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**ANNUAL REPORT 2019
WITH SELF-EVALUATION
for the calendar year 2019 and the academic year 2018/2019**

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INTRODUCTION

The Annual Report is combined with the Self-Evaluation Report of the Faculty, with the aim to rationalise annual reporting. The Annual Report 2019 contains evaluation of both annual and long-term objectives defined in the 2019 Annual Work Programme. Self-evaluation is the basis for preparing the 2020 Annual Work Programme.

Self-evaluation 2019 or 2018/2019 combines and presents the evaluation of all activities at the Faculty. The report overviews the operation of the Faculty and its basic activities: a) educational activity (1st, 2nd and 3rd cycle of study), b) research and development activity, c) cooperation with the environment and social responsibility, d) ensuring operating conditions, and e) monitoring and quality assurance. Data is presented for the calendar year 2019 and the academic year 2018/2019 respectively, including the trends of the last five academic years. Enrolment data for the academic year 2019/2020 are also presented.

In the report, special emphasis is placed on self-evaluation of all basic activities of the institution, the summary of the situation and the guidelines for action. The guidelines for action enable the management of the institution to formulate guidelines for operation and are therefore meaningfully included in the Annual Work Programme for the coming year, adopted by the ISSBS Senate. The report also summarises the implementation of the Action Plan for 2019.

All services, the management (the Dean, the Director, the Vice-dean), higher education teachers and staff (members of the Academic Assembly, Heads of programmes and departments, representatives in Senate Commissions) and students (the Student Council) were involved in drafting the Annual Report 2019 with self-evaluation. A draft of the Annual Report 2019 with Self-Evaluation was also forwarded to the members of the ISSBS Council, in order to obtain their opinion or proposals.

The Annual Report 2019 with Self-Evaluation is discussed by the Commission for Quality and Evaluation; following the positive opinion of the Commission, it is forwarded to the ISSBS Senate and the ISSBS Administrative Board for consideration and adoption. After having been adopted by these two bodies, the Report is published on the ISSBS website and forwarded to the competent Ministry. The part related to self-evaluation is discussed by the Commission for the Field of Research and Doctoral Studies, the Student Council and the members of the Academic Council are also informed at the next session of the Academic Assembly.

1 PRESENTATION OF THE HIGHER EDUCATION INSTITUTION

1.1 MISSION, VISION AND VALUES

Mission

- Enrich the professional development of students and graduates and improve their employability through quality, internationally oriented education and research in the fields of economics, business and management, and thus contribute to development of a knowledge society.

Vision

- Be recognised as a Faculty of academic quality, and a socially responsible Faculty.

Values

- Responsibility and honesty towards the users of our services.
- Creativity and innovation in our work.
- Diversity and uniqueness in who we are.
- Integrity and respect in mutual relations.

Values, expressed through our actions build our reputation in the eyes of all our publics.

1.2 LONG-TERM/STRATEGIC OBJECTIVES¹

Long-term objectives are shown by fields of the ISSBS strategic orientation.

Educational activity:

1. Quality implementation of study programmes
2. Linking study and practice.
3. Internationalisation of education.
4. Updating of study programmes.

Research activity:

5. Strengthening the scope of research and development activities.
6. Integrating research results into education.
7. Engaging students in research.
8. Enhancing the dissemination of research results.

Cooperation with the environment and social responsibility:

9. Networking with the higher education and research community.
10. Networking in a regional environment with the business community.
11. Integrating social responsibility into action.
12. Raising public awareness of societal challenges and their solutions.

Provision of operating conditions:

13. Developing human capital.
14. Achieving stability and diversification of financing sources.
15. Modernising infrastructure.
16. Developing a quality system.

1.3 STRATEGIC GUIDELINES

Strategic guidelines relate to all core activities at the ISSBS.

Educational activity enables development and implementation of quality and internationally oriented studies to enhance the employability of graduates.

- Study programmes offer quality and up-to-date knowledge for better employability.

¹ Development Strategy of the International School for Social and Business Studies 2018 - 2024.

- The learning environment promotes international focus, independence, creativity and entrepreneurial approach.
- The Faculty encourages successful study and career path for students and graduates.

Research activity promotes internationally integrated research.

- The Faculty provides conditions for research activity and encourages individuals to do the research work,
- encourages dissemination and publicity of the research work performed by individuals and the institution and
- develops a culture of research and collaboration with higher education and other institutions.

Cooperation with the environment and social responsibility strengthen socially responsible acting in the operational environment of the Faculty.

- The Faculty pursues a proactive approach to cooperation with the environment and its economy and
- highlights current societal challenges and solutions for them.

The ISSBS provides conditions for its successful operation by establishing support activities.

- The Faculty provides adequate resources for operation (human, material and financial) and their effective management,
- provides students and employees with a friendly and engaging academic environment that encourages their comprehensive development,
- strengthens and adopts a culture of professional, quality, responsible and dedicated work, and
- develops a quality system based on responsibility of each and every one for continuous improvement.

2 CORE ACTIVITIES

2.1 ORGANISATION OF THE FACULTY

The organisation chart of the Faculty illustrates Figure 1. The Faculty consists of Organisational Units that implement educational, research, international and other academic activities, and the Bodies of the Faculty.

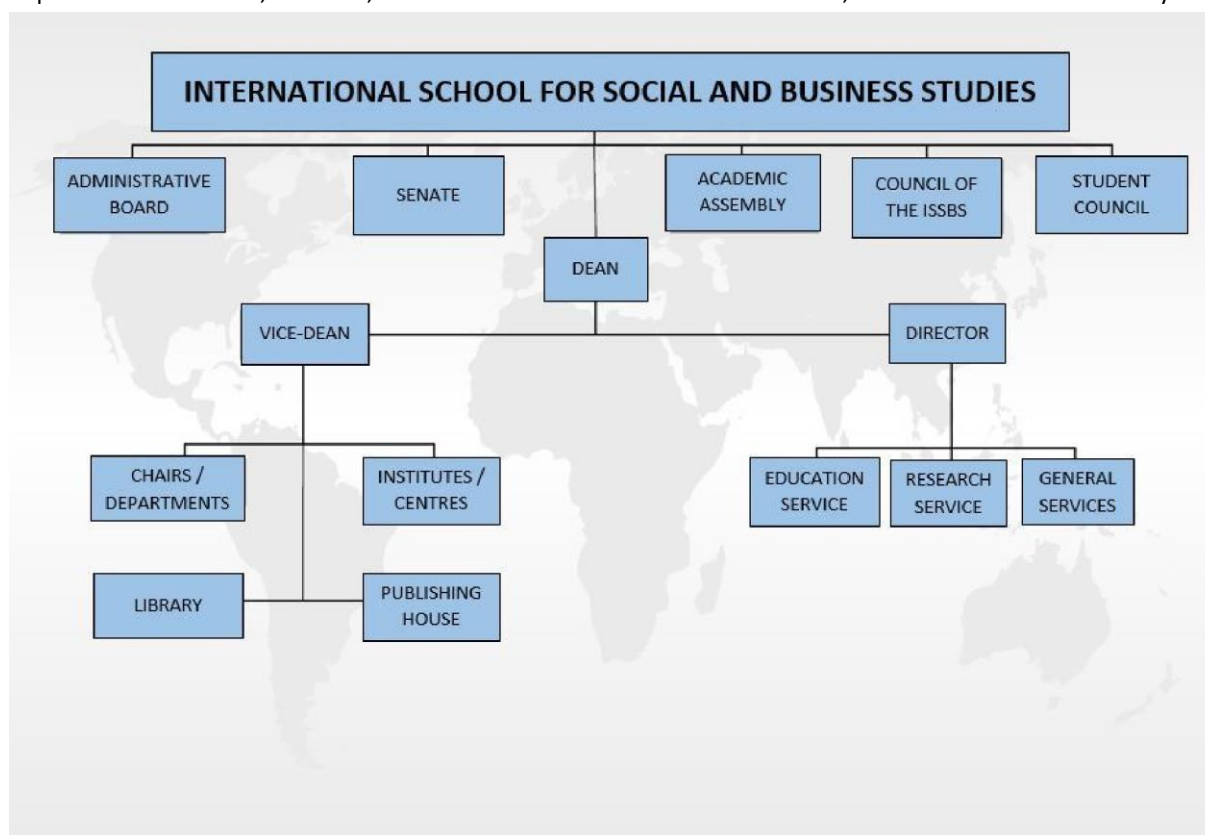


Figure 1: Organisation chart of the ISSBS

2.1.1 ORGANISATIONAL UNITS FOR IMPLEMENTATION OF ACADEMIC ACTIVITIES

Organisational Units have been established for the implementation of educational, research, international and other academic activities - Chairs / Departments, Institutes / Centres, the Library, the Publishing House and other Organisational Units - Services, where support work and tasks from professional fields of the Faculty are performed (Education Service, Research Service, General Services).

2.1.2 BODIES OF THE ISSBS

The Bodies of the ISSBS are the Senate, the Academic Assembly, the Administrative Board, the Council of the ISSBS, the Dean, the Director and the Student Council.

Senate

The Senate of the ISSBS is the highest professional body in which scientific disciplines are equally represented. The Dean is a member of the Senate by position. The Senate appoints the Standing Commissions.

The members of the Senate since 30 January 2019 are:

- Economic Sciences: Asst. Prof. Dr. Mojca Gornjak,
- Business Sciences: Assoc. Prof. Dr. Drago Dubrovski,
- Business Sciences: Assoc. Prof. Dr. Valerij Dermol,
- Law: Asst. Prof. Dr. Špelca Mežnar,

- Management: Prof. Dr. Andrej Koren,
- Mathematics: Assoc. Prof. Dr. Kristijan Breznik,
- the Dean of the Faculty is a member of the Senate by position: Asst. Prof. Dr. Srečko Natek,
- representatives of the Student Council of the ISSBS.

Commissions (Standing) of the Senate²:

- the Commission for Study Affairs.
- the Commission for Student Affairs.
- the Habilitation Commission.
- the Commission for Quality and Evaluation.
- the Commission for the Field of Research and Doctoral Studies.

Academic Assembly

The Academic Assembly of the ISSBS consists of all higher education teachers, researchers and higher education and research associates who participate in educational and research activities. Representatives of students and professional assistants also take part in its operation. Since 6 December 2013, Asst. Prof. Dr. Špelca Mežnar has been the President of the Academic Assembly and Assoc. Prof. Dr. Drago Dubrovski has been the Deputy President.

Administrative Board

The Administrative Board of the ISSBS is the managing body of the Faculty and has five members. The President of the Board is Mag. Matjaž Pajk, the Deputy President of the Board is Mag. Vilma Alina Šoba, other members are: Stane Rozman, Dr. Jerneja Kastelic and Katja Esih.

Council of the ISSBS

The Council of the ISSBS is an advisory body consisting of 6 - 12 members. The Council of the ISSBS includes regional entrepreneurs, experts, academics and graduates.

The members of the Council from 16 December 2015 are:

- Dr. Mitja Tavčar, Distinguished Professor,
- Mag. Alenka Rumbak, director of the Employment Service of Slovenia, Celje regional unit,
- Saša Lavrič, director of the Savinjska Region Incubator,
- Luka Gubo, ISSBS graduate and financial analyst,
- Mag. Danijela Kocuvan, Project Manager at the Maribor Development Agency,
- Mateja Kapitler, Head of the Slovene Centre for Training Companies.

Dean

The Dean of the ISSBS is the Management Body and the Expert Head of the Faculty that presents and represents the Faculty. Asst. Prof. Dr. Srečko Natek was appointed the Dean of the ISSBS for four years, up to 14 June 2020.

Vice-Dean

The Dean appoints Vice-Deans of the ISSBS for the term of office of the Dean. The Faculty has one Vice-Dean. Assoc. Prof. Dr. Kristijan Breznik was appointed Vice-Dean of the ISSBS for the period from 1 October 2018 to 14 June 2020.

Director

² The duration of the term of office of members of the Senate commissions is bound to the term of office of the Senate members.

The Director of the ISSBS represents the Faculty under authority delegated by the Dean. Mag. Anja Lesjak was appointed the Director of the ISSBS for a period of four years by the Administrative Board, namely from 24 September 2017 to 23 September 2021.

Student Council

The Student Council of the ISSBS is the Representative Body of ISSBS students, determined by the Higher Education Act, the Statute of the ISSBS and the Regulation of the Student council. The Student Council consists of seven students representing undergraduate and postgraduate study programmes.

Students participate in the Bodies of the Faculty and give opinions, suggestions and comments on individual issues. The organisation and participation of students in the Bodies is evident from the Statute of the ISSBS (Articles 45 to 53). Students have their representatives in the Senate, the Commission for Student Affairs and the Commission for Quality and Evaluation. They co-create the price list of Faculty services, as the consent to enrolment contributions is expected from the Student Council as well. Students do not participate in the Habilitation Commission, however, during the election process they give their opinion on the work of higher education teachers and staff. The number of students in individual Bodies and Commissions is as follows: they have two members in the Senate, they represent one fifth of all members of the Academic Assembly, they have one member in the Commission for Quality and Evaluation and one member in the Commission for Student Affairs.

The formation of the ISSBS Student Council in the academic year 2018/2019 was as follows:

- Mihaela Koštomaj, the President of the Student Council of the ISSBS,
- Jernej Lipičnik, the Vice-President of the Student Council of the ISSBS,
- Klara Šuperger, the Member of the Senate of the ISSBS,
- Anja Turk, the Member of the Senate of the ISSBS,
- Mirsada Okič, the Member of the Commission for Student Affairs,
- Tomaž Pinter, the Member of the Commission for Quality and Evaluation,
- Luka Hrastnik, the Member of the Student Council of the ISSBS.

The formation of the Student Council of the ISSBS in the academic year 2019/2020 is as follows:

- Jernej Lipičnik, the President of the Student Council of the ISSBS,
- Janko Petek, the Vice-President of the Student Council of the ISSBS,
- Klara Šuperger, the Member of the Senate of the ISSBS,
- Anja Turk, the Member of the Senate of the ISSBS,
- Mirsada Okič, the Member of the Commission for Student Affairs,
- Luka Hrastnik, the Member of the Commission for Quality and Evaluation,
- Špela Dokler, the Member of the Student Council of the ISSBS.

2.1.3 MEETINGS OF BODIES AND COMMISSIONS

The activities of work planning, organisation and management of all core activities are carried out through the Bodies of the Faculty. The activity level is also reflected in the meetings of Bodies and Commissions of the Faculty, the number of which during the last five academic years is illustrated in *Figure 2*.

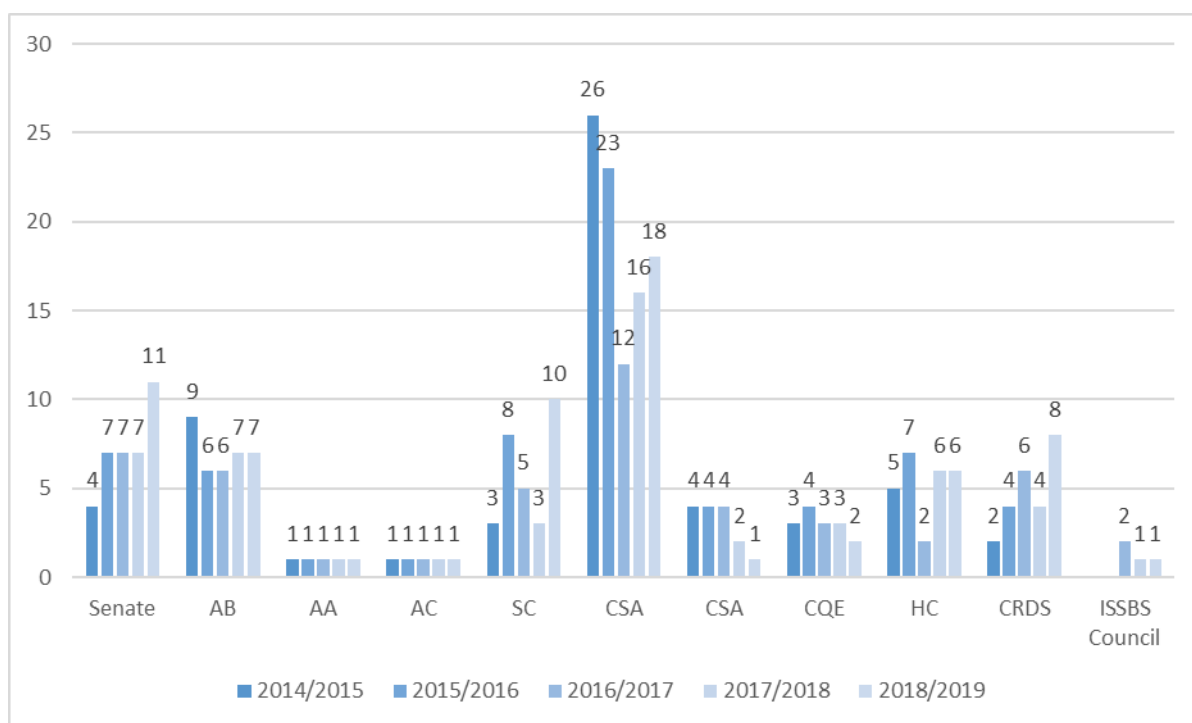


Figure 2: Number of meetings of Bodies and Commissions³ of the ISSBS

2.2 EDUCATIONAL ACTIVITY

The main activity of the ISSBS is education in all three cycles of study. The basic processes in this activity are the optimisation of study activities to attract new students, fill enrolment places and manage the enrolment process, quality implementation of study programmes and support for students, and continuous improvement of study programmes. Later in the report, we present the study programmes, their organisation and implementation, analyses of enrolment, graduation and student performance. Data refer to the last five academic years (i.e. 2014/2015 - 2018/2019), where the academic year 2018/2019 is the subject of evaluation. For enrolment data, data for 2019/2020 is added as well.

2.2.1 OVERVIEW OF STUDY PROGRAMMES

In the academic year 2018/2019, the Faculty implemented the following study programmes: the 1st cycle Economics in Modern Society (EMS) university study programme, and Business in Modern Society (BMS) professional higher education study programme; the 2nd cycle Knowledge Management (KM) two-year master's study programme, and Management and Quality in Education (MQE) one-year programme; the 3rd cycle doctoral study programme Knowledge Management (KM PhD), which was implemented in English, while other study programmes were implemented in Slovene language. In academic year 2019/2020, the Faculty is implementing all five of the above-mentioned study programmes, except for the 1st year of the doctoral study programme due to the insufficient number of enrolment candidates.

2.2.1.1 NUMBER OF STUDENTS

Figure 3 shows the number of students enrolled at all three cycles of study⁴. In the academic year 2018/2019, the total number of students at the ISSBS was 424, and in 2019/2020 it increased to 448. In 2018/2019 and 2019/2020, an increase in the number of students has been recorded, compared to the previous two academic

³ AB: the Administrative Board, AA: the Academic Assembly, AC: the Annual Conference of Higher Education Teachers and Staff, SC: the Student Council, CSA: the Commission for Study Affairs, CSA: the Commission for Student Affairs, CQE: the Commission for Quality and Evaluation, HC: the Habilitation Commission, CRDS: the Commission for the Field of Research and Doctoral Studies.

⁴ Full-time and part-time students in all programmes and all years, as well as students with a 12 months status are taken into account. Status at 30 October of the said academic year.

years. The increase in the number of students in 2018/2019 results from the increase in the number of students in the 2nd and 3rd cycle study programmes. The increase in 2019/2020 is due to the number of 2nd cycle students, while the number of 3rd cycle students decreased slightly, compared to the previous year.

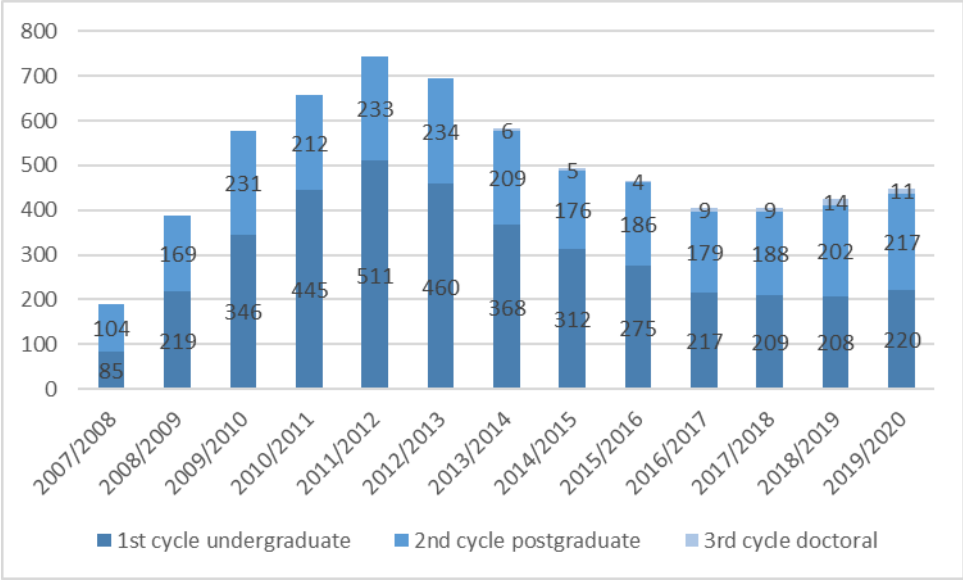


Figure 3: Number of students at the ISSBS by cycles and academic years

2.2.1.2 NUMBER OF GRADUATES

Figure 4 shows the number of graduates in all cycles of study. The total number of all graduates up to and including the academic year 2018/2019 is 984, of which 574 in the 1st cycle, 409 in the 2nd cycle and 1 in the 3rd cycle. In the academic year 2018/2019, 37 students graduated in the 1st cycle and 43 students in the 2nd cycle; a total of 80 graduates. The year before, slightly more students graduated, namely 91. The trend in the number of graduates follows the trend of the students enrolled, with the lag expected. In the academic year 2019/2020, the Faculty celebrated its 1000th graduate.

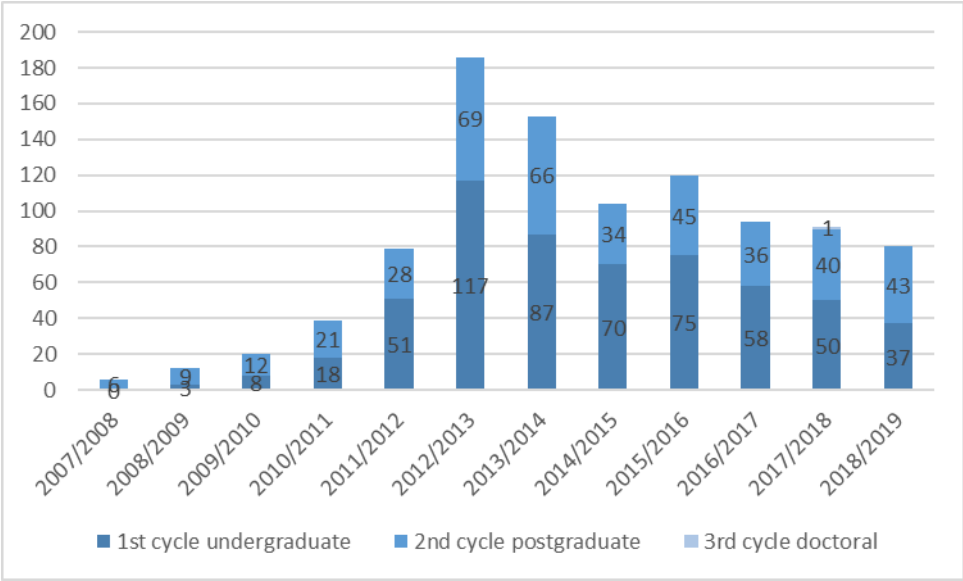


Figure 4: Number of graduates by cycle of study and by academic year

2.2.2 1ST CYCLE STUDY PROGRAMMES

Further in the text, self-evaluation for the 1st cycle study programmes Economics in Modern Society (EMS) and Business in Modern Society (BMS) is presented.

2.2.2.1 ENROLMENT NUMBERS

Figure 5 shows the number of BMS programme students during the last six academic years (from 2014/2015 to 2019/2020), *Figure 6* shows the same type of data for the EMS study programme⁵. There were 134 BMS programme students in 2018/2019, which is the same as the year before, but in 2019/2020 their number increased slightly, namely to 139. There were 74 EMS programme students in 2018/2019, and in 2019/2020 their number increased to 81, mostly due to higher enrolment in the 1st year. Over the last six academic years, the number of students in the BMS programme has decreased by just over a third, from 216 in 2014/2015 to 139 in 2019/2020. The number of students in the EMS programme has decreased by 15% over the last six academic years, from 96 in 2014/2015 to 81 in 2019/2020.

The share of EMS programme students enrolled for the first time in relation to the number of enrolment places for the 1st year in the academic year 2018/2019 was 45.1% at full-time study (23 enrolled in 51 enrolment places⁶), and 5.4% at part-time study (2 enrolled in 37 enrolment places). The share of EMS programme students enrolled for the first time in relation to the number of enrolment places for the 1st year in the academic year 2019/2020 was 54.9% at full-time study (28 enrolled in 51 enrolment places) and 13.5% at part-time study (5 enrolled in 37 enrolment places).

In the academic year 2018/2019, the share of BMS programme students enrolled for the first time in relation to the number of enrolment places for the 1st year was 74.4% (61 enrolled in 82 enrolment places) and 5.4% in part-time study (2 enrolled in 37 enrolment places). The share of BMS programme students enrolled for the first time in relation to the number of enrolment places for the 1st year in the academic year 2019/2020 was 92.9% at full-time study (65 enrolled in 70 enrolment places), but there are no part-time students enrolled.

For enrolment 2019/2020, the competent Ministry called for the coordination of enrolment places for full-time study at the professional higher education study programme Business in Modern Society, in accordance with the concession contract (the number of places for full-time study for citizens of the Republic of Slovenia and the EU has decreased from 70 to 65 enrolment places in 2019/2020, and 5 places for full-time study were available for Slovenes without Slovene citizenship and for foreign citizens, and for parallel and graduates' study).

⁵ Candidates who had passed the vocational matura or the final exam in the old secondary school programmes and candidates who have passed the general matura have been able to enrol in the Business in Modern Society study programme for 2018/2019. The condition for enrolment in the Economics in Modern Society study programme for the academic year 2018/2019 was a general matura or vocational matura with an additional exam or a final exam in old high school programmes.

⁶ This is the total number of enrolment places for the 1st year, namely the sum of the number of enrolment places for citizens of the Republic of Slovenia and the EU, enrolment places for Slovenes without Slovenian citizenship and foreign citizens and enrolment places for parallel and graduates' studies.

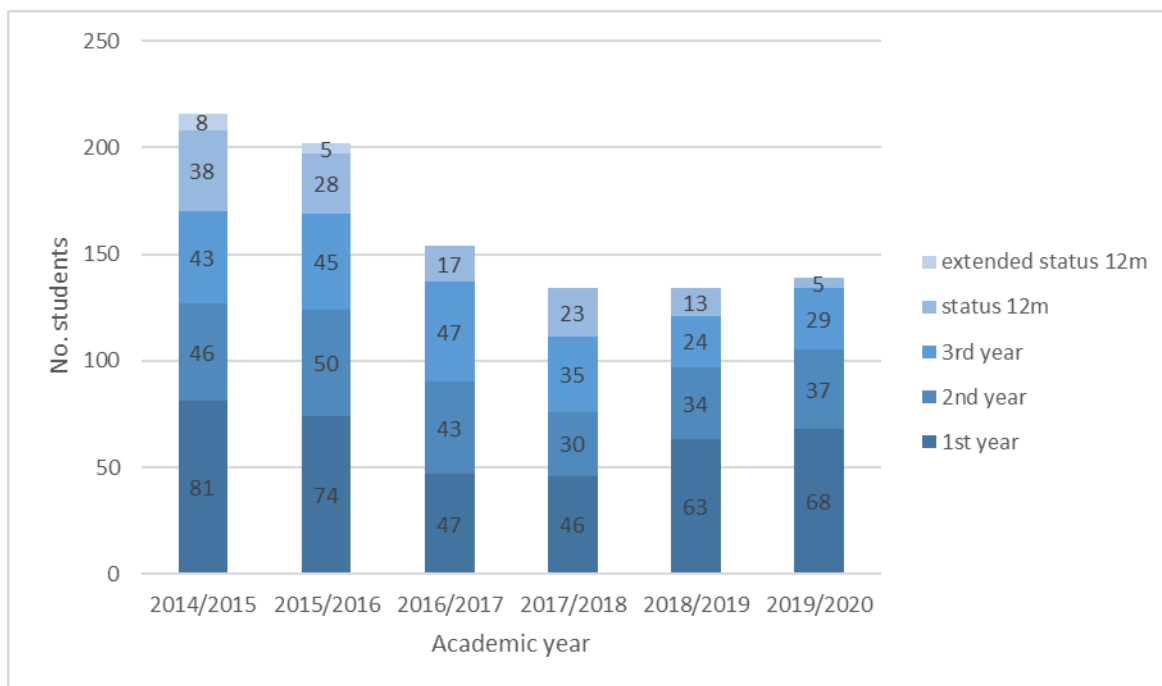


Figure 5: Number of 1st cycle BMS study programme students over the last six academic years

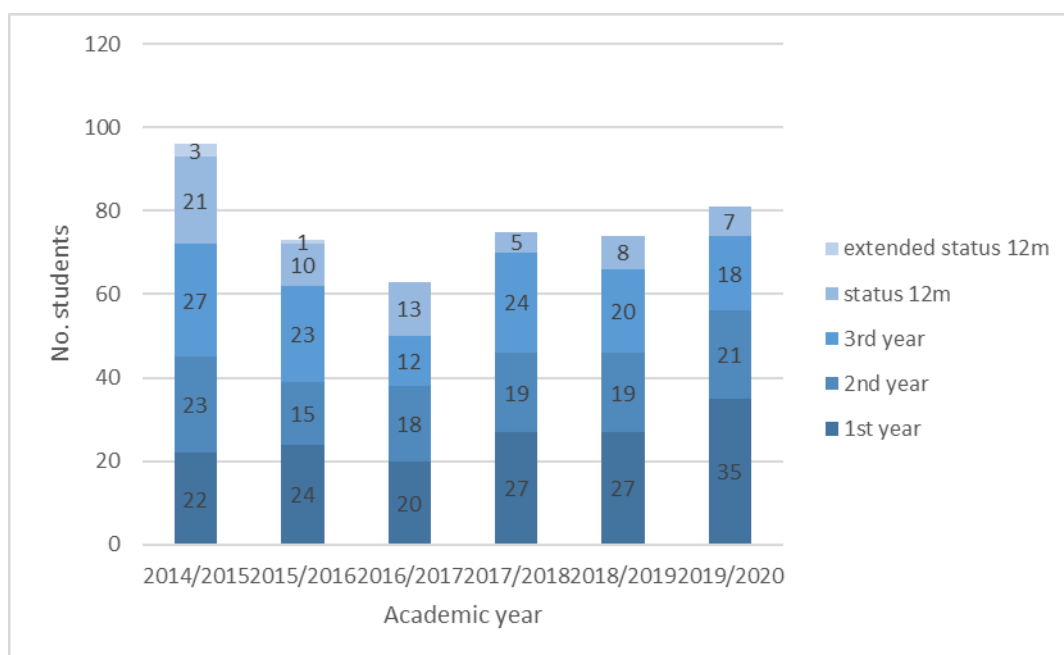


Figure 6: Number of 1st cycle EMS study programme students over the last six academic years

Figure 7 gives the number of enrolled 1st cycle students according to the Criteria for transferring between study programmes (Official Gazette of the Republic of Slovenia, No. 95/2010, 17/2011, 14/2019). The proportion of those students in the 1st cycle is low during the last three academic years.

