РЕПУБЛИКА СЕВЕРНА МАКЕДОНИЈА • REPUBLIKA E MAQEDONISË SË VERIUT
АГЕНЦИЈА ЗА КВАЛИТЕТ ВО ВИСОКОТО ОБРАЗОВАНИЕ
AGJENCIA PËR CILËSI NË ARSIMIN E LARTË
Skonje - Shkup
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To
Evaluation Board
Agency for Quality in the Higher Education

EXTERNAL ASSESSMENT REPORT

BASIC DATA	
Name of the institution	South East European University (SEEU) Faculty of Business and Economics
Location	Tetovo, Republic of North Macedonia
Members of the expert committee (name and surname, official contact information)	1. Svetlana Ristovska Antić 2. prof. Armand Faganel, PhD 3. prof. Judit Olah, PhD 4. prof. Olgun Cicek, PhD 5. prof. Ivana Bilić, PhD
Period of the visit to the higher education institution	20.04.2026 – 21.04.2026
Grounds for the External Assessment	☑ **Annual plan** ☐ Request of the higher education institution ☐ Request of the National Council for Higher Education and Scientific Research ☐ Request of the Minister responsible for higher education
Decision on the establishment of the expert committee (decision number and date)	No. 09-1033/1 , date 25.12.2025 No. 09-1033/1-1, date 23.03.2026 No. 09-1033/1-2 , date 23.03.2026

Evaluation on standards and indicators completion

STANDARD 1: INSTITUTIONAL POLICIES FOR QUALITY ASSURANCE				
INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	EXPLANATION
The institution has a quality assurance policy that is published and publicly available.	X			The institution presented the following quality assurance documents, publicly available in English: a) Policy on Quality Assurance and Management https://drive.google.com/file/d/1GD1p1SIKomMAwTq4Rf46GThFhvZ3eiQd/view b) publicly presented quality assurance structure https://www.seeu.edu.mk/en/about/quality-assurance-management/quality-structure
The institution has an efficient and logical system for ensuring the quality of education. It uses various tools for assessing and improving the quality of education and regularly conducts an evaluation that covers the subjects, teaching staff, the work of support/student services and the general level of satisfaction during the studies. The activities are carried out on the basis of a determined calendar of activities.	X			The Institution has established an effective and systematic approach to quality assurance in education. SEEU conducts regular student surveys on the quality of teaching. One of the central instruments for quality assurance and enhancement is peer evaluation through classroom observation, with results used for staff development. In addition, other surveys are conducted, such as student evaluation forms, student satisfaction surveys, student evaluations of administrative services, and staff evaluations of administrative services.
The management of the institution is committed to the development and improvement of the quality of education. There is a culture of coordination and cooperation between the parties concerned in the process. The institution encourages and ensures the involvement of students, employers and other relevant institutions/organizations in the process.	X			Data collected through student evaluations of academic courses are analysed both individually and at the faculty and university levels. The findings are used within decision-making processes related to the development of new study programmes, the revision of course content, and decisions regarding staff engagement and teaching assignments. The Institution's leadership is committed to the development and improvement of the quality of education.
A separate body responsible for the development and implementation of the quality assurance policy operates within the institution.	X			SEEU has established the Quality Assurance and Management Commission (QAMC), founded and regulated in accordance with the Rulebook on Quality Assurance and Management. It is composed of the Rector, Vice-Rectors, the Secretary General, and the Executive Advisor for Quality Assurance. During the interviews conducted as part of the site visit with the management team and the quality assurance team, it was evident that the system is well established and that both internal and external stakeholders are involved in its implementation, as well as in the development of quality assurance tools and the system itself.
The institution regularly analyzes the information arising from the quality assurance system, including statistical information, and takes measures to improve the study programs based on that information. The self-evaluation report is published on the institution's website.	X			South East European University conducts annual self-evaluations as part of its ongoing efforts to monitor institutional performance and support continuous improvement. Following the external evaluation undertaken within the Institutional Evaluation Programme (IEP) of the European University Association, the University has continued this practice in order to ensure regular internal reflection and follow-up. To support a systematic approach to improvement and

				continuity in implementation, the University also prepares biennial Action Plans. The most recent Action Plan covers the period 2022–2024 while the preceding plan covered 2020–2022 .These Action Plans provide a structured framework for implementing the improvements identified through the self-evaluation process and for monitoring the effectiveness of the measures undertaken.
Quality assurance in the institution is a continuous process that does not end with the External Assessment Report or with the further monitoring of the institution. The recommendations from the previous external assessment have been implemented. The progress achieved since the last external assessment has been clearly demonstrated[1]	X			The University of Southeast Europe received an external evaluation in 2019 from the Institutional Evaluation Programme (IEP) of the European University Association for the academic year 2017–2018. Following this evaluation, the University developed a targeted action plan to address the recommendations provided by the IEP. The University also prepared two-year action plans and progress reports to support a systematic approach to improvement and continuity in implementation. Although SEEU has not received any external evaluation since then, it has successfully implemented its internal quality assurance system from 2019 onwards. Document review and the site visit clarified that the University has demonstrated progress and achievements in relation to the recommendations from the last external evaluation cycle.
FINDING: The higher education institution MEETS the above Standard.				

