Danube Business School

AY 2017-2019

ASSESSMENT REPORT

LOA for all programs of business
Summative_indirect_program evaluation

DBS target: Graduating students are expected to possess knowledge in the fundamentals of general business theory
Sub-target: GMBA students can describe and discuss, with confidence, the fundamentals of general business theory_PLO1.1.

		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Average score achieved is below 2. (1=very much agree; 5= I do not agree at all).	Program Evaluation: Graduates of each year assess their achieved learning outcomes (1-5)	2017: 1,6 2018: 1,7 2019: 1,9	Review of core modules in 2019/20. Integration of MyLabs into the course; additional introduction to the subject, e_book, flashcards, new tests per chapters, solutions for exercises.	No action needed, But, 2020 the intake increased significantly. Further positive outcomes are expected in 2021/22.	

GMBA: Since graduating from this program I am able to...

describe and discuss, with confidence, the fundamental of general business theory | generate and assess results of economic analyses independently | assess core business questions on the basis of case studies | apply planning, budgeting and controlling tools and assess their results | describe basic theories in economics | discuss theories of leadership and apply tools for leading teams

2017 — 2018 — 2019

LOA for all programs of business

Summative_indirect_program evaluation

DBS target: Graduating students are expected to possess knowledge in the fundamentals of general business theory

Sub-Target: MBA Students with specializations can describe and discuss, with confidence, the fundamentals of general business theory_PLO3.1.

		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Average score achieved is below 2. (1=very much agree; 5= I do not agree at all).	Program Evaluation: Graduates of each year assess their achieved learning outcomes (1-5)	2017: 1,8 2018: 1,9 2019: 2	Review of core modules in 2019/20: Integration of MyLabs into the course; additional introduction to the subject, e_book, flashcards, new tests per chapters, solutions for exercises.	Positive outcomes are expected in 2021/22.	MBA: Since graduating from this program I am able to

LOA for all programs of business

Summative_indirect_program evaluation

Target: Graduating students are expected to possess knowledge in the fundamentals of general business theory.

Sub-target: MSc students can describe fundamental correlations in general business theories_PLO 4.1.

Performance Measure (Competency)	Description of Measurement Instrument	Analysis of Results		Action Taken (occurs in the following year	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
		Areas of Success	Analysis and Action Taken		
Average score achieved is below 2. (1=very much agree; 5= I do not agree at all).	Program Evaluation: Graduates of each year assess their achieved learning outcomes (1-5)	2017: 2,5 2018: 2,7 2019: 2,1	Review of contents in respect of general business theory e.g. E-module "Fundamentals in Business Administration"	PLO 4.1. Improvement from 2, 7 to 2, 1.	

MSc: Since graduating from this program I am able to

describe fundamental correlations in general business theories — describe and discuss business correlations in respect of the specialisation — discuss business theories according to my specialist field — classify knowedge of my specialist field within practical context

2017 2018 2019

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LO for general management programs of business GMBA and MBA					
Summative_indirect_program evaluation					
Target: Graduating students are expected to think critically **Sub-target: GMBA students can assess core business questions on the basis of case studies_PLO 1.2.**					
		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Action Taken (occurs in the following year	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Average score achieved is below 2. (1=very much agree; 5= I do not agree at all).	Program Evaluation: Graduates of each year assess their achieved learning outcomes (1-5)	2017: 1,8 2018: 1,9 2019: 2,2	Review of core modules in 2019/20. Additional videos corresponding to cases	Positive outcomes are expected in 2021/22. Plus, 2020 the intake increased significantly.	

GMBA: Since graduating from this program I am able to...

Categories: describe and discuss, with confidence, the fundamental of general business theory; generate and assess results of economic analyses independently; assess core business questions on the basis of case studies; apply planning, budgeting and controlling tools and assess their results; describe basic theories in economics; discuss theories of leadership and apply tools for leading teams

Legend: 2017, 2018, 2019

LO for all general management programs of business (MBA), MSc

Summative_indirect_program evaluation

Target: Graduating students are expected to think critically. Through case studies students will generate and assess results of economic analyses independently
Sub-Target: MBA with specialisations students can assess core business questions on the basis of case studies_PLO 3.2.

