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 Result		s of Results		
Performance Description of Measure (Competency) Average score achieved is below 2.	2017: 1,6	Analysis and Action Taken Review of core	Action Taken (occurs in the following year No action	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) GMBA: Since graduating from this program I am able to
achieved is below 2. (1=very much agree; 5= I do not agree at all). Evaluation: Graduates of year assess ti achieved lear outcomes (1-	neir ning	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.	needed, But, 2020 the intake increased significantly. Further positive outcomes are expected in 2021/22.	describe and generate and assess core apply planning, describe basic discuss theories discuss, with assess results of business budgeting and theories in of leadership confidence, the economic questions on the controlling tools fundamental of analyses basis of case and assess their general business independently theory 3,5 4 3,5 4 3,5 4 4 3,5 1 0,5 1 0,5 1 1 0,5 1 1 0,5 1 1 1 1 1 1 1 1 1 1 1 1 1

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 4 3,5 3 2,5 2 1,5 1 0,5 0 describe and discuss, with confidence, the fundamental of general business theory makes a continuous program I am able to describe and discuss analyze my abilities and identify suitable correlations in personal further respect of the development goals specialization

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.

		Analysis of Res	sults		
Performance Measure (Competency) Average score achieved is	Description of Measurement Instrument Program Evaluation:	Areas of Success	Analysis and Action Taken Review of	Action Taken (occurs in the following year PLO 4.1.	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data to five years)
below 2. (1=very much agree; 5= I do not agree at all).	Graduates of each year assess their achieved learning outcomes (1-5)	2018: 2,7 2019: 2,1	contents in respect of general business theory e.g. E-module "Fundamentals in Business Administration"	Improvement from 2, 7 to 2, 1.	MSc: Since graduating from this program I am able to 5 4,5 4 3,5 2 1,5 1 0,5 0 describe fundamental describe and discuss discuss business classify knowedge of correlations in general business correlations theories according to my specialist field business theories in respect of the specialisation my specialist field within practical context 2017 2018 2019

LO for general management programs of business GMBA and MBA Summative_indirect_program evaluation

Target: Graduating students are expected to think critically

		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 5 4,5 4 3,5 2 1,5 1 0,5 0 describe and discuss, with assess results of confidence, the economic questions on the controlling tools fundamental of general business independently studies results theory GMBA: Since graduating from this program I am able to apply planning, describe basic discuss theories of budgeting and theories in leadership and confidence, the economic questions on the controlling tools economics apply tools for leading teams general business independently studies results

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.

Analysis of Results		Results			
Performance Measure (Competency) Average score achieved is below	Description of Measurement Instrument Program Evaluation:	Areas of Success 2017: 1,8 2018:1,6	Analysis and Action Taken Review of core modules	Action Taken (occurs in the following year Results are within target.	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) MBA: Since graduating from this program I am able to
2. (1=very much	Graduates of each year assess their achieved learning outcomes (1-5)	2019:2	2019/2020: Additional videos corresponding to cases.	Improved outcomes are expected for 2021/22	describe and discuss, with confidence, the fundamental of general business theory describe and discuss, with confidence, the fundamental of general business theory describe and discuss analyze my abilities and identify suitable correlations in personal further respect of the specialization 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.

		Analysis o	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 2018:1,6 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 4,5 4,5 4 3,5 3 2,5 2 1,5 1 0,5 0 describe and discuss, with confidence, the fundamental of general business theory makes business theory makes business describe and discuss analyze my abilities and identify suitable correlations in personal further development goals specialization

					included of Benefit Business theory, describe fundamental confederations in Benefit Business theories
Graduates are expe	ected to have go	ood knowledge	e in Accounting	_PLO 1.1., PLO 2	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	100 90 80 70 Cycle 1: 59% 60 40 30 20 10 0

				-	nental of general business theory/ describe fundamental correlations in general business theories
					l.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 ousiness 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	100 90 80 70 60 Cycle 1: 56% 50 40 30 20 10 0

		,		,	mental of general business theory, accorded fundamental confederations in general business theories
Graduates are expe	ected to have go	ood knowledg	e in Economics_	PLO 1.1., PLO 2	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 microand macroeconomics	Better results are expected in 2021/22	100 90 80 70 60 50 40 30 20 10 0

		<u> </u>			incitation Seneral Submess theory, describe fundamental correlations in Seneral Submess theories
Graduates are expe	ected to have go	ood knowledge	e in Manageme	nt_ PLO 1.1., PL	O 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.	100 90 80 Cycle 1: 69% 70 60 50 40 30 20 10 0

Graduates are ab	ie to describe	and discuss	s, with confident	ce, the fullual	nental of general business theory, describe fundamental correlations in general business theories
Graduates are expe	ected to have g	ood knowled	ge in Organizatio	nal 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	90

