terms of teaching methods applied across faculties, it is notable that interactive teaching is the most frequently used approach at all faculties. However, variations between faculties can be observed. Student-centered activities are commonly employed at FEDU, FHSS, and FLAW, while problem-based learning is among the most frequently used methods at FEAS. Project-based learning is predominantly applied at FENG and FAD, and laboratory work is frequently used at FDM and VMS. These pedagogical approaches are aligned with the characteristics of the faculties' academic disciplines.

Based on the reported use of teaching methods, it can be concluded that the instructional process is predominantly student-oriented, emphasizing active student participation. The significant use of student-centered activities and problem-based learning indicates a pedagogical shift toward deeper exploration and meaningful understanding of course contents, rather than passive listening, rote memorization, and reproduction of information.

Compared to previous year's data, interactive teaching remains most frequently applied method. There is slight increase in the use of student-centered activities and decrease in ex-cathedra teaching. Anyhow, these three still remain the most frequently used teaching approaches, same as in the previous year. Furthermore, there is increase in the use of problem and project-based learning, which is positive tendency and important for deep learning and connecting theory with real-world examples.

Attention should be given to the decline in collaborative learning activities. Although this decrease is low, it requires attention, as teamwork skills are widely recognized as essential competencies in the labor market. Instructors' experiences indicate that, when given the option to choose, students are not always very willing to engage in collaborative work because of the challenges in coordinating schedules with other students and allocating time to work together outside regular instruction hours.

As in previous years, field work continues to be used with low frequency. Considering the importance of connecting theoretical knowledge with real-world and professional contexts relevant to the disciplines, a more experiential approach through activities conducted outside the traditional classroom setting is essential for enhancing student learning and engagement.

Teaching methods in second and third cycle studies

In continuation, the data on applied teaching methods in second- and third-cycle studies are presented. Given the limited number of courses offered at these levels, the information has been consolidated for both cycles.

The usage of teaching methods is ranked as follows: Interactive teaching (23.03%), student-centered learning (15.62%) and teaching ex-cathedra (15.02%) are most frequently used approaches. This is followed by mentor teaching (13.21%), problem-based learning (11.61%) and project-based learning (11.21%) and collaborative learning (7.8%). At least applied are fieldwork (2%) and laboratory work (0.5.%). (Table 8).[1]

Table 8. Teaching methods in second and third cycle studies

Teaching method - MA, PhD	FENG	FEAS	FEDU	FHSS	FAD	FLAW	IBU	%
Interactive teaching	8	14	21	17	4	51	115	23,03
Student-centered learning	5	13	21	16	3	20	78	15,62
Teaching ex-cathedra	7	14	10	13	1	30	75	15,02
Mentor teaching	8	19	14	4	1	20	66	13,21
Problem-based learning	4	16	9	7	1	21	58	11,61
Project-based learning	7	18	12	8	3	8	56	11,21
Collaborative learning	4	4	7	7	1	16	39	7,8
Fieldwork	3		3	2		2	10	2
Laboratory work	2						2	0,5
Total	48	98	97	74	14	168	499	100

The frequency of applied teaching methods is similar to that of the first-cycle programs, with a continued emphasis on student-centered approaches. This reflects a consistent pedagogical orientation across study levels, prioritizing active learning, engagement, and learner autonomy.

1 Due to the limited amount of reported information, the received data is insufficient for further commentary.

4.1.1. Innovative Teaching Methods

In addition to traditional teaching methods and approaches, instructors also provided information on the use of innovative teaching methods.
From a total of 228 instructors, only 76 instructors (33%) reported that they use some innovative teaching methods and approaches. Highest rate of reported use have FEDU (57%), FEAS (48%) and FHSS (42%), and FDM has lowest (9.5%). Specifics for each of the units are presented in the faculty reports, and here is presented a summary at university level.

Accordingly, the following innovative approaches were applied:

- **Technology-enhanced instruction** – through use of digital and interactive tools such as 3D modeling software (e.g. Archicad, AutoCAD), 3D visualization, virtual reality, lab simulations, Trello, QuickBooks, online tools like Mentimeter, Padlet, BookCreator, ChatGPT and other interactive platforms;
- **Simulation and role-playing** – organizing activities like Credit Committee simulations, monetary policy debates, counselor-client simulations, supervision session scenarios, mock parliamentary sessions, courtroom simulations, legal counseling scenarios, patient interaction and midwifery care simulations and error-driven scenarios;
- **Experiential teaching and learning** – organizing practical activities, trips, work on real-world and community projects and design workshops;
- **Gamified learning** – using interactive games, hackathons, quiz-based learning and competitive learning and review formats, with the use of Kahoot, Quizlet etc.
- **Hands-on and creative activities** – through activities like developing lesson plan, curriculum design, counseling strategy design, storytelling, metaphor analysis and art therapy.