Performance Measure (Competency)	Description of Measurement Instrument	Analysis of Results			Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
		Areas of Success	Analysis and Action Taken	Action Taken (occurs in the following year	
Average score achieved is below 2. (1=very much agree; 5= I do not agree at all).	Program Evaluation: Graduates of each year assess their achieved learning outcomes (1-5)	2017: 1,8 2018:1,6 2019:2	Review of core modules 2019/2020: Additional videos corresponding to cases.	Results are within target. Improved outcomes are expected for 2021/22	

MBA: Since graduating from this program I am able to

- describe and discuss, with confidence, the fundamental of general business theory
- generate and assess results of economic analyses independently
- assess core business questions on the basis of case studies
- describe and discuss business correlations in respect of the specialization
- analyze my abilities and identify suitable personal further development goals

2017   2018   2019

LO for General MBA programs of business MBA

Summative_indirect_program evaluation

Target: Graduating students of MBA programs for students with advanced professional experience can critically analyse and identify their personal leadership skills.

Sub-Target: MBA students with specialisation can analyse their abilities as a leader and identify suitable personal further development goals_PLO 3.4.

Performance Measure (Competency)	Description of Measurement Instrument	Analysis of Results		Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
		Areas of Success	Analysis and Action Taken		
Average score achieved is below 2. (1=very much agree; 5= I do not agree at all).	Program Evaluation: Graduates of each year assess their achieved learning outcomes (1-5)	2017: 1,8 2018:1,6 2019:2	2014 included the review of the content of the leadership module. 2019/20 review of all core modules including leadership.	Results are within target. 2021 further interactive components will be added.	 **MBA: Since graduating from this program I am able to** *A line chart with vertical axis from 0 to 5 (marked 0, 0,5, 1, 1,5, 2, 2,5, 3, 3,5, 4, 4,5, 5). Horizontal axis categories: "describe and discuss, with confidence, the fundamental of general business theory", "generate and assess results of economic analyses independently", "assess core business questions on the basis of case studies", "describe and discuss business correlations in respect of the specialization", "analyze my abilities and identify suitable personal further development goals". Three series: 2017, 2018, 2019. Values clustered around 1,5–2,2.*

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Learning Outcome:					
Graduates are able to describe and discuss, with confidence, the fundamental of general business theory/ describe fundamental correlations in general business theories					
Graduates are expected to have good knowledge in Accounting_PLO 1.1., PLO 2.1., PLO 3.1., PLO 4.1.					
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Target: The institution frequency correct score regarding accounting will be above the frequency correct score of all ACBSP Regional 8 institutions.	Peregrine: Direct summative target 3 cycles 2017 - 2019	In 2018 the results fall below ACBSP institutions.	Review of core modules in 2019/20: Design of a new script for accounting; additional exercises	Improved results expected for 2021	

Chart shows: Cycle 1: 59%, Cycle 2: 48%, Cycle 3: 49%; lines labeled target and DBS.

Learning Outcome:					
Graduates are able to describe and discuss, with confidence, the fundamental of general business theory/ describe fundamental correlations in general business theories					
Graduates are expected to have good knowledge in Business Leadership_ PLO 1.1., PLO 2.1., PLO 3.1., PLO 4.1., PLO 1.5., PLO 2.4.					
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Target: The institution frequency correct score regarding business leadership will be above the frequency correct score of all ACBSP Region 8 institutions.	Peregrine: Direct summative target 3 cycles 2017 - 2019	2018 the results fall below ACBSP institutions.	2014 included the review of the content of the leadership module. 2019/20 review of all core modules including leadership. 2021 further interactive components will be added.	2019 slight increase, but further data needed	

Learning Outcome:					
Graduates are able to describe and discuss, with confidence, the fundamental of general business theory/ describe fundamental correlations in general business theories					
Graduates are expected to have good knowledge in Economics_ PLO 1.1., PLO 2.1., PLO 3.1., PLO 4.1., PLO 1.4					
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Target: The institution frequency correct score regarding economics will be above the frequency correct score of all ACBSP Region 8 institutions.	Pergrine: Direct summative target 3 cycles: 2017-2019	2019 the results are below ACBSP institutions.	Review of core modules 2019/20: complete review of "Fundamentals of Economics": statistic part was removed and replacement of the previous subject "Managerial Economics & Global Business Environment" with micro- and macro-economics	Better results are expected in 2021/22	