STANDARD 2: DESIGN AND APPROVAL OF RPOGRAMMES				
INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	EXPLANATION
The institution has adopted an act/s or rules regulating the procedure for the development and approval of study programs for the first, second and third cycle of studies (if applicable).	X			The development and approval of study programmes are governed by internal rules, Senate procedures, accreditation calendars and the applicable provisions of the Law on Higher Education. Responsibilities are clearly distributed between faculty bodies, Senate and the national accreditation authorities. The regulatory framework is therefore complete and operational.
The content of the study programs offered at the institution is well designed and described. It is relevant to the purpose of the program and the achievement of learning outcomes. The objectives of the subjects are defined and aligned with the outcome of the educational process (learning outcome). The study programs are designed with the aim of uninterrupted student development and enable students to acquire academic knowledge and skills, including those that can be transferred, which means that they can influence their personal development and can be applied in the development of their future	X			The study programmes are clearly structured, outcome-oriented and aligned with the purpose of the respective qualifications. Programme elaborates and course syllabi show a coherent relationship between learning outcomes, course objectives and graduate competencies. The programmes support both academic development and transferable skills relevant for future employment.

[1] This indicator will be subject to assessment after the completion of the first External Assessment, i.e. during the next External Assessment of the institution.

professions.				
The study programs respond to the development needs of society and the economy.	X			The programmes are linked to social and economic needs through employability monitoring, alumni destination surveys and strategic planning. The Faculty of Business and Economics has aligned programme development with labour market expectations and employer feedback. This contributes to the relevance and sustainability of the study offer.
The study programs are developed/revised in cooperation with students and other relevant stakeholders (business community, state authorities and other organizations). The information collected is analyzed, and the program is adjusted to avoid its obsolescence. The process creates an efficient learning environment and supports students.	X			Students and external stakeholders are involved in the revision and approval of programmes through Faculty Quality Teams, Senate participation and employer input. The collected feedback is not merely formal but is used to update curriculum content and programme design. This creates a learning environment that is responsive to change and user needs.
The study programs use external expertise and references. The program is aligned with the best foreign practices and experiences.	X			Programme development is informed by external expertise, benchmarking and international references. The programme elaborates show alignment with foreign practices, while external experts participate in consultative processes during programme design. This enhances comparability, academic credibility and international relevance.
The study programs clearly define the overall expected work engagement of the student and include well-structured external activities (trainings, practical work and other activities that do not take place in the institution, but allow the student to gain experience in the field of his studies). The workload allows the student to participate in external activities during the studies. Practical teaching is appropriately valued in the workload and its implementation is regularly monitored.	X			Student workload is transparently defined through semester hour distributions, ECTS allocation and explicit workload models. Practical training, external activities and career-centre-supported placements are integrated into the programmes and documented in reports. The overall structure supports both theoretical learning and practical engagement. Institution requires a minimum of 25% of each course workload to be delivered through direct instruction. Students complete a total workload of 900 hours through self-study, assignments, projects, and exam preparation.
The information about the study program published on the institution's website corresponds to the official records. The information is also published in the language in which the program is conducted.	X			The information published on the website www.seeu.edu.mk is fully aligned with the official records of the study programs and is supplemented by data from the internal MySEEU portal, which is used for operational information such as class schedules, exams, and grades. The information is continuously updated in order to ensure its accuracy and full compliance with the officially approved curricula. All published program descriptions are consistent with the records approved by the Accreditation Board, thereby ensuring consistency between publicly available information and formally accredited study structures.

				Publicly available information on the study programs is clear, comprehensive, and accessible in all three teaching languages. In this way, the institution meets the requirement for transparency and accessibility of program information.
Higher education institutions monitor and periodically revise their study programs in order to achieve the set goals and meet the needs of students and the social community. The revision is aimed at continuous improvement of the study programs. All affected participants should be informed about the activities planned or undertaken based on the audit.	X			Information from Teaching Observation and Student Evaluation processes ape used as key input data for defining the annual focus areas for monitoring teaching quality. Academic staff are informed annually about the priority areas for improvement, which include student-centered teaching, interactivity, and updated content. This demonstrates an active culture of audit and continuous revision. Course materials on Google Classroom are also reviewed to ensure their relevance and alignment with best practices.
Statistical data (number of courses taught, number of students, grades, number and reasons for dropping out, etc.) are regularly monitored and systematically analyzed.	X			At SEEU, data from student grading processes are systematically collected and analysed to support the evaluation and improvement of study programs and courses. According to documentation and interviews, analyses are conducted after each examination period and at the end of each academic year, focusing on retention, failure rates, and grade distribution trends. The findings are used to identify the underlying causes of academic difficulties and to inform targeted improvements in teaching and curriculum design.
FINDING: The higher education institution MEETS meet the above Standard. The study program MEETS the above Standard (all study programs are assessed).				

STANDARD 3: STUDENT-CENTERED LEARNING, TEACHING AND ASSESSMENT				
INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	EXPLANATION
The institution has developed a mechanism that ensures that programs are delivered in a way that motivates students to take an active part in creating the learning process and that student assessment reflects this process.	X			The institution has clear mechanisms to promote active student participation in learning. Active engagement is explicitly built into syllabi, course assessment and teaching observation criteria, and it is recognised as an indicator of good teaching practice. This supports a student-centred implementation of programmes.
The institution respects the diversity of students and their needs, and provides flexible learning approaches use different models of teaching implementation where possible as well as a variety of pedagogical methods.	X			SEEU recognizes the diversity of its student body and allows for flexible approaches to learning. The institution applies a wide range of teaching methods across all faculties and study cycles, combining traditional lectures with interactive approaches such as group work, case- and problem-based learning, role-playing, simulations, and blended or online formats. Innovative practices, including flipped classrooms and experiential learning, are also widely used. In many master's-level courses, students are provided with preparatory reading materials, while class time is dedicated to discussion and active participation, often structured through assigned roles that promote critical thinking and engagement. The approach is inclusive and pedagogically appropriate.