				,	incitation general business theory, describe fundamental correlations in general business theories
Graduates are expe	ected to have go	ood knowledg	e in Marketing_	PLO 1.1., PLO 2	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	results fell below ACBSP institutions.	Marketing & Sales: review and strengthening of content "marketing segments"	Improved results expected 20/21	100 90 80 70 Cycle 1: 59% Cycle 2:50% target DBS DBS

		Analysis of Resi	ults		
Performance Measure (Competency) The department mean regarding accounting	Description of Measurement Instrument Inbound_Outbound (Peregrine) Tests_3	Areas of Success Outbound results are	Analysis and Action Taken Since 2018 continuous	Action Taken (occurs in the following year 2019 first improvements	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to f years) Longitudinal Comparison: 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%.	cycles_longitudinal analysis_benchmark	2018 and 2019 below Region 8. Diff DBS: 2017: 7.93% 2018: -6.71% 2019: 2.36%	improvement of practice questions and additional practice examples included.	recorded.	Inbound Exam Outbound Exam

Performance Measure (Competency) Description of Measurement Instrument Inbound_Outbound (Peregrine) Tests_3 cycles_longitudinal analysis_benchmark ACBSP Region 8 Diff: 6% The department % change regarding Leadership will be at least 3%. Areas of Success Analysis and Action Taken (occurs in the following year) Doubound regarding leadership score will be at least at the same level with all ACBSP Region 8 Diff: 6% The department % change regarding Leadership will be at least 3%. Areas of Success Analysis and Action Taken (occurs in the following year) Dubound regarding Leadership will be at least 3%. Areas of Success Analysis and Action Taken (occurs in the following year) Improvement in 2019, but further action needed as e.g., including leadership will be at least 3%.			Analysis of Re	sults		
0 1.1.2017 - 12.31.2017 1.1.2018 1.1.2019 - 12.31.2019 Longitudinal Comparison: Business Leadership	(Competency) 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	Description of Measurement Instrument Inbound_Outbound (Peregrine) Tests_3 cycles_longitudinal	Analysis of Re Areas of Success Outbound results are 2018 and 2019 below Region 8. Diff DBS: 2017: 9.82% 2018: 0.51%	Analysis and Action Taken 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	Action Taken (occurs in the following year Improvement in 2019, but further action needed as e.g. including more interactive	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) Longitudinal Comparison: Business Leadership Inbound Exam Outbound Exam Aggreptical Infound ACBSP Region 8 (Infound ACBSP Region 8) (Infound ACBSP Region 8) (Infound ACBSP Region 8) (Infound Council) (Infound ACBSP Region 8) (Infound Council) (Infound Council

		Analysis of Resu	ılts		
Performance Measure (Competency) 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%.	Description of Measurement Instrument Inbound_Outbound (Peregrine) Tests_3 cycles_longitudinal analysis_benchmark			Action Taken (occurs in the following year No action needed.	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data uto five years) Longitudinal Comparison: Management Inbound Exam Outbound Exam Outbound Exam Aggregates Inbound ACBSP Region 8 (International Council)
					1.1.2017 - 12.31.2017 1.1.2018 - 12.31.2018 1.1.2019 - 12.31.2019

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 Description of Areas of Success Analysis and Action Taken Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) Measure Measurement Action Taken (occurs in the (Competency) Instrument following year) The department Inbound Outbound **Outbound** results Target Diff. No action are 2019 below mean regarding (Peregrine) Tests 3 achieved. needed. Region 8. Economics will be cycles longitudinal Diff DBS: analysis_benchmark least at the same Longitudinal Comparison: Economics: Macroeconomics 2017: 8.19% level with all ACBSP 2018: 11.33% Region 8 2019: 9.40% Inbound Exam Outbound Exam institutions. Region 8 Diff: 6.97%. The department % 80change regarding Economics will be 70at least 3%. Inbound ACBSP Region 8 (International Council) = 43,83 Outbound ACBSP Region 8 (International Council) 1.1.2017 - 12.31.2017 1.1.2018 - 12.31.2018 1.1.2019 - 12.31.2019 % Change Date Range 1.1.2017 - 12.31.2017 96 18 8,19% 1.1.2018 - 12.31.2018 85 11 6,29 11,33% 1.1.2019 - 12.31.2019 64 27