In addition to this, some of the instructors listed teaching methods and approaches that are not completely innovative but given the fact that there is a diversity of instructors regarding experience and pedagogical preparation, they have reported their use in the reports as innovative. This should be understood from positive perspective, because it presents tendency toward improvement in applied pedagogical approaches. Here are listed some of them:

- Flipped teaching and learning
- Peer teaching and peer assessment
- Enhancing autonomous learning – through employing self-reflective and narrative-based learning activities
- Differentiated instruction – by assigning individualized design task which acknowledge learners' interests, strengths, and learning styles.

Analyzed by faculty, and in alignment with the nature of the study field, the following can also be noted:

- Staff of FEDU, FHSS and FAD encourage experiential learning, creative expression and self-reflection
- FENG and FAD focus on sustainability and ethical designs
- FEAS and FLAW frequently use case studies, role-play and simulations
- FDM and VMS focus on practice and direct experience

In general, it can be concluded that the staff apply innovative teaching methods in their practice, but differences exist between faculties and individual instructors. As in the previous year, part of the instructors is proactive in this regard, whereas some rely solely on traditional methods and didn't report use of any innovative method. This is supported by the low percentage at university level.

4.2 Assessment of Knowledge

This section provides information on the practices related to the assessment process, the various types of exams employed to evaluate students' knowledge and their distribution across different exam sessions.

As reported previously, change was made in terms of assessment. Namely, the percentage of activity points in the overall assessment was increased from previously fixed 20% to 25-35%. This means that in each course instructors had freedom to decide on the percentage of the activity points in the overall assessment, depending on the course features and demands.

In this regard, as part of the self-assessment form, instructors reported on what type of assignments students were given for these activity points. This was summarized at faculty level (and is presented in the Faculty reports) and at university level, presented here.

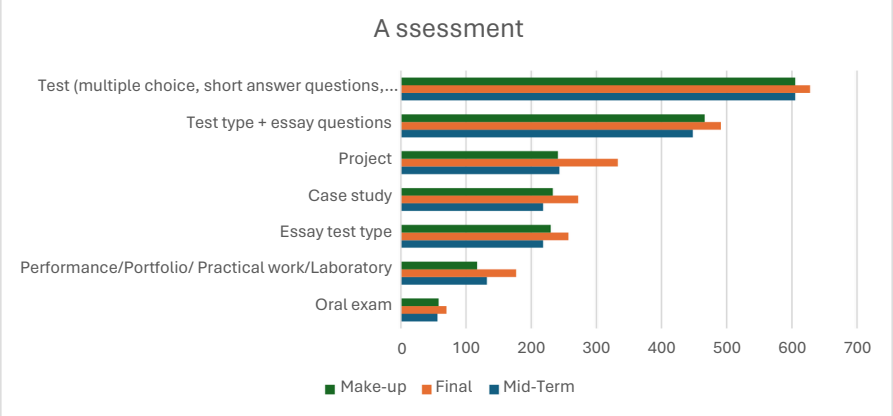
The analysis showed that the following types of assignments were given:

- In class activities and assignments (individual and group) - class discussion, debates, role play
- Project-based assignments – assigning short-term or semester projects, depending on the field of study
- Research assignments followed with presentations
- Problem-solving tasks related to real-life problems, case studies and scenarios
- Writing assignments - preparation of seminar papers, essays, reports, comparative analysis
- Homework assignments – reading materials
- Creative assignments – developing design, model, teaching materials, videos, podcasts

- Analytical tasks – analysis of texts, documents, documentary, comparative analysis
- Practical activities – micro-teaching, demonstration, developing lesson plan, peer observation.

In general, preparing seminar papers, essays and presenting them during class is most commonly used across all faculties. Assignments are mainly focused on reinforcing research and analytical skills (FEAS, FEDU, FLAW), problem-solving and practical skills (FENG, FDM, VMS) and creativity (FAD, FEDU).