The institution consistently updates its teaching methods to ensure they remain effective. Teaching is centered around interactive and student-oriented learning, focusing on the development of students' skills and competencies. The approach is interdisciplinary, utilizing case studies tailored to specific contexts. Additionally, the study program incorporates project-based learning to further engage students in real-world applications.		X		It was noted that, as outlined under Standard 1, information derived from teaching observation and student evaluations (Annexes 1.2.A and 1.2.B) is systematically collected, analysed, and reported (Annexes 3.3.A and 3.3.B). This feedback is reviewed at institutional level through the Rector's Executive Team, the Rectorate, the Faculty Councils, and individual academic staff. It was further noted that, at the end of each academic year, lecturers receive individual evaluations from the Deans based on combined monitoring data, including the identification of areas for improvement (Annex 3.3.C). However, the available evidence did not clearly demonstrate how these findings are consistently translated into structured follow-up measures, targeted staff development actions, or clearly differentiated improvement measures at faculty level. Additional examples of teaching approaches are provided in Annex 2.5.A, while further details are contained in the course syllabi (Annex 2.2.G).
All individuals involved in the assessment of students (teachers, associates, etc.) are well-versed in the established testing and examination methods and are provided with support to enhance their skills in this area. The assessment process incorporates a variety of formal evaluation tools, including laboratory exercises, assignments, projects, and other methods.	X			Academic staff use a range of assessment tools and receive institutional support to improve their assessment practice. Training, teaching observation and annual evaluation processes encourage pedagogical development, while syllabi and programme documents show the use of assignments, projects, presentations and other forms of formal assessment. The system supports methodological diversity in assessment.
The criteria and methods of evaluating and assessing students are published and known in advance.	X			The criteria and methods for student evaluation, as well as the assessment procedures, are clearly communicated to students at the beginning of each semester. To ensure transparency and accessibility, the institution uses Google Classroom as its Learning Management System (LMS), where syllabi are published and regularly updated. These syllabi explicitly define the assessment components, grading criteria, and evaluation methods for each course. This contributes to fairness, predictability, and transparency.
Assessment provides students with the opportunity to showcase the level of their achieved learning outcomes. Students receive feedback that, when necessary, includes guidance for further learning. Assessments are conducted consistently and fairly for all students, in alignment with established procedures. The results correspond to the expected learning outcomes, and the assessment methods are tailored to the objectives of the courses. When applicable, assessments are carried out by multiple examiners to ensure fairness and objectivity.	X			Assessment procedures allow students to demonstrate learning outcomes through multiple channels, and feedback is provided through consultations, classroom interaction and digital platforms. In some advanced-level courses, assessment by multiple examiners is also used. The overall model is aligned with course objectives and supports fair and consistent evaluation.
The institution has a formal complaint procedure, including reporting of corruption by students in all types of studies. The system is functional and efficient.	X			To ensure that all student complaints are addressed in a consistent and structured manner, the institution has established a formal complaints procedure that applies to both students and members of the public. The regulatory framework is appropriate, and a designated person has been appointed to handle such matters. This procedure defines clear steps for submitting, reviewing,

				and resolving complaints, ensuring transparency and accountability throughout the entire process. In parallel, the University has adopted a Regulation on the Reception of Allegations of Corruption, which governs the reporting and handling of such cases. The institution has also introduced an Anti-Fraud Policy that provides a comprehensive framework for preventing fraud and strengthening institutional integrity. Together, these mechanisms support a culture of transparency, ethical conduct, and trust within the university community.
FINDING: The higher education institution MEETS meet the above Standard. The study program MEETS the above Standard (all study programs are assessed).				

STANDARD 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION AND ASSESSMENT				
INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	EXPLANATION
The higher education institution appropriately implements the previously established and published regulations covering all stages of study, i.e. enrolment, progress during studies, diploma and certificates. The regulations are publicly available.	X			The South East European University (SEEU) implements established regulations that cover all phases of studies, including enrolment, academic progression, and the awarding of diplomas and certificates. The regulations are publicly available and accessible to students.
The institution has developed a functional procedure and/or tools for collecting and monitoring student progress and acts on the basis of the information received.	X			The digital platforms MySEEU, UMS, and Google Classroom are effectively used by the institution to monitor students' academic records, examination results, and progress. These tools support a high level of traceability, administrative efficiency, and timely academic oversight.
The higher education institution has developed a procedure for the recognition of periods of study and prior learning, which includes the recognition of non-formal and formal learning, of students during their studies, including during student mobility.		X		The institution has defined procedures for recognising study periods and mobility and maintains records of student mobility over the past five years. However, participation in mobility activities remains very limited. While the recognition of prior learning and mobility is formally regulated, presenting more concrete examples of how non-formal and informal learning are recognised in practice would strengthen the demonstration of compliance.
Upon completion of their studies, students receive Documentation that clarifies the acquired qualification, competences and learning outcomes, the level, content and status of the successfully completed studies. Documentation is clear, understandable and comprehensive.	X			Upon graduation, students receive a comprehensive set of documents, including the diploma, the transcript of records, and the diploma supplement. The documentation is sufficiently detailed to clearly indicate the level and status of studies, competencies and learning outcomes, as well as the obtained qualification.
FINDING: The higher education institution MEETS the above Standard.				