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. **Analysis of Results** Performance Description of Areas of Success Analysis and Action Taken Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years) Measure Measurement Action Taken (occurs in the (Competency) Instrument following year The department Inbound Outbound Outbound Target achieved in Better results **Longitudinal Comparison: Business Ethics** (Peregrine) Tests_3 results are 2017, mean regarding 2017 and 2018. expected for 2018 and 2019 cycles longitudinal Review of content business ethics 2021/22 below Region 8. Inbound Exam Outbound Exam score will be at analysis benchmark in face to face least at the same teaching (too 2017: 3.52% level with all many themes 2018: 5.07% ACBSP Region 8 covered by the 2019: -0.34% institutions. lecture including Region 8 Diff: 5%. CSR, Sustainability, Inbound ACBSP Region 8 **Business** The department % Innovation and change regarding BE). New tutor in **Business Ethics** 2020. will be at least 3%. 1.1.2017 - 12.31.2017 1.1.2018 - 12.31.2018 Date Range 1.1.2017 - 12.31.2017 144 38 1,50 1.1.2018 - 12.31.2018 149 38 2,27 3.52% 5.07%

ı	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	Description of	Areas of Success	Insert Graphs or Tables of Resulting T	rends for 3-5 Years (please graph all available	data up to five year	s)
(Competency)	Measurement						
	Instrument						
Comparison Outbound	Outbound (Peregrine)	The results are at least at or					
esults with aggregated	results in comparison	above all ACBSP institutions					
oool by ACBSP Region 8.	to business schools						
Target:	affiliated with ACBSP			Acc	counting		
All 4 Master programs	Region 8.						
offered by DBS score at			_				
east as good as the	Students from Danube		MSc		49,44		
aggregated pool of	Business School of 3						
ousiness schools who are	programs scored		МВА		54,29		
affiliated with ACBSP	above or close to				3 .)_3		
Region 8.	50,83%, therefore						
	higher compared to		GMBA		54,62		
The 4 programs comprise:	business schools						
I. EMBA	affiliated with ACBSP.		EMBA		46		
2. Professional MBA with the	!		EMB/		40		
specializations							
 MBA General Management 			ACBSP Benchmark		50,83		
1. MSc							
			0	20	40 60	80	100

		<u>· </u>	D 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.	Outbound (Peregrine) results in comparison to business schools	The results are at least at or above all ACBSP institutions	Dusing and Landambin
Target: All 4 Master programs offered by DBS score at	affiliated with ACBSP. Students from Danube		Business Leadership
least as good as the aggregated pool of	Business School of all 4 programs scored		MSc 48,17 MBA 49,29
business schools who are affiliated with ACBSP Region 8.	above or near to 47,94%, therefore higher compared to		GMBA 53,85
The 4 programs comprise: 1. EMBA	business schools affiliated with ACBSP.		EMBA 46
 Professional MBA with the specializations MBA General 			Total 49,13
Management 4. MSc			ACBSP Benchmark 47,94
			0 20 40 60 80 100

		<u>· </u>	admental of general business theory, describe fundamental correlations in general business theories
•		<u>-</u>	.O 2.1., PLO 3.1., PLO 4.1., PLO 1.4.
Performance Measure	Description of	Areas of Success	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)
(Competency)	Measurement		
	Instrument		
2 . 2	0 11 1/5 1		
Comparison Outbound	Outbound (Peregrine)	Three results are above all	
results with aggregated	results in comparison	Region 8 ACBSP institutions	
pool by ACBSP.	to business schools		
Target:	affiliated with ACBSP.		Economics
All 4 Master programs			
offered by DBS score at	Students from Danube		
least as good as the	Business School of 3		MBA 49,52
aggregated pool of	programs scored		
business schools who are	above 48,09%,		GMBA 52,31
affiliated with ACBSP	therefore higher		32,31
Region 8.	compared to business		
The 4 programs comprise:	schools affiliated with		EMBA 44
1. EMBA	ACBSP. EMBA scored		
Professional MBA with the	below the target.		
specializations	below the target.		Total 50,71
3. MBA General			
Management			ACBSP Benchmark 48,09
4. MSc			Accept Schemium
			0 20 40 60 80 100

Performance Measure	Description of	Areas of Success	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available da	ita up to five years)
(Competency)	Measurement Instrument		,	
Comparison Outbound results with aggregated pool by ACBSP. Farget: All 4 Master programs	Outbound (Peregrine) results in comparison to business schools affiliated with ACBSP.	The results are at least at or above all ACBSP institutions	Management	
offered by DBS score at east as good as the	Students from Danube Business School of all 4		MSc 59,51	
aggregated pool of business schools who are	above 52, 85%,		MBA 60,48	
affiliated with ACBSP Region 8.	therefore higher compared to business school affiliated with		GMBA 64,	84
The 4 programs comprise: EMBA 2. Professional MBA with	ACBSP.		EMBA 52	
the specializations 3. MBA General			Total 60,06	
Management 4. MSc			ACBSP Benchmark 52,85	
			0 20 40 60	80 100