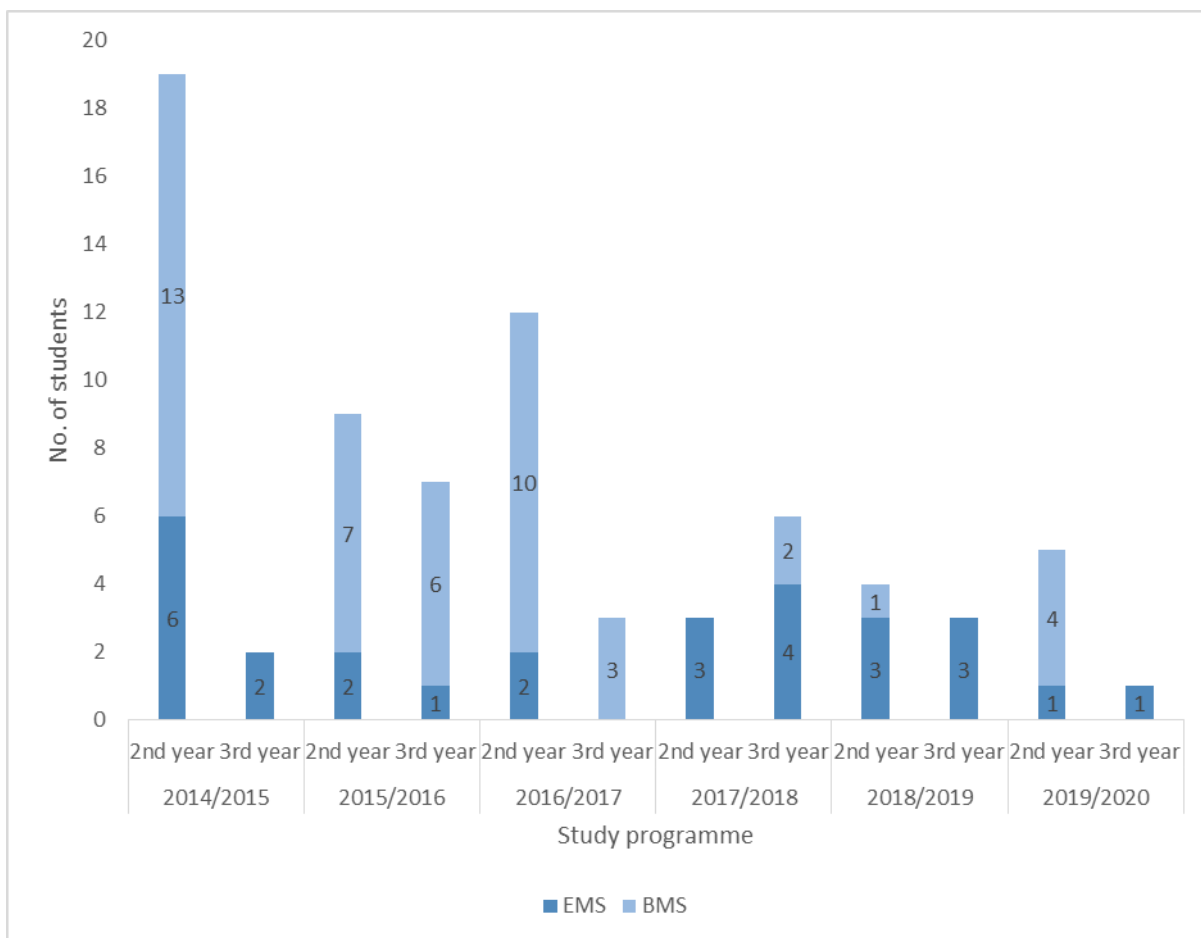


Figure 7: Enrolment according to the Criteria for transferring in the EMS and BMS programmes over the last six academic years

2.2.2.2 STUDY PERFORMANCE

a) Generation transition rate

Data on the rate of transition from lower to higher years for the last six academic years is shown in *Figure 8*. In the calculation, definition of the transition rate of the net generation is taken into account⁷. In transition from academic year 2018/2019 to 2019/2020, the transition rate of the net generation between the 1st and 2nd year was 48.44% in the BMS programme (69.57% last year), and 66.67% in the EMS programme (59.26% last year). The transition rate of the net generation between the 2nd and 3rd year was 80.00% in the BMS programme (76.7% last year) and 89.47% in the EMS programme (same as the last year). It can be concluded that the transition rate of students from 1st to 2nd year in the BMS programme has decreased significantly, while it has improved in the EMS programme. The transition rate from the 2nd to the 3rd year is comparable in both programmes.

⁷ The transition rate of the generation is calculated by dividing the number of students enrolled in the 2nd year or the 3rd year without repeaters by the number of enrolled in the 1st year or the 2nd year (repeaters included) in the previous academic year and multiplying by 100.

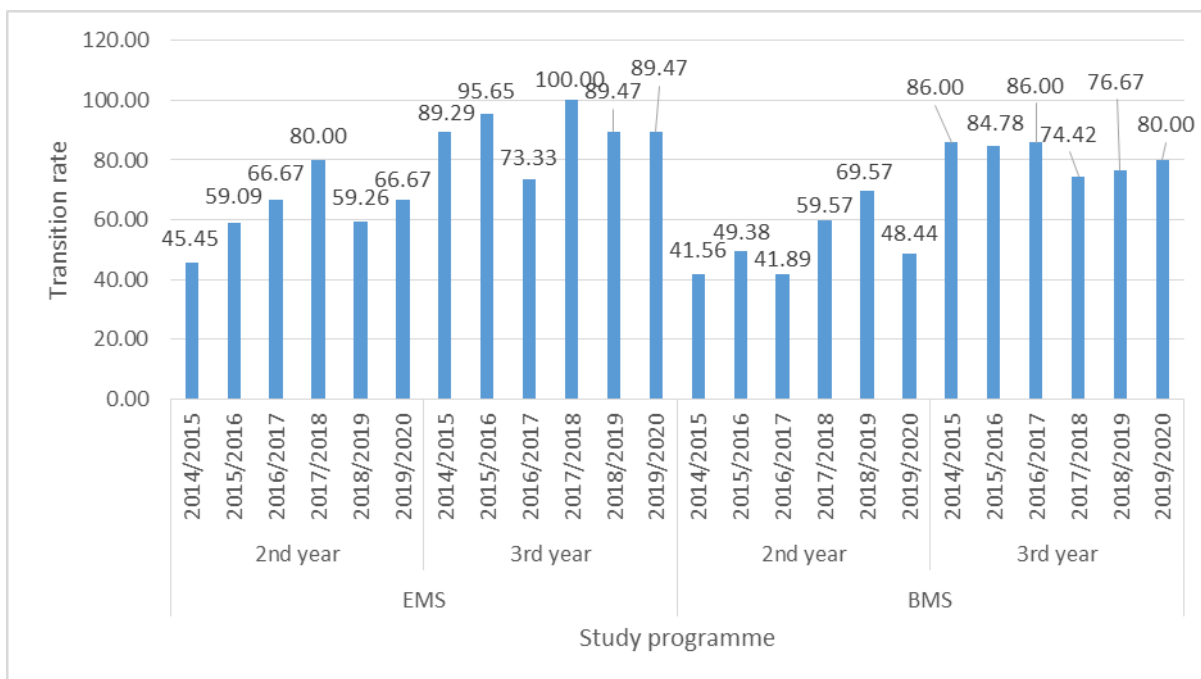


Figure 8: Transition rate between years in 1st cycle BMS and EMS programmes over the last six academic years

b) Re-enrolment

In 2018/2019, 5 full-time students were re-enrolled, of which 3 at BMS and 2 at EMS. In 2019/2020, 10 full-time students are re-enrolled, of which 6 at BMS and 4 at EMS. There are no repeaters in part-time study in the last two academic years. In 2018/2019, repeaters represented 2.4% of all students enrolled in the 1st cycle, and 4.5% in 2019/2020.

c) Student performance in passing exams

Figure 9 shows the average number of exam-taking per study unit by the same student⁸. It is evident that this number decreased in the academic year 2018/2019, compared to the previous year in part-time study, and slightly increased in full-time study at the EMS study programme. In the BMS study programme, the number of exam-taking in part-time studies increased slightly, while it remained at the same level in full-time studies. Compared to EMS, BMS programme students on average take exams more often before passing them.

⁸ Only positive grades are taken into account.

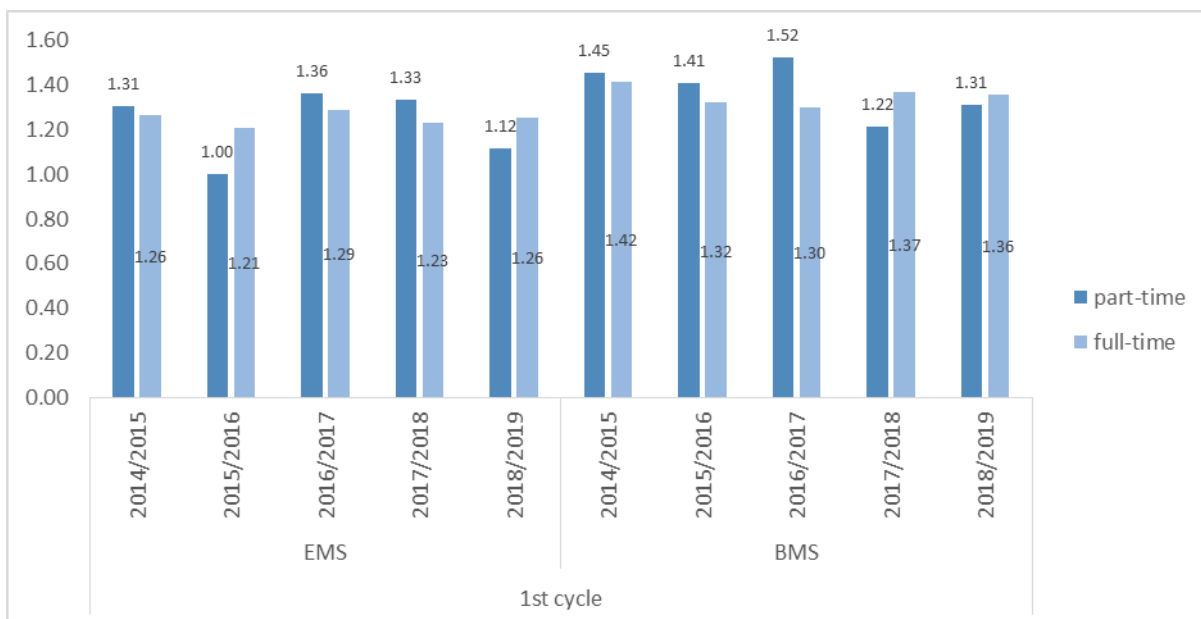


Figure 9: Average number of exam-taking per study unit by the same student in 1st cycle BMS and EMS programmes over the last five academic years

Figure 10 illustrates the averages of positive exam grades⁹. In the BMS study programme, the average positive grade fell slightly for full-time study compared to the previous year, namely 7.65 (7.79 last year) and for part-time study it increased to 8.63 (8.00 last year). The average positive grade in the EMS programme increased slightly in full-time study (7.85, last year 7.82) and fell slightly in part-time study (7.73, last year 7.81). In both programmes, average grades are very similar to average grades from last year, as well as to average grades from previous years (Figure 10).

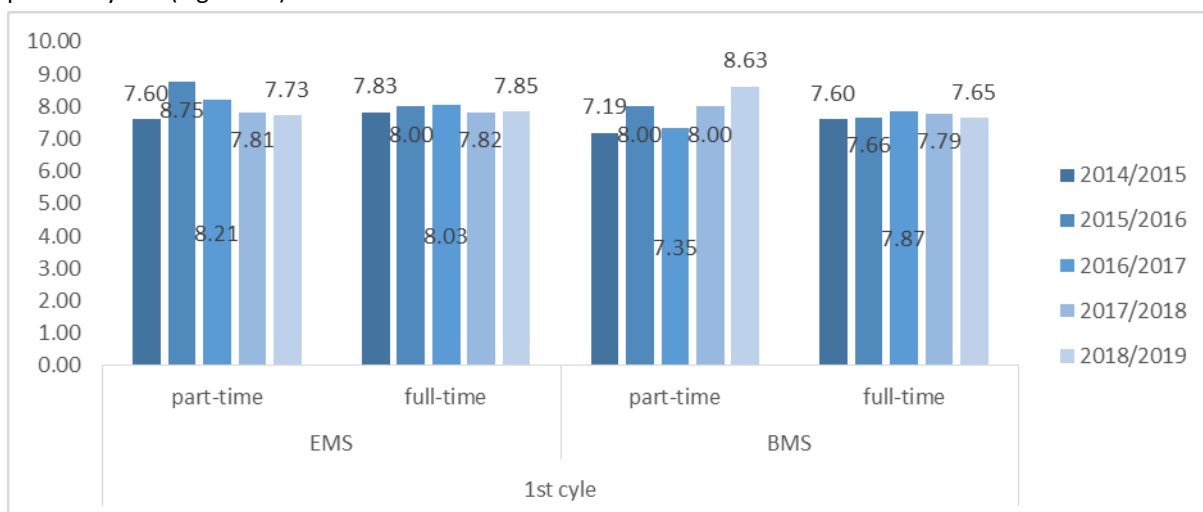


Figure 10: Averages of (positive) exam grades in 1st cycle BMS and EMS programmes over the last five academic years

d) Student satisfaction with subjects and lecturers

A student survey on the implementation of education takes place before the end of each trimester, in the online environment EnKlikAnketa - 1ka, which allows quick and easy data entry. In the survey, students express their satisfaction with the implementation of subjects and with lecturers of each study programme and year. In the academic year 2018/2019, the responsiveness of students to completing the survey was 38.6% in the BMS programme (42.6% last year) and 44.9% in the EMS programme (35.7% last year). In 2018/2019, the average value of satisfaction on a scale from 1 (I do not agree at all) to 5 (I completely agree) with the implementation of

⁹ The average of all positive grades of students in each study programme.

subjects in the EMS programme was 3.93 (last year 4.12), and the average value of satisfaction with lecturers was 4.24 (last year 4.37). In the BMS programme, the average value of satisfaction with subjects was 3.98 (last year 4.07), and the average value of satisfaction with lecturers was 4.27 (last year 4.38).

e) Student study workload¹⁰

As part of the student satisfaction surveys, their study workload was also measured¹¹. Students answer the question “How many hours do you averagely spend studying for a subject?” by choosing between the answers: too little, adequately and too much, in relation to the hours of workload anticipated. In the EMS study programme, 19.1% (16.0% last year) of the respondents say that they, on average, spent fewer hours, 68.8% (67.4% last year) spent adequate number of hours and 11.6 (16, 7% last year) spent more hours studying than anticipated. In the BMS study programme, 17.2% (15.7% last year) of the respondents say that they, on average, spent fewer hours, 67.7% (62.7% last year) spent adequate number of hours and 15.2%, (21.6% last year) spent more hours for study than anticipated. Based on the findings, we estimate that the workload is appropriate.

2.2.2.3 GRADUATION

a) Graduates

In 2018/2019, a total of 37 students graduated in the 1st cycle (50 the year before). 17 students graduated at the EMS programme (11 last year) and 20 students at the BMS programme (39 last year). The number of graduates for the last five years is shown in Figure 11.

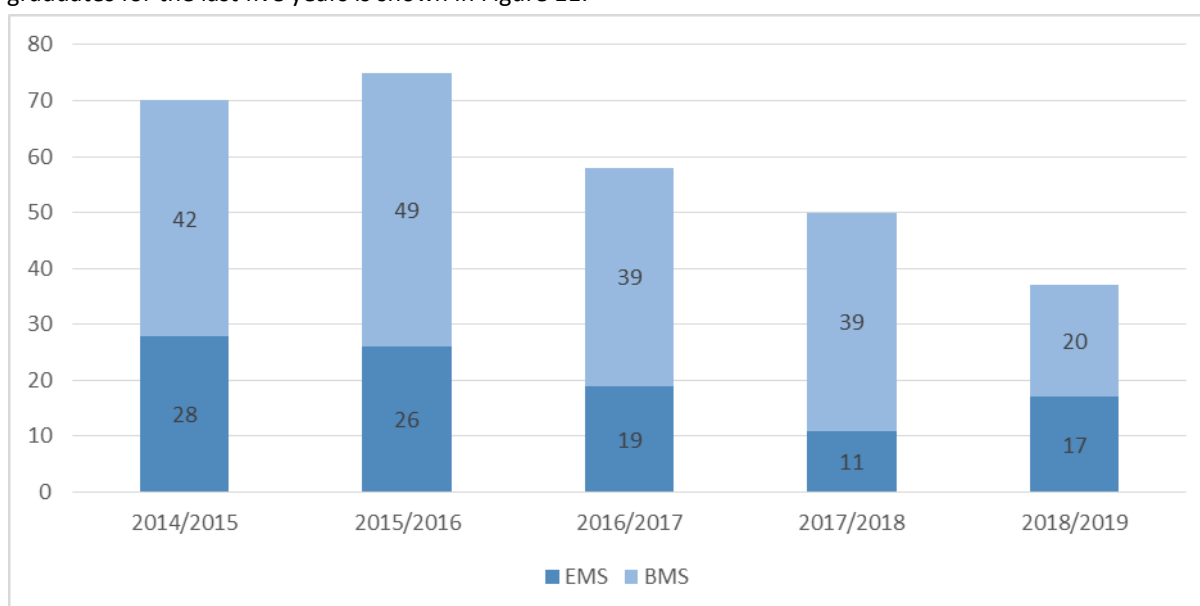


Figure 11: Number of 1st cycle graduates over the last five academic years

In the 1st cycle, students can choose the method of completing their studies (*Figure 12*). It can either be completed with a diploma work or with other optional study units. Students in the 1st cycle are significantly less likely to choose a diploma work (in 2018/2019, 9 graduates out of 37, i.e. 24.32%); they rather decide to complete their studies with study units (28 graduates out of 37, i.e. 75.68%).

¹⁰ The student workload is monitored in accordance with the requirement of Article 37 of the Higher Education Act - ZVis (the Official Gazette of the Republic of Slovenia, No. 32/12 - officially consolidated text, 40/12 - ZUJF, 57/12 - ZPCP-2D, 109/12, 85/14, 75/16, 61/17 - ZUPŠ and 65/17) and the Criteria for credit assignment to study programmes according to ECTS (the Official Gazette of the Republic of Slovenia, No. 124/2004).

¹¹ Students evaluate the workload in terms of attendance at lectures and tutorials, study of literature and sources, preparation of short and long written products, discussions with colleagues on the subject, educational visits and other activities, and direct preparation for the exam.

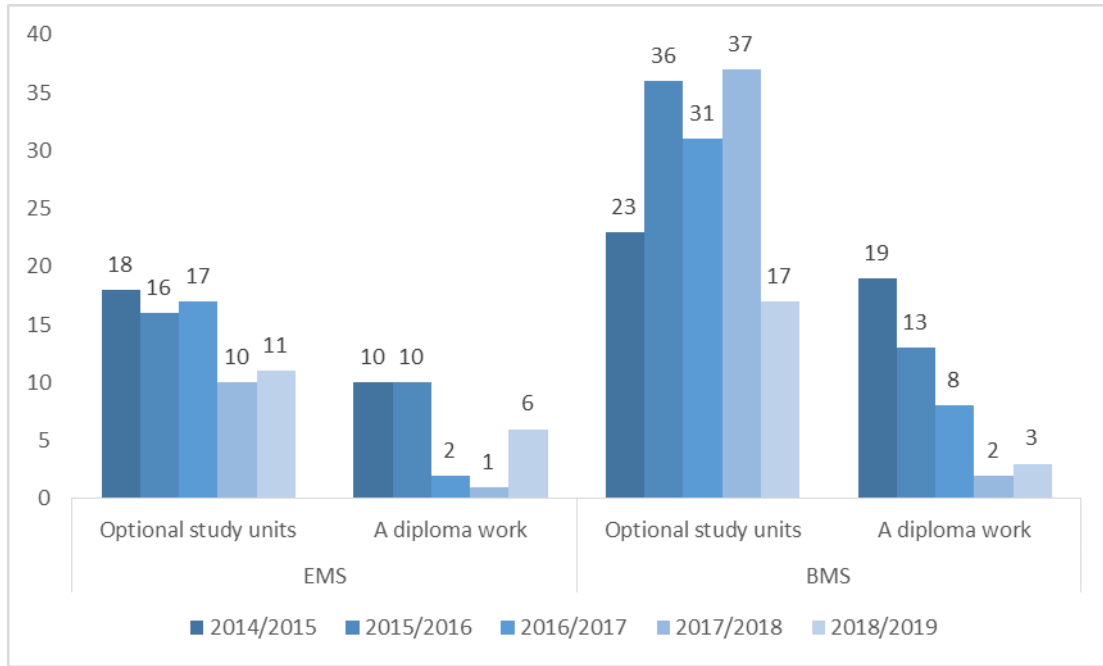


Figure 12: Method of completing 1st cycle studies over the last five academic years

b) Diploma mentoring and evaluation

Figure 13 gives the number of diploma mentors and the average grades obtained by students when defending their theses. As shown in the figure, the average diploma grade in 2018/2019 was lower in the BMS programme than in the EMS programme. The number of mentors who mentored 2018/2019 graduates is 8, which is more than the year before, but in 2018/2019, more graduates completed their studies with a final thesis than the year before.

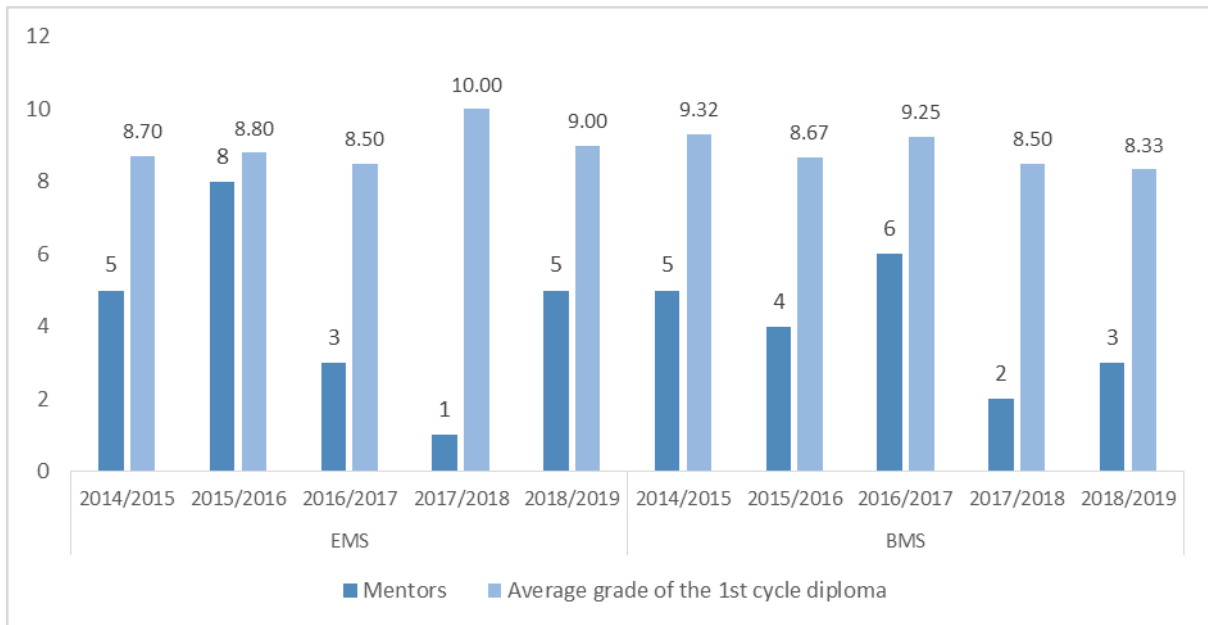


Figure 13: Number of mentors and average grade of the 1st cycle diploma over the last five academic years

c) Duration of studies¹²

¹² The study time is calculated by summing the difference between the enrolment date and the graduation date of graduates who enrolled in the 1st year of an individual study programme in the academic year (students enrolled according to the transition criteria are not being taken into account).

The study duration trend for the last five academic years, shown separately, according to the mode of study is presented in *Figure 14*. The duration of study in the BMS programme in 2018/2019 was 3.56 years in full-time study (3.85 in the previous year), and in the EMS programme 4.06 years in full-time study (3.15 in the previous year); graduates who have enrolled according to Criteria for transferring are not taken into account here. There was no graduate in part-time study who would complete his studies in 2018/2019 and was not enrolled according to Criteria for transferring. The duration of study at BMS has shortened in the last year, but has extended at EMS. The shorter duration of study is partly related to the possibility of completing studies with optional study units and the fact that some students no longer have the legal possibility to benefit from the status for 12 months. Students who do not graduate on time, are also charged for missing study obligations, in credit points.

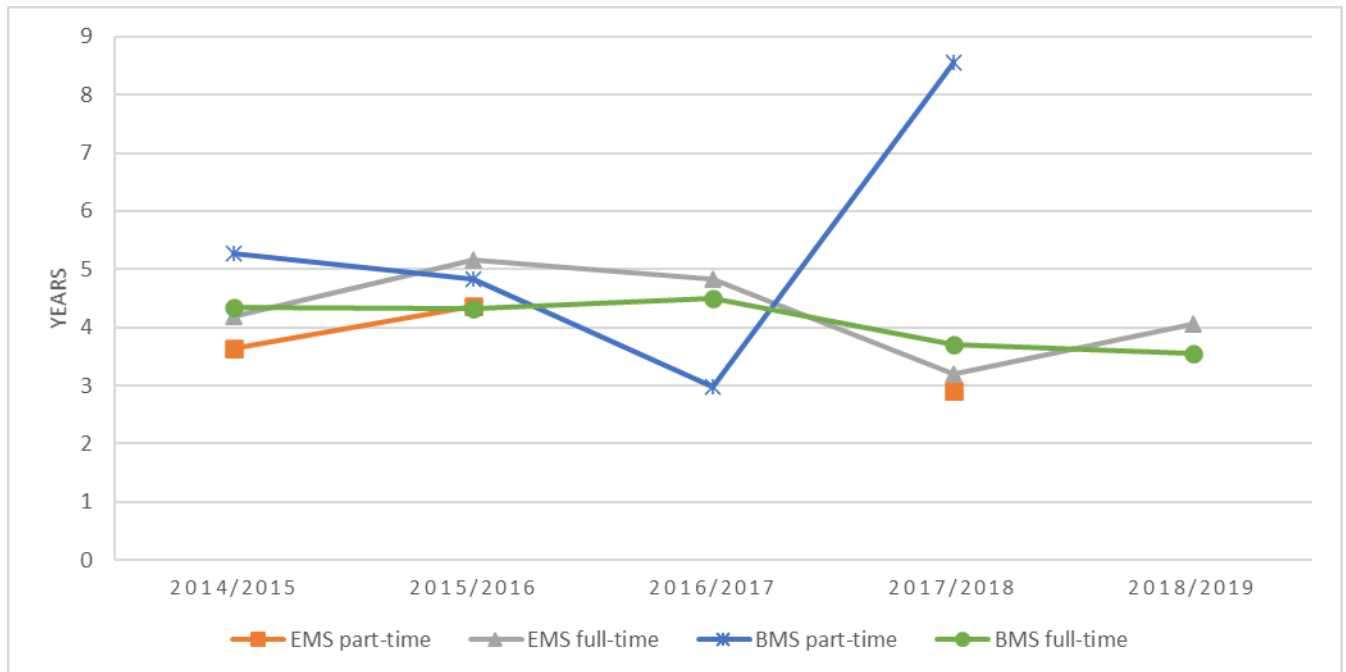


Figure 14: Duration of 1st cycle studies over the last five academic years

d) Employability and employment of graduates

The ISSBS monitors the employment of its graduates by surveying. Surveying of EMS and BMS graduates who graduated in the academic year 2017/2018 took place at the end of March and the beginning of April 2019. The survey was conducted by means of an electronic survey in the EnKlikAnketa - 1ka program. Statistical processing was performed partly in the Excel statistical programme and partly in the 1ka programme. The responsiveness of EMS graduates was 72.7% (8 completed surveys out of 11 sent), and the responsiveness of BMS graduates was 46.2% (18 completed out of 39 sent). According to the survey, 62.5% of EMS graduates and 43.75% of BMS graduates were (self) employed at the time of the survey. 35% of graduates continued their studies in master's programs. The diploma enabled 2 EMS graduates and 1 BMS graduate to get their first or new job, and 2 EMS graduates and 1 BMS graduate to get a promotion. The most common ways of looking for a job are by applying to job advertisements, through the Employment Service and by using the fact that one has already performed student work in the company. 82% of graduates perform the work that corresponds the field of their education and 64% of them perform the work that corresponds to their level of education.