Learning Outcome:					
Graduates are able to describe and discuss, with confidence, the fundamental of general business theory/ describe fundamental correlations in general business theories					
Graduates are expected to have good knowledge in Management_ PLO 1.1., PLO 2.1., PLO 3.1., PLO 4.1.					
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Target: The institution frequency correct score regarding management will be above the frequency correct score of all ACBSP Region 8 institutions.	Pergrine: Direct summative target 3 cycles 2017-2019	2018 the results decrease and 2019 the results are just above ACBSP institutions.	2020 review of core modules including Managing People"; parts of peregrine test are not part of curriculum (e.g. employee discipline)	Better results are expected in 2021/22.	

Learning Outcome:

Graduates are able to describe and discuss, with confidence, the fundamental of general business theory/ describe fundamental correlations in general business theories

Graduates are expected to have good knowledge in Organizational Behaviour_ PLO 1.1., PLO 2.1., PLO 3.1., PLO 4.1.

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Target: The institution frequency correct score regarding organizational behavior will be above the frequency correct score of all ACBSP Region 8 institutions.	Peregrine: Direct summative target 3 cycles 2017-2019	2018 results decrease, 2019 the results are at the same level as ACBSP institutions.	2019/2020 review of core modules including the design of a new module "Transformation Management"; part of peregrine tests are not part of the curriculum	Improvements in results are expected 2021/22	

Chart data: Cycle 1: 83%, Cycle 2: 64%, Cycle 3: 53%. Series: target, DBS.

Learning Outcome:
Graduates are able to describe and discuss, with confidence, the fundamental of general business theory/ describe fundamental correlations in general business theories
Graduates are expected to have good knowledge in Marketing_ PLO 1.1., PLO 2.1., PLO 3.1., PLO 4.1.

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Target: The institution frequency correct score regarding marketing will be above the frequency correct score of all ACBSP Region 8 institutions.	Peregrine: Direct summative target 3 cycles 2017-2019	2018 the results fell below ACBSP institutions.	Marketing & Sales: review and strengthening of content "marketing segments"	Improved results expected 20/21	

LO for all business programs (Master level)					

Graduates are able to describe and discuss, with confidence, the fundamental of general business theory/ describe fundamental correlations in general business theories: Graduates are expected to have good knowledge in Accounting_ PLO 1.1., PLO 2.1., PLO 3.1., PLO 4.1.					
		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Action Taken (occurs in the following year	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
The department mean regarding accounting score will be at least at the same level with all ACBSP Region 8 institutions. Region 8 Diff: 3.84% The department % change regarding Accounting will be at least 3%.	Inbound_Outbound (Peregrine) Tests_3 cycles_longitudinal analysis_benchmark	**Outbound** results are 2018 and 2019 below Region 8. Diff DBS: 2017: 7.93% 2018: -6.71% 2019: 2.36%	Since 2018 continuous improvement of practice questions and additional practice examples included.	2019 first improvements recorded.	 **Longitudinal Comparison: Accounting**

LO for all business programs (Master level)

Graduates are expected to have good knowledge in Leadership_ PLO 1.1., PLO 2.1., PLO 3.1., PLO 4.1., PLO 1.5., PLO 2.4

		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Action Taken (occurs in the following year	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
The department mean regarding leadership score will be at least at the same level with all ACBSP Region 8 institutions. Region 8 Diff: 6% The department % change regarding Leadership will be at least 3%.	Inbound_Outbound (Peregrine) Tests_3 cycles_longitudinal analysis_benchmark	**Outbound** results are 2018 and 2019 below Region 8. Diff DBS: 2017: 9.82% 2018: 0.51% 2019: 3.23%	2014 included the review of the content of the leadership module. 2019/20 review of all core modules including leadership. 2021 further interactive components will be added	Improvement in 2019, but further action needed as e.g. including more interactive components.	 **Longitudinal Comparison: Business Leadership**

LO for all business programs (Master level)					