Performance Measure	Description of	Areas of Success	Insert Graphs or Tables of Resultir	ng Trends for 3-5 Yea	rs (please graph	n all available d	ata up to five	/ears)
(Competency)	Measurement							
	Instrument							
Comparison Outbound	Outbound (Peregrine)	The results are at least at or						
esults with aggregated	results in comparison	above all ACBSP institutions						
oool by ACBSP.	to business schools							
arget:	affiliated with ACBSP.			Organiz	ational Be	havior		
All 4 Master programs								
offered by DBS score at	Students from Danube		MSc				. 07	
ast as good as the	Business School of all 4		IVISC			65	5,07	
ggregated pool of	programs scored		2424			62		
usiness schools who are	above 53,59%,		MBA			63,	38	
ffiliated with ACBSP	therefore higher		CAADA					
egion 8.	compared to business		GMBA				75	
he 4 programs comprise:	school affiliated with							
EMBA	ACBSP.		EMBA			54,29		
. Professional MBA with								
the specializations			Total			65	5,41	
MBA General Management								
. MSc			ACBSP Benchmark			53,59		
· Wisc				0 20	40	60	80	100
			,	0 20	40	00	80	100

Performance Measure	Description of	Areas of Success	Insert Graphs or Tables of Result	ng Trends for 3-5	Years (please graph a	ıll available dat	a up to five	years)
(Competency)	Measurement							
	Instrument							
Comparison Outbound	Outbound (Peregrine)	The results are at least at or						
esults with aggregated	results in comparison	above all ACBSP institutions						
oool by ACBSP.	to business schools							
arget:	affiliated with ACBSP.			Operations,	Production N	lanageme	ent	
All 4 Master programs				•				
offered by DBS score at	Students from Danube							
east as good as the	Business School of all 4		MBA			60,58		
ggregated pool of	programs scored							
usiness schools who are	above 50,31%,		GMBA			66	,67	
ffiliated with ACBSP	therefore higher						, - 	
Region 8.	compared to business							
he 4 programs comprise:	schools affiliated with		EMBA		46	,67		
. EMBA	ACBSP.							
. Professional MBA with			Total			62,09		
the specializations . MBA General								
Management			ACBSP Benchmark			50,31		
. MSc			ACB3P Belicillidik			50,31		
					10			100
				0 20	40	60	80	100

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

Performance	Description of	Current result	Analysis of result	Action taken or	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all
Measure (Competency)	Measurement Instrument			improvement made	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 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

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

			•		ly planning, baageting and t	correctioning tools are	a assess the results
GMBA graduate	s achieve program	learning outcome	es 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 Resulavailable data up to five years)	ting Trends for 3-5 Year	s (please graph all
Target: GMBA students achieve learning outcomes above 80%.	Direct, formative, internal: rubrics: 0< 51% (5 = fail), 51 <66% (4), 66 < 80% (3), 80 < 91%	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		GMBA	
	(2), 91≤100% (1=outstanding)			needed.	87,22	8 % =	88
					PLO 1.1. describe and disc business theory PLO 1.2. assess core busin		
					— —PLO 1.3. generate and ass — —PLO 1.4. apply planning, b		

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

3pecialization					
MBA graduates	achieve program le	earning outcomes	PLO 3.1., PLO 3.2.,	PLO 3.3., PLO 3.4.	
Performance Measure	Description of Measurement	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)
(Competency)	Instrument			improvement made	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 93 91 88 88 79 2017 2018 2019 — 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

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

VISc graduates	achieve program le	arning outcomes	PLO 4.1., PLO 4.2., PL	.O 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.	MSC
					90,325 90 87,22 87,22 88 86
					81,78
					2017 2018 2019
					— PLO 4.1. describe fundamental correlations in general business theories — PLO 4.2. assess core business questions on the basis of case studies — PLO 4.3. classify knowledge of my specialist field within practical context — PLO 4.4. describe and discuss business correlations in respect of the specialization

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 Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all Performance Description of Current result Analysis of result Action taken or Measure Measurement available data up to five years) improvement made (Competency) Instrument Outbound ACBSP Region 8: Target achieved. The objective is to Target: Nevertheless, Face to combine the best of 46,47 Comparison (Peregrine) results Online: 49,36 face results below both formats: Outbound tests in comparison to Online versus Face to face Face to face: online results. Include online of Face to face business schools 47,13 elements in face to with E-learning affiliated with face teaching in results with ACBSP Region 8 order to improve aggregated pool 50 theoretical by ACBSP Region 49,36 47.13 40 knowledge. Include further Target: 30 interactive elements 1.Professional in online teaching in MBA with the order to improve soft specializations skills. 2. MBA General Management including Inbound Outbound Inbound Outbound General Online Face to face Management TU/DU and One Year MBA