In 2018/2019, we also conducted a focus group with 1st cycle students, on the topic of employability. The focus group, held in June 2019, was attended by 13 1st and 2nd cycle students. The students discussed the extent to which the study programme provides them with the knowledge, skills and competencies needed to enter the labour market, where they receive the most support for building career paths and which activities offered by the Faculty they consider useful for improving employability (professional practice, volunteering, internationalisation, informing about labour market opportunities, etc.). Opinions on whether the study

programme give enough knowledge, skills and competencies to enter the labour market were divided, but those present agreed that much depends on the individual, on one's self-initiative. They emphasise that experience gained through student work is also important, as it represents opportunities for future employment and promotion. The students also believe that the Faculty offers a lot of activities; however, they also made some suggestions for improvements.

e) Graduates' satisfaction with their studies

In 2019, simultaneously with the employability survey, we also measured the satisfaction with the study programme among the graduates. The satisfaction of graduates was high, as 77% of 1st cycle graduates would recommend study at the ISSBS to their friends and acquaintances. The results suggest¹³ that graduates are satisfied with the implementation of the study (BMS grade 3.72, EMS grade 4.5), with the complexity of the study (BMS grade 3.47, EMS grade 4.38), with the cooperation with their mentor (BMS grade 3.5, EMS grade 4.4). Visibility of the ISSBS among employers is assessed with a grade of 3.17 in the BMS and 3 in the EMS. In the coming years, we estimate to achieve greater visibility of the Faculty through the Network project and project activities that are closely related to the business world, and we will continue with activities in the environment (round tables, interesting workshops within projects, consultations, interesting guests from abroad), to which the general public is invited.

In 2019, we started recording short videos at every visible event at the Faculty, which we then use for promotional purposes on the Faculty social networks and in live presentations. So, we strengthen our visibility also through video content and not only through pictorial material. We estimate that visibility will also increase as a result.

2.2.2.4 CHARACTERISTICS OF THE IMPLEMENTATION OF STUDY PROGRAMMES

The 1st cycle study programmes were implemented according to the Plan for Implementation of Study Programmes 2018/2019, the Starting points for Planning Educational Work for the academic year 2018/2019 and other Acts of the Faculty. Further on, some key features are presented. From the academic year 2015/2016, the implementation of subjects at the ISSBS is fully supported by e-classroom in the Moodle environment¹⁴, meaning that each lecturer had the opportunity to take an interactive approach to teaching in the academic year 2018/2019. For some subjects, a smaller part of the contact hours is also conducted in the e-classroom. In the academic year 2018/2019, three foreign students took part in mobility at the ISSBS, namely one from Turkey and two from Poland, and all three chose 1st cycle subjects. The ISSBS also places great emphasis on connecting theory with practice and cooperation with the regional environment, which is achieved by involving experts from practice in the implementation of subjects and by educational visits to companies and other organisations. In the academic year 2018/2019, the 1st cycle of study, 29 guests participated in the implementation of 24 subjects, namely 16 guests from the economy and 13 from the non-economy. We also hosted 2 foreign visiting professors in 1st cycle subjects. In 12 subjects, students made educational visits to 4 companies or organisations.

Professional practice is a compulsory component of the BMS study programme and an optional component of the EMS. Students perform professional practice in organisations having signed tripartite individual contracts - between the organisation, the Faculty and the student. In the academic year 2018/2019, 29 contracts were concluded with companies or institutions (28 different companies), which enabled professional practice for 22 BMS and 7 EMS programme students. In 2018/2019, one student in the BMS programme had the special needs status. Two BMS students and one EMS student had special student status, namely the athlete status.

¹³ On a five-point scale, from 1 (Strongly disagree) to 5 (Strongly agree).

¹⁴ More about the e-classroom is written in chapter 2.6.5.4 Information support for studies.

2.2.3 2ND CYCLE STUDY PROGRAMMES

In the following, we present the self-evaluation of two study programmes in the 2nd cycle, namely Knowledge Management (KM), and Management and Quality in Education (MQE). In the graduate survey of the academic year 2017/2018, one graduate of the Human Resources Development Management (HRDM) programme is also included; the programme is no longer available.

2.2.3.1 ENROLMENT NUMBERS

Figure 15 shows the number of students in the KM programme¹⁵ over the last six academic years. In 2018/2019, there were 176 KM students, which is 16 more than the year before. In 2019/2020, however, the number increased again, namely to 194. In the academic year 2018/2019, the share of KM students enrolled for the first time in relation to the number of enrolment places for the first year was 94.28% in full-time study (66 enrolled in 70 full-time places for citizens of the Republic of Slovenia and the EU), but there were no part-time students enrolled. In the 2019/2020 academic year, the share of KM students enrolled for the first time in relation to the number of enrolment places for the first year was 104.4% (71 enrolled in 68 full-time study places for citizens of the Republic of Slovenia and the EU), and 10 part-time students. % (1 enrolled in 10 places for citizens of the Republic of Slovenia and the EU). Over the last six academic years, the number of students in the KM programme has increased from 175 in 2014/2015 to 194 in 2019/2020. For the 2019/2020 enrolment, the competent Ministry called for the coordination of places for full-time study in the Knowledge Management study programme, in accordance with the concession agreement (the number of enrolment places for full-time study for citizens of the Republic of Slovenia and the EU was reduced from 70 to 68 enrolment places in 2019/2020, and 2 places for full-time study were available for Slovenes without Slovene citizenship and for foreign citizens). In 2018/2019, three students enrolled in the KM programme according to the Criteria for transferring between study programmes, two students in 2019/2020 (Official Gazette of the Republic of Slovenia, No. 95/2010, 17/2011, 14/2019).

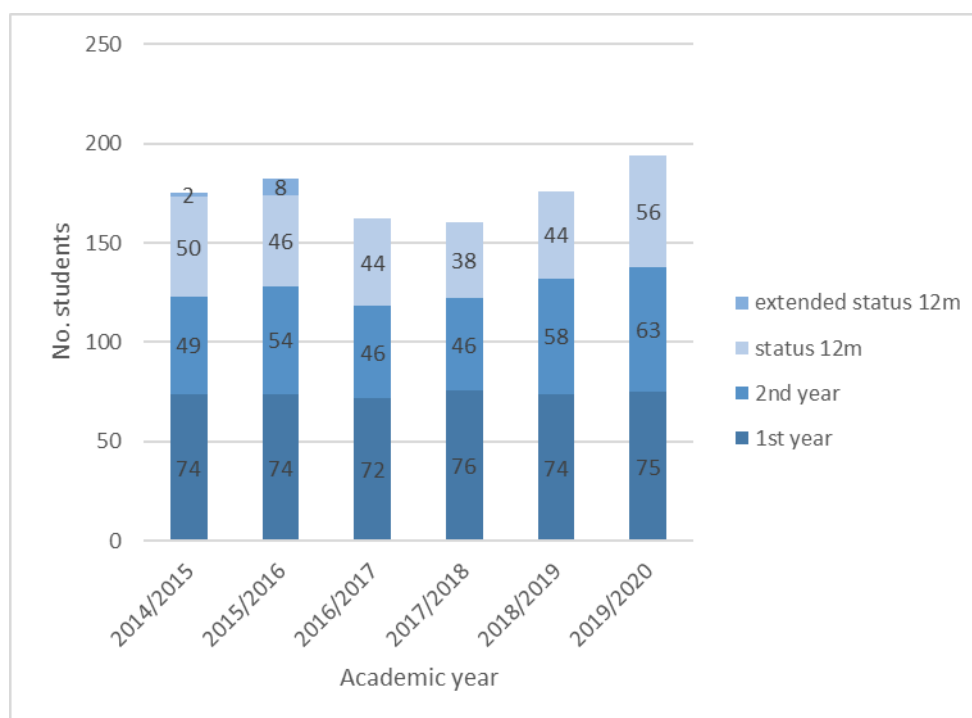


Figure 15: Number of 2nd cycle KM study programme students over the last six academic years

¹⁵ Graduates of university or higher professional study programmes (before or after ZVIS 2004) or professional higher education study programmes were able to enrol in the Knowledge Management study programme for the academic year 2018/2019.

Figure 16 gives the number of students enrolled in the MQE study programme¹⁶ over the last six years. There were 26 MQE students in 2018/2019, and slightly less in 2019/2020, namely 23. In the MQE programme, the share of first-time students enrolled in the 1st year in 2018/2019, in relation to the number of enrolment places was 35% in 2018/2019 (14 students in 40 enrolment places), and 32.5 in 2019/2020 (13 students in 40 enrolment places). The number of students in the MQE programme has increased over the last four academic years, from 10 students in 2014/2015 to 23 in 2019/2020.

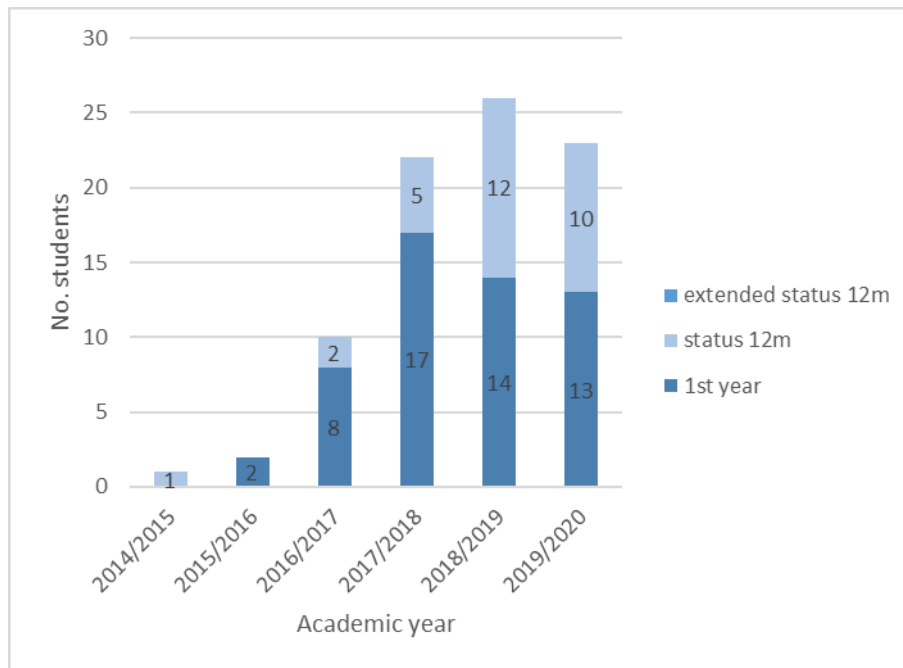


Figure 16: Number of 2nd cycle MQE study programme students over the last six academic years

2.2.3.2 STUDY PERFORMANCE

a) Generation transition rate

Figure 17 shows the net transition rate of KM students from 1st to 2nd year. At the transition from the academic year 2017/2018 to 2018/2019, the transition rate of the net generation in the KM programme was 71.05%, which is more than the year before (63.89% last year). The transition rate from 2018/2019 to 2019/2020 increased to 82.43%. The transition rate of MQE students cannot be shown, as it is a one-year study programme.

¹⁶ For the 2018/2019 academic year, graduates who completed the 1st cycle study programme in the amount of at least 240 CP or 180 CP were able to enrol in the Management and Quality in Education study programme, but the latter have to complete study obligations in the amount of additional 60 CP. Graduates of university or professional higher education study programmes (before ZVIS 2004) or specialist study programmes after completing higher or university degree education can also enrol in this study programme (before ZVIS 2004).

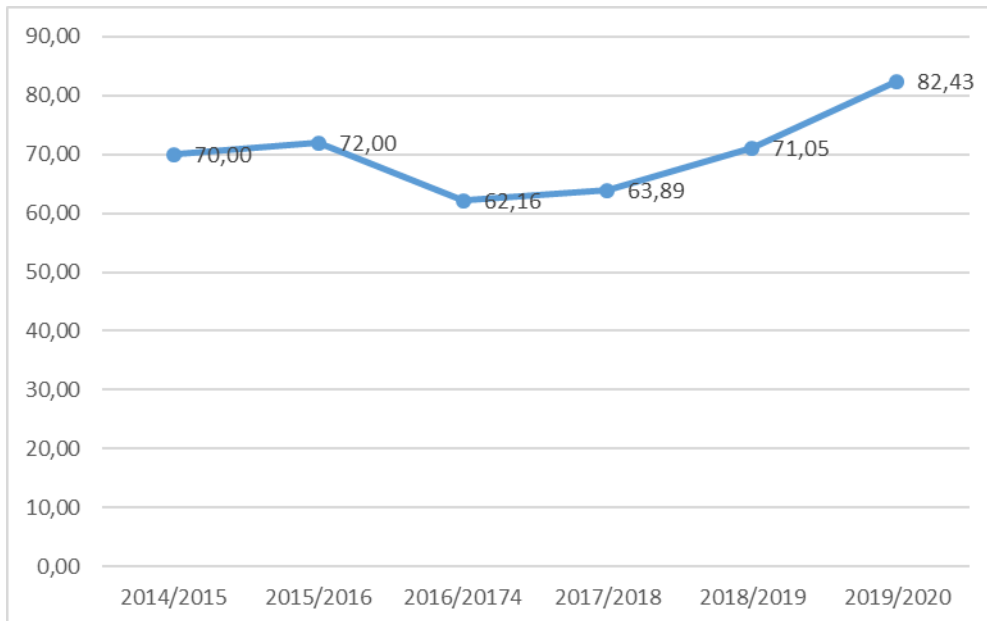


Figure 17: The transition rate of net generation between 1st and 2nd year in the 2nd cycle KM programme over the last six academic years

b) Re-enrolment

In the academic year 2018/2019, 8 students re-enrolled the year in the KM programme (4.5% of KM students), and in the academic year 2019/2020, 2 students, which represents 1% of all students enrolled at the KM. There are no repeaters in the MQE programme.

c) Student performance in taking exams

Also, in the 2nd cycle of study, the study performance is presented in terms of the average number of taking exams at the same study unit by the same student¹⁷ and the average of positive grades. In the academic year 2018/2019, the average number of exams taken at the study unit by the same student in the KM study programme was 1.10 in full-time study (1.17 in the previous year) and 1.0 in part-time study (2.0 in the previous year); at MQE it was 1.00 (1.01 in the previous year) (*Figure 18*). The mean of positive grades (*Figure 19*) in the academic year 2018/2019 in the KM programme, compared to the previous year, increased in both full-time study (8.61, previously 8.29) and part-time study (10, previously 6, where only 1 student was enrolled). In the MQE programme, the mean value of positive grades also increased (9.25, 8.86 in the previous year).

¹⁷ Only positive grades are taken into account.

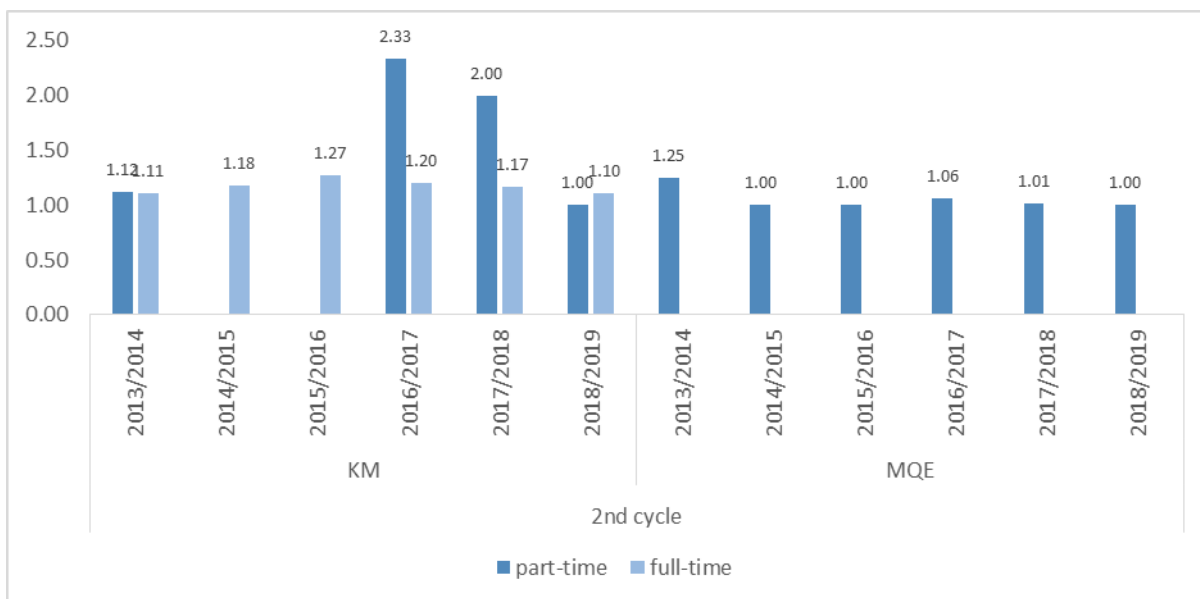


Figure 18: Average number of exam-taking per study unit by the same student in the 2nd level KM and MQE programmes over the last five academic years

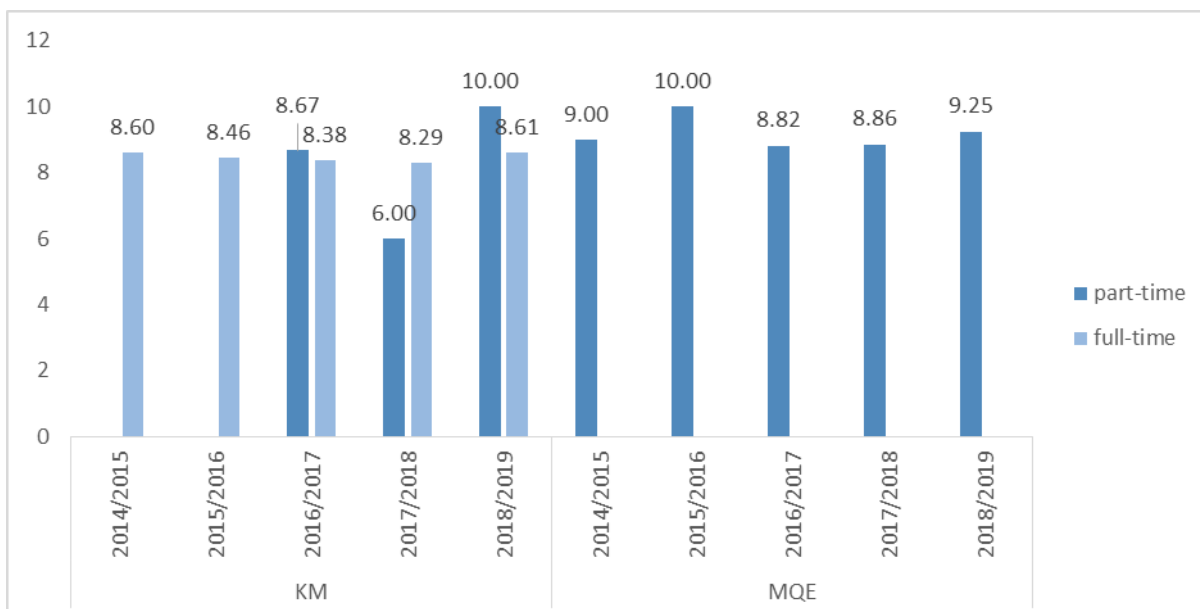


Figure 19: Positive grades average in the 2nd cycle KM and MQE programmes over the last five academic years

d) Student satisfaction with subjects and lecturers

Surveying 2nd cycle students implementation of the education process takes place at the end of each trimester before the exam period in the online environment EnKlikAnketa - 1ka. In the academic year 2018/2019, the responsiveness of students to completing the survey was 47% in the KM programme (48.6% in the previous year), and 54.8% in the MQE program (58.8% in the previous year). In the KM programme, the average value of satisfaction with the implementation of subjects in the academic year 2018/2019 was 4.10 (4.34 in the previous year), while the average value of satisfaction with the included lecturers was 4.42 (4.47 in the previous year). In both cases, we used a response scale from 1 (strongly disagree) to 5 (strongly agree). MQE programme students are more satisfied with the implementation of subjects compared to the previous year (4.73, last year 4.21) as well as with lecturers (4.71, last year 4.47). We can notice that the satisfaction with study at the KM programme was generally comparable to the years before, while at MQE it was slightly higher.

e) Student study workload

The analyses of the survey questionnaires of KM students in the academic year 2018/2019 show that 59.9% (69.2% last year) of students estimate that the student workload is adequate; 30.8% (last year 23.8%) think that the workload is too high, and 9.3% think that the workload is too low (last year 6.9%). 41.4% of MQE students estimate that the student workload is adequate (75.6% last year); 58.6% (22.0% last year) think that the workload is too high and no one thinks that the workload is too low (2.4% last year). According to the results from the academic year 2018/2019, students in the MQE programme, on average, perceived a higher workload compared to ECTS of the subjects.

2.2.3.3 GRADUATION

In 2018/2019, a total of 43 students graduated in the 2nd cycle (40 in the previous year). 40 students graduated at the KM programme (37 last year), and 3 students graduated at the MQE programme (2 last year). There were no graduates in the HRDM programme in 2018/2019. We enrolled 2 female students at HRDM, of which one completed her studies in 2017/2018, and one has not yet completed her studies.

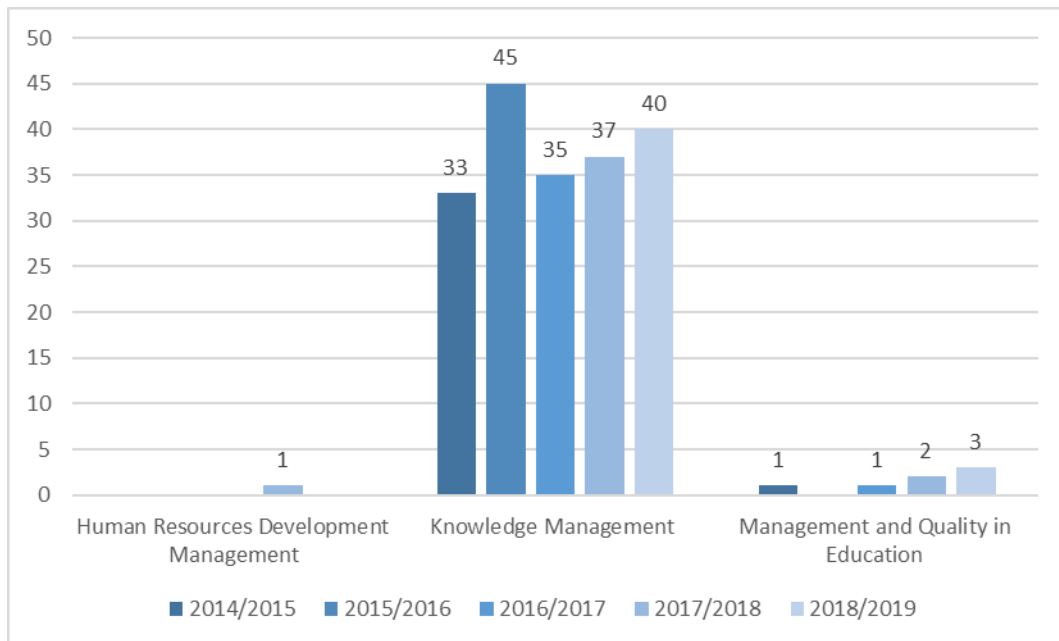


Figure 20: Number of 2nd cycle graduates over the last five academic years

f) Diploma mentoring and evaluation

Figure 21 shows the number of mentors of master's theses and the average grade obtained by students in defending master's theses. As the figure shows, the average diploma grade in 2018/2019 in the KM programme was 8.95 (last year 8.68) and in the MQE 8.67 (last year 8.50). The number of mentors who mentored 2018/2019 graduates is 12 in the KM programme, which is more than the year before, and 2 in the MQE, which is the same as the year before.

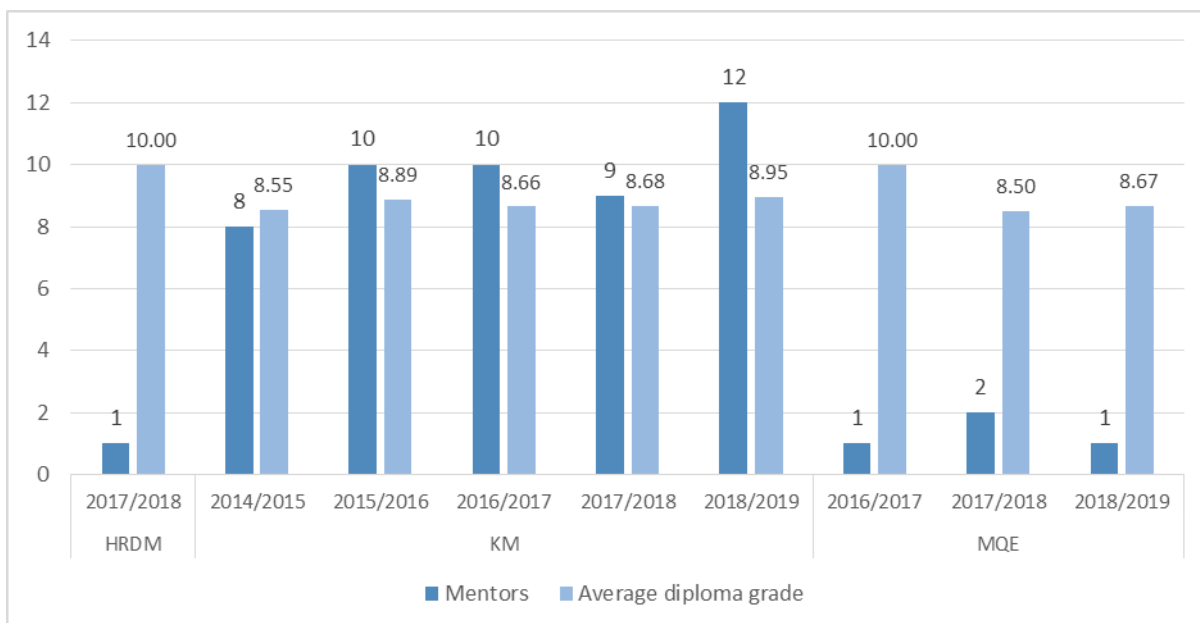


Figure 21: Number of mentors and average 2nd cycle diploma grade over the last two academic years

g) Duration of study

Figure 22 shows the duration of the study¹⁸ in the 2nd cycle programmes of the KM and MQE over the last five academic years. In the academic year 2018/2019, the average duration of studies in the KM programme (2-year programme) was 4.07 years (3.79 last year), and in the MQE programme (1-year programme) 1.82 years (1.06 last year). It can be assumed that the reason for the relatively low percentage of students who graduate at the MH (2-year programme) within the stipulated period is that most students are employed, which extends the duration of studies, and some students take the opportunity to extend the student status for 12 months.

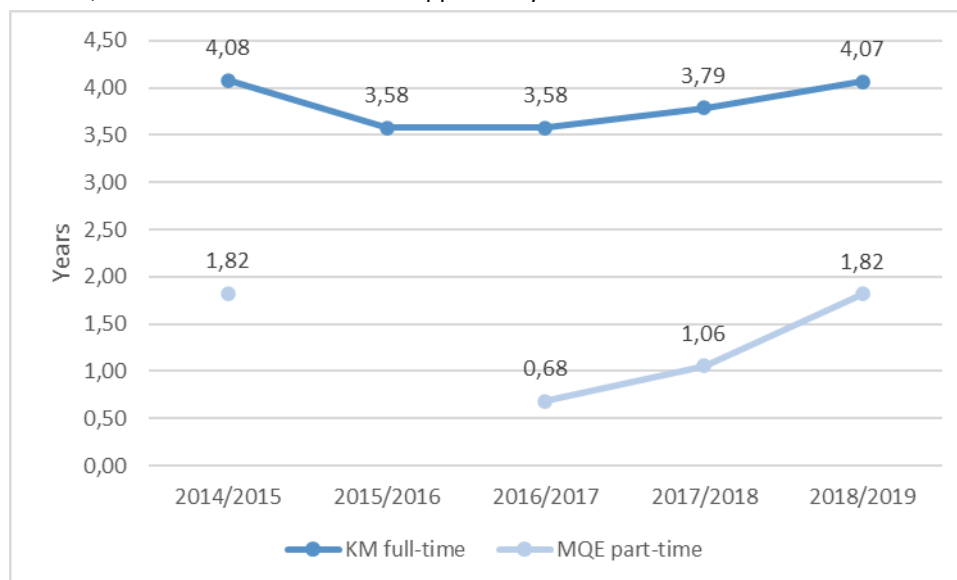


Figure 22: Duration of 2nd cycle studies over the last five academic years

h) Employability and employment of graduates

¹⁸ The study time is calculated by summing the difference between the enrolment date and the graduation date of graduates who enrolled in the 1st year of an individual study programme in the academic year (students enrolled according to the transition criteria are not being taken into account).