Graduates are expected to have good knowledge in Management_ PLO 1.1., PLO 2.1., PLO 3.1. and PLO 4.1.					
		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Action Taken (occurs in the following year	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
The department mean regarding management score will be at least at the same level with all ACBSP Region 8 institutions. Region 8 Diff: 5,41% OR The department % change regarding Management will be at least 3%.	Inbound_Outbound (Peregrine) Tests_3 cycles_longitudinal analysis_benchmark	**Outbound** results are above Region 8. Diff DBS: 2017: 8.33% 2018: 6.84% 2019: 8.75%	Results are above target.	No action needed.	 **Longitudinal Comparison: Management** Inbound Exam / Outbound Exam Aggregates Inbound ACBSP Region 8 (International Council) = 47,14 Outbound ACBSP Region 8 (International Council) = 52,85 **Longitudinal Comparison: Management** | Date Range	Counts		Diff	% Change
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1.1.2017 - 12.31.2017	144	38	5,30	8,33%
1.1.2018 - 12.31.2018	149	38	3,74	6,84%
1.1.2019 - 12.31.2019	126	51	4,40	8,75%	

LO for all business programs (MBA level)

Graduates are expected to have good knowledge in Economics_ PLO 1.1., PLO 2.1., PLO 3.1., PLO 4.1. and PLO 1.4.

		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
The department mean regarding Economics will be least at the same level with all ACBSP Region 8 institutions. Region 8 Diff: 6.97%.

The department % change regarding Economics will be at least 3%. | Inbound_Outbound (Peregrine) Tests_3 cycles_longitudinal analysis_benchmark | **Outbound** results are 2019 below Region 8. Diff DBS: 2017: 8.19% 2018: 11.33% 2019: 9.40% | Target Diff. achieved. | No action needed. | |

LO for all business programs (Master level)

<table>
<tr><td colspan="6" style="background-color:#d4e2c4">Graduates should recognize ethical conduct in business/should have the ability to formulate ethical judgement_PLO 1.1., PLO 2.1., PLO 3.1. and PLO 4.1.</td></tr>
<tr><td></td><td></td><td colspan="2">Analysis of Results</td><td></td><td></td></tr>
<tr>
<td>Performance Measure (Competency)</td>
<td>Description of Measurement Instrument</td>
<td>Areas of Success</td>
<td>Analysis and Action Taken</td>
<td>Action Taken (occurs in the following year</td>
<td>Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)</td>
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<tr>
<td>The department mean regarding business ethics score will be at least at the same level with all ACBSP Region 8 institutions. Region 8 Diff: 5%.

The department % change regarding Business Ethics will be at least 3%.</td>
<td>Inbound_Outbound (Peregrine) Tests_3 cycles_longitudinal analysis_benchmark</td>
<td>Outbound results are2017, 2018 and 2019 below Region 8.

2017: 3.52%
2018: 5.07%
2019: -0.34%</td>
<td>Target achieved in 2017 and 2018. Review of content in face to face teaching (too many themes covered by the lecture including CSR, Sustainability, Business Innovation and BE). New tutor in 2020.</td>
<td>Better results expected for 2021/22</td>
<td>

Longitudinal Comparison: Business Ethics

(■ Inbound Exam ■ Outbound Exam)

42,71%	44,21%	44,83%	47,11%	46,83%	46,67%

Aggregates
Inbound ACBSP Region 8 (International Council) = 43,28
Outbound ACBSP Region 8 (International Council) = 48,28

Longitudinal Comparison: Business Ethics

Date Range	Counts		Diff		% Change	
1.1.2017 - 12.31.2017	144	38	1,50		3,52%	
1.1.2018 - 12.31.2018	149	38	2,27		5,07%	
1.1.2019 - 12.31.2019	126	51	-0,16		-0,34%	