STANDARD 5: TEACHING STAFF[2]

[2] It refers to persons elected to teaching-scientific, teaching-professional, scientific, teaching and associate positions, who perform higher education activities.

INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	EXPLANATION
The higher education institution provides competent teaching staff for the implementation of study programs. The qualifications of the teaching staff involved in the implementation of the study programs are appropriate to the profile and concept of the studies as well as the planned teaching subjects.	X			The institution engages qualified teaching staff whose academic profiles are appropriate to the disciplines and courses delivered. Staff CVs, appointment decisions and lists of courses taught demonstrate an adequate match between qualifications and programme needs. This provides a sound basis for quality programme implementation.
The published works of the teaching staff in reference scientific publications in the last 5 years are relevant and contribute to the development of quality studies, i.e. the scientific field.	X			Over the past five years, the academic staff of the Faculty of Business and Economics have produced a total of 366 scientific publications, demonstrating a strong, consistent, and well-established research culture. This level of output reflects sustained engagement in scholarly activity across a range of disciplines within the faculty, as well as a commitment to contributing to both national and international academic discourse. All publications undergo internal review and are regularly presented and discussed at meetings of the SEEU Central Research Committee. This process ensures not only quality control, but also alignment with institutional research priorities and standards, while fostering a culture of accountability and continuous improvement. A comprehensive and systematically organized list of these publications is provided in Annex 5.2.A. The list is categorized in accordance with Article 2, item 21 of the Law on Higher Education, ensuring compliance with the relevant legal and regulatory framework. Furthermore, academic staff actively publish with internationally recognized and reputable publishers.
The teaching workload is balanced. The teaching staff is engaged in accordance with legal provisions. The number of teaching hours per year is adequate for the implementation of quality teaching.	X			The institution meets the staffing requirements by employing more than 10 full-time academic staff members in teaching and research positions, thereby ensuring adequate human resources for the implementation of study programs. This core group of qualified personnel provides a stable foundation for delivering the study programs and supports both teaching and research activities. Detailed reports on teaching activities across all study cycles over the past five years have been presented. These reports provide a comprehensive overview of course delivery, staff engagement, and the distribution of teaching responsibilities, offering clear insight into the consistency and scope of the academic offer over time. A complete list of academic staff is also provided, including information on teaching loads and courses taught across different study cycles, faculties, and at institutional level. This structured documentation ensures transparency in workload distribution and demonstrates alignment between staff expertise and the needs of the curricula.
The higher education institution has clear, transparent and fair recruitment processes, through working conditions that recognize the importance of teaching work. The process is based on academic qualifications and merit and offers equal opportunities for all	X			The institutional framework governing academic appointments is clearly defined and formally regulated. The Rulebook on the Selection for Teaching and Research Positions, together with other relevant normative acts prescribing the procedures and criteria for the appointment of teaching and research, teaching-professional, research, teaching, and associate roles, has been provided as

candidates. The institution's practice corresponds to the established criteria.				evidence. An overview of candidates who have been appointed, as well as those who were not selected for these positions, is also presented as evidence. This overview contributes to the transparency of the procedures and demonstrates that selection processes are conducted systematically, with clear documentation of outcomes. Furthermore, the University regularly publishes issues of its official bulletin (press the link: Reviews at the bottom of the page), in which academic appointments and related decisions are formally announced. This practice strengthens institutional accountability and ensures that such decisions are publicly accessible and properly documented.
The institution has developed a procedure for ensuring appropriate working conditions for the teaching staff. The staff has appropriate IT equipment, access to relevant electronic databases in the field/study program, appropriate spatial conditions, as well as other resources relevant to their work.	X			The institution regulates working conditions through a specific Law on Working Conditions, which establishes a safe, well-structured, and supportive environment for all staff members. This regulatory framework defines the rights, responsibilities, and standards that promote professional well-being, operational clarity, and institutional consistency. To enhance teaching and learning processes, the University is equipped with a wide range of modern information technology resources. These include up-to-date hardware, specialized software, and digital platforms that provide reliable and efficient support for both academic and administrative activities. A detailed inventory of functional IT equipment, laboratory tools, and other relevant facilities is presented as evidence, demonstrating the institution's commitment to maintaining adequate and contemporary resources. The University's library resources are systematically documented and continuously expanded to meet evolving academic and research needs. To ensure accessibility and ease of use, the library catalogue is carefully organized according to individual study programs, enabling students and staff to efficiently locate relevant resources. In terms of physical infrastructure, the University provides modern, well-equipped facilities that create high-quality conditions for teaching, research, and broader academic work. These spaces are designed to support effective learning, collaboration, and innovation.
The institution offers opportunities for professional development of the teaching staff and constantly motivates them; regularly organizes trainings for the teaching staff in order to develop proactive and innovative teaching methods, for their pedagogical and technical skills The institution regularly monitors the technical skills of the teaching staff.	X			The institution provides opportunities for the professional development of its teaching staff and continuously motivates them by regularly organizing training aimed at developing proactive and innovative teaching methods, as well as enhancing their pedagogical and technical skills. The institution also regularly monitors the technical competencies of its academic staff. The University actively promotes the professional development of its staff by consistently offering a diverse range of training opportunities. Some of these initiatives focus on improving technical competencies and are delivered by the E-Learning Center and the IT Office. In addition, SEEU organizes annual professional development programs for all academic staff, addressing current challenges, emerging trends, and relevant academic topics. The programs implemented over the past five academic years are included as part of the evidence. SEEU staff have also actively participated in numerous