In the academic year 2018/2019, we conducted a survey among 2nd level graduates, who graduated in the academic year 2017/2018, on their employment, employability and satisfaction with the 2nd cycle study programme. It was carried out by means of an electronic survey in the EnKlikAnketa - 1ka program. Statistical processing was performed partly in the statistical program Excel and partly in the program 1ka. The survey was completed in late March and early April 2019. The response rate of KM graduates was 48.6% (18 completed surveys out of 37 sent), the response rate of MQE graduates was 50% (1 completed survey out of 2 sent) and the response rate in the HRDM programme was 100%, as there was only one graduate. According to the survey, at the time of surveying, 89% of KM graduates, 100% of MQE graduates and 100% of HRDM graduates were (self) employed. The diploma enabled 15 KM graduates, 1 MQE graduate and 1 HRDM graduate to get their first or new job or a promotion. The most common ways of looking for a job are by applying to job advertisements, through the Employment Service and by using the fact that they have already performed student work in the company. 85% of KM graduates do the work that matches the field of their education and 50% of them do the work that matches their level of education. In 2018/2019, we also conducted a focus group with the students, on the topic of employability. More on the subject is written in chapter 2.2.2.3 Graduation.

i) Graduates' satisfaction with their study programme

We also measured the satisfaction with the study programme among the graduates. The satisfaction of graduates was high, as 94% of 2nd cycle graduates would recommend studying at the ISSBS to their friends and acquaintances. The results suggest¹⁹ that graduates are satisfied with the implementation (KM grade 4.75, MQE grade 5, HRDM grade 5) and with the complexity of the study (KM grade 4.5, MQE grade 5, HRDM grade 5), and with the participation of the mentor (KM grade 4.94, MQE grade 5, HRDM grade 5). We notice that 2nd cycle graduates assess the visibility of the Faculty among employers slightly higher during last year of study (KM grade 3.44, MQE grade 3, HRDM grade 5).

2.2.3.4 CHARACTERISTICS OF THE IMPLEMENTATION OF STUDY PROGRAMMES

The study programmes in the 2nd cycle were implemented in accordance with the Plan for Implementation of Education, with the Starting points for Planning Educational Work for the academic year 2018/2019 and other Acts of the Faculty. In 2018/2019, support was also available to students in the form of e-classroom in the Moodle environment²⁰ for all subjects. For some subjects, a smaller part of the contact hours was also conducted in the e-classroom. The educational process in the 2nd cycle included 16 guests from practice in 6 subjects, among them 6 from economy and 10 from non-economy. We also hosted 4 foreign guest teachers in 4 subjects. Educational visits to two organisations were conducted in one subject of the KM programme. In 2018/2019, one incoming mobility student took three subjects at the MH programme. Learning in practice is an optional subject at the KM, where 7 contracts were concluded in the academic year 2018/2019 with companies and institutes, enabling professional practice for 6 students of the MH and 1 student of the MQE programme. In 2018/2019, one student at the KM programme had the special needs status. One KM student also had a special student status, namely the athlete status.

2.2.4 3RD CYCLE STUDY PROGRAMME

One of the strategic objectives we have set for ourselves at the ISSBS in recent years is the implementation of a doctoral study programme. The first generation of students enrolled in the academic year 2013/2014. At the beginning of 2018, the first doctoral student completed her studies. In the following, we present the self-evaluation of the 3rd cycle study programme Knowledge Management (KM PhD).

¹⁹ On a five-point scale, from 1 (Strongly disagree) to 5 (Strongly agree).

²⁰ More about the e-classroom is written in chapter 2.6.5.4 Information support for studies.

2.2.4.1 ENROLMENT NUMBERS

In the academic year 2018/2019, 9 students enrolled²¹ in the 1st year of KM PhD, 6 of them foreign nationals. In the academic year 2019/2020, we are not implementing the 1st year study due to the insufficient number of enrolment candidates. *Figure 23* shows the number of students of the KM PhD programme over the last six academic years.

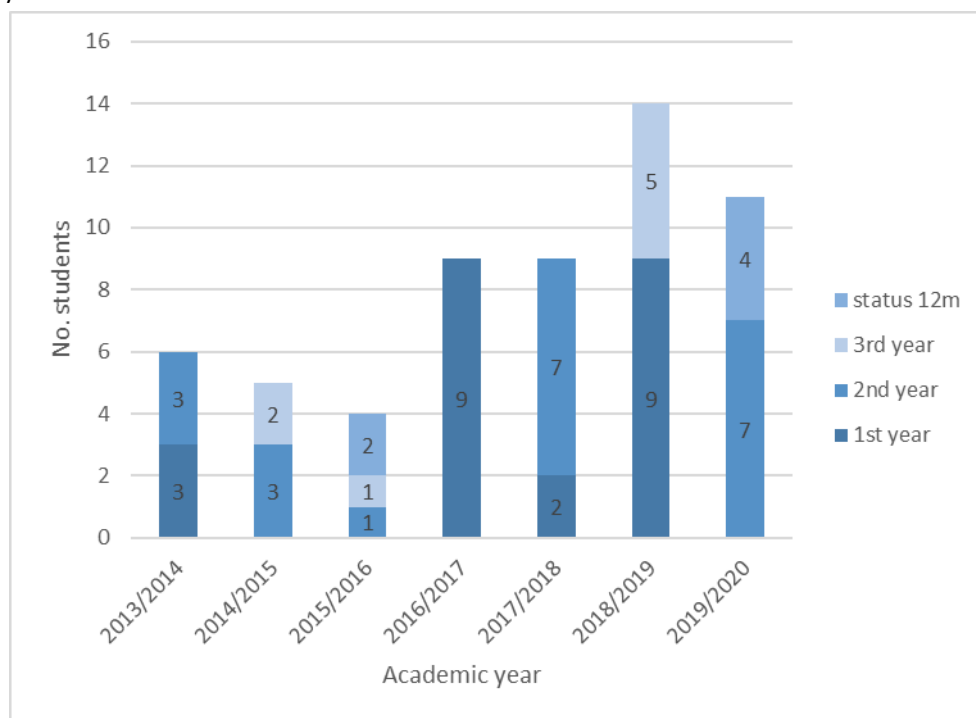


Figure 23: Number of 3rd cycle KM PhD programme students by the year of study over the last six academic years

2.2.4.2 STUDY PERFORMANCE

a) Generation transition rate

Data on the rate of transition from lower to higher years is shown in *Figure 24*. In the calculation, definition of the transition rate of the net generation is taken into account²². In transition from the academic year 2018/2019 to 2019/2020, the transition rate of the net generation between the 1st and 2nd year was 77.78%. Since there was no consecutive enrolment in certain study years lately, there is also no data on the transition rate of the net generation.

²¹As for the Knowledge Management doctoral study programme for the 2018/2019 academic year, anyone having completed the 2nd cycle study programme (according to HEA (Zvis) 2004), the undergraduate university study programme (before Zvis 2004), a study programme evaluated with 300 CP for a period of 5 years (integrated master programme), a study programme for obtaining a specialisation and having previously completed a professional higher education study programme (before HEA (Zvis) 2004), a master's degree in science or a specialisation after completing a study programme for obtaining a university education (before HEA (Zvis) 2004), or having obtained equivalent education in abroad could enrol to the Knowledge Management doctoral study programme for the academic year 2018/2019.

²² The transition rate of the generation is calculated by dividing the number of students enrolled in the 2nd year or the 3rd year without repeaters by the number of those enrolled in the 1st year or the 2nd year (repeaters included) in the previous academic year and multiplying by 100.

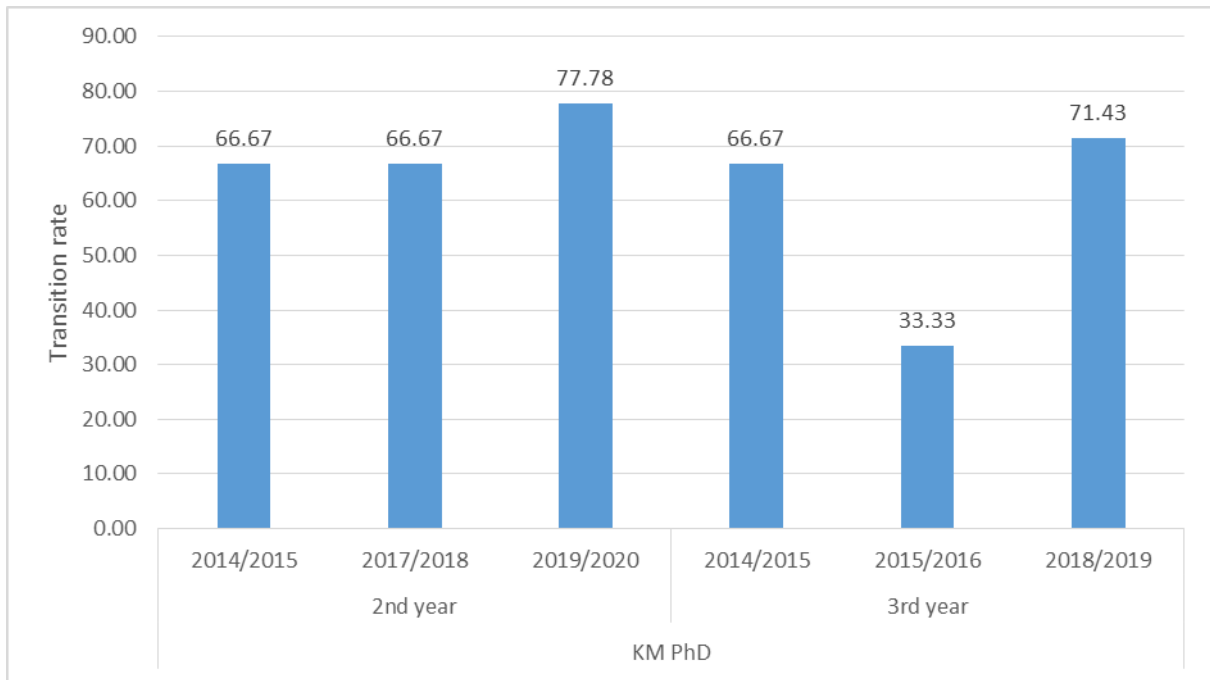


Figure 24: Transition rate in the 3rd cycle KM PhD programme

b) Student performance in taking exams

Study performance is presented in terms of the average number of taking exams at the same study unit by the same student²³ (Figure 25) and the average of positive grades (Figure 26). In the academic year 2018/2019, the average number of taking exams at the same study unit by the same student was 1.2 (1.0 in the previous year). The average of positive grades in the academic year 2018/2019 was 9.58 (9.00 in the previous year).

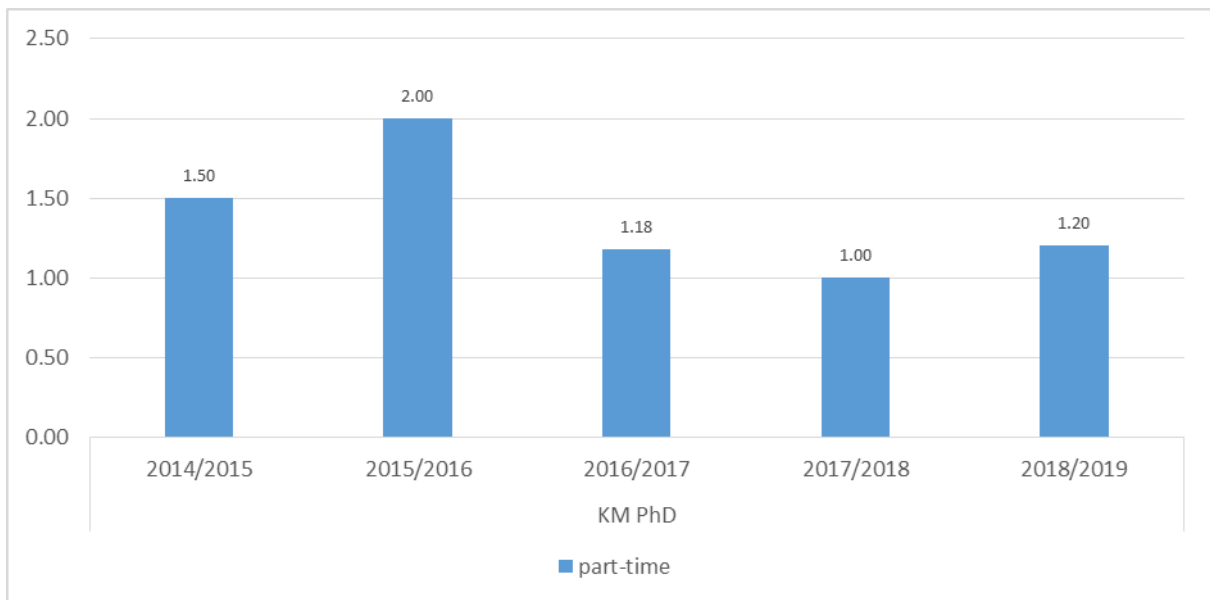


Figure 25: Average number of exam-taking per study unit by the same student in the 3rd cycle KM PhD programme over the last five academic years

²³ Only positive grades are taken into account.

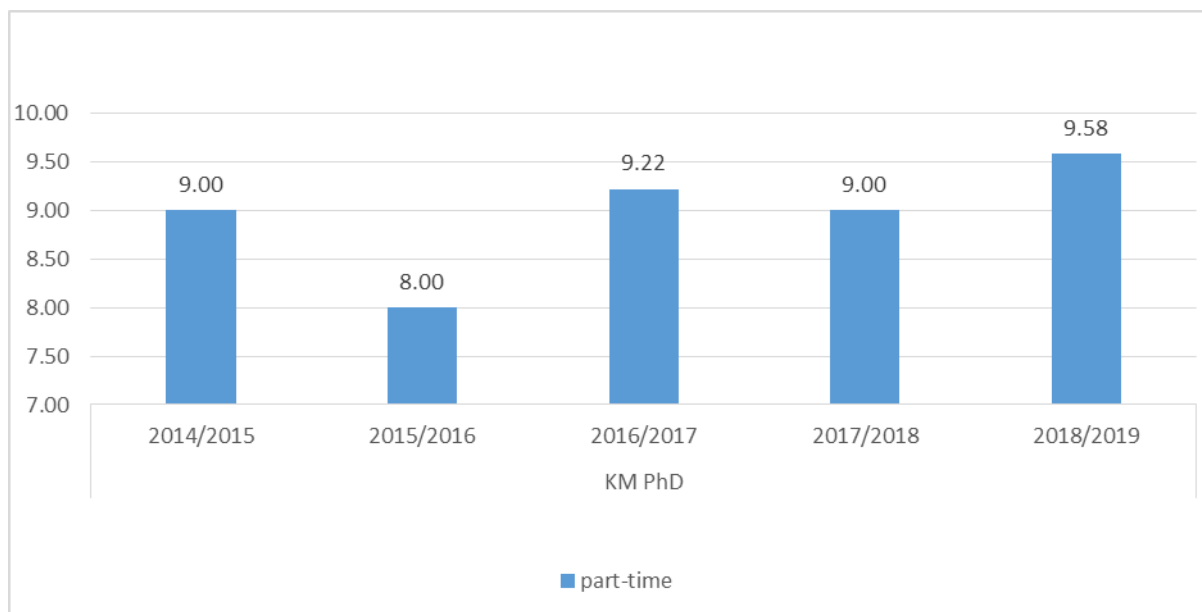


Figure 26: The average of positive grades in the 3rd cycle KM PhD programme over the last five academic years

c) Student satisfaction with subjects and lecturers

Surveying 3rd level students on the implementation of education takes place at the end of the academic year in the online environment EnKlikAnketa - 1ka. Based on the analysis of the questionnaire for 2017/2018, we changed the questionnaire for doctoral students for the 2018/2019 survey and we think the change was useful. In the academic year 2018/2019, the student response was 64%. The analysis showed that students are very satisfied with the study programme as well as with the cooperation with (provided) mentors and with the Faculty in general. They pointed out some shortcomings, which are more "technical" in nature (NOVIS, e-classroom) and difficulties of foreign students in arranging visas or temporary residence permits. Based on the analysis of the survey, we propose an even more intensive cooperation of the ISSBS with the competent institutions in assisting foreign students with visas or temporary residence permits and putting greater emphasis on the presentation of NOVIS and the e-classroom to students, to avoid difficulties in using these two systems.

d) Student study workload

As part of the student satisfaction surveys, their study workload was also measured²⁴. Students answered the question "How many hours do you averagely spend studying for a subject?" by choosing between the answers: too little, adequately and too much, in relation to the hours of workload anticipated, 86.4% of students thought that they were adequately work-loaded in the 1st year study units. 4.5% thought they were spending fewer hours studying than expected and 9.1% thought they were spending more than expected. Based on the analysis, we estimate that the workload is appropriate.

2.2.4.3 GRADUATION

In the 2018/2019 academic year, no one graduated, but the Senate approved 4 dispositions of doctoral dissertations, and a total of 7 dispositions of doctoral dissertations are currently confirmed. The deadline for submitting dissertations is three years from the confirmation of the disposition, and there is also the possibility of extending the deadline, this option has already been used by some students.

2.2.4.4 CHARACTERISTICS OF THE IMPLEMENTATION OF THE STUDY PROGRAMME

²⁴ Students evaluate the workload in terms of attendance at lectures and tutorials, study of literature and sources, preparation of short and long written products, discussions with colleagues on the subject, educational visits and other activities, and direct preparation for the exam.

The study programme in the 3rd cycle was implemented in accordance with the Plan for Implementation of Education and with the Starting points for Planning Educational Work for the academic year 2018/2019. Two 3rd cycle subjects hosted a foreign visiting professor, Frederick G. Kohun, Ph.D., from Computer and Information Systems at the Robert Morris University in Pittsburgh, Pennsylvania. Support was available to students in the form of e-classroom in the Moodle environment in all subjects, and certain parts of lectures were carried out in the e-classroom. Five first-year students (namely 55.6% of those enrolled in the 1st year) actively participated in the international scientific conference MakeLearn & TIIM 2019 in Piran, by presenting their contributions. In February 2019, the Senate of the ISSBS adopted new Rules on Doctoral Studies, which added certain procedures regarding the research plan, contribution to the scientific conference, approval of the scientific article, changes regarding the recognition of obligations and changes to the forms and annexes to the Rules.

2.3 OTHER ACTIVITIES RELATED TO EDUCATION

2.3.1 EXTRA-CURRICULAR ACTIVITIES FOR STUDENTS

Extra-curricular activities at the ISSBS are planned and carried out by the Student Council of the ISSBS within the framework of its Annual Work Programme. In the academic year 2018/2019, the Student Council participated in Information Days, organised the 10th KoME Student Conference, an introductory student meeting, the traditional Študentijada (International Student Festival), a business German course (beginner and advanced), a student educational visit to Brussels including a visit to EU institutions, and encouraged students to participate in sports activities (cheaper tickets for the use of sports facilities).

2.3.2 LIFELONG LEARNING

In addition to study programmes, the ISSBS also provides other types of education, individual subjects of study programmes and non-formal forms of education (seminars, workshops, etc.) for acquiring additional competencies. The content of these is published in the e-classroom of the ISSBS (in the framework of the Career Centre), on the notice board at the Faculty, on the website of the Faculty and on its social networks. As part of non-formal education, several workshops, events and consultations were held, which are listed in points 2.5.4 and 2.5.5.

2.3.3 TUTORING

In the academic year 2018/2019, tutoring was provided by four students, three were appointed subject tutors and one was a general tutor. The subject tutors in the subjects Business Mathematics, Economics and Business English completed a total of 113 hours, and 93 students were present. The number of lessons completed is comparable to last year. General tutoring took place in the form of informing new students and participating in Information Days. Student satisfaction with tutoring was checked as part of a student survey. The result of the survey showed that students are slightly more satisfied with the implementation of tutoring hours than the year before (grade 3.9, last year 3.6, on a scale of satisfaction from 1 to 5).

2.3.4 INTERNATIONALISATION OF EDUCATION

The ISSBS seeks to establish links with the international higher education and education community. The internationalisation of education is mainly reflected in the involvement of foreign visiting professors in the study process and the mobility of students and staff. In 2019, the ISSBS implemented five (5) mobility projects within the Erasmus+ programme, key activity 1 - individual mobility. As part of mobility projects, in the academic year 2018/2019, 4 students profited from outgoing mobility to complete part of their studies at partner higher education institutions in Turkey and Portugal. The average duration of mobility was 5.5 months, with students obtaining an average of 24 credit points during mobility abroad. In the academic year 2018/2019, 3 foreign students from Poland and Turkey participated in the mobility at the ISSBS. Among higher education teachers and

ISSBS professional associates, 14 individuals took part in mobility abroad (6 for teaching abroad, 8 for training). The ISSBS hosted 11 foreign higher education teachers and staff (6 for teaching abroad, 5 for training). In an effort to increase the internationalisation of education, the ISSBS is also implementing two internationalisation projects co-financed by the European Social Fund and the Ministry of Education, Science and Sports (hereinafter MESS). The first project "Foreign visiting teachers at the ISSBS 2019-2022" was obtained in 2019 through a public tender: Shorter and longer visits by foreign experts and higher education teachers at Slovenian higher education institutions 2019-2022 and will include six visits of foreign higher education teachers, including two Slovenian citizens employed at universities abroad. The second project "Longer mobility of ISSBS higher education teachers" was obtained in a public tender: Mobility of Slovenian higher education teachers 2018-2021 and foresees two three-month visits of higher education teachers to reputable universities in Graz and Naples in the coming years.

2.4 RESEARCH AND DEVELOPMENT ACTIVITY

Research and development (R&D) activity²⁵ is one of the four key activities at the ISSBS. Within its framework, three basic processes take place: application and implementation of scientific research and development projects, dissemination and strengthening of the impact of research results, and involvement of students in research. According to self-evaluation, the research and development activity in 2019 increased compared to the previous year, given the volume of applications and research performance of researchers at the ISSBS and other research-related activities (journalism, education, etc.). In 2019, the Faculty slightly increased the number of newly acquired projects in the calendar year (5), compared to the previous year (3). The ISSBS also submitted a slightly higher number of project applications (2019: 21, 2018: 18), which is considered acceptable given the higher number of acquired and implemented multi-annual projects from 2017 and 2018, of which as many as eight (8) are ending in 2020. In the continuation of the report, we present the key components of the basic processes in this activity - the research group, applications and implementation of scientific research and development projects, publication, dissemination and visibility of research achievements, etc. Data refer to the calendar year 2019, and for the inclusion of students in research at the ISSBS to the academic year 2018/2019.

2.4.1 RESEARCH GROUP

The ISSBS research group operates under the name Research Group for Social and Business Studies²⁶. Its activity is classified among the following sciences (Slovenian Research Agency (hereinafter SRA) classification): 5.02.00 - Social sciences / Economics, 5.04.00 - Social sciences / Administrative and organisational sciences, 5.01.00 - Social sciences / Education. At the end of 2019, there were 14 members in the research group. The leader of the research group since 27 October 2010 has been Asst. Prof. Dr. Špelca Mežnar. The research areas in which the group is active are in line with the study areas of the Faculty and its researchers - scientific research and development projects carried out by the Faculty are located in the fields of economics, administrative and organisational sciences, and education.

2.4.2 APPLIED FOR, SELECTED AND IMPLEMENTED SCIENTIFIC RESEARCH AND DEVELOPMENT PROJECTS

²⁵ Data on research and development activity were obtained on 29 January 2020

²⁶ It is included in the records of Slovenian research institutes and organisations under number 2711 (Decision No. 27/2010-SProd.Razisk dated 7 July 2010).

The ISSBS monitors calls for research and infrastructure programmes and research projects²⁷, financed by the Slovenian Research Agency (SRA)²⁸. In 2019, the ISSBS applied for two projects (SRA tenders), in which the Faculty acted as a coordinator. In 2019, 4 SRA scientific research projects took place at the ISSBS: a research programme, two TRPs and one postdoctoral project. Obtaining international projects financed from the European Union or other international organisations is similar to the case of the SRA, namely on the basis of applications for public tenders.²⁹ In 2019, we applied for or participated in the application of 18 international projects (four times as a coordinator, fourteen times as a partner). We implemented or co-implemented 9 international projects. *Figure 27* shows, at the aggregate level, the number of registered, selected and implemented projects by calendar year. As evident from the figure, the Faculty maintains the number of project applications (approximately 20 per year), and compared to 2018, the number of selected projects has increased (from 3 to 5). The number of implemented projects remains at a high level and has increased compared to 2018 (from 14 to 17). These are 4 scientific research projects (SRA), 1 project of the Interreg V-A Slovenia - Austria Cooperation Programme, 8 international Erasmus+ projects (support to EU policies, strategic partnerships, capacity building - financed by the EACEA) and 4 development projects (Jean Monnet or MESS / ESS)).

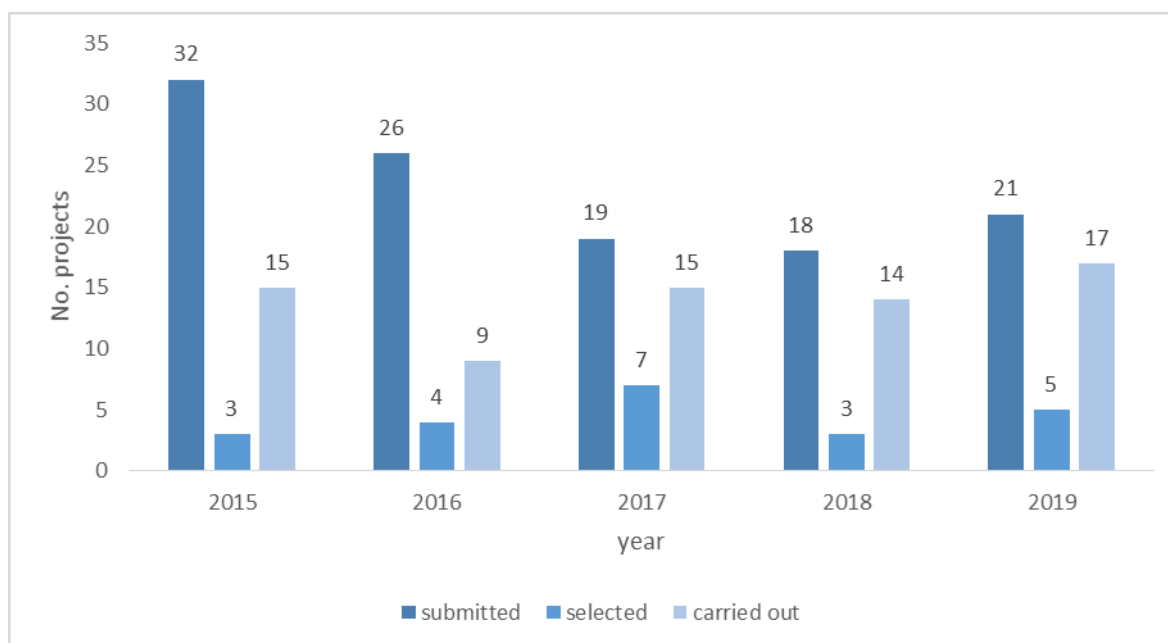


Figure 27: Overview of all projects, submitted, selected and implemented over the last five years

2.4.3 DISSEMINATION AND VISIBILITY OF RESEARCH RESULTS

The performance of the research group is defined according to the volume of publication and related indicators, defined as criteria of research performance by the SRA,³⁰ and the scope of FTE for R&D activity. Higher education

²⁷ Applications and selection, and implementation of national and international research programmes and projects do not necessarily coincide within the same calendar year. Nevertheless, due to the performance analysis, the selected projects are shown in the year in which they were applied for. It should be emphasised that the table only presents the number of newly registered and selected projects, and not the number of projects implemented by the Faculty in the calendar year observed.

²⁸ For instance: research programmes, infrastructure programmes, applied and basic research projects, targeted research programmes, postdoctoral projects, candidates for mentors to new young researchers, co-financing of scientific meetings organisation, promotion of science abroad.

²⁹ The ISSBS most often responds to tenders of the European Commission and The Education, Audio-visual and Culture Executive Agency - EACEA. The Agency is responsible for the management of programmes in the field of education (e.g. Erasmus+, etc.) (EACEA, 2014).

³⁰ They are based on the number of publications according to the COBISS categorisation and indicators Z1, Z2, S, A¹, A¹¹ and A^{1/2}, collected on 29 January 2020. In the event that an individual, higher education teacher or ISSBS associate has not registered a specific publication in COBISS by that date, that publication is not included in this report.

teachers and staff (regularly employed or contractual, 27 persons with a researcher code) participating in the implementation of the ISSBS study programmes achieved 1,719.71 points of scientific performance (Z) in 2019 (comparatively, the same group 2,119.25 in 2018), 303.48 points of professional performance (S) (373.99 in 2018), 662.87 A' points (high quality achievements) (739.39 in 2018), 80.00 A'' points (outstanding achievements) (136.87 in 2018) and 736.21 A^{1/2} points (significant achievements) (890.73 in 2018). As the numbers show, the scope of scientific publication compared to the previous year slightly decreased (50 scientific publications in 2019 compared to 82 in 2018). The number of scientific publications in impact factor journals, on the other hand, has increased, as has the quotation rate of higher education teachers and staff. From the above, we can conclude that researchers place greater emphasis on publishing in major and high-quality international scientific journals and do not give priority to the very number of scientific publications, regardless of their relevance and visibility.