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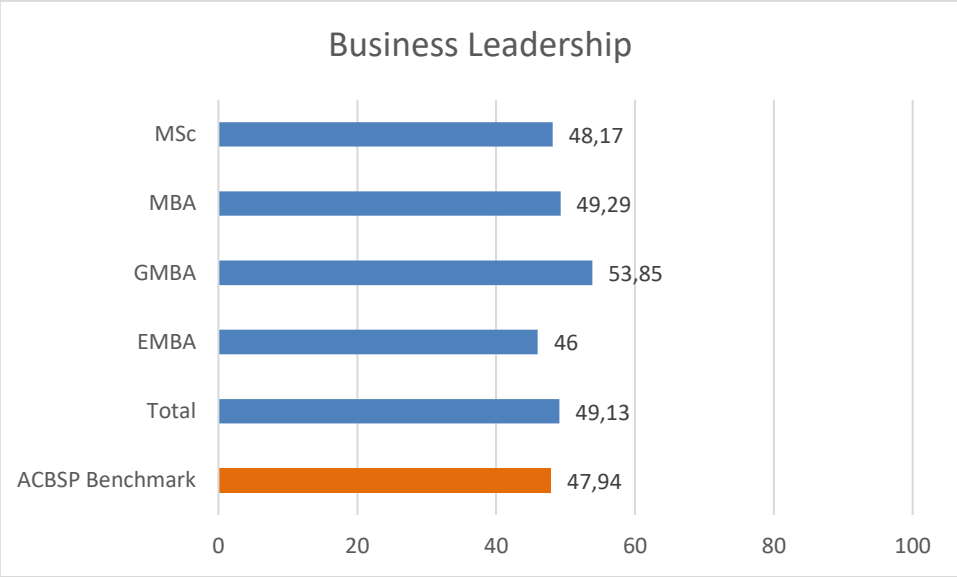
Learning Outcome:
Graduates are able to describe and discuss, with confidence, the fundamental of general business theory/ describe fundamental correlations in general business theories
Graduates are expected to have good knowledge in Accounting_ PLO 1.1., PLO 2.1., PLO 3.1., PLO 4.1., PLO 1.6.

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Comparison Outbound results with aggregated pool by ACBSP Region 8. *Target:* *All 4 Master programs offered by DBS score at least as good as the aggregated pool of business schools who are affiliated with ACBSP Region 8.* The 4 programs comprise: 1. EMBA 2. Professional MBA with the specializations 3. MBA General Management 4. MSc	Outbound (Peregrine) results in comparison to business schools affiliated with ACBSP Region 8. Students from Danube Business School of 3 programs scored above or close to 50,83%, therefore higher compared to business schools affiliated with ACBSP.	The results are at least at or above all ACBSP institutions	Accounting MSc 49,44 MBA 54,29 GMBA 54,62 EMBA 46 ACBSP Benchmark 50,83 (scale 0–100)

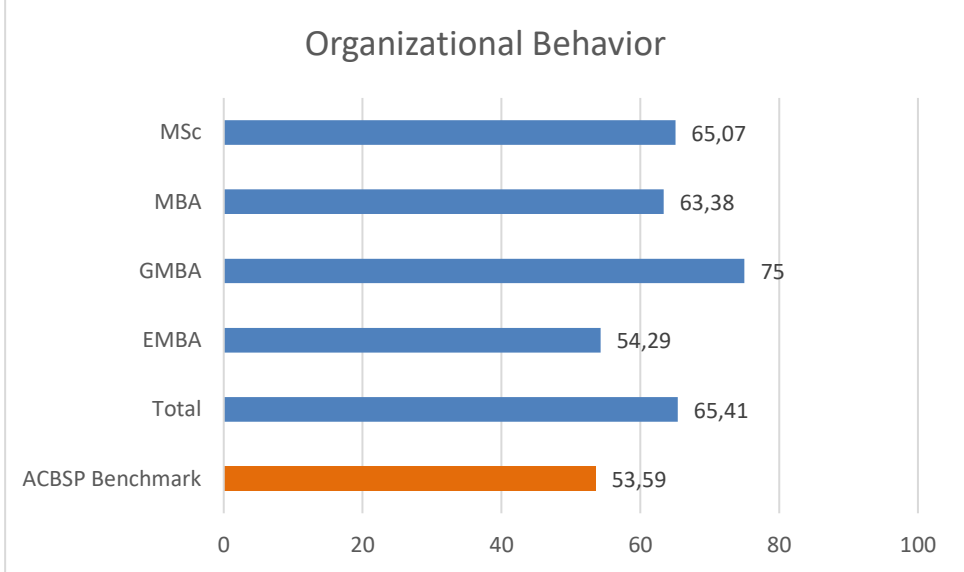| Learning Outcome:			
Graduates are able to describe and discuss, with confidence, the fundamental of general business theory/ describe fundamental correlations in general business theories			
Graduates are expected to have good knowledge in Leadership_ PLO 1.1., PLO 2.1., PLO 3.1., PLO 4.1., PLO 1.5. and PLO 2.4.			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Comparison Outbound results with aggregated pool by ACBSP. *Target:* *All 4 Master programs offered by DBS score at least as good as the aggregated pool of business schools who are affiliated with ACBSP Region 8.* The 4 programs comprise: 1. EMBA 2. Professional MBA with the specializations 3. MBA General Management 4. MSc	Outbound (Peregrine) results in comparison to business schools affiliated with ACBSP. Students from Danube Business School of all 4 programs scored above or near to 47,94%, therefore higher compared to business schools affiliated with ACBSP.	The results are at least at or above all ACBSP institutions	