				trainings and conferences related to the implementation of research projects, often in collaboration with partner universities. Staff members are continuously engaged in the implementation of international research projects, demonstrating the University's strong commitment to research development and collaboration. To further strengthen research capacities and support professional growth, SEEU has established a Procedure for the Allocation of the Research and Professional Development Fund. This procedure regulates the allocation of an individual fund of up to EUR 700 per academic year. Since October 2021, unused funds originally intended for conference participation may be redirected as incentives for publications in journals indexed in Clarivate Analytics or Scopus. In recent years, SEEU has allocated EUR 5,655 in the 2020/21 academic year, EUR 6,170 in 2021/22, and EUR 9,200 in 2022/23 to reward staff for publishing in indexed journals.
The institution engages visiting teachers, renowned scientists, artists and experts from practice from the country and abroad within the framework of the implementation of the study program. Their profile is relevant to the study program and brings added value.		X		A detailed list of guest lecturers and practitioners from domestic and international institutions who have contributed to the implementation of the study programmes is provided in the evidence. Their involvement, although limited in number, reflects a targeted approach to engaging highly qualified individuals in areas where their specific expertise adds value at advanced levels of study. In the 2020/21 academic year, one guest lecturer was engaged in delivering courses at the doctoral and master's levels, while in the 2021/22 academic year, one guest lecturer contributed to the master's programmes. Further information on the qualifications, academic background, and professional achievements of these guest lecturers is provided through their CVs in the evidence. This documentation ensures transparency and demonstrates that all engaged external staff meet the required academic and professional standards.
Scientific work is encouraged in order to strengthen the connection between teaching and science. The system functions well and is efficient.	X			The institution actively promotes the engagement of its academic staff in research that is closely linked to their teaching responsibilities. This approach ensures a strong and continuous connection between research and teaching, enabling students to benefit from current academic developments, evidence-based knowledge, and relevant practical applications in their fields of study. Each faculty provides concrete examples and good practices illustrating how research activities are integrated into course delivery. Examples have been submitted demonstrating that professors' research results are systematically incorporated into curricula and teaching materials, thereby strengthening the overall quality and relevance of the educational process. At the same time, it is noted that only one professor from this faculty is currently involved in the ChallengeEU research project, reflecting a limited level of participation in this specific initiative.
The higher education institution encourages innovation in teaching methods and the use of new technologies.	X			SEEU actively supports and promotes the integration of new technologies into the teaching process through a dual approach. First, the University makes significant investments in ICT infrastructure, network systems, and digital tools to enhance the quality of teaching and learning, including the

				use of platforms such as Google Classroom as part of its digital learning environment. Second, it has introduced a performance indicator for digitalization that is directly linked to the University's reward policy. This mechanism encourages academic staff to adopt and further develop digital teaching practices, thereby ensuring continuous improvement in the use of educational technologies.
The institution has an established system of academic integrity and prevention of plagiarism.	X			The University's Code of Conduct, available on the official website, sets out clear principles of academic integrity and includes explicit provisions aimed at preventing and addressing plagiarism. It defines the ethical responsibilities of both staff and students and establishes the standards expected in academic work across all levels of study. In support of research integrity and academic quality, they publishe the SEEU Review, an international, peer-reviewed, open-access scientific journal hosted on the Sciendo platform by De Gruyter. The journal is dedicated to disseminating original, current, and high-quality research across relevant academic fields. All submitted manuscripts undergo a double-blind peer review process conducted by subject-matter experts. In addition, each submission is screened using Turnitin/iThenticate to verify originality, with a strict similarity threshold of 5% required before manuscripts are forwarded for peer review. Published articles are made publicly available through the SEEU Review platform. At the level of student assessment, plagiarism detection is also systematically applied to bachelor's and master's theses using Turnitin/iThenticate. According to information provided during the panel visit and meetings with academic staff, an indicative similarity threshold of 10–20% is applied, depending on the nature of the work and disciplinary context. This multi-level approach reflects the University's commitment to maintaining academic integrity throughout both research and educational processes.
The institution has a policy/document/act for scientific research work. Indicators for scientific research work are established and regularly monitored.		X		The University's regulatory framework governing scientific research activities is formally established and documented through a set of internal acts, which are provided in Annexes 5.11.A, 5.11.B, and 5.11.C. These documents define the principles, procedures, and institutional expectations related to the planning, implementation, and management of research activities, thereby ensuring a structured and regulated approach to scientific work within the University. Together, these acts outline the responsibilities of academic staff, the mechanisms for supporting research initiatives, and the standards for ensuring compliance with institutional and external requirements. They serve as the primary reference framework for guiding research conduct and aligning it with the University's strategic objectives. However, it is noted that no specific consolidated report or analytical documentation has been provided regarding the fulfilment of defined research work indicators, where such indicators are applicable. The absence of this type of systematic evaluation limits the ability to comprehensively assess research performance trends and the extent to which established targets have been achieved.