In terms of types of exams most frequently used format is test composed of different types of test items. Combination of test items and essay questions is also frequently used, as well as project. Case study and solely essay type questions are almost equally used, and performance or practical work and oral exam are less frequently used (Graph 11) This shows that the focus is mostly on memorization and higher order thinking (through closed and open-ended questions), whereas analytical and practical skills are also assessed, but less frequently.



Graph 11. Assessment methods in exam sessions

By faculty, tests with different types of test items are mostly used at FENG, FHSS, FDM and VMS, a combination of test and essay questions at FEAS, FEDU and FLAW, and projects at FAD. The use of the exam types is consistent across all exam sessions.

Besides the abovementioned, some other approaches for assessing students' knowledge and skills are also applied.

- **Formative assessment** - through in-class activities completed during the semester. Integration of technology is also included in this process.
- **Assessment of student work products** - through portfolios which, depending on the course may include architectural projects, created artwork, designs, posters, etc.

- **Authentic assessment** – where knowledge is assessed through real-world tasks in a practical context
- **Peer assessment** – used for promoting collaboration, reflection and continuous improvement.

However, it is important to emphasize that only a small number of instructors reported using innovative approaches, and these are primarily the same instructors who employ innovative teaching approaches. Additionally, a significant part of instructors did not report using any innovative approaches.

Internship

Internship is an obligatory part of the curriculum for all study programs and there is an alignment in the number of ECTS for this course. To ensure coordination and smooth communication between the faculty and companies where students complete the Internship, responsible person (coordinator) is appointed for each department from the faculty unit who's task is to inform the students about the process, to prepare schedules and communicate with the respective companies where the Internship is carried out. Also, a responsible person/mentor is appointed from the side of the company, who guides and monitors students throughout the process. At the end of the Internship, students are obliged to submit a report /workbook detailing their activities and experience and an evaluation form filled out by the company. After the approval of this report by the coordinator, Internship is added into student's transcript.

In general, this process is similar at all units, although there are some differences in terms of how internships are carried out. Namely, some faculties determine concretely the companies/institutions, whereas some provide students with a list of possible companies of which students can choose.

Teaching process overview

Summarizing previously presented data, it can be concluded that in the teaching process, interactive and student-oriented teaching approaches are predominantly used. Future efforts should aim to strengthen collaborative and experiential learning, particularly field work, in order to ensure a more holistic and professionally relevant learning experience.

Assessment is focused on memorization and higher order thinking, whereas the assignments throughout the semester strengthen analytical and practical skills. This highlights that multiple knowledge levels are emphasized and assessed throughout the teaching and assessment process. Innovative teaching and assessment approaches are used, but only by some of the staff, and many rely solely on traditional methods.

4.3. Number of Graduated students by department and drop-off

Table 9 presents the number of graduated students, categorized by department and cycle of studies. In the first cycle, the total number of graduates at the university level is 244, with the highest numbers in the Departments of Legal Studies, Architecture, and Computer Engineering.

Table 9. Graduated students by study program in the 2024/2025 academic year

		Academic year					
Faculty	**Study program**	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
FENG	Architecture	33	25	29	57	22	34
	Computer Engineering	18	10	18	31	15	18
	Civil Engineering	4 4	3 1	7	8 0	3	5
	Information Technology			1		0	2
	Industrial Engineering Management	1	2	1	1	0	3
FEAS	Management	11	9	7	14	3	9
	International Economic Relations	13	13	5	10	2	2
	Banking and finance						6
FEDU	English Language Teaching	17	17	17	38	12	12
	Psychological Counseling and Guidance	11	13	3	10	2	1
	Turkish Language Teaching	/	/	/	9	1	1
FHSS	Psychology	25	23	31	45	13	15
	Public Relations and Marketing Communications	6	13	14	20	0	7
	New media and communication	/	/	/	4	0	3
FAD	Visual art				4	2	3
	Graphic Design	7	7	5	10	16	14
FLAW	Legal studies	/	/	/	48	46	83
	Political Studies	2	9	3	6	2	2
VMS	Nursing						16
	Midwifery						8
	Total	153	144	142	315	139	**244**

In the second cycle, the total number is 38, of which most are in the Clinical psychology department.