An important piece of information for showing the intensity of research is the data on FTE share³¹ for R&D activity according to FTE of all employed higher education teachers and staff at the ISSBS³². Data is represented in *Figure 28*. As evident from the figure, the number of FTEs in R&D increased in 2019 (to 3.57 FTEs) as a result of the launch of some new R&D projects in 2019, related to some new employments of researchers involved in projects, and the involvement of employed researchers in the ongoing projects (namely in connection with the existing practice of researchers participation in projects within the framework of employment at the ISSBS). An important indicator in the success of scientific research work and project implementation is also the share of total Faculty revenues available for the implementation of research and development activities. This share remained relatively high in 2019 and amounted to 23% (in 2018: 28.4%).

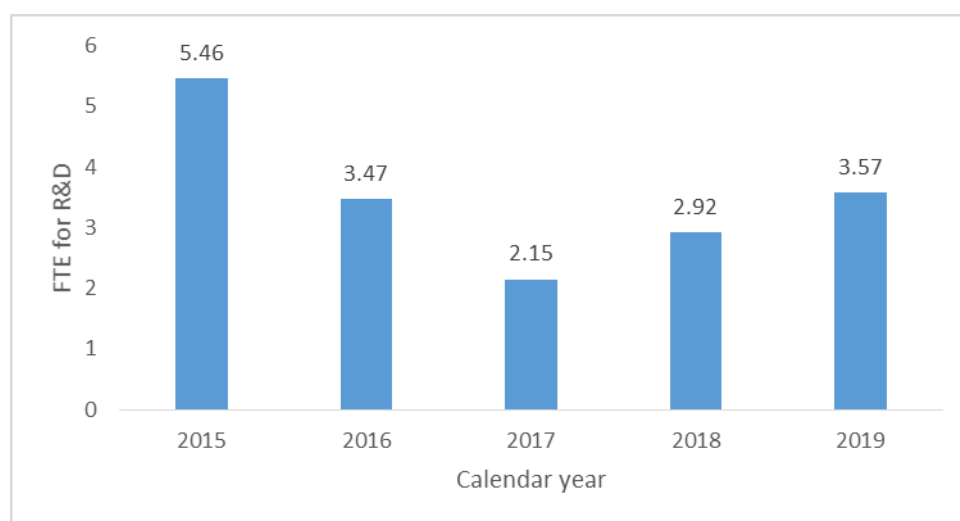


Figure 28: Overview of FTE in R&D activity in relation to total R&D over the last five years

Research success of the research group is presented in *Table 1*, that gives the number of publications by key scientific and professional categories³³ for the years 2015 to 2019 for all higher education teachers and staff together. In 2019, most publications fall into the category of scientific article (1.01, 1.02 and 1.03) and scientific conference contribution (1.08). The average number of scientific publications per higher education teacher and staff has reached 1.92 in 2019. The average of scientific publications on FTE is 4.46, which is an increase compared to the previous year.

³¹ Full-time equivalent (1 FTE) means carrying out research activity of one person for full working time for one year, which means 1700 effective hours of research work (Article 14a of the Decree on norms and standards used to determine funding for research activities financed from the budget of the Republic of Slovenia).

³² Calculation on the last day of the calendar year.

³³ COBISS categorisation.

Table 1: Review of scientific and professional publications over the last five years

Calendar year	2015	2016	2017	2018	2019 ³⁴
Number of higher education teachers and staff	20	16	16	12	27
Number of employed higher education teachers and staff in FTE	12.3	9.8	15.9	10.5	11.2
1.01, 1.02 and 1.03 scientific articles together	15	23	10	11	21
1.08 Published scientific contribution at a conference	13	17	11	23	17
1.16 Independent scientific paper in a monograph	4	18	11	4	5
2.01 Scientific monograph	3	4	1	0	7
Total scientific publications	35	62	33	38	50
1.04 Expert article	1	1	1	1	1
1.09 Published expert contribution at a conference	2	0	0	0	0
2.02 Professional monograph	0	0	1	0	0
Total expert publications	3	1	2	1	1
Total	38	63	35	39	51

Table 2: Scientific publications in impact factor journals and number of net quotations over the last five years

Calendar year	2015	2016	2017	2018	2019 ³⁵
Number of scientific publications in impact factor journals	10	17	8	14	17
Number of pure quotations (CI Wos / Scopus)	46	49/91	49/87	37/74	77/141

Scientific publications in journals indexed in WoS and Scopus with an impact factor³⁶ greater than 0 are considered as proof of the impact of the published research work. Similar information is provided by the number of pure quotations (excluding auto-quotations) within these same journals. *Table 2* displays data on publications and quotations in WoS and Scopus journals with an impact factor greater than 0. Due to the different methodology of data collection, it is difficult to draw conclusions about significant shifts for better or worse, but the visibility and quotations of publication at the ISSBS seem to increase over the years.

In September 2019, we participated in the Researchers' Day event, which takes place at the initiative of the European Commission every last Friday in September in many European countries. Researchers' Day offers the possibility of insight into the research part of the operation of higher education institutions, local research

³⁴ In 2019, all higher education teachers and staff being holders or providers of subjects within the ISSBS study programmes and having a researcher code in the SICRIS system were included in the analysis. Data for the years before 2019 include data and analysis of publications only for the ISSBS research group members.

³⁵ For the same group of higher education teachers and staff included in the analysis of publications in impact and quotation journals, the comparative figure for 2018 is 17 scientific publications in impact factor journals and 63/115 CI WoS/Scopus quotations.

³⁶ The impact factor is a measure of the publicity of a scientific journal, and explains how many times the postponed discoveries and results are quoted in other scientific articles.

institutes, participation in experiments and the possibility of using the latest technologies and instruments under the researchers guidance. Our faculty also took part in the event, organised by the Regional Study Centre in front of the Celje Central Library, with a stand where students prepared a "How well do I know the EU?" quiz for the visitors.

2.4.4 ENGAGING STUDENTS IN RESEARCH AND DEVELOPMENT ACTIVITY

Students are involved in research and development work mainly through the preparation of final theses (especially master's theses) and involvement in the research work of mentors. In 2019, in the implementation framework of the TRP project "Analysis of the efficiency of investments in research and development activity in Slovenia" (V5-1706, Head: Prof. Dr. Dušan Lesjak) two students participated, who, based on their own research work in the project field, had already prepared master's theses entitled "With science to better global competitiveness of Slovenia in the world" and "Slovenia in the light of the European Innovation Index and the role of research and development" (mentor Prof. Dr. Dušan Lesjak). The third master's thesis "Competences of professional workers to work in an intercultural environment" (mentor Prof. Dr. Nada Trunk Širca) was prepared within the Erasmus+ project, key activity 3 - support for policy reforms, "Inclusion of Roma and migrants in schools: Training, open discussions and voluntary activities of young people" (RoMigSc). The fourth master's thesis entitled "Analysis of business connections for R&D activity and analysis of social networks of SMEs" is still being prepared (mentor Assoc. Prof. Dr. Kristijan Breznik). In the TRP project "Scholarship for special achievements awarding systems - international comparison and proposals for improvement for Slovenia" (V5-1935, Head: Assoc. Prof. Dr. Kristijan Breznik), one student participates, preparing a master's thesis entitled "Review of scholarship systems for the gifted". Within the "Passport to Export" project (Cooperation programme Interreg V-A Slovenia - Austria, Head at the ISSBS: Asst. Prof. Dr. Gregor Jagodič), 40 students of entrepreneurship prepared project assignments on the topic of internationalisation of the company and entry into the Swiss and Italian market for companies Dukin d.o.o., E-pohištvo Jože Vrečko s.p., F Modern Tadej Faršang s.p., Perger 1757 d.o.o., Seti d.o.o. and Virs d.o.o.. Students presented their completed project assignments to company representatives and offered solutions.

Every year, students participate in the Student Conference KoME - KOnferenca Mednarodnih (Conference of Internationals), organised by the ISSBS Student Council. The 10th KoME Student Conference entitled the *Society 4.0* was attended by 38 ISSBS students. Eight guests spoke at the conference. In the central part of the conference, 7 contributions were made by students.

ISSBS students also have the opportunity to participate in the International Scientific Conference MakeLearn & TIIM. The conference, which took place in Piran, Slovenia in 2019, was attended by five ISSBS doctoral students, who also actively participated in the presentation of conference papers.

2.5 COOPERATION WITH THE ENVIRONMENT AND SOCIAL RESPONSIBILITY

The activity of cooperation with the environment and social responsibility at the ISSBS consists of three basic processes, namely connecting with other higher education institutions, the economy, non-economy and the general public interested, strengthening the visibility of the Faculty and managing the activities of the Career Centre and Alumni. The ISSBS strengthens cooperation with the environment through its conference, research and publishing activities and socially responsible conduct, and maintains contact with graduates through the "ISSBS Alumni and Friends" network³⁷ and through cooperation with the ISSBS Council. Members of the ISSBS Council represent a direct link with the environment and the needs of the labour market, and provide an opportunity to strengthen cooperation with the environment and expand the partnership network.

³⁷ The "ISSBS Alumni and Friends" is a network of graduates and students, faculty members, business experts and other ISSBS partners. The basic purpose of networking is to create opportunities for professional and business networking, strengthening old friendships and establishing new ones in order to promote the professional growth of individuals, the development of the Faculty in both the region and the international environment.

The ISSBS cooperates with various national and international institutions (higher education, research, economics), and cooperation is often expressed at the level of individual participation of higher education teachers and researchers. Within the framework of educational activity, the latter takes place through the engagement of guests from practice in the implementation of study programmes, students in practical training in companies, mobility of teachers and students and international networking. Promotional activities are also carried out in target international markets. As part of the R&D activities, there is participation in various R&D projects and their applications, which we have already described in the previous chapter, as well as in the publishing and conference activities.

2.5.1 ENGAGEMENT IN EDUCATIONAL ACTIVITIES

In the framework of networking with higher education institutions, the economy, the non-economy and the general public interested, the ISSBS had concluded a total of 51 bilateral mobility agreements with foreign higher education institutions by the end of the academic year 2018/2019.³⁸ In the academic year 2018/2019, four ISSBS students participated in study mobility at a foreign higher education institution, namely one EMS student and one BMS student, both in Portugal and two KM students, one in Portugal and one in Turkey. In the academic year 2018/2019, three students participated in the mobility at the ISSBS, namely one from Turkey and two from Poland.

In addition, the ISSBS signed a contract on transnational education with South East European University (SEEU) in Macedonia, namely for the Management and Quality in Education master's degree programme.

In the academic year 2018/2019, we continued engaging guests from practice and visiting higher education teachers in the implementation of study programmes in all three cycles. A total of 33 domestic experts, from both the economy and non-economy, and 4 foreign visiting professors participated in implementation of the programmes. Over the academic year, several educational visits were carried out, in the framework of 13 subjects, to 4 different companies and organisations.

Contact with the economy at the ISSBS is also enabled through creation of project works. Students complete them in the framework of some of the 1st cycle subjects, such as Entrepreneurship, Marketing, E-Commerce and Online Marketing. At least one public presentation of students' project assignments is held every year. The Faculty cooperates with regional companies, and a lot of cooperation has recently taken place within the Network project, which is explained in Chapter 2.5.2. It strives to establish contact with future employers not only through graduates but also through student project assignments, where students solve real problems of local companies within the subject framework. Representatives of companies are also invited to presentations.

In 2018/2019, the ISSBS cooperated with the Thai partner faculty Kasetsart University and the Šumer d.o.o. company in the implementation of a summer internship of one Thai student in Šumer d.o.o.

In June 2019, we organised the 4th "Leadership and Management in Education, Business and Technology" International Conference, with UBT College - Institution of Higher Education, University of Pristina, Faculty of Education and the Faculty of Economics. The conference took place in Pristina at UBT Innovative Campus. The

³⁸ The ISSBS has been the holder of the Erasmus+ Charter for Higher Education (ECHE) since 2013. On the basis of this charter, it participates in European mobility programmes, which co-finance and thus enable the mobility of students for study and practice abroad and the mobility of employees for the purpose of teaching and training.

purpose of the conference was to contribute to international discussion on various topics of leadership and management, which have recently been at the centre of many international events around the world. The conference aimed at managers, administrators, employees in high responsibility positions in education, principals, teachers/professors from educational and business institutions and schools in Kosovo and the wider region. The event was attended by 82 participants.

In May and June 2019, the Faculty participated in the Lifelong Learning Week of the partner network of the Regional Study Centre. We held 8 events: presentation of the Faculty at the Information Day, lectures by domestic and foreign experts and interesting workshops for our students performed by the Celje Medical School, the Centre for Health Promotion at the Celje Health Centre, the Employment Service of Slovenia, Celje Regional Unit and the NLP Centre.

In September 2019, we organised a professional meeting at the Faculty, entitled "Examples of leadership and quality in education", where our lecturers presented the challenges of quality assurance in kindergartens and schools to participants from various schools, kindergartens and People's Universities.

The ISSBS maintains good contacts with regional high schools. Such cooperation is an opportunity for direct and indirect contact with students deciding on their studies or just showing interest. Cooperation also strengthens the visibility of the ISSBS in the region and beyond. In this context, the following activities were carried out at the ISSBS in the academic year 2018/2019:

- Realisation of Information Days at the ISSBS (6 Information Days).
- Presentation of the ISSBS in secondary schools (6 study presentations).
- Delivery of 5 workshops at high schools in the region.
- Enrolment-related information and counselling available from the Office of Study Affairs on a daily basis via telephone, e-mail and in person during office hours. Information is also available on the Faculty's website, in the Call for Enrolment and in promotional materials of the Faculty.
- Study guide, published on the website.
- Publication of workshop offers in the Catalogue of compulsory elective programmes and extra-curricular activities for secondary school students in the school year 2018/19 at the National Education Institute Slovenia.
- Participation in the Researchers' Day 2019, which is also attended by high school students.

2.5.2 ENGAGEMENT IN RESEARCH ACTIVITIES

In 2019, the ISSBS participated in the implementation of nine international projects, where the Faculty is involved in activities and research as a part of an international partner consortium, namely foreign higher education institutions, non-profit organisations or companies. Higher education teachers and associates participating in projects as members of the project groups attended several project meetings abroad, and in 2019 the ISSBS hosted five international partner project meetings in Celje.

As part of project activities, the Faculty also conducts workshops, seminars or expert conferences in the field of education, thus increasing its visibility in the region and beyond. In June 2019, the ISSBS organised two seminars "Children of Migrants and Roma in Kindergartens and Schools" for teachers, educators, counsellors and principals within the RoMigSc project, which also included a visit to the Andragogical Institute of the People's University of Velenje and the Model City. In October 2019, the Faculty also organised a study visit with the final conference of the "Inclusion of Roma and Migrants in Schools: Training, Open Discussions and Voluntary Activities of Youth" (RoMigSc) project, for teachers, educators and professional workers in kindergartens, primary and secondary schools, and colleges. The event was attended by 128 participants from Slovenia and abroad. As part of the "Civil

society and social inclusion of unaccompanied minors in transition to adulthood - the role of learning communities" (CiSoTRA) project, the ISSBS conducted a study visit "Working with migrant minors, the role of professionals and communities in promoting their successful transition to adulthood" (Postojna) and the workshop "Working with young migrants, providing support in practice" (Maribor)

As part of its participation in the "Feedback" international project in November 2019, the ISSBS held a seminar "Feedback through art strengthens learning" for teachers, educators and professionals in kindergartens, primary and secondary schools and colleges, and invited participants to take part in project activities by implementing and verifying selected existing contents and approaches to providing feedback in the daily practice of teachers and encouraging them to prepare proposals for new contents and approaches to providing feedback using artistically based contents and approaches.

2.5.3 ACHIEVING OBJECTIVES OF DEVELOPMENT PILLAR OF FINANCING IN 2019 (ISSBS NETWORK)

With the project Strengthening and formalisation of cooperation with the environment in the field of education, which the ISSBS briefly named the ISSBS Network, we carried out many activities based on which we connected with the economy, improved cooperation with companies and institutions and thus improved practical knowledge and skills of both students and entrepreneurs in 2019. The latter are more often involved in the study process as guests from practice, as mentors of project assignments, as participants in conferences and round tables, and as workshop practitioners. In this way, they have a strong impact on students at all levels of study, as they improve their knowledge and skills, understanding of market conditions and the labour market, and at the same time monitor potential job candidates after graduation.

The expanding cooperation is reflected in several different areas. One area is the meeting of companies and entrepreneurs with students, then the possibility of presenting the company to potential co-workers after graduation; it is worth to mention the mutual transfer of knowledge, as companies bring practical knowledge that students associate with theory and influence on the development of particular knowledge and skills students will need after graduation, when getting their first employment. In addition, such cooperation enables a better understanding of the work and tasks that students will perform after graduation, especially in the context of professional practice. At the ISSBS, we engage guests from practice and entrepreneurs in various activities and, as already mentioned, they carry out lectures, workshops, mentor project assignments, provide professional educational visits, participate in round tables and conferences, offer students professional practice and skills development, and sometimes much more.

In the past year, due to the Network project, we were able to strengthen our cooperation with the environment, as we included several companies as well as other institutions from our environment (profit and non-profit organisations, state institutions...). In this way, we enable all those involved to be directly included in the study process and, on their part, also suggestions, guidelines and support in the introduction of changes that affect faster and easier learning and the acquisition of knowledge and skills. Building good relationships is about transferring knowledge in both directions, as many entrepreneurs also gain theoretical knowledge for approaching and solving their real business situations. All of the above has a positive long-term impact on society, the business environment and social contacts, creating a social network and better interconnection of everyone involved, which can result in improved economic activities and increased employment opportunities for graduates after having completed their study. Certainly, with the above-mentioned activities we encourage the entrepreneurial thinking of future graduates and thus also the development of the environment and the region. In the previous calendar year 2019, we performed the following activities within the Network project:

- Lectures by guests from practice:

- Šumer d.o.o. - Quality control during production
- Kreativa Nejc Volarič s.p. - Overcoming the limitations of the individual in success - Lecture on personal development and entering the business
- Celje Regional Chamber of Crafts and Small Businesses - Ways of entering entrepreneurship
- Mepex Lucian Perger s.p. - Family entrepreneurship
- Klemen Janežič s.p. - Email marketing and automated marketing; Digital marketing planning strategy, social media and search engine marketing, Fb advertising
- Peter Svetina - Social Entrepreneurship in Slovenia
- Professional educational visits to the following companies:
 - Šumer d.o.o.
 - DEWESoft d.o.o.
 - Katapult d.o.o.
 - Vivapen d.o.o.
 - Pomurski tehnološki park d.o.o.
 - Paradajz d.o.o.
- Workshops:
 - Šumer d.o.o. - B2B marketing activities on the market
 - Celje Regional Chamber of Crafts and Small Businesses - The impact of communication on business performance
 - Par-Mat Zdenka Čemažar s.p. - The path of financial security; Entering the crypto world
 - Gaber Marovt - NLP in sales
 - Mili Šprajc - Social networks and online marketing; Email marketing
 - Fakin d.o.o. - Website design for business purposes
- Preparation of project content contents for the following companies:
 - Cana Water d.o.o.
 - Athos d.o.o.
 - Jeans d.o.o.
 - People's University of Rogaška Slatina
 - Maksim d.o.o.
 - RA Kozjansko
 - Savinjska pivovarna d.o.o.
 - Ptuj School Centre
- Internships in the following companies:
 - EUROS Mojca Žveglič s.p.
 - Avto Hiša Čepin d.o.o.
 - Rakan d.o.o.
 - Pokrajinski muzej Celje (Provincial Museum of Celje)
 - Ahac d.o.o.
 - Celje Youth Centre
 - Simer Plus d.o.o.
 - Aqua d.o.o.
 - Šumer d.o.o.
- Alumni mentoring
 - 12 meetings with one student of the KM programme at the ISSBS with alumni mentor Mr. Lucian Perger
 - 12 meetings with one student of the KM program at the ISSBS with alumni mentor Mr. Nejc Volarič

The interest in cooperation is huge, as companies and organisations that come not only from the region, but also from a broader area are also involved; they are aware of the fact that our students also come from other regions and could become their potential co-workers. We think it is important that, within the framework of the Network project, we can enable greater recognition of our graduates and, consequently, better employability. Through these activities, students identify various opportunities for their involvement in environmental development and job search in the region, while companies and other stakeholders identify students and offer them, by offering them various forms of cooperation (professional practice, project work, work through student work services), the opportunity to get to know each other better and get a job after graduation.

In any case, we can confirm that the effects of project activities are positive for all stakeholders and that they bring long-term added value, which would otherwise not be possible besides regular study activities. At the same time, project activities have enriched the ways of carrying out regular study activities, as the contact with practical knowledge brought by guests and lecturers from practice is priceless and enables a genuine transfer of practice to the lecture room.

In 2020, we will strive to attract even more companies from the region and beyond, thus improving the visibility of the Faculty and its graduates in the labour market, while involving companies and profit and non-profit organisations in enrichment of the study process. Based on the experience gained and the proposals of the stakeholders involved, in 2020 we plan to renovate certain contents in all three study programmes, enrich them with various contents and activities, and thus ensure long-term development of students' skills and competencies and cooperation with business entities and the economic and broader social environment.

A more detailed description of activities in 2019 can be seen in Annex 7.4.

2.5.4 SOCIAL RESPONSIBILITY AND STRENGTHENING THE VISIBILITY OF THE FACULTY

As part of implementation of the basic process in managing the Career Centre activities and the "ISSBS Alumni and Friends" network, the Faculty places great emphasis on socially responsible activities, which includes the introduction of social responsibility contents in study programmes (accredited subject Social Responsibility and Volunteering), cooperation with regional high schools, organising round tables for the general public and graduates, and informing ISSBS students about various career opportunities in the region and beyond.

2.5.5 MANAGING THE CAREER CENTRE AND ALUMNI ACTIVITIES

The Career Centre and the "ISSBS Alumni and Friends" network activities are carried out in the framework of publications in the ISSBS e-classroom of the same name and, more concretely, on the notice board, the website and social networks of the Faculty. In the academic year 2018/2019, in the scope of the Career Centre activities, we published and informed interested parties about various trainings, workshops, events of the ISSBS and other organisers from the region and beyond, provided information on various tenders and competitions, scholarships, summer school offers, job portals offer and job vacancies. We also organised several workshops for students to strengthen their business, writing, technology and personal skills.

In January 2019, we organised the 11th graduation ceremony, where diplomas were awarded to graduates who completed their studies in the academic year 2017/2018, and at the same time the promotion of the first doctoral student took place. At this event, we also awarded commendations to best graduates, commendations for best final theses, commendations to students for their success during the study year and commendations to student tutors, and appointed Prof. Dr. Majda Kokotec Novak a Distinguished Professor.

In December 2019, a high-profile round table entitled Challenges of Economic Policy in 2020 was held with distinguished Slovenian guests; the Director of IMAD, Mag. Marijana Bednaš, the President of the Fiscal Council of the Republic of Slovenia and former Minister of Economic Relations of the Republic of Slovenia, Prof. Dr. Davorin Kračun, and international investor and entrepreneur, Dr. Tomaž Subotič. The event was moderated by our colleague, Prof. Dr. Janez Šušteršič, and the round table was attended not only by students and graduates, but also by many prominent entrepreneurs from Celje and the surrounding area.

The ISSBS, together with prominent Slovenian companies and two other universities, is a partner of the Day after Graduation project, which is a set of lectures intended for all students and graduates who want to prepare for the challenges after graduation. The lectures cover topics such as: career creation, independent entrepreneurial path and managing the risks that young people face at the beginning of their career path. The next Day after graduation was planned for February 2020 at the ISSBS.

The ISSBS is in contact with its graduates and future employers also through the Newsletter, which presents and announces events, projects that take place at the Faculty or that the Faculty implements or organises outside its seat. We also invite graduates to various events organised by our Faculty.

We also actively cooperate with some of our graduates, namely we include them in the educational process as guests from practice, they work as mentors to our students at work practice in companies, they also participate in the Network project as alumni mentors (2 alumni mentors in 2019, more in chapter 2.5. 2.), and one of the graduates is also a member of the Council of the ISSBS.

2.6 PROVIDING ADEQUATE OPERATING CONDITIONS

This chapter of the report is intended for the self-evaluation of the fourth core activity of the ISSBS, namely the provision of operating conditions. In this activity we place the basic processes of providing and developing human capital, providing and improving operating conditions and taking care of the development of the quality system. Due to the importance of the quality system development process, it is self-evaluated in a special chapter (MONITORING AND ASSURANCE OF QUALITY).

2.6.1 PROVISION AND DEVELOPMENT OF HUMAN CAPITAL

In the chapter, we present the personnel structure for educational, R&D and professional activity in the content areas of the Faculty, and the structure of employees according to the type of employment and election to the title for the calendar year 2019 (on 31 December 2019). We also present the structure of support staff - professional, administrative and technical, with a role to provide the operational core and support in the implementation of all activities of the Faculty.

2.6.2 TEACHING AND RESEARCH STAFF

In the academic year 2018/2019, the number of higher education teachers and staff at the ISSBS decreased from 36 to 35, and the number of contract employees from 21 to 18. On 31 December 2019, 17 higher education teachers and staff, 18 contract higher education teachers and staff, and the Dean were employed.

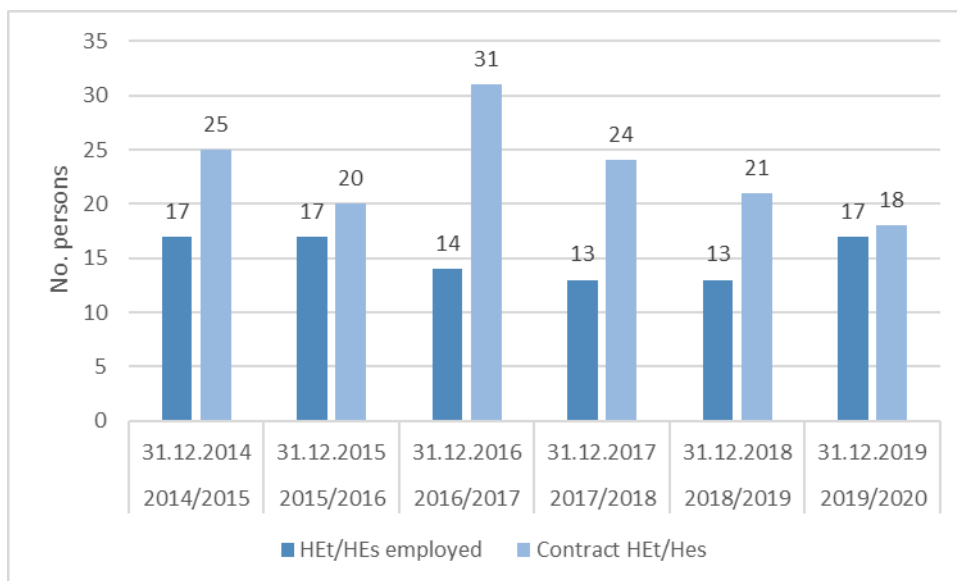


Figure 29: Number of employees and number of contract higher education teachers and staff on 31 December over the last five years

Figure 29 shows the number of higher education teachers and staff. The scope of full employment of higher education teachers and staff and researchers (FTE) on 31 December has not changed much over the last five years and remains between 9 and 11 FTE. In 2019, the number of FTEs (higher education teachers) increased slightly compared to 2018, from 9.8 (FTEs) to 11.4 (FTEs). The reason for the increase in the FTE of higher education teachers and staff is the reduction in the number of contract employees and the promotion of higher education teachers and staff at their positions, as well as the increase in the volume of employing them in the form of supplementary or additional employment. This is described in more detail in section 4.2.4.2.

The number of enrolled students (448) and the number of employed higher education teachers and staff (17) reached a ratio of 26: 1 (32: 1 last year) at the end of 2019. In total, the ratio between students and all higher education teachers and associates (employees and contract employees together; 35) is equal to 13: 1 (12: 1 last year).

Over the years, the structure of election titles at the ISSBS has changed slightly, as a result of the promotion of individuals by title - the number of Lecturers and Senior Lecturers is decreasing, the number of Assistant Professors and Associate Professors is increasing. Among the 17 employed higher education teachers and staff in 2019, we can list 2 full-time and 4 part-time Professors, 7 Assistant Professors, 2 Senior Lecturers, 1 Language Assistant and 1 Lecturer.

In the calendar year 2019, 13 ISSBS higher education teachers and staff were included in the research. Being included means either membership in the ISSBS research group or involvement in research and development projects of the Faculty.

2.6.3 MANAGEMENT AND NON-TEACHING STAFF

Professional, administrative and technical staff are organised in the following organisational units: Department of Studies, Department of Education, Department of Research, General Services, Library and Publishing House. Work in the administrative-professional field on 31 December 2019 was performed by 8 people. They hold the posts of Head of Research Service, Head of Education Service, Education Associate 1 (2), Research Associate (1). This group also includes the position of Assistant Director, who performs the work of the General and Administrative Affairs Department, and Director, who takes care of the business part of the operation of the

Faculty and the Dean. To perform financial and accounting tasks, the Faculty concluded a contract with an external accounting service, where the work is performed by 2 employees in the amount of 1.5 FTE. The Faculty has also concluded a cooperation agreement with IT specialist, participating in the scope of approximately 0.75 FTE. In total, 9.25 FTE employees are responsible for the work of the Faculty. The number of students per one non-pedagogical worker in the academic year 2018/2019 is 48: 1 (448/9.25).

2.6.3.1 MONITORING SATISFACTION AMONG HIGHER EDUCATION TEACHERS AND STAFF

An integral part of the monitoring and quality assurance system is also the implementation of an opinion questionnaire for higher education teachers and staff, and faculty assistants.