Scientific research work corresponds to local, regional and/or national development goals as well as the socio-economic and cultural context. The effect of scientific research work on local, regional and/or national development goals is regularly monitored, on the basis of which appropriate improvements are made.		X		Concrete examples, outcomes, and best practices related to the University's scientific research activities, particularly those aligned with local, regional, and national development priorities as well as the broader socio-economic and cultural context, are referenced in Annex 5.6.I. These materials are intended to demonstrate the relevance and applicability of research efforts to the surrounding environment and stakeholder needs. It should be noted that the scope of documented engagement appears limited, as only one researcher is currently involved in the referenced activities. In addition, no specific examples of achieved results, best practice cases, or accompanying analytical reports and policy recommendations were provided. This limits the extent to which the practical impact and broader contribution of the research activities can be fully evidenced and assessed.
FINDING: The higher education institution MEETS meet the above Standard. The study program MEETS the above Standard (all study programs are assessed)				

STANDARD 6: LEARNING RESOURCES AND STUDENT SUPPORT				
INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	EXPLANATION
The institution provides adequate funding for learning and teaching activities and thus provides appropriate and easily accessible resources for learning and support for students. The system for financing the institution, i.e. study programs, is efficient and based on the needs of students. The institution has a comprehensive and efficient system for financing scientific and research activities.	X			The financing of the institution's activities stems from tuition fees and some government funding; the budget is sufficient for financing scientific and research activities. Students and staff have access to the scientific data bases, so it satisfies students needs. Learning and teaching activities are efficiently funded, resources for learning are easily accessible, as it is support for students.
The technical resources of the institution (libraries, laboratories, work rooms, IT equipment, etc.) are adequate for the implementation of the study program. Students and teaching staff, including people with special needs, have access to all resources. The institution has an appropriate infrastructure for distance learning. Technical resources are subject to regular monitoring in the institution.	X			The Institution manages a well-equipped campus covering 33,000 m² of built space across Tetovo and Skopje. The technical resources available to students are adequate, including provisions that support students with special needs. Library resources are also sufficient, encompassing materials acquired over the past five years, as well as an inventory of information resources for distance learning. These library resources are continuously monitored, updated, and developed in accordance with institutional quality assurance procedures, ensuring their ongoing adequacy, relevance, and alignment with the requirements of all study programmes.
The work of the support/administrative services is appropriately organized and serves the function of internal quality assurance. In their work, the services take into account flexible ways of learning and teaching as well as the needs of the different student population (for example, students older than 25 years, part-time and employed students,	X			The work of the support/administrative services is appropriately organized and serves the function of internal quality assurance. In their work, these services take into account flexible modes of learning and teaching, as well as the needs of a diverse student population. The University offers an option for part-time study tailored to students who are employed (with 70% attendance requirement) or who live abroad. Students with special needs are provided with individualized support adapted to their

students from abroad and students with special needs). The number of employees in the support/administrative services and their profile is appropriate for the number of students in all types of studies. Support and administrative staff have the opportunity to develop their own competencies.				specific circumstances, as illustrated by an example from the Department of Psychology. Support and administrative staff are also given opportunities to develop their competencies through staff training programmes.
The institution encourages the involvement of students in scientific research projects in all cycles of studies.		X		Institution reported 3% of students being involved in scientific projects, however, Erasmus+ projects are not scientific research projects. The institution lacks those projects, so it could be done more in this regard. Names of engaged students and respective projects were added in Annex 6.4.
Students have at their disposal specific forms of support including: an academic development advisor who monitors their development, provides support for career planning and other academic challenges and/or a functional Career Center, mentoring sessions, psychological support, etc.	X			Students have access to specific forms of support. To enhance student support services, the Institution appoints a student advisor within each faculty to provide academic guidance and assistance throughout the course of study. Support is also provided through a functional Career Center. In addition, the University offers financial support schemes for both high-achieving students and those in need.
The institution has a functional system for monitoring the members of the Alumni community. The Alumni community is included in the development plans of the institution. The institution organizes regular events and/or initiatives through which contact with graduated students is maintained.		X		Internal records are regularly updated with key data on each graduating class, including contact details, degree information, employment status, and alumni profiles. Graduate outcomes are further tracked through an Employability Report, based on phone interviews and Google Form surveys with recent alumni. The report captures employment status, career progression, further education, and feedback for programme improvement. The alumni database currently includes around 12,000 registered members. Alumni events are organized at both University and Faculty levels, including large-scale gatherings such as the 20th anniversary celebration. However, the Alumni Club remains non-functional despite several attempts to establish it.
Students actively participate in the management of the institution. A student assembly and a student ombudsman or his deputy operate within the institution. The institution supports the social, cultural and sports activities of students: It provides them with premises, support, and an annual budget.	X			Students actively participate in the governance of the Institution. Student representatives, elected through the Student Parliament and the Student Association of SEEU, contribute to institutional decision-making by participating in meetings of the SEEU Senate, the Rectorate, and the Faculty Teaching and Scientific Councils. The Institution supports student activities—social, cultural, and sports—and provides them with appropriate facilities and space.
Students are familiar with the services and opportunities available to them.	X			Students confirm their awareness of the available services and opportunities during interviews. Before the start of each academic year, the University organizes orientation and induction sessions. These sessions familiarize students with the available services and opportunities, as well as with the structure, organization, and delivery of academic programmes.
FINDING: The higher education institution MEETS meet the above Standard. The study program MEETS the above Standard (all study programs are assessed).				