Table 10. Graduated students in the second cycle in the 2024/2025 academic year

Faculty	Study program	Number of graduatedstudents in the academic year 2024/2025
FENG	Computer Engineering	3
FEAS	International economic relations	2
	Business Administration	6
FEDU	English Language Teaching	3
	Turkish Language Teaching	1
FHSS	Clinical psychology	9
	Public relations	3
	Graphic Design	1
FAD	Visual Arts	1
FLAW	International Law	2
	Criminal Law	3
	Business Law	2
	International Politics	1
	Administrative Law	1
IBU	TOTAL	**38**

In the third cycle, 7 students completed their PhD.

Table 11. Students with completed PhD in the 2024/2025 academic year

Faculty	Study program	Number of students who completed PhD studies
FEAS	Economics	5
FEDU	Turkish Language and Literature	2
IBU	TOTAL	**7**

Regarding students who have left their studies, in the academic year 2024/2025 the total number of dropout students is 68, most of which are from the Faculty of Engineering and Faculty of Dental Medicine. Students who have frozen their student status, due to different reasons, totals for 110 students, of which 91 students in the first cycle, 15 in the second and 4 students in the third cycle studies.

5. Professional activities and events

In this part is presented information related to activities and events organized by the faculties. In total, during the academic year 2024/2025 IBU hosted 10 conferences and congresses, 84 events were organized, including panel discussions, workshops, guest lectures, field visits and student competitions, and 17 Memoranda for cooperation with different institutions were signed.

Additionally, faculties through Balkan University Press (BUP) https://ibupress.com/Pages/Journals.cshtml have 6 journals in which were published 78 papers.

Table 12. Professional activities and events in the 2024/2025 academic year

Activity	FENG	FEAS	FEDU	FHSS	FAD	FLAW	FDM	VMS	IBU
Conference/ Congress/ Exhibition [2]	/	3	/	/	1	4	2	//	10
Events	25	4	13	8	5	28	1	/	84
IBU Journals	2	1	1	/	1	1	/	/	6
Published articles in the IBU journals	26	11	13	/	10	18	/	/	78
Memoranda of cooperation	/	9	6	/	/	2	/	/	17

6. Academic accomplishments

This section provides a summary of the academic accomplishments of the instructors for the calendar year 2024. [3]

As presented in Table 13, 193 academic journal articles were published, 17 scientific books/monographs, 14 book chapters, 6 edited books, 1 book and 1 textbook. The total number of participations in conferences, congresses, and symposiums are 220 and 63 conference proceedings. Also, 25 exhibitions were held.

By faculty, most accomplishments has FENG, totaling 149. This is followed by FEDU with 120, FEAS with 108, FLAW with 85, FHSS has 48 and FAD 46. Lowest number of accomplishments has FDM, totaling 19 and VMS. It should be emphasized that these numbers should be considered in relation to the number of faculty staff members, which significantly differs among the units.

2 Refers to conferences and congresses organized by the faculty or its units

3 To facilitate easier and more comprehensive monitoring of academic achievements, the data in this report, and in future reports, is organized by calendar year.

Compared with the previous year, the number of published academic journal articles is similar (in 2023 was 203 and in 2024 was 193). Number of book chapters decreased (from 44 to 14) and there is significant increase in conference participation (from 86 in 2023 to 220 in 2024). The number of books remains low.

Furthermore, deeper analysis is needed in terms of the quality of journals in which articles are published and type of conferences that the academic staff attend. These indicators can give better picture on the quality of academic accomplishments, rather than the quantity.

In general, in terms of types of accomplishments, it is evident that the number of books is relatively low and requires increased focus in the future.

Table 13. Total number of academic accomplishments in 2024 year

Type	FENG	FEAS	FEDU	FHSS	FAD	FLAW	FDM	VMS	Total
Academic Journal Article	52	37	24	21	14	40	4	1	**193**
Book			1						**1**
Book chapter	7	1	5			1			**14**
Textbook	1								**1**
Scientific Book / Monograph	4	2	7	1	1	2			**17**
Edited book		1	5						**6**
Review article	5	4	1						**10**
Book review			3			1			**4**
Essay in popular magazines		3			2				**5**
Encyclopedia article	1								**1**
Research report	3			4		1	1		**9**
Policy paper/National strategy						2			**2**
Conference, congress and symposium participation	49	45	63	18	3	32	10		**220**
Conference proceedings	23	14	11	4	1	6	4		**63**
Academic dissertation	1	1							**2**
Exhibition	3				22				**25**
Catalogue, illustration					3				**3**
Total	149	108	120	48	46	85	19	**1**	**576**

7. Student satisfaction

An integral part of the self-evaluation process is students' evaluation of the quality of delivered courses. At the university level, this process is conducted by the Teaching and Learning Centre. It includes students evaluating each course and providing feedback on the instructor's efforts in achieving course objectives, the teaching and assessment methods applied, the resources used, and the overall management of the course. An average grade for each course and instructor is then calculated. For the purposes of this self-evaluation report, a summary of Students' course evaluation is presented, including the average grade at faculty and university level. The overall results are presented in the Student Course Evaluation Report (separate for spring and fall semester), which are available at IBU's website https://ibu.edu.mk/pages/about/quality-assurance.