Higher education teachers and staff completed the survey at the end of the third trimester 2018/2019. The response rate was 69.4% (25 of 36 higher education teachers and staff). Higher education teachers and staff are generally as satisfied with the implementation of teaching as in the previous year (4.4) on a scale of agreement from 1 (Strongly disagree) to 5 (Strongly agree). Assessments of teaching performance range from 3.8 to 4.8. They are most satisfied with the inclusion of guests from practice and the use of their own materials in the subjects. They are least satisfied with the quality of group and individual products of students. Higher education teachers and staff are also similarly satisfied with the working conditions at the Faculty (4.27) compared to the previous year (4.34). Grades of working conditions are high (3.9 and higher). They are most satisfied with the cooperation with professional services and the management of the Faculty. However, the lowest grade is given to the argument that the annual interview with the management is useful (score 3.86 on a five-point scale from 1 to 5). We estimate that they do not recognise the interview as that useful, as the Dean's work and coordination with teachers takes place throughout the year, solving various problems and dilemmas, where the Dean gets involved and seeks quick solutions with teachers. Based on the above, we will nevertheless supplement the annual interviews for 2020 and upgrade the questionnaire in preparation for the annual interview. Already at the beginning of 2020, we invited our staff to submit a Human Resources Development Plan for next year, which includes a plan for professional publications, participation in conferences, training, education and a report on the Human Resources Development Plan implemented so far, and to give suggestions for improvements.

A survey of professional staff was conducted in June 2019. The response rate was 100%. The analysis showed that employees in professional services in the academic year 2018/2019 are more satisfied compared to previous years. The average satisfaction rate of professional services with work and opportunities for personal development on the scale of agreement from 1 (Strongly disagree) to 5 (Strongly agree) is higher, compared to the previous year (4.51; last year 4.24). Employees are also satisfied with the working conditions at the Faculty (4.33; last year 4.16). Satisfaction mostly increased in the area of cooperation with the management; also, more employees think that the annual interviews with the management are useful. Employees estimate that suggestions for improvements at the Faculty are welcome and that the material conditions (offices, equipment) are good. Employees agree more than the year before that they are proud to be part of the Faculty, and that they believe that their work contributes to its success, and that the Faculty provides them with good opportunities to upgrade their knowledge.

Personnel interviews or occasional interviews with the Dean, the Director and the Human resources department are conducted annually with all employees as well as contract employees. Informing employees and external collaborators also takes place during regular consultations for higher education teachers and staff, meetings of the Academic Assembly, monthly announcements, Newsletter, publications on the website and Facebook page, weekly Colleges of the Dean, NOVIS higher education information system and the ISSBS e-classroom.

2.6.3.2 PROFESSIONAL DEVELOPMENT AND INFORMING OF EMPLOYEES AND EXTERNAL PARTNERS

The ISSBS takes care of informing and professional development of its employees and contract employees. It provides them with the possibility of professional training, election to titles, offers employees as well as external partners the opportunity to participate in conferences. When the need for additional (non)formal education arises, employees are also co-financed for the acquisition of (non) formal education.

In addition, the Faculty enables its employees and external collaborators to use mobility within the Erasmus+ programme and includes them in current projects. From this point of view, the Faculty supports forms of networking, such as participation in seminars, conferences and consultations with or without participation with a paper, which contribute to the development of the scientific and professional field of the individual and consequently to promotion to their habilitation title.

In 2018/2019, employed higher education teachers and staff participated in professional consultations, seminars and trainings in both domestic and foreign international conferences within the field of pedagogical work or organisational meetings at home and abroad within current research and development projects of the Faculty.

On a monthly basis, all pedagogical staff from the research service are also informed about research opportunities in the coming months, where they are also offered professional assistance in applying by the Vice-Dean and the service. Also, all higher education teachers and associates, and professional associates receive a monthly announcement of events organized by the ISSBS.

In 2018/2019, we continued with systematic internal training of higher education teachers and staff on the topic of basic and advanced use of the e-classroom for teachers, 2 workshops were conducted. The ISSBS is also a partner of the “Innovative Learning and Teaching in Higher Education (INOVUP)” project, so we inform and support our employees in attending the available lectures that are interesting for the Faculty, on a monthly basis.

We conducted all-day training in the field of neurolinguistic programming for non-pedagogical workers. Given the increase in international cooperation, foreign doctoral students, foreign higher education teachers participating in the pedagogical process and research, the staff of the Study department in 2019 attended a 30-hour English language course conducted by an employed foreign language assistant of the Faculty. The Library employee was sent to the COBISS software training. Depending on the field of work, professional services participate in internal trainings carried out by the Faculty in the case of upgrading information systems (e-classroom, Data Warehouse, NOVIS). The Head of the Education Service attended the consultation on the amendment of the Minimum Standards, the Survey Day and other consultations and seminars in the field of work. The Head of the Research Service attended the training Monitoring and Reporting on the Implementation of European Cohesion Policy 2014-2020 and other seminars in the field of work.

2.6.4 PROVISION AND IMPROVEMENT OF OPERATING CONDITIONS

The ISSBS obtains funds for its activities from public sources, from tuition fees and other contributions for studies, from payments for services rendered, payments for study materials, from international projects, from scientific research projects, from donations and other sources, in accordance with the law.

The ISSBS has adequate premises and equipment. The Faculty offers students and employees appropriate ICT technology in classrooms and cabinets, as well as a computer room and common areas equipped with wireless internet for the appropriate use of ICT technology. The ISSBS has established a higher education library in the COBISS system, which is constantly complemented with new material. The number of e-materials is also increasing, and the stock of materials is partly increasing with the publication of its own monographs and

manuals by the ISSBS Publishing House. Students and teachers also have free access to the international databases of scientific journals SpringerLink and ProQuest.

In 2019, we obtained 240 new consents from individuals in accordance with the General Data Protection Regulation for informing about the activities of the Faculty.

2.6.4.1 LIBRARY AND INFORMATION ACTIVITY

The ISSBS Library is included in the COBISS National Library Information System and has the status of a full member. It is available to students, higher education teachers, higher education researchers and other faculty staff, as well as to other users.

In 2019, the library had 150 active members (who had at least one loan in 2019) and recorded a total of 940 loans. 3,902 units of material are available to library members, in 2019 the ISSBS library acquired 123 inventory units of library material, of which 101 units according to the titles of the material.

Students, higher education teachers and associates also have the option of data analysis using the SPSS statistical program and access to business data via GVIN Bisnode. The Faculty also provides access to the international scientific journals SpringerLink and ProQuest. In 2019, 1,024 full articles were downloaded by students and staff at the ISSBS from the SpringerLink database.

The library supplements the material in consultation with higher education teachers and thus buys a larger number of copies of current domestic and foreign professional literature every year, especially in the field of social sciences, economics, management, law and education. Basic, compulsory material is available to students in two to five book units depending on the number of students who need it. The material provides students with quality study and additional theoretical knowledge, and employees with additional support in professional work and development. The material is arranged according to the Universal Decimal Classification - UDK and is accessible in free access.

The ISSBS has signed an agreement on mutual cooperation in the field of entering bibliographic data of final theses with the Valvasor Library in Krško, and has concluded an agreement with the Central Technical Library of the University of Ljubljana on keeping a personal bibliography of researchers and higher education teachers.

2.6.4.2 INFORMATION SUPPORT FOR STUDIES

The NOVIS higher education information system is a comprehensive information system for supporting the educational process at the Faculty; it supports information, records and studies of students, the work of higher education teachers and associates and professional services. It provides students with access to an electronic index, exam records, insight into the schedule, notification, information about lecturers, certificates, access to applications or requests, etc. It enables higher education teachers and staff to form groups of students, inform students, keep exam records, e-assessment, information about co-workers, schedule and announcement of guests from practice. NOVIS enables employees in professional services to prepare study programmes, study units, schedules, examination records, student records, electronic index of students, publication of materials, notifications and SMS notifications for students and lecturers, user administration and all support of tender, application, selection and enrolment procedures, as well as reporting to the Enrolment Service, the Ministry (eVŠ) and SORS.

To support educational activities, we use the Moodle platform, which enables the establishment and operation of the e-classroom. Within the e-classroom system of the ISSBS, an e-classroom has been established for all

subjects, which enables course holders and lecturers to support the implementation of the learning units (uploading materials, information) and/or comprehensive study in those learning units where part of contact hours is conducted in the e-environment (interactive ways of work). The learning unit in the e-classroom is structured according to the content of the Learning Unit Implementation Plan. The ISSBS provides technical and administrative support for the implementation of the learning units in the e-environment. The ISSBS prepares students for the use of the e-environment. In the e-classroom, they can access the instructions for using the e-classroom. At the beginning of the academic year, a workshop on the use of the e-environment is held. Training for the use of the e-environment is carried out for higher education teachers and staff, according to their demonstrated interest. Higher education teachers, associates and students are also provided with the assistance of an e-classroom administrator. The system administrator and third-party programmers provide the server for Moodle hosting, version updates, technical assistance, maintenance, and system development. In the 2018/2019 opinion survey, students rated the overall satisfaction with the e-classroom at 4.4 on a five-point scale (last year 4.3), and expressed satisfaction with the ease of the e-classroom use at with average of 4.4 (last year 4.3). , the adequacy of materials in the e-classroom with an average of 4.4 (last year 4.3); the e-classroom encouraged and motivated them to study with an average of 4.1 (the same last year).

At the Faculty, we also use the EnKlikANKETA platform, namely to measure the satisfaction of students and teachers, the workload of students, to collect information on the achievement of competencies and learning outcomes, and other types of surveys.

2.6.4.3 FACILITIES AND EQUIPMENT

The ISSBS operates in a building intended for higher education in the centre of Celje, which is owned by the Municipality of Celje. Two other Celje-based higher education institutions and the Regional Study Centre Celje Public Institution operate in the same building. The premises are rented for a fixed period of 5 years with the possibility of extension up to 30 September 2020. Arrangements are already underway with the Municipality to sign a lease agreement for an indefinite period.

Offices, cabinets and lecture rooms are equipped with modern computer and other technology, which enables efficient and high-quality implementation of activities. The faculty disposes with the surface of 1,212m², of which 509 m² are intended for six lecture halls, 123 m² for cabinet of pedagogical staff, 106 m² for cabinet of administrative services, 10 m² for the library and loan area and 406 m² for common space or hallway. They are used and specially equipped so that students can use them for individual work and for group work.

2.6.4.4 FINANCING

In 2019, the ISSBS had a total of EUR 1,603,490 inflow, which is comparable to inflow in 2018. Table 3 illustrates inflows by activity. Revenues in 2019 amounted to EUR 1,736,053, while in 2018 they amounted to EUR 1,623,644. This means that in 2019, the volume of business increased by 6.9%. The net profit for 2019 is the surplus of revenues in in the amount of EUR 32,117, and in 2018 the surplus of revenues was EUR 28,176.

Table 3: Cash flow over the last five years (in EUR)

Calendar year	Study activity	Research and development activity	Market and other *	Investments**	Total
2015	1,051,054	262,084	183,225	8,885	1,505,571
2016	1,008,277	366,621	129,770	4,831	1,509,849
2017	1,035,167	394,603	115,669	1,804	1,547,243
2018	1,078,321	418,286	138,268	6,861	1,641,736
2019	1,153,805	316,838	123,869	8,978	1,603,490

* international scientific conference MakeLearn & TIIM, publishing, public service according to the price list, Erasmus+ mobility KA 103 and KA 107

** new fixed assets.

2.7 MONITORING AND ASSURANCE OF QUALITY

2.7.1 QUALITY SYSTEM

The ISSBS quality system is based on the Deming Circle model - Plan - P, Do - D, Check -C and Act - A. Activities and processes at the ISSBS are improved by following the pattern of continuous improvement. Understanding the Deming Circle requires an awareness of the importance of continuous performance improvement. The quality system at the ISSBS is based on the guidelines set out in the statements on the vision, mission and values of the ISSBS and its development strategy. Monitoring and assurance of quality is based on regular and systematic monitoring of operations, analyses and reports, which are the basis for adopting measures for higher quality and comprehensive planning of operations. They are available in the Quality Rules and Implementation Plan for quality assurance processes of each academic year.

The basic planning and reporting documents are the Annual Work Programme and the Financial Plan, and the Annual Report with Self-Evaluation, both publicly available. Internal planning documents also include the Education Implementation Plan, the Study Calendar and the Plan for Implementation of Quality Assurance Processes. Internal reporting documents are analyses of surveys of students, employees, graduates, employers, analyses of student performance in exams, analysis of student transition rate, minutes of focus groups and discussions and consultations, annual interviews with the management, document analyses and the like (data from other sources, e.g. COBISS, SICRIS). The list of used documents is given in the chapter *LEGAL BASES*.

Implementation of the plans is monitored by individual activities of the ISSBS, and the shortcomings are promptly eliminated or appropriate action is taken with the competent authorities. Monitoring is based on the evaluation of all Faculty activities. The assessment of areas that are subject to the quality of higher education institutions at the national level (integration into the environment, operation of the higher education institution, staff, students, material conditions, quality assurance, innovation and development orientation) was built into the quality assessment of basic processes at the ISSBS. Reports and analyses contain data, area analyses and an assessment of the situation and trends.

Based on the findings from the reports, the competent authorities of the Faculty propose measures to improve performance. Measures are implemented on an ongoing basis and they are meaningfully included in the Action Plan and in the Annual Work Programme.

The ISSBS also takes care of quality in an informal way, through a positive organisational climate, good mutual relations between all stakeholders, and ongoing action and improvements.

2.7.2 SELF-EVALUATION

For the third year in a row, we are combining the annual report with the self-evaluation of the Faculty, aiming at rationalisation of reporting. The Annual Report contains evaluation of both annual and long-term objectives defined in the Annual Work Programme. Self-evaluation is the basis for the preparation of the Annual Work Programme and represents the evaluation of all activities at the Faculty: educational, research and development activities, cooperation with the environment and social responsibility, ensuring operating conditions and monitoring and assurance of quality. The report also summarises the situation and provides guidelines for action, which are meaningfully included in the Annual Work Programme for the following period. All departments, management (the Dean, the Director, the Vice-Dean), higher education teachers and staff (representatives in the Senate commissions, president of the Academic Assembly) and students (the Student Council) participated in the preparation of the Annual Report 2019 with Self-Evaluation 2018/2019. A draft of the Annual Report with Self-Evaluation was also given to the members of the ISSBS Council, in order to obtain their opinion or proposals. The 2019 Annual Report with Self Evaluation is discussed by the Commission for Quality and Evaluation; following the positive opinion of the Commission, it is forwarded to the ISSBS Senate and the ISSBS Administrative Board for consideration and adoption. After having been adopted by these two bodies, the Report is published on the ISSBS website and forwarded to the competent Ministry. The part related to self-evaluation is discussed by the Commission for the Field of Research and Doctoral Studies, the Student Council and the members of the Academic Assembly are also informed at its next session.

2.7.2.1 MONITORING, ASSESSMENT AND QUALITY ASSURANCE ACTIVITIES

Study programmes: In 2016/2017, we changed the curricula of four study programmes: Economics in Modern Society), Business in Modern Society), Knowledge Management in the 2nd cycle and Management and Quality in Education. The renewal of study programmes was extensive, as in the 1st cycle we reduced the number of credit points for existing compulsory subjects and consequently increased the number of subjects and contact hours in the year, and in the 2nd cycle we reduced the number of credit points in elective subjects and consequently increased optional nature of studies and updated the curriculum in relation to the contents of study programmes. In 2017/2018, we enrolled students in updated study programmes for the first time (enrolment in the 1st year). For academic years 2018/2019 and 2019/2020, the Committee of Study Affairs and the Senate adopted some changes to the curricula, such as changes of lecturers of certain subjects, changes in the curricula due to changes of lecturers, and the suspension of certain elective subjects. Given the change in Criteria for transferring between study programmes and the Ministry's call regarding enrolment conditions for University study programmes for candidates with a vocational matura, we also changed the enrolment conditions in the EMS, BMS and KM study programmes. By the end of May 2019, we entered the latest status of all study programmes in the new eNAKVIS system by the Slovenian Quality Assurance Agency for Higher Education, as determined by the Criteria for Accreditation and Evaluation of Higher Education Institutions and Study Programmes. In February 2019, the Council of the Slovenian Quality Assurance Agency for Higher Education adopted the Act on Amendments to the Criteria for Accreditation and External Evaluation of Higher Education Institutions and Study Programmes, which refer to minimum research standards and conditions or abilities for mentoring in case the higher education institution shall implement 3rd cycle study programmes. Based on the above, we prepared an internal analysis of the achievement of minimum research standards and conditions and mentoring capabilities in the doctoral study programme.

Acts: In the academic year 2018/2019, we also changed or amended the Quality manual, the Rules on completion of studies in the 1st and 2nd cycle, the Rules on Doctoral Studies, the Rules on Performing Professional Practice and the Statute. We have updated the existing Rules on Performing Professional Practice and harmonised them with the Criteria for Accreditation and External Evaluation of Higher Education Institutions and Study

Programmes, and we have also developed new questionnaires for some participants in professional practice, which will enable more systematic evaluation of professional practice for 2019/2020 and further on.

Quality monitoring: We monitored the quality in accordance with the Plan for Implementation of Quality Assurance Processes 2018/2019.

External evaluation: At the beginning of 2019/2020, we are starting procedures for preparing the submission of an application for the extension of the ISSBS accreditation to the SQAA, the deadline being 30 September 2021.

2.7.3 IMPLEMENTATION OF THE ACTION PLAN

The Action Plan 2019 was adopted on the basis of the Annual Report 2018 with Self-Evaluation for the calendar year 2018 and the academic year 2017/2018. The implementation of the Action Plan 2019 can be seen below.

Table 3: Implementation of the Action plan

Proposed improvements by individual areas of operation	Realisation 2019 (2018/19)	Explanation
ORGANISATION OF THE FACULTY		
In the coming years, we will strengthen the Councils of the ISSBS, to which we are committed by the 2018-2020 Network project.	Partially realised.	In 2019, we increased the number of umbrella contracts with business partners by additional 5. We will increase the number of members in 2020, however, we have already recorded potential names in 2019.
EDUCATIONAL ACTIVITY		
Organise more educational visits for students, which is also defined in the Network 2018-2020 project.	Realised.	As part of the Network project, 6 educational visits were carried out in 2019, 2 the year before. There were 8 educational visits altogether in 2019.
Introduce new guests from practice, workshops and other activities within the Network 2018-2020 project.	Realised.	In 2019, there were 6 guests from practice and 6 workshops within the Network project.
RESEARCH AND DEVELOPMENT ACTIVITY		
Continue with the practice of encouraging students to research by announcing the topics of master's theses within the e-classroom and involving students in the R&D activity of mentors.	Realised.	Organised event (25 April 2019) for master's students who are completing their studies and announcing the topics of master's theses related to the implemented development projects of the Faculty and the analysis of the contents/data created during the activities. Participation of students and graduates in the preparation of analyses and research work of TRP and other development projects.
Actively promote the involvement of students in conference activities at the ISSBS (participation in KoME and MakeLearn & TIIM).	Realised.	Encouraging students to participate by contributing to the conference without paying a registration fee through events, online announcements, direct information and Student Council activities.
COOPERATION WITH THE ENVIRONMENT AND SOCIAL RESPONSIBILITY		
As the level of involvement of the Alumni community and ISSBS graduates still has great potential, this ISSBS activity needs to be further strengthened.	Partially realised.	Selective invitations to public events, round tables that were interesting for this target group. Limitation of GDPR provisions and consents for informing received.

Proposed improvements by individual areas of operation	Realisation 2019 (2018/19)	Explanation
In the coming years, the operation of the ISSBS Council should be strengthened and at the same time a clear plan for its operation should be prepared, which is planned within the ISSBS Network project through development financing.	Unrealised.	It will be implemented in 2020.
PROVIDING ADEQUATE OPERATING CONDITIONS		
Carefully monitor promotions with Google Analytics.	Realised.	Monitoring by demographics of page visitors, number of new visitors, number and length of sessions, number of pages/sessions, time spent on the page, etc.
Further obtaining the consents of individuals in accordance with the General Regulation on Personal Data Protection for informing about the activities of the Faculty.	Realised.	In 2019, we obtained 240 new consents from individuals in accordance with the General Data Protection Regulation for informing about the activities of the Faculty.
MONITORING AND ASSURANCE OF QUALITY		
Continue to modernise the quality system, especially in terms of simplifying procedures and forms.	Realised.	Updating of the Quality Rules, updating of some questionnaires, development of new questionnaires for professional practice for various stakeholders, updating of several rules and the Statute.
Modify the survey for doctoral students.	Realised.	We have already used the updated questionnaire for the September 2019 survey.
Entry of study programmes into the renewed eNAKVIS system.	Realised.	Entry of all programmes in May 2019.

3 SELF-EVALUATION OF THE ISSBS ACTIVITIES

3.1 ORGANISATION OF THE FACULTY

3.1.1 STATUS SUMMARY

In the academic year 2018/2019, the ISSBS did not change its organisation. In this academic year, the activity of most commissions and bodies of the ISSBS was at a level, comparable to last year, some commissions and bodies held a few meetings more than the year before (the Commission for Student Affairs, the Habilitation Commission, the Commission for the Field of Research and Doctoral Studies, the Senate, the Student Council,).

3.1.2 ACHIEVEMENTS AND SHORTCOMINGS

We recorded the following achievements:

- Several meetings of commissions and bodies that dealt with current issues appropriately and quickly.
- We have started a discussion on Chairs as this area is in the process of being renovated.
- Rationalisation and greater efficiency - merging the Secretariat and the Office of Student Affairs, the latter also performs librarian activities.

Shortcomings:

- there has been no reinforcement of the ISSBS Council.

3.1.3 GUIDELINES FOR DESIGN OF MEASURES

- Strengthen the functioning of the ISSBS Council (more meetings, more members).

3.2 EDUCATIONAL ACTIVITY

3.2.1 STATUS SUMMARY

Enrolment. The number of students increased slightly in 2018/2019, mainly due to the 2nd and 3rd cycle programmes.

Transition rate of studies. The transition rate to next year in EMS 1st cycle study programme in the period from 2018/2019 to 2019/2020 has improved compared to the previous period, as well as the transition from 2nd to 3rd year at BMS and the transition from 1st to 2nd year at KM. However, the transition from the 1st to the 2nd year of the BMS in the period from 2018/2019 to 2019/2020 has significantly deteriorated (48.44%, the year before 69.57%), and we must point out that in 2018/2019 significantly more students were enrolled in the 1st year compared to the year before (46 in 2017/2018, 63 in 2018/2018).

Exam performance. The analysis shows that the average number of exam-taking per study unit by the same student in the 2018/2019 academic year decreased compared to the previous year in the EMS study programme in part-time study, while slightly increased in full-time study. In the BMS study programme, the number of exam-taking in part-time studies increased slightly, while it remained at the same level in full-time studies. In the KM programme, the average number of exam-taking per study unit by the same student in the KM and MQE study programs decreased slightly. In the KM PhD programme, however, it increased slightly.

Student study workload. Based on the results of the analyses, we find that students perceive an appropriate study load.

Satisfaction of students and graduates. This academic year generally shows about the same level of student satisfaction as the previous years. Satisfaction with lecturers is greater than with subjects. Graduates show a high level of satisfaction with their study as well as with cooperation with mentors of final theses.

Graduation In the academic year 2018/2019, the number of graduates decreased. The time of study at the BMS programme was shortened in 2018/2019, and extended at the EMS programme. In the 2nd level programmes, the duration of studies was extended in both programmes. In April 2019, we organised a workshop for 2nd cycle students "How to start preparing and complete a master's thesis" in order to encourage them to complete their studies.

Employment and employability. 62.5% of EMS graduates, 43.75% of BMS graduates, 89% of KM graduates, 100% of MQE and HRDM graduates got employed. We conducted a focus group on the topic of employability with 1st and 2nd cycle students.

Study support. Also, this academic year, the implementation of all subjects was supported by an e-classroom. Students show great satisfaction with the e-classroom. We increased the number of guests from practice. Student tutoring went well, a comparable number of tutoring hours was conducted as the year before.

Extracurricular activities: In this academic year, a Student Conference, the "Študentijada mednarodnih" Student Festival of International students and optional foreign language courses were organised by the ISSBS Student Council.

3.2.2 ACHIEVEMENTS AND SHORTCOMINGS

We recorded the following achievements:

- Increase in the number of enrolled students (from 406 in 2017/2018 to 424 in 2018/2019 and to 448 in 2019/2020).
- The number of guests from practice has increased (from 17 in 2017/2018 to 33 in 2018/2019) and the number of educational visits (from 3 in 2017/2018 to 4 in 2018/2019) also at the expense of the ISSBS Network project
- High level of student satisfaction with the e-classroom (score 4.4 on a 5-point scale from 1 to 5).
- The transition from the 1st to the 2nd year of the 2nd cycle KM programme increased from 71.05% to 82.43%.
- Acquisition and implementation of two projects of visiting foreign higher education teachers (ESS and MESS) and five projects of international mobility of students and staff (Erasmus+).

We identify the following shortcomings:

- Reduction in the number of graduates, especially the low number of MQE and KM PhD graduates (from 91 in 2017/2018 to 80 in 2018/2019, only 3 MQE graduates in 2018/2019 and none at KM PhD.).
- Extension of the duration of studies in the EMS, KM, MQE programs (EMS: from 3.3 years in 2017/2018 to 4.1 in 2018/2019, KM: from 3.7 in 2017/2018 to 4.1 in 2018/2019, MQE: from 1.4 in 2017/2018 to 1.85 in 2018/2019).
- Lower satisfaction rating for NOVIS (from 2.9 on a 3-level scale in 2017/2018 to 3.6 on a 5-level scale in 2018/2019) and lower rated e-classroom functionalities for KM PhD students (from 2.8 on a 3-level scale in 2017/2018 to 4 on a 5-point scale in 2018/2019).
- In the future, we hope to improve the system for monitoring the status of graduates, as the ISSBS will, on the basis of the project "Establishment of a system for monitoring the employability of higher education

graduates in Slovenia and updating of eVŠ" (2018 - 2020)³⁹ be able to obtain data on the status of graduates after graduation (their entry and movement in the labour market).

3.2.3 GUIDELINES FOR DESIGN OF MEASURES

Proposed measures for improvements:

- Encouraging students to complete their studies.
- Increasing the visibility of tutoring, especially among the 1st cycle students.
- Carrying out training for the use of NOVIS and e-classrooms for KM PhD students, especially for foreign nationals.

3.3 RESEARCH AND DEVELOPMENT ACTIVITY

3.3.1 STATUS SUMMARY

At the ISSBS in 2019, the absolute (from 3 to 5) and relative (from 17% to 24%) success of project applications increased compared to 2018, and the number of implemented projects also increased significantly (from 14 to 17). The number of applications for domestic and international projects remained approximately the same. The volume of employment in the field of scientific research and development increased in the year under review. The reason for this is the beginning of new projects and new employments of project associates and researchers.

Compared to the previous year, we observe a partial decline in the number of scientific publications (scientific articles and papers at scientific conferences), but a larger number of quotations and an emphasis on publications in journals with an impact factor. Due to this, visibility and quotations of scientific achievements of ISSBS researchers are increasing from year to year.

The involvement of students in research at the ISSBS is mainly reflected in the participation of doctoral students in the annual international scientific conference MakeLearn & TIIM and the implementation of analyses and preparation of diploma theses and master's theses on research projects. The success of the KoME Student Conference is also maintained, and the potential for future years remains in even greater involvement of students in research, and in research projects at the ISSBS.

Higher education teachers and ISSBS associates are also members of editorial boards of several international scientific journals, some of them also editors-in-chief of major Scopus or SCI indexed journals. Among the editors of international scientific journals among higher education teachers and ISSBS associates, we highlight two main editorial boards of SCI journals, the editorial board and editorial board of Scopus magazine and the editorial board of the international scientific journal ISSBS, which is indexed in international databases:

- Editorial boards of ISSBS SCI indexed journals:
 - International Journal of Value Chain Management. (Editor-in-Chief 2016-) (CiteScore 2020: 0.91).
 - Human Systems Management. (Editor-in-Chief 2019-) (CiteScore 2020: 0.98).
- Editorial boards of ISSBS Scopus magazines:

³⁹ The Ministry of Education, Science and Sport, Higher Education Division is implementing the "Establishing a system for monitoring the employability of higher education graduates in Slovenia and upgrade of eVŠ" project (2018 - 2020), which aims to establish a system for monitoring the employability of higher education graduates at the national level. The system will provide support to higher education institutions in their quality improvement: in the renewal, preparation and implementation of study programmes, including the design of learning outcomes that will provide graduates with appropriate competencies for the labour market; in self-evaluation; in identifying and targeting students, prospective students and graduates in the context of professional and career counselling; in developing support systems.

- International Journal of Management in Education. (Editor-in-Chief 2007-), (Editor 2015-) (CiteScore 2020: 0.81).
- International Scientific Journal of ISSBS:
 - *International Journal of Management, Knowledge and Learning* (Editor-in-Chief 2015-).