STANDARD 7: INFORMATION MANAGEMENT				
INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	EXPLANATION
The higher education institution regularly collects, analyses and uses information that is important for the successful implementation of study programmes and other activities. Through an efficient process of collecting and analysing data on study programmes and other activities, the data is entered into the internal quality assurance system.	X			The institution invests in developing its information systems and acquiring commercial digital solutions for the collection, management, and processing of key institutional data. These systems support academic delivery, administrative functions, and overall institutional effectiveness.
The information collected is relevant to the profile of the institution or study programmes and includes: key performance indicators; the profile of the student population; student progress, success and dropout rates; the degree to which students meet the expectations of the study programmes; the learning resources and support available to students, data on the employment of graduates and their careers, etc. Students and staff are involved in the processes of providing and analysing data as well as in the plannin of activities arising from them.	X			The Institution collects and analyses relevant data related to the institutional profile and study programmes. Data from assessment processes are systematically used as performance indicators for the continuous improvement of study programmes and individual courses after each assessment period. The analyses focus on student retention, course failure rates, and potential grade inflation, with the aim of identifying challenges in a timely manner and defining appropriate improvement measures.
The institution keeps a register of significant events, activities and processes. The data is collected, analysed and used to meet the needs of the strategic management of the institution.	X			The Institution maintains a comprehensive register of key events, activities, and processes involving the institution, its students, and its staff.
The security of information (in printed and electronic form) especially information related to student data, exam results, discussion on digital platforms, etc. is protected. The institution adequately protects the personal data of all stakeholders.	X			The University has achieved significant progress in strengthening information security, with a particular emphasis on safeguarding student data, examination results, and digital communications. These measures ensure the confidentiality, integrity, and availability of institutional information across all digital platforms.
FINDING: The higher education institution MEETS the above Standard.				

STANDARD 8: PUBLIC INFORMATION				
INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	EXPLANATION
The higher education institution regularly publishes data on its activities and study programmes. The information published on the website and other media (print, social media) of the institution is accurate, clear, precise, objective, up-to-date and easily accessible. The institution regularly participates in or organizes fairs at which it presents its activities and study programmes. Information relating to the activities of higher education institutions is useful for potential and current students, as well as for former students, other persons and the public.	X			The university website provides access to legal acts, study programs, tuition fees, strategic plans and public calls, and is regularly updated in Macedonian and English. Additional communication takes place through social media channels. The institution also participates in fairs and promotional events to present its study programs. These practices ensure that information is widely accessible and kept up to date across various platforms.
The higher education institution has published data on its activities, including information on the study programmes it implements, the admission criteria, the intended learning objectives, the qualifications that the student acquires as a result of the learning, the procedures applied in teaching, learning and assessment, the pass rates and the learning conditions available to students, information on the potential employment of graduates as well as the documents provided for in Article 21 paragraph 3 of the Law on Higher Education.	X			The institution regularly publishes information about its activities and study programmes through the website, posters, announcements and career-fair communication. Information is clear, accessible and relevant to prospective students, current students, alumni and the public. The institution demonstrates an active public communication strategy.
Key learning outcomes and research work are published on the institution's website. For example, before the defense of the doctoral dissertation, it is mandatory to publish it on the website of the higher education institution where the third cycle of studies is conducted (if applicable).	X			SEEU publicly provides information on study programmes, admission criteria, learning goals, qualifications, assessment procedures, relevant institutional acts and other documents required by law. Important normative documents, accreditations, staffing information and thesis topics are available or referenced through official channels. This contributes to transparency and public accountability.
FINDING: The higher education institution MEETS the above Standard.				

STANDARD 9: INTERNATIONAL COOPERATION AND ININTERNATIONALIZATION				
INDICATOR	COMPLETELY FULFILLS	PARTIALLY FULFILLS	DOES NOT FULLFILL	EXPLANATION
Students actively use student mobility opportunities. Mobility is appropriately valued and recognized.		x		Students participate in mobility opportunities, and the institution systematically records outgoing mobility data, including the number of participants, host institutions, and applied recognition procedures. These records demonstrate that mobility is both implemented in practice and supported at the institutional level. At the same time, participation levels

				vary from year to year, and mobility is not yet evenly distributed across all study programmes and cycles. Expanding engagement and encouraging broader participation would further strengthen the impact and visibility of mobility within the institution.
The institution has developed a policy for international cooperation and internationalization. It has established Indicators for fulfilling the priorities of international cooperation and internationalization. These Indicators are regularly monitored. A special body responsible for international cooperation and internationalization within the institution has been designated.	x			The institution has a defined policy framework and operational structure for international cooperation and internationalisation. Dedicated offices and responsible persons manage incoming and outgoing mobility for students and staff. Procedures are in place and institutional roles are clearly assigned.
The institution has appropriate financial resources at its disposal for the implementation of international cooperation. For the needs of international cooperation, the institution allocates financial resources from its own revenues, but also uses funds from the national budget, foreign donors and programs, local government, etc.	x			The Institution has demonstrated a strong and sustainable commitment to international cooperation by securing significant funding from both its own institutional resources and a range of external programmes related to research and international initiatives. The documented financial support plays a key role in enabling student mobility, including exchanges, joint programmes, and participation in international projects.Beyond mobility, these resources also support a wide range of international activities such as staff exchanges, collaborative research, conferences, and institutional partnerships. Taken together, the evidence shows that SEEU's financial support for internationalisation is not only credible, but also strategically allocated and sufficient to support its objectives. The combination of internal investments and externally sourced funding ensures both stability and growth in its international engagement efforts.
The institution cooperates with other institutions in the country and abroad in order to implement study programs. It implements joint projects with foreign universities (conferences, mobility and other collaborations), and the results of those projects are relevant to the study programs. The institution implements joint programs with foreign universities.	x			The Institution demonstrates a high level of engagement in national and international academic networks, maintaining a broad portfolio of over 120 active cooperation agreements with universities and strategic partners. Through these agreements, the Institution actively participates in joint research projects, promotes student and staff mobility, and fosters academic exchange. It is important to note that these joint activities are not carried out in isolation; they are closely linked to programme development, ensuring that study programmes remain relevant, innovative, and informed by international perspectives.
The institution has established a system for attracting teachers and students from abroad. Foreign professors are regularly involved in teaching, are engaged as mentors or members of committees for evaluating master's and doctoral theses, etc. The number of foreign students is increasing.	x			The University has established a functional and sustainable system for attracting international academic staff and students, demonstrating a clear commitment to internationalization. Foreign professors are regularly involved in the teaching process, as well as in mentoring and serving on committees for the evaluation of master's and doctoral theses, thereby contributing to the enrichment of the academic process through international expertise and diverse pedagogical approaches. At the same time, the University shows a continuous increase in the number of international students, with a total of 781 students enrolled over the past five years. This trend indicates growing interest in and trust in the study programs and contributes to the development of a dynamic and intercultural academic environment.