As it can be noted, FAD has the highest average grade of 8.55, followed by VMS with 8.31, FEAS with 8.23, FEDU with 8.22, FLAW with 7.91, FENG is 7.80, FHSS with 7.78 and FDM with lowest average of 7.45. At university level, the overall average score is 7.76. Compared with the previous academic year, there is slight decrease in the total average from 8.02 to 7.76 (Table 14)[4]

Table 14. Average grade of students' course evaluations

Average grade	FENG	FEAS	FEDU	FHSS	FAD	FLAW	FDM	VMS	Total
Fall semester	7.66	8.15	8.31	7.91	8.52	7.79	7.45	8.86	**7.64**
Spring semester	7.95	8.32	8.13	7.66	8.58	8.03	7.46	7.76	**7.89**
Mean	7.80	8.23	8.22	7.78	8.55	7.91	7.45	8.31	**7.76**

Compared between both semesters, there is slight increase in the total average score at university level from 7.64 in the fall to 7.89 in the spring semester.

Recommendations from these reports highlight the need for enhancing the teaching process through use of various teaching methods like problem-based learning, case studies and more active class participation. Also, specific interventions are suggested for all faculty units, in accordance with students' feedback.

4 Detailed information is provided in the Report of the Teaching and Learning center

8. Executive summary

- 7 faculties, 1 vocational school and 1 language school
- 243 instructors
- 24 elections in academic titles
- 3348 students
- 13.78 teacher-student ratio
- 48 study programs, of which 25 at first, 17 at second and 6 at third cycle
- 7 new study programs
- 1311 courses, of which 908 compulsory and 403 elective
- 244 graduated students in first cycle
- 38 graduated students in second cycle
- 7 students with completed PhD
- 7.76 average grade in students' evaluations
- 10 organized conferences and congresses
- 84 faculty events
- 6 journals with 78 published papers
- 17 Memoranda of Cooperation signed
- 193 published academic articles
- 17 scientific books
- 14 book chapters
- 220 conference participations
- 25 exhibitions

9. Recommendations

Drawing on the evidence and analysis presented, the following recommendations are proposed:

- Developing mechanisms for regular employers' feedback on the satisfaction and competencies of IBU employed graduates, as a way toward monitoring and evaluating the quality of study programs and early detecting of needs for change and improvement.
- Moving toward blended and online education. Providing courses or part of the contents and activities delivered in different mode, except face-to-face teaching. This would enable integration of digital technologies into the teaching process and create opportunities for different learning experiences.
- Fostering continuous improvement and innovation in applied teaching methods, with emphasis on student-centered teaching approaches. This can be achieved through continuous professional development activities and trainings organized by the Teaching and learning center. Training tailored to instructors' needs, considering the study field and level of pedagogical preparation should be offered. Introducing professional development portfolio for each instructor would enable continuous overseeing and evaluation of progress. Peer support groups might further strengthen the culture for peer learning and sharing experiences. In this regard, action research focused on implementing innovative approaches might be initiated, which should encourage interdisciplinary collaboration.
- Emphasizing the need for more frequent fieldwork, as a way for deeper integration between theoretical knowledge and real-world application and broadening the network and strengthening the cooperation with the industry sector. Clear requirements might be defined, especially for 3rd and 4th year courses.
- Staffs' overall workload (including academic and administrative responsibilities) to be monitored and analyzed regularly, ensuring that individual's merits are recognized and appropriately compensated. This would contribute to creating fair and competitive climate within faculties and department units.
- In the part of academic achievement, mechanisms for overseeing the quality of journals in which research articles are published and monitoring of research output metrics is needed.
- Engagement of staff in projects and international cooperation should be increased. Project and Research Office should continue their effort through providing more trainings for staff in preparing project applications and offering guidance in the process of project implementation.

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