3.3.2 ACHIEVEMENTS AND SHORTCOMINGS

We recorded the following achievements:

- We successfully obtained a TRP (financed by the SRA and the Ministry of Labour, Family, Social Affairs and Equal Opportunities) and a two-year postdoctoral project (financed by the SRA).
- The number of implemented (active) research and development projects is high (17 active projects: 4 research projects (SRA), 1 project of the Interreg V-A Slovenia - Austria Cooperation Programme, 8 international Erasmus+ projects, support to EU policies, strategic partnerships, strengthening capacity - financed by EACEA), 4 development projects (Jean Monnet or MESS/ESS)).
- The share of FTE from projects is increasing (from 2.92 to 3.57). Members of the project team of an individual project participate in projects within the framework of their employment at the ISSBS or we conclude new employments of researchers due to acquired projects (13 researchers involved in projects).
- Increased quotation of researchers (CI Wos / Scopus from 63/115 to 77/141) and emphasis on publication in impact factor journals (Scopus, etc.) (maintaining the number of publications in impact factor journals at 17, despite a smaller number of other scientific publications).
- Among the higher education teachers of ISSBS, there are three editors-in-chief of SCI or Scopus scientific journals. Numerous memberships in the editorial boards of other international journals.
- The share of successful project applications increased compared to the previous year (from 3 to 5).
- The ISSBS Publishing House and the International Publishing House ToKnowPress published the planned number of scientific monographs this year (4 editions), and the scientific journal was successfully published (2 issues per year), as in previous years.

We identify the following shortcomings:

- The number of scientific publications of authors with ISSBS decreased due to partial disability retirement and longer sick leave of two important researchers.
- High workload of researchers due to involvement in several projects (running out of working hours to work on new projects until existing projects are completed).
- performance of the Council of the ISSBS (more meetings, more members).

3.3.3 GUIDELINES FOR DESIGN OF MEASURES

Proposed measures for improvements:

- Greater involvement of students in research and development projects of the Faculty.
- Encourage the involvement of students in conference activities at ISSBS (participation in KoME and MakeLearn & TIIM), especially doctoral students.
- Faculty support for publications in WoS and Scopus journals with the affiliation of ISSBS (proofreading, covering the costs of publication, etc.)
- Encouraging the involvement of more higher education teachers and staff in the preparation and application of new projects.
- involvement of new employees in projects due to the large-scale implementation of a larger number of projects

3.4 COOPERATION WITH THE ENVIRONMENT AND SOCIAL RESPONSIBILITY

3.4.1 STATUS SUMMARY

The ISSBS continues its efforts to maintain and establish contacts with the local, regional and international environment. Also, this year the Faculty was successful in involving foreign visiting professors and domestic guests from practice, numerous workshops and educational visits. A large part of these activities was carried out within the project Strengthening and Formalisation of Cooperation with the Environment - the ISSBS Network, which in 2019 exceeded most of the previously set objectives.

The MakeLearn & TIIM conference was well attended and successfully conducted in 2019 (Piran).

The visibility of the Faculty is strengthened in the regional environment with events organised by the ISSBS for the general public (round tables, invited lectures), participation in the Lifelong Learning Week and the Researchers' Day, by cooperating with secondary schools, with mentors in companies where students do professional internships, and by preparing project assignments for companies. The organisation and implementation of events within the "ISSBS Alumni and Friends" network and the Career Centre in the academic year 2018/2019 took place at the level of previous academic years.

3.4.2 ACHIEVEMENTS AND SHORTCOMINGS

We recorded the following achievements:

- We have maintained the scope of mobility of teachers and professional assistants outside the EU through the Erasmus + KA107 program. In particular, the number of outgoing staff mobility increased (from 9 to 14).
- Conducted a round table with prominent Slovenian economists "Challenges of economic policy in 2020", which attracted many students, graduates and businessmen from the region
- We held a traditional conference on quality and education in Pristina, with the aim of promoting our study programmes (82 participants).
- We successfully cooperated with the Thai partner faculty Kasetsart University and the company Šumer d.o.o. in the implementation of a summer professional internship of one Thai student in the company.
- Dr. Frederick Kohun (Robert Morris University, USA) gave a lecture at the professional club meeting of the Zlatorog Celje Entrepreneurs Club on the topic of Transformation from the traditional to the service economy - the case of Pittsburgh.
- Dr. Moti Zwilling (Ariel University, Israel) gave a lecture on cyber security and databases for incubators at the Savinjska Region Incubator as part of his visit to the ISSBS.
- The Student Council organised the first professional educational visit abroad (Brussels) in autumn 2019.

We identify the following shortcomings:

- Graduates still rate the visibility of the Faculty as relatively low, although the score has increased slightly compared to the previous year (score 3.3 on a 5-point scale in 2018/2019, and in 2017/2018 a score of 3 on a five-point scale).
- Years ago, we abandoned the annual meeting of high school counsellors at the ISSBS.

3.4.3 GUIDELINES FOR DESIGN OF MEASURES

Proposed measures for improvements:

- As the level of involvement of the Alumni community and ISSBS graduates still has great potential, this ISSBS activity needs to be further strengthened. Consider and plan measures to strengthen the cooperation of graduates with the faculty after graduation and to increase the participation in events by graduates.

- Take measures to increase visibility, such as videos on activities at the ISSBS, meetings with counsellors, visits by secondary school counsellors, meetings with mentors of professional practice.
- Strengthen cooperation with high school counsellors from the region.
- Strengthen cooperation with potential employers of our graduates.
- Systematically strengthen cooperation with schools, companies and other organisations also through development projects.

3.5 PROVIDING ADEQUATE OPERATING CONDITIONS

3.5.1 STATUS SUMMARY

The ISSBS has the appropriate premises and equipment for the successful implementation of the educational process and research and development activities. As in previous years, the higher education information system NOVIS and other information support systems are being upgraded and updated. The activity in the field of publishing is reflected in the diversity and volume of issues, which is in line with the volume of issues in the previous year. The ISSBS library provides adequate support for educational and research activities, students and teachers have the opportunity to access free e-resources or scientific journals.

3.5.2 ACHIEVEMENTS AND SHORTCOMINGS

In 2019, we recorded some achievements at the Faculty, which are significantly reflected in the activity of ensuring operating conditions and its basic processes:

- Stable financing of educational and research and development activities has been maintained.
- Stable staff composition for the implementation of the educational process and administrative and professional support.
- Higher level of number of trainings per employee (1.7 / person in 2019; 1.33 / person in 2018).
- In 2019, we started discussing the possibility of renting the premises for an indefinite period with the tenant.

We identify the following shortcomings:

- Insufficient student access to electronic databases (SpringerLink, ProQuest, Gvin.com).
- Information on the research and development activities of the faculty is insufficiently highlighted on the website.

3.5.3 GUIDELINES FOR DESIGN OF MEASURES

Proposed measures for improvements:

- Further obtaining the consents of individuals in accordance with the General Regulation on Personal Data Protection for spreading information about the activities of the Faculty.
- Increase the use of e-databases through greater information to higher education teachers and staff, and students.
- Examine the needs and options for purchasing a plagiarism detection program for the English language
- Upgrading the website with greater exposure to research and development and a higher position on the menu.

3.6 MONITORING AND ASSURANCE OF QUALITY

3.6.1 STATUS SUMMARY

Also in 2018/2019, we carried out quality activities at the ISSBS in accordance with the Plan for the Implementation of Quality Assurance Processes. We have adopted some changes to the study programmes. We have maintained a training system for teachers to use the e-classroom. The latest status of all study programs was entered into the new e-NAKVIS system. We have updated several rules, the Statute and the Quality Manual.

3.6.2 ACHIEVEMENTS AND SHORTCOMINGS

We recorded the following achievements:

- We conducted a focus group with 1st and 2nd cycle students on the topic of employability.
- The response of various stakeholders to the surveys is good.
- We have updated several rules, the Statute and the Quality Manual.
- We have developed new questionnaires for stakeholders in the professional practice of students.

We identify the following shortcomings:

- We perceived the need for minor changes to the surveys (for students, graduates and higher education teachers and staff).
- We perceived the need for training of higher education teachers and staff regarding the Detector of similar content, so in November 2019 we have already conducted training.

3.6.3 GUIDELINES FOR DESIGN OF MEASURES

- Introduce minor changes to surveys (for students, graduates, higher education teachers and associates).
- Preparation for the beginning of the procedure for extending the accreditation of the ISSBS at the SQAA.
- Prepare a joint analysis of the implementation of education among graduates 2013/2014 to 2017/2018 inclusive.
- Consider preparing analyses where we would compare the satisfaction of various stakeholders (students, graduates, higher education teachers and staff and professional services) in the academic year under consideration with the average of all previous years.
- Consider conducting a survey with the help of a questionnaire on the knowledge and skills of ISSBS graduates in order to determine their achieved and desired general and specific competencies.
- Continue to actively involve all stakeholders in the operation of the ISSBS, especially in the action step (Act - A) of the Deming PDCA Circle.

4 EVALUATION OF THE ACHIEVEMENT OF OBJECTIVES

4.1 LONG-TERM OBJECTIVES

Long-term objectives are shown in the fields of the ISSBS strategic orientation.

Educational activity:

1. Quality implementation of study programmes
2. Linking study and practice.
3. Internationalisation of education.
4. Updating of study programmes.

Research activity:

5. Strengthening the scope of research and development activities.
6. Integrating research results into education.
7. Engaging students in research.
8. Enhancing the dissemination of research results.

Collaboration with the environment and social responsibility:

9. Networking with the higher education and research community.
10. Networking in the regional environment with the business community.
11. Integrating social responsibility into action.
12. Raising public awareness of societal challenges and their solutions.

Provision of operating conditions:

13. Developing human capital.
14. Achieving stability and diversification of financing sources.
15. Updating infrastructure.
16. Developing a quality system.

4.2 SHORT-TERM OBJECTIVES

Data on the achievement of short-term objectives of the basic activities of the Faculty, defined by the ISSBS Development Strategy 2018 - 2024, extra-curricular activities of ISSBS students, the implementation of the staffing plan and the implementation of the Faculty's property management plan are presented in detail in slightly simplified tables and summaries that follow in this chapter, the tables can be found in Annex 7.1 to this report.

4.2.1 ACHIEVING ANNUAL OBJECTIVES OF EDUCATIONAL ACTIVITY

As shown in *Table 4*, we managed to achieve or even exceed most of the annual objectives in the field of educational activities. Regarding the objective of connecting studies and internships within the Network project, we exceeded the planned number of educational visits, workshops, number of guests, student projects and professional internships.

Regarding the promotion of the internationalisation of education, we carried out student and higher education teachers and staff mobility, and included foreign experts. Regarding the implementation of study programmes in English, we partially achieved the objective, as we implemented only one of the planned two study programmes in English, namely the Knowledge Management doctoral study programme.

In 2018/2019, we conducted one of the planned two study programmes in English, namely the doctoral KM PhD, while there was no interest in the master's MQE.

In 2019, we prepared and adopted changes to the doctoral study programme, which referred to the change in the content and methods of assessment in the teaching units Doctoral Seminar 1, Doctoral Seminar 2 and Doctoral Seminar 3, change of elective theoretical seminars in the Theoretical Seminar learning unit, and change in coordination of learning units Research work 1 - contribution at the international scientific conference and Research work 2 - research plan. So far, we have not interfered with the contact hours of the programme.

Table 4: Achieving objectives in the field of educational activity

No.	The main annual objective for 2019	Activity/Measure	Indicator	Achieving the objective
1	Linking study and practice	Carrying out educational visits within the Network	Number of educational visits in Network organisations	✓
		Involving guests in the study process	Guests from practice from Network organisations	✓
		Implementation of student projects within the Network	Student projects	✓
		Implementation of professional practice and volunteering	Number of internships in organisations included in the ISSBS Network	✓
		Conducting practical workshops within the Network	Number of workshops	✓
2.	Promoting internationalisation of education	Implementation of mobility of students, professional assistants and higher education teachers and staff	Number of outgoing mobilities performed	✓
		Involvement of foreign experts: Erasmus+, others	Number of foreign guests	partly
		Implementation of study programmes in English	Number of programmes	partly
3.	Modernisation of the doctoral programme	Contact hours analysis	Suggesting modification of the doctoral programme contact hours	partly

4.2.2 ACHIEVING ANNUAL OBJECTIVES OF RESEARCH ACTIVITY

As shown in *Table 5*, we achieved most of our annual objectives in the field of research. In the academic year 2018/2019, we enrolled 9 students in the 1st year, which is more than was set as the objective. The total number of student contributions to KoME and ML and the number of student participants in both conferences was lower than expected.

We find a larger number of articles in the proceedings and thematic journals at ML, quotations of IJMKL articles, the number of publications by higher education teachers and staff in journals with an impact factor. We also published 4 monographs by the ISSBS Publishing House and ToKnowPress.

Table 5: Achieving objectives in the field of research activity

No.	The main annual objective for 2019	Measure	Indicator	Achieving the objective
4.	Enrolment of students in doctoral studies	Promotion of doctoral studies	Doctoral students	✓
5.	Implementing activities to involve students in research	Encouraging student publication	Number of student contributions to KoME and ML	partly
		Implementation of KoME Student Conference	Number of students attending the conference	partly
6.	ML & TIIM organisation	Implementation of the ML & TIIM International Conference	No. of contributions to the proceedings and thematic journals of MLTIIM	✓
	Publication of IJMKL	Increasing international recognition of IJMKL	IJMKL article quotes	✓
	Increasing the number of publications in journals with an impact factor	Encouraging higher education teachers and staff to publication	Number of publications (1A, 1B, 1C)	✓
	Publication through the ISSBS Publishing House and ToKnowPress	Encouraging higher education teachers and staff to publish monographs	Published monographs by the ISSBS Publishing House and ToKnowPress	✓

4.2.3 ACHIEVING ANNUAL OBJECTIVES OF COOPERATION WITH ENVIRONMENT AND SOCIAL RESPONSIBILITY

In the field of cooperation with the environment and social responsibility, the Faculty, as shown in *Table 6*, has operated successfully. We achieved most of our annual objectives. We conducted 5 lectures for high school students on the topic of managerial games, economics and financial literacy, a round table and a lecture on the topic of quality in education in Pristina.

The implementation of activities within the ISSBS Network 2018-2020 project was realised and exceeded, as in 2019 we concluded five umbrella contracts for the implementation of activities out of four planned and also held two alumni mentorships for potential entrepreneurs.

Table 6: Achieving objectives in cooperation with the environment and social responsibility

No.	The main annual objective for 2019	Measure	Indicator	Achieving the objective
7.	Conducting lectures/ round tables for the interested public in Slovenia and abroad	Conducting a lecture for high school students on a current topic	Number	✓
		Implementation of a round table with a current topic	Number of round tables	✓
		Conducting lectures on the topic of quality in education in Pristina	Number	✓
8.	Carry out activities for the operation of the Network	Conclusion and implementation of umbrella contracts for the implementation of activities within the Network	Number of concluded contracts with the Network companies	✓
		Implementation of mentoring to potential entrepreneurs at ISSBS	Number of alumni mentors	✓
		ISSBS Network Design	Number of organisations and entrepreneurs involved	✓

4.2.4 ACHIEVING ANNUAL OBJECTIVES OF PROVIDING OPERATING CONDITIONS

As shown in *Table 7*, we have been successful in the past year in providing working conditions. The staff structure is stable, inflow for study activities exceeded inflow in 2018 by 7%, inflow for part-time studies increased by 13% compared to the previous year, and the operating result is positive.

The current status of all study programs was also entered into the new eNAKVIS system by the end of May 2019, which was a deadline, also set by the SQAA.

We also increased the capacity of the Wi-Fi network in all rooms of the Faculty.

Table 7: Achieving objectives in the field of providing operating conditions

No.	The main annual objective for 2019	Measure	Indicator	Achieving the objective
9.	Developing the human capital	Ensuring a stable staff structure	Maintaining the number of employees	✓
10.	Achieving stability and diversification of financing sources	Maintain a positive financial result	Maintenance of inflow from part-time study in 32,117 EUR	✓
			Ensuring financial sustainability	✓
11.	Development of the quality system	Harmonisation of study programmes descriptions in accordance with the new Criteria (2017)	Entering descriptions of study programs in new SQAA forms	✓
12.	Increasing Wi-Fi network performance	Provide a more powerful network	Contractor selection, implementation	✓

4.2.4.1 REALISATION OF THE REAL PROPERTY MANAGEMENT PLAN

In 2019, the ISSBS did not carry out any renovation or purchase of real estate. In 2019, the institute procured new equipment for EUR 8,978, the main source being research and development activities.

4.2.4.2 REALISATION OF THE PERSONNEL PLAN

Comparison of the situation on 31 December 2018 and the plan for 31 December 2019 shows one additional employee (24-25), and the change also occurs in the % of employment, namely on 31.12.2018 it was 16.8 FTE and on 31.12.2019 it was 18.9 FTE.

In the annual work programme for 2019, 26 employees were planned, as evident from Table 8, which is 2 people more than on 31 December 2018. The % of employment within the structure of higher education teachers has changed in terms of pedagogical and research workload and in terms of the job, due to promotions to titles. For 2019, we planned to have 18 higher education teachers and staff, and researchers employed. The difference between the number of employees planned on 31 December 2019 and the realisation occurs due to promotions of an employed Assistant with a doctorate to Assistant Professor, a Senior Lecturer to the position of Assistant Professor (which has already been planned), an Assistant to the position of a Senior Lecturer, employment of a Lecturer and expiration of the contract of a researcher on the project.

A comparison of data on contract employees shows that there were 21 (2.7 FTE) at the end of 2018, and 21 (2.2 FTE) contract employees were planned for the end of 2019. The actual situation shows that in 2019 there were 18 (3.2 FTE) contract employees, which is 3 less in terms of the number of persons and 1.0 % FTE more than planned.

Certain pedagogical work employments are concluded for shorter periods, and therefore not visible in the statistics on 31 December 2019.

Table 8: Number of full-time employees on 31 December 2018, changes in 2019 and the situation on 31 December 2019⁴⁰

Tariff class	Job or title	Number of full-time employees as at 31 Dec. 2018		Number of full-time employees as at 31 Dec. 2019		Number of full-time employees as at 31 Dec. 2019		Number of contract employees in 2018		Planned number of contract employees in 2019		Number of contract employees in 2019		Total number of contractors in 2018		Planned number of contractors in 2019		Total number of contractors in 2019		Average salary grade full-time employees	
		No. of all employees 31 Dec. 18	No. of employees in % of employment 31 Dec. 18	No of all employees 31 Dec. 19	No. of employees in % of employment 31 Dec. 19	No. of all employees 31 Dec. 19	No. of employees in % of employment 31 Dec. 19	No. of contract employees 2018	No. of employees in % of employment 2018	No. of contract employees 2019	No. of employees in % of employment 2019	No. of contract employees 2019	No. of employees in % of employment 2019	No of all contractors 2018	No. of all contractors in % of employment 2018	No of all contractors 2019	No of all contractors in % of employment 2019	No of all contractors 2019	No of all contractors in % of employment 2019	Average salary grade 31 Dec. 2017	Average salary grade 31 Dec. 2018
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o=c+h	p=d+j	r=e+k	s=f+l	t=g+m	u=h+n	v	w
JOBS UNDER THE REGULATION ON SALARIES OF DIRECTORS IN THE PUBLIC SECTOR																					
VII/2	Assistant Director	1.0	1.0	1.0	1.0	1.0	1.0							1.0	1.0	1.0	1.0	1.0	1.0	44.0	43.0
IX	Dean	1.0	0.5	1.0	0.5	1.0	0.5							1.0	0.5	1.0	0.5	1.0	0.5	52.0	52.0
VII/2	Director	1.0	1.0	1.0	1.0	1.0	1.0							1.0	1.0	1.0	1.0	1.0	1.0	50.0	52.0
TOTAL JOBS UNDER THE REGULATION ON SALARIES OF DIRECTORS IN THE PUBLIC SECTOR - salary group B		3.0	2.5	3.0	2.5	3.0	2.5	0.0	0.0	0.0	0.0	0.0	0.0	3.0	2.5	3.0	2.5	3.0	2.5	48.0	49.0
SUB-GROUP D1 JOBS: HIGHER EDUCATION TEACHERS AND STAFF																					
IX	Full Professor	2.0	1.1	2.0	1.1	2.0	1.1	2.0	0.3	4.0	0.4	4.0	0.5	4.0	1.4	6.0	1.5	6.0	1.6	51.0	49.0
IX	Associate Professor	4.0	2.4	4.0	2.6	4.0	2.6	1.0	0.1	2.0	0.2	1.0	0.1	5.0	2.5	6.0	2.8	5.0	2.7	49.0	45.0
IX	Assistant Professor	4.0	1.7	6.0	2.9	7.0	4.2	9.0	1.2	8.0	1.0	8.0	2.1	13.0	2.9	14.0	3.9	15.0	6.3	45.0	42.0
VIII	Lector with a master's degree	1.0	0.8	1.0	0.8	1.0	0.9							1.0	0.8	1.0	0.8	1.0	0.9	33.0	35.0
VII/2	Lector													0.0	0.0	0.0	0.0	3.0	0.3	38.0	39.0
VII/2	Senior Lecturer	2.0	1.4	1.0	0.5	1.7	0.8	6.0	0.8	4.0	0.4	3.0	0.3	8.0	2.2	5.0	0.9	3.0	1.9	32.0	33.0
VII/2	Lecturer			1.0	0.95	2.0	0.2	2.0	0.2	2.0	0.2	1.0	0.2	2.0	0.2	2.0	0.2	1.0	1.0		
TOTAL HIGHER EDUCATION TEACHERS		13.0	7.4	14.0	7.9	17.0	11.4	20.0	2.6	20.0	2.2	17.0	3.2	33.0	10.0	34.0	10.1	34.0	14.6	43.4	42.7
IX.	Assistant with a doctorate	1.0	1.0	1.0	1.0	0.0	0.0			0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	0.0	0.0	37.0	37.0
VII/2	Assistant	1.0	0.4	1.0	0.6	0.0	0.0	1.0	0.1	1.0	0.1	1.0	0.01	2.0	0.5	2.0	0.7	1.0	0.0	30.0	30.0
TOTAL HIGHER EDUCATION STAFF		2.0	1.4	2.0	1.6	0.0	0.0	1.0	0.1	1.0	0.1	1.0	0.01	3.0	1.5	3.0	1.7	1.0	0.0	26.4	18.5
TOTAL HIGHER EDUCATION TEACHERS AND STAFF		15.0	8.8	16.0	9.5	17.0	11.4	21.0	2.7	21.0	2.3	18.0	3.2	36.0	11.5	37.0	11.8	35.0	14.6	40.7	37.0
TOTAL NUMBER OF EMPLOYED IN SUB-GROUP D1		15.0	8.8	16.0	9.5	17.0	11.4	21.0	2.7	21.0	2.3	18.0	3.2	36.0	11.5	37.0	11.8	35.0	14.6	40.7	30.0
SUB-GROUP H JOBS: RESEARCHERS AND PROFESSIONAL STAFF																					
VII/2	Young researcher at integrated doctoral studies	0.0	0.0	0.0	0.0	0.0	0.0							0.0	0.0	0.0	0.0	0.0	0.0	29.0	31.0
VII/2	Researcher on a project	1.0	1.0	2.0	2.0	0.0	0.0							1.0	1.0	2.0	2.0	0.0	0.0		31.0
TOTAL NUMBER OF EMPLOYED IN GROUP H		1.0	1.0	2.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	2.0	2.0	0.0	0.0	0.0	31.0

⁴⁰ The table shows data on full-time employees and contract employees at a higher education institution as a proportion of employment, regardless of the study programme in which the individual teaches or the research project in which he is involved. The number of contract employees includes external (contract associates) who cooperate with the higher education institution in its pedagogical process and are not employed at the higher education institution.

OTHER: ASSISTANTS, ADMINISTRATIVE AND OTHER TECHNICAL STAFF

GROUP J JOBS

VII/2	Head of Education service	1,0	1,0	1,0	1,0	1,0	1,0							1,0	1,0	1,0	1,0	1,0	1,0	39,0	39,0
VII/2	Head of Research service	1,0	1,0	1,0	1,0	1,0	1,0							1,0	1,0	1,0	1,0	1,0	1,0	37,0	39,0
TOTAL NUMBER OF EMPLOYED IN MANAGEMENT		2,0	2,0	2,0	2,0	2,0	2,0	0,0	0,0	0,0	0,0	0,0	0,0	2,0	2,0	2,0	2,0	2,0	2,0	38,0	39,0
VII/2	Assistant Field of education 1	2,0	2,0	2,0	2,0	2,0	2,0	0,0	0,0	0,0	0,0	0,0	0,0	3,0	3,0	3,0	3,0	3,0	3,0	36,0	37,0
VII/2	Assistant Field of research 1	1,0	0,5	1,0	0,5	1,0	1,0	0,0	0,0	0,0	0,0	0,0	0,0	5,0	5,0	5,0	5,0	5,0	5,0	36,0	37,0
		0,0	0,0	0,0	0,0									0,0	0,0	0,0	0,0	0,0	0,0	24,0	
TOTAL NUMBER OF EMPLOYED GROUP J JOBS EMPLOYED IN MANAGERIAL POSITIONS AND VETERINARIANS NOT INCLUDED		3,0	2,5	3,0	2,5	3,0	3,0	0,0	0,0	0,0	0,0	0,0	0,0	3,0	3,0	3,0	3,0	3,0	3,0	60,0	37,0
TOTAL NUMBER OF EMPLOYED GROUP J JOBS		5,0	4,5	5,0	4,5	5,0	5,0	0,0	0,0	0,0	0,0	0,0	0,0	5,0	5,0	5,0	5,0	5,0	5,0	98,0	76,0
TOTAL NUMBER OF EMPLOYED GROUP J, E, G JOBS		5,0	4,5	5,0	4,5	5,0	5,0	0,0	0,0	0,0	0,0	0,0	0,0	5,0	5,0	5,0	5,0	5,0	5,0	98,0	76,0
TOTAL NUMBER OF ALL EMPLOYEES		24,0	16,8	26,0	18,5	25,0	18,9	21,0	2,7	21,0	2,3	18,0	3,2	45,0	20,0	47,0	21,3	43,0	22,1	54,7	41,1

4.2.5 ACHIEVING ANNUAL OBJECTIVES OF STUDENT'S EXTRA-CURRICULAR ACTIVITIES

The objectives of extra-curricular activities in 2019 were achieved, except for helping students connect with the economy, as no educational visits to fairs in the region were organised. The objectives related to the KoMe conference and the "Študentijada mednarodnih" festival were only partially realised, as there were not as many participants as planned (more detailed figures are shown in Table 11).

Table 9: Achieving objectives in the field of student extra-curricular activities

No.	Annual objectives for 2019	Measures (tasks) to attain the objective	Indicator	Achieving the objective
1.	Conduct regular student council meetings	Convene meetings	Number of sessions	✓
2.	Participate in bodies of the Faculty	Attendance at sessions of the Senate, commissions and the AA	Percentage of attendance	✓
3.	Participate in the presentation activities of the Faculty	Engagement	Participation in activities in %	✓
4.	Organise the KoMe conference	Organisation and implementation of the conference	Number of participants	partly
5.	Organise the "Študentijada mednarodnih" festival	Organisation and implementation of the "Študentijada mednarodnih" festival	Number of participants	partly
6.	Help students connect with the economy	Organise educational visits to fairs in the region	Number of participants	✗
7.	Assistance to students in their studies (tutors)	Establish mutual tutoring assistance and participate in the activities of the Career Centre	Number of tutors	✓
8.	Learning foreign languages - German and Russian	Foreign language courses	Number of participants	✓
9.	Encouraging students to sports and recreational activities	Promotion to participate in various sports and recreational forms	Number of participants	✓
10.	Organisation of educational visits	Educational visit to the EU Parliament headquarters in Brussels	Number of participants	✓
11.	Organisation of student meetings	Acquaintance party 2019	Number of participants	✓

5 ASSESSMENT OF PERFORMANCE IN ACHIEVING OBJECTIVES COMPARED TO THE REPORT OF THE PREVIOUS YEAR(S)

5.1 OCCURRENCE OF ANY UNACCEPTABLE OR UNEXPECTED CONSEQUENCES IN IMPLEMENTATION OF THE WORK PROGRAMME

In 2019, there were no inadmissible and unexpected consequences in the implementation of the ISSBS work programme.

5.2 PERFORMANCE ASSESSMENT IN ACHIEVING OBJECTIVES IN RELATION TO OBJECTIVES ACHIEVED ACCORDING TO THE REPORT OF THE PREVIOUS YEAR(S)

We estimate that the basic objectives from the Annual Work Programme 2019 have been achieved, which can be seen in individual areas in the previous chapters and in Annexes 7.1 and 7.3. We note that certain target values of indicators have even been exceeded.

We are satisfied with the increase in the number of students compared to the previous year (from 406 in 2017/2018 to 424 in 2018/2019 and to 448 in 2019/2020), especially due to the 2nd and 3rd cycle, and the increase of the transition from 1st to 2nd year rate at EMS (from 59% to 67%) and KM (71 to 82%) programmes. At all cycles, however, the study time has slightly extended. In recent years, we have systematically approached the introduction of the e-classroom in study programmes, and there seems to be a high level of satisfaction among students, since it was given a score of 4.4 on a 5-point scale.

In 2019, the ISSBS was very successful in the implementation of research and development projects. Compared to 2018, the number of implemented projects is high (17, 14 a year earlier), projects represent 23% of revenues and strengthen the visibility of ISSBS in the international and local environment, and contribute to greater research production. Researcher quotation has increased, despite a smaller number of researchers (CI Wos/ Scopus from 60/110 to 69/141). We obtained a two-year postdoctoral project in the field of economics and a new TRP in the field of Zois scholarships. The MakeLearn & TIIM conference in Piran was attended by 226 participants from 30 countries (182 the year before), we also maintained the scope of mobility of foreign teachers through Erasmus+ (KA103 and KA107) and the Visiting Teachers tender, as 11 incoming and 14 outgoing teacher mobilities were carried out.

The success of 2019 is also the continuation of the ISSBS Network project within the development pillar of the MESS financing, which began in 2018. The latter enabled us to expand and upgrade existing cooperation with companies (5 new partner companies from which 5 guests from practice visited the Faculty) through practical workshops (6), professional educational visits (6), Alumni mentoring (2 mentorships), etc.