Learning Outcome:			
Graduates are able to describe and discuss, with confidence, the fundamental of general business theory/ describe fundamental correlations in general business theories			
Graduates are expected to have good knowledge in Economics_ PLO 1.1., PLO 2.1., PLO 3.1., PLO 4.1., PLO 1.4.			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Comparison Outbound results with aggregated pool by ACBSP. *Target:* *All 4 Master programs offered by DBS score at least as good as the aggregated pool of business schools who are affiliated with ACBSP Region 8.* The 4 programs comprise: 1. EMBA 2. Professional MBA with the specializations 3. MBA General Management 4. MSc	Outbound (Peregrine) results in comparison to business schools affiliated with ACBSP. Students from Danube Business School of 3 programs scored above 48,09%, therefore higher compared to business schools affiliated with ACBSP. EMBA scored below the target.	Three results are above all Region 8 ACBSP institutions	

Learning Outcome:			
Graduates are able to describe and discuss, with confidence, the fundamental of general business theory/ describe fundamental correlations in general business theories			
Graduates are expected to have good knowledge in Management_ PLO 1.1., PLO 2.1., PLO 3.1., PLO 4.1.			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Comparison Outbound results with aggregated pool by ACBSP. *Target:* *All 4 Master programs offered by DBS score at least as good as the aggregated pool of business schools who are affiliated with ACBSP Region 8.* The 4 programs comprise: 1. EMBA 2. Professional MBA with the specializations 3. MBA General Management 4. MSc	Outbound (Peregrine) results in comparison to business schools affiliated with ACBSP. Students from Danube Business School of all 4 programs scored above 52, 85%, therefore higher compared to business school affiliated with ACBSP.	The results are at least at or above all ACBSP institutions

Management

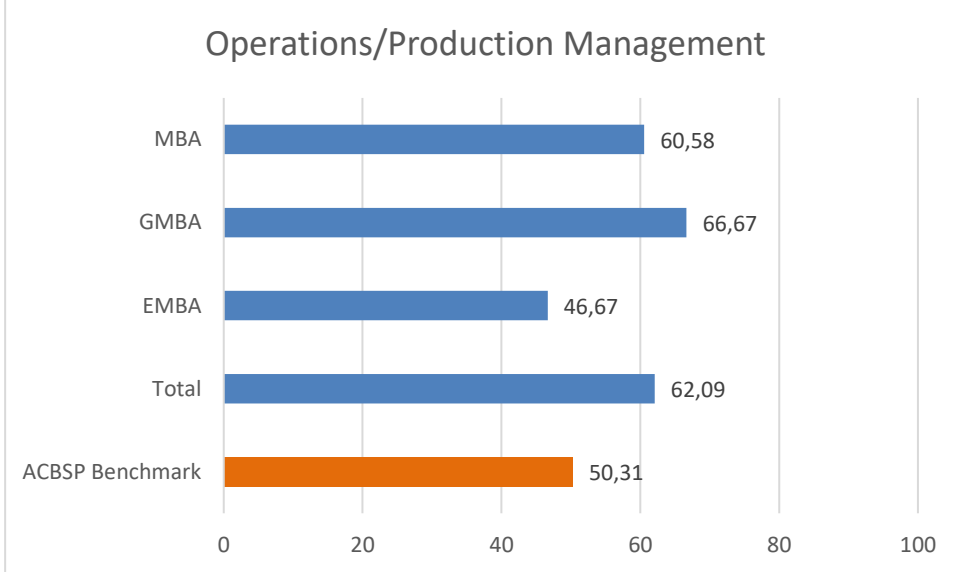|	
MSc	59,51
MBA	60,48
GMBA	64,84
EMBA	52
Total	60,06
ACBSP Benchmark	52,85