FINDING: The higher education institution MEETS the above Standard.

SWOT Analysis of the institution

STRENGTHS	WEAKNESSES
• Modern campuses, library resources, and support services • Incubator services and on-site startup companies • Strong digital infrastructure and integrated information systems • A broad portfolio of study programmes across cycles, with documented accreditation practices • Strong international network and visible culture of mobility and project-based cooperation • Strong and independent governance structure • Active engagement with external stakeholders • Strong ties with the USA and active cooperation • Semi-public institution	• Lack of scientific work and projects • Student involvement in research could be broader in the first and second cycles • Stronger reporting on research impact would be beneficial • Some indicators would benefit from more systematic trend analysis and benchmarking
OPPORTUNITIES	**THREATS**
• Increasing the internationalization of the faculty • Strengthening and implementing the Human Resources Strategy for Researchers (HRS4R) • Further improving graduate employability through stronger cooperation with the business sector • Wider use of analytics to enhance programmes and support student retention • Increased recruitment of international students and development of English-taught programmes • Expanding international partnerships, joint research, Erasmus+ mobility, and participation in COST Action networks and research activities (https://www.cost.eu)	• Insufficiently diversified funding • Competitive regional higher education market • Demographic pressures and migration of talented students and staff • Dependence on external project funding for part of international and research activities • Rapid technological changes and labour market shifts requiring continuous curriculum renewal

Recommendations for improvement of the institution

RECOMMENDATIONS
• Introduction of detailed annual action plans, specifically defined for each faculty • Motivation and promotion of scientific research activities • Increasing student participation in mobility and research, especially in the first and second study cycles, through targeted incentives and more structured promotion • Increasing the promotion and motivation of student mobility • Mobilising alumni and activating the alumni club, ensuring lifelong learning activities • Formalising and intensifying cooperation with employers and other external stakeholders • Strengthening the analytical use of institutional data by expanding comparative reporting on trends across programmes, cohorts, and years • Developing measurable indicators for the social and economic impact of research, especially at faculty and programme level • Maintaining and further developing staff training in student-centred teaching, digital pedagogy, and innovative assessment methods • Continuing to expand cooperation with employers and alumni in curriculum review, employability tracking, and practice-based learning • Preserving the strengths of the current digital infrastructure and further investing in information security and accessibility for all users

Proposal from the external evaluation report

PROPOSAL

Based on the evaluation conducted, we propose **EXTENSION** of the accreditation of the higher education institution.
In addition, we propose **EXTENSION** of the accreditation of the following study programs::

1."Business and Economics, Module: Finance, Banking and Accounting" – First cycle of academic studies – undergraduate studies (240 ECTS) in English language;
2."Business and Economics, Module: Marketing and Innovation Management" – First cycle of academic studies – undergraduate studies (240 ECTS) in English language;
3."Business and Economics, Module: Applied Business" – First cycle of academic studies – undergraduate studies (180 ECTS) in English language;
4."Business Analytics" – First cycle of academic studies – undergraduate studies (240 ECTS) in English language;
5."Business Analytics in English Language" – First cycle of academic studies – undergraduate studies (180 ECTS);
6."Energy, Economics and Environment" – First cycle of academic studies – undergraduate studies (240 ECTS) in English language;
7."Energy, Economics and Environment" – First cycle of academic studies – undergraduate studies (180 ECTS) in English language;
8."Business Administration MBA" – Second cycle of academic studies – postgraduate studies (120 ECTS) in English language;
9."Finance" – Second cycle of academic studies – postgraduate studies (60 ECTS);
10."Marketing and Innovation Management" – Second cycle of academic studies – postgraduate studies (60 ECTS);
11."Business Analytics" – Second cycle of academic studies – postgraduate studies (60 ECTS);
12."Green Economy and Sustainable Development" – Second cycle of academic studies – postgraduate studies (60 ECTS) in English language;
13."Business Administration" – Third cycle of academic studies – Doctoral studies (180 ECTS) in English language;
14."Economics" – Third cycle of academic studies – Doctoral studies (180 ECTS) in English language.

Voted in favor of this proposal: Svetlana Ristovska Antić, prof. Armand Faganel, PhD, prof. Judit Olah, PhD, prof. Olgun Cicek, PhD, prof. Ivana Bilić, PhD
Voted against this proposal:
Abstained:

SEPARATE OPINION

07.05.2026

President of the Commission