The Faculty will continue with the formation of new knowledge and in its transfer to the educational process and through development and consulting work will also operate in the wider economic and social environment.

5.3 ASSESSMENT OF THE ECONOMY AND EFFICIENCY OF OPERATION ACCORDING TO THE SET STANDARDS AND CRITERIA OF COMPETENT MINISTRY, AND MEASURES TO IMPROVE THE EFFICIENCY AND QUALITY OF OPERATIONS

In assessing cost-effectiveness and efficiency, we proceed from the principles for financing higher education institutions contained in the Resolution on National programme of Higher Education of the Republic of Slovenia 2011-2020 and the Criteria for Monitoring, Assessing and Assuring the Quality of Higher Education Institutions, Study Programmes and Research and Professional Activities.

The ISSBS disposes of public funds obtained on the basis of a concession in accordance with the Concession Agreement and also the Public Finance Act and other legal regulations in this area. We operate with public funds in accordance with the criteria and standards set by the Ministry of Education, Science and Sport for the use of earmarked money.

The ISSBS fully respects the principles of economy and efficiency of asset operations.

5.4 ASSESSMENT OF FUNCTIONING OF INTERNAL CONTROL OF PUBLIC FINANCES

In accordance with the Public Finance Act and the Rules laying down the Policies for a Coordinated Function of Public Internal Financial Control System, we find that since the ISSBS is not an indirect budget user, the frequency and way of organising the internal audit is not prescribed. For indirect budget users with an annual budget exceeding EUR 2 million, an internal audit has to be carried out every year, every three years otherwise. As the Faculty is not a budget user, we do not report on the audit to the Budget Supervision Office and we do not have a Service for Public Internal Financial Control. Nevertheless, the ISSBS has established a system of internal controls, which is defined in the Accounting Rules and regularly monitors the risks that could lead to irregularities in operations.

5.5 EXPLANATIONS FOR AREAS WHERE THE SET OBJECTIVES HAVE NOT BEEN MET

We note that the key annual objectives for 2019 have been achieved. The objectives that the ISSBS did not fully achieve in 2019 are the number of students who attended the KOMÉ Student Conference (37, planned 80) and the number of their contributions (7 instead of 10). As of extra-curricular activities, visiting fairs in the region was not realised, instead, a professional educational visit to Brussels was carried out.

5.6 ASSESSMENT OF THE IMPACTS OF OPERATIONS IN OTHER AREAS, ESPECIALLY ECONOMY, SOCIAL AFFAIRS, ENVIRONMENTAL PROTECTION, REGIONAL DEVELOPMENT AND SPATIAL PLANNING

The ISSBS strengthens cooperation with the environment through its conference, research and publishing activities and lifelong learning, and maintains contact with graduates through the "ISSBS Alumni and Friends" network. We also organise interesting lectures and workshops on various topics, to which we invite the general public, students and graduates, as well as round tables. The ISSBS also cooperates with its students, considered to be important stakeholders. In 2019, the established contact with the ISSBS Council and the activities of the ISSBS Network continued, in the latter we strengthened cooperation with companies.

The ISSBS formally cooperates with various national and international institutions (higher education, research, economics), and informal cooperation is often expressed at the level of individual participation of higher education teachers and researchers. Participation in educational activities takes place through the engagement of guests from practice in the implementation of study programmes, professional educational visits, workshops for students, project assignments for companies, involvement of students in practical training in companies, mobility of teachers and students. In the field of research, there is cooperation in various R&D projects and their applications, as well as in publishing and conference activities.

The ISSBS is also an important employer in the region, as it employs many highly educated staff, also many young people, who are offered dynamic work, especially in the context of work in administrative services, nationally and internationally.

We believe that such way of working and cooperation will contribute to the further growth and quality of educational and research work at the Faculty and greater employability of our graduates in the economy and public organisations.

6 LEGAL BASES:

- Higher Education Act,
- General Administrative Procedure Act,
- Professional and Academic Titles Act,
- Research and Development Activity Act,
- Health and Safety at Work Act,
- Personal Data Protection Act,
- Institutes Act,
- Assessment and Recognition of Education Act,
- Accounting Act,
- Organisation and Financing of Education Act,
- Public Finance Act,
- Fiscal Balance Act,
- Public Information Access Act,
- Employment Relationships Act,
- Decree on the public financing of higher education institutions and other institutions,
- Decree on the introduction and use of the education and training classification system - KLASIUS,
- Decree on the provision and re-use of public information,
- Criteria for the accreditation and external evaluation of higher education institutions and study programmes,
- Criteria for transferring between study programmes
- Criteria for credit assignment to study programmes according to ECTS,
- Criteria for entry in the register of experts,
- Minimum standards for election to the titles of higher education teachers, researchers and higher education associates at higher education institutions,
- Rules on the register of higher education institutions and the provision of data for eVŠ,
- Rules on tuition fees and other contributions in higher education,
- Rules on the call for enrolment and enrolment in higher education,
- Statute of the ISSBS and other internal acts of the Faculty.

The Self-Evaluation record is based on data collected in the following documents (analyses, minutes, etc.):

1. Analysis of the implementation of education - 1st and 2nd cycle students 2018/2019,
2. Analysis of the operation of the Faculty - higher education teachers and staff 2018/2019,
3. Analysis of the implementation of education - graduates 2017/2018,
4. Analysis of the operation of the Faculty - professional services 2018/2019,
5. Minutes of the focus group with students,
6. Analysis of student performance and the transition rate in the 2018/2019 exams,
7. Analysis of bibliographic indicators of research performance and quotation of bibliographic records for higher education teachers and staff of the ISSBS for 2019.

7 ANNEXES

7.1 TABLES WITH DATA ON ACHIEVING SHORT-TERM ANNUAL OBJECTIVES

7.1.1 EDUCATIONAL ACTIVITY

Table 10: Achieving objectives in the field of educational activity

N o.	Strategic objective	The main annual objective for 2019	Activity/Measure	Indicator	Unit of Measure	Baseline value 2018 (2017 - 2018)	Target value 2019 (2018/2019)	Realisation 2019 (2018/2019)	Achieving the objective
1	Quality implementation of study programmes	Linking study and practice	Carrying out educational visits within the Network	Number of educational visits in Network organisations	Number	2	4	6	✓
			Involving guests in the study process	Guests from practice from Network organisations	Number	0	4	6	✓
			Implementation of student projects within the Network	Student projects	Number	8	4 additional	8	✓
			Implementation of professional practice and volunteering	Number of internships in organisations included in the ISSBS Network	Number	0	4	9	✓
			Conducting practical workshops within the Network	Number of workshops	Number	2	4	6	✓
2.	Internationalisation of education	Promoting internationalisation of education	Implementation of mobility of students, higher education teachers and staff	Number of mobilities performed	Number (incoming / outgoing)	Students: 2/2 higher education teachers and staff: 20/10	Students: 1/2 higher education teachers and staff: 5/9	Students: 3/3 higher education teachers and staff: 11/14 professional assistants: 0/1	✓

No.	Strategic objective	The main annual objective for 2019	Activity/Measure	Indicator	Unit of Measure	Baseline value 2018 (2017 - 2018)	Target value 2019 (2018/2019)	Realisation 2019 (2018/2019)	Achieving the objective
			Involvement of foreign experts: Erasmus+ others	Number of foreign guests	Number	21	12	11	partly
			Implementation of study programmes in English.	Number of programmes	Number	1	2	1	x
3.	Modernisation of study programmes	Modernisation of the doctoral programme	Contact hours analysis	Suggesting modification of the doctoral programme contact hours	Number	0	1	1	partly

7.1.2 RESEARCH ACTIVITY

Table 11: Achieving objectives in the field of research activity

No.	Strategic objective	The main annual objective for 2019	Measure	Indicator	Unit of Measure	Baseline value in 2018 (2017 - 2018)	Target value 2019 (2018/2019)	Realisation 2019 (2018/2019)	Achieving the objective
4.	Strengthening the scope of research and development activities	Enrolment of students in doctoral studies	Promotion of doctoral studies	Doctoral students	number total of enrolled in the programme	14	7 newly enrolled	9 newly enrolled	✓
5.	Engaging students in research	Implementing activities to involve students in research	Encouraging student publication	Number of student contributions at KoME and ML	Number	KoME: 7 MLTIIM: 4	KoME: 10 MLTIIM: 5	KoME: 7 ML: 6	partly
			Implementation of KoME Student Conference	Number of students attending the conference	Number	KoME: 73 MLTIIM: 5	KoME: 70 MLTIIM: 5	KoME: 38 ML: 5	partly
6.	Enhancing the dissemination of research results	ML & TIIM organisation Issuing of IJMKL	Implementation of the ML & TIIM International Conference	No. of contributions to the proceedings	Number	182	150	201	✓

No.	Strategic objective	The main annual objective for 2019	Measure	Indicator	Unit of Measure	Baseline value in 2018 (2017 - 2018)	Target value 2019 (2018/2019)	Realisation 2019 (2018/2019)	Achieving the objective
		Increasing the number of publications in journals with an impact factor		and thematic journals of MLTIIM					
		Publication through the ISSBS Publishing House and ToKnowPress	Increasing international recognition of IJMKL	IJMKL article quotes	Number	222	250	331	✓
			Encouraging higher education teachers and staff to publication	Number of publications	Number	12	15	17	✓
			Encouraging higher education teachers and staff to publish monographs	Published monographs by the ISSBS Publishing House and ToKnowPress	Number	5 (2 + 3)	4 (2 + 2)	4 (1+3)	✓

7.1.3 COOPERATION WITH THE ENVIRONMENT AND SOCIAL RESPONSIBILITY

Table 12: Achieving objectives in the field of cooperation with the environment and social responsibility

No.	Strategic objective	The main annual objective for 2019	Measure	Indicator	Unit of Measure	Baseline value in 2018 (2017 - 2018)	Target value 2019 (2018/2019)	Realisation 2019 (2018/2019)	Achieving the objective
7.	Raising awareness of societal challenges and their solutions among interested public.	Conducting lectures/ round tables for the interested public in Slovenia and abroad	Conducting a lecture for high school students on a current topic	Number of all agreements	Number	1	1	5	✓
			Implementation of a round table with a current topic	Number of round tables	Number	1	1	1	✓
			Conducting a lecture on the topic of quality in education in Pristina	Number	Number	1	1	1	✓
8.	Networking with the business community in regional environment	Carrying out activities for the operation of the Network	Conclusion and implementation of umbrella contracts for the implementation of activities within the Network	Number of concluded contracts with the Network companies	Number	6	8	5 new (6 from 2018)	✓
			Implementation of mentoring to potential entrepreneurs at the ISSBS	Number of alumni mentors	Number	1	2	2	✓
			ISSBS Network Design	Number of organisations and entrepreneurs involved	Number	6	8	11	✓

7.1.4 PROVIDING ADEQUATE OPERATING CONDITIONS:

Table 13: Achieving objectives in the field of providing operating conditions

No.	Strategic objective	The main annual objective for 2019	Activity/Measure	Indicator	Unit of Measure	Baseline value 2018 (2017 - 2018)	Target value 2019 (2018/2019)	Realisation 2019 (2018/2019)	Achieving the objective
9.	Developing the human capital	Ensuring a stable staff structure	Maintaining the number of employees	Number of employees	Number	24	26	25	partly
10.	Achieving stability and diversification of financing sources	Maintain a positive financial result	Maintenance of inflows from part-time study in 000 EUR	Amount of inflows	EUR 1000	80,168	70,000 and more	82,854	✓
			Ensuring financial sustainability	Profit or loss of the Faculty	in EUR on 31 December	18,279	Positive BO	32,117	✓
11.	Development of a quality system	Harmonisation of study programmes descriptions in accordance with the new Criteria (2017)	Entering descriptions of study programs in new SQAA forms	No. of study programmes	Number	0	6 (EMS, BMS, KM, MQE, HRDM, KM PhD)	6 (EMS, BMS, KM, MQE, HRDM, KM PhD)	✓
12.	Increasing Wi-Fi network performance	Provide a more powerful network	Contractor selection, implementation	Doubling capacity		basic	doubled	Yes	✓

7.1.5 EXTRA-CURRICULAR ACTIVITIES OF STUDENTS

Table 14: Achieving objectives in the field of student extra-curricular activities

No.	Annual objectives for 2019	Measures (tasks) to attain the objective	Indicator name	Baseline value 2018	Target value of the indicator in 2019	Realisation 2019	Achieving the objective
13.	Conduct regular Student Council sessions	Sessions convened	Number of sessions	5	5	7	✓
14.	Participate in the bodies of the Faculty	Attendance at sessions of the Senate, commissions and the AA	Percentage of attendance	85	90	90	✓
15.	Participate in the presentation activities of the Faculty	Engagement	Participation in activities in %	100	100	85%	Partly
16.	Organise the KoMe conference	Organisation and implementation of the conference	Number of participants in all events	80	100	37	Partly
17.	Organise the "Študentijada mednarodnih" festival	Organisation and implementation of the "Študentijada mednarodnih" festival	Number of participants	100	100	76	partly
18.	Help students connect with the economy	Organise educational visits to fairs in the region	Number of participants	70	30	/	x
19.	Assistance to students in their studies (tutors)	Establish mutual tutoring assistance and participate in the activities of the Career Centre	Number of tutors	5	5	5	✓
20.	Learning foreign languages - German and Russian	Foreign language courses	Number of participants	20	40	22	Partly, only a course of

No.	Annual objectives for 2019	Measures (tasks) to attain the objective	Indicator name	Baseline value 2018	Target value of the indicator in 2019	Realisation 2019	Achieving the objective
							German
21.	Encouraging students to sports and recreational activities	Promotion to participate in various sports and recreational forms	Number of participants	-	60	20	partly

7.2 REALISATION OF THE PERSONNEL PLAN

In 2019, we maintained the structure of employees, as had been set in the previous year. The number of all employees is one person higher in 2019 than in 2018, namely 25. In total, there were 43 lecturers (2018; 45).

Table 15: Realisation of the personnel plan

Position and grade	Number of full-time employees on 31 December 2018		Number of new employments in 2019		Number of contract employees 2019		Number of employees on 31 December 2019		Number of lecturers in 2019	
	Number of all employees 31.12.18	Number of employees in % of employment 31.12.18	In persons (% of employment)	In months	Number of contract employees 2019	Number of employees in % of employment 2019	Number of all employees	Number of all lecturers in % of employment	Number of all lecturers 2018	Number of all lecturers in % of employment 2018
Managerial positions	3	2.5					3	2.5	3	2.5
Higher education teachers	13	7.4	1	5	17	3.2	17	11.4	34	14.6
Higher education staff	2	1.4			1	0.01	0	0	1	0.01
Researchers	1	1								
Employees in support positions (without technical staff/ laboratory assistants)	5	4.5					5	5.0	5	5.0
Total	24	16.8			18	3.21	25	18.9	43	22.1

7.3 TABLES CONTAINING DATA ON ACHIEVEMENT OF STRATEGIC OBJECTIVES

7.3.1 EDUCATIONAL ACTIVITY

Table 16: Achieving strategic objectives in the field of educational activity

No.	Strategic objective	Measure	Indicator	Unit of measure	Baseline value 2018	Target value 2020	Realisation 2019 (2018/2019)	Achieving the objective
1.	Quality implementation of study programmes	Monitoring the completion of studies	Transition from 1st to 2nd year	Percentage of pure transition rate	EMS: 60% BMS: 70% KM: 71%	From 65 to 85%	EMS: 66.67% BMS: 48.44% KM: 82.43% KM PhD: 77.78	Partly
			Duration of study	In years	EMS: 3.3 BMS: 3.85 KM: 3.73 MQE: 1.43	d+1, d - duration of study programme	EMS: 4.06 BMS: 3.56 KM: 4.07 MQE: 1.82	Partly
		Monitoring students' satisfaction with study	Students' satisfaction	Average grade from 1 to 5	With subjects: 4.2 With lecturers: 4.4	With subjects: 4.3 With lecturers: 4.5	With subjects: 4.04 With lecturers: 4.34	✘
			Graduates' satisfaction with their studies	Average grade from 1 to 5	4.0	4.0	4.3	✓
		Implementing study support	Tutorial lessons delivered	Number of lessons	111.5	from 300 to 400	113	✘
			Students' satisfaction with study support	Average grade from 1 to 5	Library: 4.2 NOVIS: 4.3 Office of Student Affairs: 4.3	at least 4.1	Library: 4.4 NOVIS: 4.3 Office of Student Affairs: 4.6	✓
		Implementation of blended learning (e-classroom)	Students' satisfaction with implementation of the e-classroom	Average grade from 1 to 5	4.3	4.5	4.4	✘
		Monitoring graduate employment	Graduate employment within one year of graduation (survey)	Percentage	73%	55% 80%	EMS: 62.5% BMS: 43.75% KM: 89% MQE: 100%	✓

No.	Strategic objective	Measure	Indicator	Unit of measure	Baseline value 2018	Target value 2020	Realisation 2019 (2018/2019)	Achieving the objective
							HRDM: 100%	
2.	Linking study with practice	Integrating guests in the study process	Guests integrated in the performance	Number	17	From 30 to 50	33	✓
		Implementing educational visits	Educational visits	Number	7	From 5 to 10	In 13 subjects to 4 organisations	✓
		Implementation of student projects in organisations	Percentage of students involved	Percentage (No. of students / all students)	35% (147/424)	20 %	19 % (86/448)	✓
3.	Internationalisation of education	Implementing student mobility and HET/HEs	Number of mobilities performed	Number (incoming / outgoing)	Students: 1/3 HET/HEs: 15/7 Professional assistants: 1/0	Increase by 10%	Students: 3/3 HET/HEs: 11/14 Professional assistants: 0/1	partly
		Involvement of foreign experts	Number of foreign guests	Number	11	From 15 to 25	11	✘
		Implementation of study programmes in English.	Number of programmes	Number	1	1	1	✓
4.	Modernisation of study programmes	Follow up on initiatives for improvements and innovations	Number of content updates accepted at the Commission for Study Affairs	Number	EMS, BMS, KM: 3; MQE, KM PhD: 1	At least one improvement per study programme	All programmes	✓

7.3.2 RESEARCH ACTIVITY

Table 17: Achieving strategic objectives in the field of research activity

No.	Strategic objective	Measure	Indicator	Unit of measure	Baseline value 2018	Target value 2020	Realisation 2019	Achieving the objective
5.	Strengthening the scope of research and development activities	Application and implementation of projects in various calls for proposals at home and abroad	Projects acquired	Number	3	From 5 to 10	5	✓
			% R&D revenue / total revenue	%	28.4 %	15-25	23%	✓
		Promotion of doctoral studies	doctoral students	total of enrolled in the programme	9	10	9	✓
6.	Integrating research results into education	Use of research achievements in implementation of LU	Revenue from the sale of books from the publishing house to the ISSBS students	EUR	3,178.16	3,000	1,710 EUR	✗
7.	Engaging students in research	Encouraging student publication	Number of student contributions at KoME and ML	Number	KoME: 16 ML: 10	KoME: 10 ML: 10	KoME: 7 ML: 6	✗
		Implementation of KoME Student Conference	Number of students attending the conference	Number	KoME: 73 ML: 9	KoME: 45 ML: 15	KoME: 38 ML: 5	✗
8.	Enhancing the dissemination of research results	Implementation of the ML & TIIM International Conference	Number of contributions in the proceedings and thematic journals at ML	Number	185	140	201	✓
		Increasing international recognition of the IJMKL	IJMKL article quotations	Number	222	100	331	✓
		Increasing the number of publications in journals with an impact factor	Number of publications	Number	14	20	17	✗
		Publication through the ISSBS Publishing House and ToKnowPress	Published monographs by the ISSBS Publishing House and ToKnowPress	Number	3 (2+1)	From 5 to 10	4 (1+3)	✗

7.3.3 COOPERATION WITH THE ENVIRONMENT AND SOCIAL RESPONSIBILITY

Table 18: Achieving strategic objectives in the field of cooperation with the environment and social responsibility

No.	Strategic objective	Measure	Indicator	Unit of measure	Baseline value 2018	Target value 2020	Realisation 2019	Achieving the objective
9.	Networking with the higher education and research community	Strengthening international and domestic cooperation	Number of all agreements	Number	50	50	51	✓
10.	Networking with the business community in regional environment	Cooperation with companies, other institutions and other organisations	Active agreements with companies (professional practice, educational visits, student projects, etc.)	Number	24	30	11	✓
		Strengthening cooperation in the R&D field	Projects for other organisations	Number	7	2	0	
11.	Integrating social responsibility into action	Engaging students in volunteering events	Number of students volunteering	Number	15	15-25	2	×
12.	Raising public awareness of societal challenges and their solutions	Organisation of events for the general public	Events implemented for the interested public	Number	6	6	6	✓

7.3.4 PROVIDING ADEQUATE OPERATING CONDITIONS:

Table 19: Achieving strategic objectives in the field of providing suitable conditions for operation

No.	Strategic objective	Measure	Indicator	Unit of measure	Baseline value 2018	Target value 2020	Realisation 2019	Achieving the objective
13.	Developing the human capital	Monitoring the professional development of employees	Training per employee	Number of trainings per employee	1.33	1.5	1.7	✓
		Monitoring employee satisfaction with work	Assessment of employee satisfaction with work	Average grade from 1 to 5	HEt/HEs: 4.1 SS: 4.1	4-4.5	HEt/HEs : 4.4 SS: 4.5	✓
14.	Achieving stability and diversification of financing sources	Monitoring revenues from study, marketing, development and research activities	Proportion of assets by activity	Proportion (revenue in EUR / all revenue)	Market 2.7% RR 28%	Market 5-10% RR 15-25%	Market: 1.5% RR: 23%	Partly
		Providing financial sustainability	Profit or loss of the Faculty	in EUR on 31 December	28,176	Positive	32,117	✓
15.	Modernising the infrastructure	Modernising material conditions and e-environment	Assessment of employee satisfaction with working conditions	Average grade from 1 to 5	HEt/HEs: 4.3 SS: 4.2	4-4.5	HEt/HEs: 4.3 SS: 4.3	✓
		Increasing the accessibility of the ISSBS library materials	Units of material (e-sources, physical material)	Number of units	3,819	3,700	3,902	✓
16.	Development of a quality system	Managing self-evaluation with measures	Monitoring the implementation of measures	Proportion	86 %	80-100 %	80-100 %	✓
		Conducting discussions and trainings on quality	Follow up on quality discussions at meetings of various bodies	Number	9	12	8	×

7.4 DETAILED DESCRIPTION OF ACHIEVING OBJECTIVES OF DEVELOPMENT PILLAR OF FINANCING IN 2019 (ISSBS NETWORK)

In the following, realisation of the DPF objectives for 2019, which were listed in Chapter 2.5.2., is presented in greater detail

First, we present educational visits and workshops. During an educational visit to the company Šumer d.o.o. from Ljubecna, its representatives first presented the company, the method and areas of operation, as well as the approach to the market to participating students. As part of the presentation of activities on the market, they explained their model of the project approach to operation and answered students' questions. This was followed by a guided tour and a detailed explanation of the production with many interesting machines to be seen. They highlighted competitive advantages in the market and also showed in practice what makes them different and successful in the market. After viewing the production process, company representatives were available to students for additional questions, which arose during observation of interesting production processes and various products for various industries. The educational visit was attended by a total of 20 students, and included students from all concession study programmes and years.

During an educational visit to DEWESoft d.o.o. from Trbovlje, students had the opportunity to meet a leading company in the field of software development and production of electronic components, which received the golden gazelle award in 2012. In addition to presentation of a success story, the students also visited the business premises and production, and received much good career guidance. At the same time, they had a presentation of Katapult, an entrepreneurial accelerator, offering support to start-ups, including Chipolo. A company representative gave an overview of their business path and what it took to break into the market. A total of 40 students from all concession programmes and from different years took part in the educational visit.

In the Vivapen d.o.o. company from Celje, the director of the company, Mrs. Melanšek presented the company and its history, and an employee of the company introduced all the departments to students. For each department, he explained the activity and the approach to implementation of activities to ultimately create the final product. Students learned about the entire process of producing pens, from design, through making a workshop plan and appropriate tools, injecting of components, to assembling and packaging them. The educational visit was attended by 25 students.

During educational visit to Pomurski tehnološki park d.o.o. from Murska Sobota, students got acquainted with the objectives, purpose and activities of the technology park, as well as with the projects for fostering entrepreneurial initiative. They, above all, emphasised cooperation with high schools, faculties and companies, as well as innovative ways of cooperation, since they believe that it is important for theory to be translated into practical activities. In addition, the technology park also offers its services to companies that are not start-ups, as they are aware that they have, with their professional associates, access to various information, inaccessible to smaller entrepreneurs, and thus help them in several areas: education, investors, preparation of tender documents, etc. A total of 40 students from all concession programs and from different years took part in the educational visit.

As the faculty strives for a varied range of educational visits to companies, we also organised one - as part of the Network project - to the Paradajz d.o.o. company, which is known for its production of Lušt tomatoes. One of the owners of the company presented the history and development path of the company, by highlighting the perseverance as being crucial for the successful operation. His co-worker presented the technology of tomato production, the types of tomatoes they grow, the way they take care of growing plants and the way they organise

their work. Students were also able to try all kinds of tomatoes grown by the company. The educational visit was attended by a total of 40 students from all three concession programmes and years.

In different workshops, workshop providers from different industries try to transfer knowledge and skills in various and popular ways, especially by encouraging students to identify problem situations through activities and group work and to start thinking about possible solutions and how to approach them. Last year, 8 different workshops were organised, the contents of which are briefly described below.

At the workshop on B2B marketing activities on the market, a representative of Šumer d.o.o. presented the basic differences in understanding market laws when operating in different market types (B2C and B2B), and then continued the workshop with B2B marketing activities related topics. Students thus learned about a completely different market approach and, above all, the practical use of various marketing tools. Since the event was organised as a workshop, they dealt with everyday cases from the company practice, this being the easiest way to get an overview of current market conditions (especially in foreign markets) and improve their understanding of the areas of operation of each company in practice.

At a workshop conducted by a consultant from the Regional Chamber of Crafts and Small Businesses of Celje, entitled The impact of communication on business performance, students were presented with the importance of modern communication and why it is important to obtain relevant information if we want to communicate successfully. At the workshop, the lecturer reminded of the differences between people and the very ways of understanding communication. The content included the presentation of communication systems and their impact on the transmission of messages and the importance of internal communication. During the workshop, the participants got involved in a discussion about the basic issues we face in communication. At the end of the workshop, the lecturer emphasised the differences between communication and successful communication. The content of the workshop was intertwined with examples from practice and everyday life. During the workshop, several exercises were performed, including exercises on the topic of memory and testing the success of intercommunication between participants.

In the workshops The Path of Financial Security and Entering the Crypto World, students tried to determine individual attitude towards money. They focused on the needs of an individual, on how much to put aside for the future on the monthly basis, and which obstacles prevent one from not doing so (yet). Through calculations, they came up with the answer on how to invest safely in moving markets. Based on past IPOs, as well as on cryptocurrencies led by Bitcoin, they came to a conclusion that incredibly high returns are also possible. In the future, such returns will be available to everyone, taking into account diversification and gradual investment.

Since the NLP (neurolinguistic programming) proves to be an excellent tool for effective communication, achieving excellent relationships, empowering individuals, effectively achieving business and personal objectives, as well as a method for successful business growth, we also organised an interesting 2-day workshop entitled NLP in sales, which impressed the students, as it was performed by a business and NLP coach with an international INLPTA certificate, mentor, master coach and business consultant Mr. Gaber Marolt.

Within the frame of the workshops Social Networks and Online Marketing, as well as E-mail Marketing, students were introduced to the use of social networks for advertising purposes from a practical point of view, and prepared their advertising campaigns on social networks.

In the Business Website Design workshop, students prepared websites using the tools available to present their business ideas, gaining important competencies and developing skills to design, present and sell business ideas.

Students also prepared various project tasks for several companies and institutions/organisations. They solved real business situations and problems that companies and organisations face on regular basis. The proposed solutions helped many companies and organisations to improve their understanding of the situation and in some cases also represented a comprehensive final approach to the implementation of activities. This is especially important for the Faculty, as pedagogical mentors at the Faculty demonstrate their professional skills and understanding of real situations in companies and successfully transfer theoretical knowledge into proposals for practical ways of solving problem situations. With such mentoring, they transfer relevant knowledge to students and those skills make them more employable at the end of their studies. In the framework of the Network project at the ISSBS, a total of 8 project assignments were prepared last year, with students from all three concession study programs involved.

The selection process of candidates having an entrepreneurial idea and wanting an alumni mentor started by selecting students according to the topic or the type of mentors available. We selected two mentors and two mentees. The first mentor was Lucian Perger, our graduate running a family business, leading in the production of gingerbread and candle making, and the second mentor was Nejc Volarič, also our graduate and one of the leading Slovenian sellers on the Amazon, creating over EUR 1 million in annual turnover. The first mentee is employed in a family business, and the topic of mentoring was the transfer of ownership and taking over the management of the family business. The other mentee was a student who had recently registered as an individual entrepreneur, but needed help and guidance at the beginning of her independent business career, despite having 20 years of work experience in a larger company earlier. Her specificity is mainly related to the fact that independent performance in the market is completely different and that it is necessary to understand the business environment differently, compared to being employed in a larger company and perform only part of the tasks. Both mentees accepted the approach well and faced many business challenges during the mentoring period, all of them being successfully solved by working together with the alumni mentors. When the complete take-over of management duties of the company by the first mentee will take place depends on many factors, but she is now ready and qualified to run the company independently. For the second mentee, the volume of work and income has increased to such an extent that she can now independently cover all costs and achieve appropriate turnover for the successful development of the company.