(scale: 0, 20, 40, 60, 80, 100) |

Learning Outcome:
Graduates are able to describe and discuss, with confidence, the fundamental of general business theory/ describe fundamental correlations in general business theories

Graduates are expected to have good knowledge in Organisational Behaviour_ PLO 1.1., PLO 2.1., PLO 3.1., PLO 4.1.

Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Comparison Outbound results with aggregated pool by ACBSP. *Target:* *All 4 Master programs offered by DBS score at least as good as the aggregated pool of business schools who are affiliated with ACBSP Region 8.* The 4 programs comprise: 1. EMBA 2. Professional MBA with the specializations 3. MBA General Management 4. MSc	Outbound (Peregrine) results in comparison to business schools affiliated with ACBSP. Students from Danube Business School of all 4 programs scored above 53,59%, therefore higher compared to business school affiliated with ACBSP.	The results are at least at or above all ACBSP institutions	**Organizational Behavior** MSc — 65,07 MBA — 63,38 GMBA — 75 EMBA — 54,29 Total — 65,41 ACBSP Benchmark — 53,59 (scale 0 – 100)

Learning Outcome:			
Graduates are able to describe and discuss, with confidence, the fundamental of general business theory/ describe fundamental correlations in general business theories			
Graduates are expected to have good knowledge in Operations Management_ PLO 1.1., PLO 2.1., PLO 3.1., PLO 4.1.			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Comparison Outbound results with aggregated pool by ACBSP. *Target:* *All 4 Master programs offered by DBS score at least as good as the aggregated pool of business schools who are affiliated with ACBSP Region 8.* The 4 programs comprise: 1. EMBA 2. Professional MBA with the specializations 3. MBA General Management 4. MSc	Outbound (Peregrine) results in comparison to business schools affiliated with ACBSP. Students from Danube Business School of all 4 programs scored above 50,31%, therefore higher compared to business schools affiliated with ACBSP.	The results are at least at or above all ACBSP institutions	Operations/Production Management MBA 60,58 GMBA 66,67 EMBA 46,67 Total 62,09 ACBSP Benchmark 50,31

Learning Outcome:					
Graduates are able to describe and discuss, with confidence, the fundamental of general business theory/ describe fundamental correlations in general business theories/assess core business questions on the basis of case studies/generate and assess results of economic and analyses independently/identify important competences for different leadership roles and apply this knowledge to appropriate situations					

EMBA graduates achieve program learning outcomes PLO 2.1., PLO 2.2., PLO 2.3., PLO 2.4.

Performance Measure (Competency)	Description of Measurement Instrument	Current result	Analysis of result	Action taken or improvement made	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Target: *EMBA students achieve learning outcomes above 80%.*	Direct, formative, internal: rubrics: 0< 51% (5 = fail), 51 <66% (4), 66 < 80% (3), 80 < 91% (2), 91≤100% (1=outstanding)	Results are above 80%	Very low intake of EMBA students in 2017 – 2019.	Significant intake improvement in 2020. Results will be noticeable 2022. Review of process with head of program: switch from Excel sheets to Moodle integrated rubrics 2020/21 should increase the return.	EMBA 91,83 90 92 / 88 / 85 2017 2018 2019 – – PLO 2.1. describe and discuss, with confidence, the fundamentals of general business theory – – PLO 2.2. assess core business questions on the basis of case studies – – PLO 2.3. generate and assess results of economic analyses independently – – PLO 2.4. identify important competences for different leadership roles and apply this knowledge to appropriate situations

Learning Outcome:
Graduates are able to describe and discuss, with confidence, the fundamental of general business theory/assess core business questions on the basis of case studies/generate and assess results of economic and analyses independently/apply planning, budgeting and controlling tools and assess the results

GMBA graduates achieve program learning outcomes PLO 1.1., PLO 1.2., PLO 1.3., PLO 1.4.

Performance Measure (Competency)	Description of Measurement Instrument	Current result	Analysis of result	Action taken or improvement made	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Target: *GMBA students achieve learning outcomes above 80%.*	Direct, formative, internal: rubrics: 0< 51% (5 = fail), 51 <66% (4), 66 < 80% (3), 80 < 91% (2), 91≤100% (1=outstanding)	Results are above 80%, except 2018 PLO 1.2	2018 and 2019 successful rubric implementation across modules.	Successful introduction of rubric system. Overall, LOAs within target, but further results needed.	

GMBA

87,22   88 85   82
                 73

2017   2018   2019

— — PLO 1.1. describe and discuss, with confidence, the fundamentals of general business theory

— PLO 1.2. assess core business questions on the basis of case studies

— — PLO 1.3. generate and assess results of economic analyses independently

— — PLO 1.4. apply planning, budgeting and controlling tools and assess their results

Learning Outcome:
Graduates are able to describe and discuss, with confidence, the fundamental of general business theory/ assess core business questions on the basis of case studies/generate and assess results of economic and analyses independently/describe and discuss business correlations in respect of the specialization

MBA graduates achieve program learning outcomes PLO 3.1., PLO 3.2., PLO 3.3., PLO 3.4.					
Performance Measure (Competency)	Description of Measurement Instrument	Current result	Analysis of result	Action taken or improvement made	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Target: *MBA students achieve learning outcomes above 80%.*	Direct, formative, internal: rubrics: 0< 51% (5 = fail), 51 <66% (4), 66 < 80% (3), 80 < 91% (2), 91≤100% (1=outstanding)	Results are above 80%, except 2019 PLO 3.1	2018 and 2019 successful rubric implementation across modules	Successful introduction of rubric system. Overall, LOAs within target, but further results needed.	

MBA

PLO 3.1. describe and discuss, with confidence, the fundamentals of general business theory
PLO 3.2. assess core business questions on the basis of case studies
PLO 3.3. generate and assess results of economic analyses independently
PLO 3.4. describe and discuss business correlations in respect of the specialization

Learning Outcome:
Graduates are able to describe and discuss, with confidence, the fundamental of general business theory/ assess core business questions on the basis of case studies/generate and assess results of economic and analyses independently/describe and discuss business correlations in respect of the specialization

MSc graduates achieve program learning outcomes PLO 4.1., PLO 4.2., PLO 4.3., PLO 4.4.					
Performance Measure (Competency)	Description of Measurement Instrument	Current result	Analysis of result	Action taken or improvement made	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Target: *MBA students achieve learning outcomes above 80%.*	Direct, formative, internal: rubrics: 0< 51% (5 = fail), 51 <66% (4), 66 < 80% (3), 80 < 91% (2), 91≤100% (1=outstanding)	Results are above 80%, except 2018 PLO 4.3	Overall application of rubrics´system still needed. Recommendation to switch from excel sheets to moodle format.	Program wide application expected in 2020.	

Learning Outcome:
Graduates are able to describe and discuss, with confidence, the fundamental of general business theory

MBA graduates achieve program learning outcomes PLO 1.1., PLO 3.1

Performance Measure (Competency)	Description of Measurement Instrument	Current result	Analysis of result	Action taken or improvement made	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
Target: *Comparison Outbound tests of Face to face with E-learning results with aggregated pool by ACBSP Region 8.* *Target:* *1.Professional MBA with the specializations* *2. MBA General Management including General Management TU/DU and One Year MBA*	Outbound (Peregrine) results in comparison to business schools affiliated with ACBSP Region 8	ACBSP Region 8: 46,47 Online: 49,36 Face to face: 47,13	Target achieved. Nevertheless, Face to face results below online results.	The objective is to combine the best of both formats: Include online elements in face to face teaching in order to improve theoretical knowledge. Include further interactive elements in online teaching in order to improve soft skills.	

Online versus Face to face

Online — Inbound 47,69 — Outbound 49,36
Face to face — Inbound 47,34 — Outbound 47,13