IACBE

International Assembly for Collegiate Business Education

Annual Report – Accredited Member

Institution: European University

Academic Business Unit:

Academic Year: 2012-13

International Assembly for Collegiate Business Education
11374 Strang Line Road
Lenexa, Kansas 66215
USA

IACBE ANNUAL REPORT

For Academic Year: 2012-13

This annual report should be completed for your academic business unit and submitted to the IACBE by November 1 of each year.

General Information

Institution's Name:	European University
Institution's Address:	Le Forum.Grand-Rue 3
City and State or Country	Montreux, Switzerland Zip or Postal Code 1820
Name of Submitter:	Christine Clarke
Title:	Dean
Your Email Address:	c.clarke@euruni.edu
Telephone (with country code if outside of the United States):	+41 21 964 8464
Date Submitted:	October 2013

Total Headcount Enrollment of the Institution for 2012-13:   129

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit?   Year

2. When is your next reaffirmation of IACBE accreditation site visit?   2017   Year

3. Provide the website address for the location of your public notification of accreditation by the IACBE: www.euruni.edu

4. Provide the website address for the location of your public disclosure of student learning results: www.euruni.edu

5. If your accreditation letter from the IACBE Board of Commissioners contains "notes" that identified areas needing corrective action, please list the number of the IACBE's Accreditation Principle for each note in the table below. Indicate whether corrective action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.) **This information was included in the 2011-12 report but the commission has yet to give a response.**

Commissioners' Notes	Action Already Taken	Action Planned
Principle 1. Outcomes Assessment – substantially compliant. "The institution must report to	Following the IACBE site visit, students in their final semester took the Peregrine outgoing test. The results are presented in	To continue to use Peregrine incoming and outgoing tests. To continue engaging faculty members in developing,

Commissioners' Notes	Action Already Taken	Action Planned
IACBE assessment results realized from the Peregrine tests recentlyadded to the assessment process. Also, the institution is to report on the process in place for including and engaging faculty members in the outcomes assessment cycle. These reports are to be submitted with the 2012 annual report."	Appendix 1. As this is the only data available to us, we are waiting for at least a second historical point to make meaningful analysis and take action steps, as required. A report concerning faculty engagement is presented as Appendix 2.	improving and standardizing outcomes assessment across campuses
Principle 3.5. Curriculum Review and Improvement. Substantially Compliant. "Work continues on faculty teams working on curriculum review and mapping content progression. The academic business unit is to provide an up date in the 2012 annual report."	As this aspect is substantially linked to outcomes assessment, the information is contained in Appendix 2.	To continue to review and improve curriculum to ensure its relevance and coordination. The objective of this is also faculty team building and to ensure that faculty members have an overview of the complete program curriculum.
Principle 4.1. Faculty Qualifications. Partially Compliant "The percentage of doctorally taught credit hours is gradually increasing and EU Switzerland is focusing faculty recruitment efforts on doctorally-qualified candidates while also insisting on active professional experience. The academic business unit is to report on the progress of theses initiatives in the 2012 annual report."	The percentage of doctorally taught credit hours has been increasing annually (see appendix 3 for faculty coverage table showing the past 4 academic years). As can be appreciated from the figures, the percentage has increased approximately 18% over the 4 year time frame, representing almost a 100 per cent increase.	To continue to focus on attracting and retaining doctorally-qualified faculty members who have an active professional experience.
Principle 4.5. Faculty Development. Substantially Compliant. "The academic business unit is to report to IACBE the status and success of ongoing workshop development and delivery. The report is to be included with the 2012 annual report."	The report concerning workshops appears in Appendix 4.	To continue to offer relevant workshops and to increase faculty member attendance
Principle 7.7. External Accountability. Substantially Compliant. "IACBE-mandated accreditation language must appear on the institutional website. IACBE is to be notified when this correction has been made."	The wording on the website has been modified to accurately reflect IACBE-mandated accreditation language.	The IT department has been instructed to ensure that this wording remains in line with IACBE regulations when any changes are made to the site.

Administrative Information

1. Provide the following information pertaining to the current president/chief executive officer of your institution:

    Name: Dr. Dirk Craen

    Title: President

    Highest Earned Degree: Doctorate   Email: d.craen@euruni.edu

    Telephone (with country code if outside of the United States): +41 21 964 84 64

    Fax (with country code if outside of the United States): +41 21 964 84 68

    _____ Check here if this represents a change from the previous year.

2. Provide the following information pertaining to the current chief academic officer of your institution:

    Name: Luc Craen

    Title: Vice President & Campus Manager, Switzerland

    Highest Earned Degree: MBA   Email: l.craen@euruni.edu

    Telephone (with country code if outside of the United States): +41 22 779 26 71

    Fax (with country code if outside of the United States): +41 22 779 26 73

    _____ Check here if this represents a change from the previous year.

3. Provide the following information pertaining to the current head of your academic business unit:

    Name: Felix Campbell

    Title: Academic & Faculty Coordinator

    Highest Earned Degree: BA (Hons)   Email: f.campbell@euruni.edu

    Telephone (with country code if outside of the United States): +41 21 964 84 64

    Fax (with country code if outside of the United States): +41 21 964 84 68

    __X__ Check here if this represents a change from the previous year.

4. Provide the following information pertaining to your current primary representative to the IACBE, i.e., the person who is your primary contact for the IACBE and who votes on behalf of the academic business unit on IACBE matters (if not the same as the head of the academic business unit):

Name: Christine Clarke

Title: Academic Dean

Highest Earned Degree: PGCE (Master's Equivalent)   Email: c.clarke@euruni.edu

Telephone (with country code if outside of the United States): +34 932018171   Fax (with country code if outside of the United States): +34 932017935

_____ Check here if this represents a change from the previous year.

5. Provide the following information pertaining to your current alternate representative to the IACBE:

Name: Luc Craen (as above)

Title:

Highest Earned Degree: Email:

Telephone (with country code if outside of the United States):   Fax (with country code if outside of the United States):

_____ Check here if this represents a change from the previous year.

Programmatic Information

1. For each of your IACBE-accredited business programs, provide the total headcount enrollment and the number of degrees conferred in the program (including each major, concentration, specialization, and emphasis) for 2011-12 (insert rows in the table as needed):

Program	Enrollment 2012-13	Number of Degrees Conferred 2012-13
Bachelor of Business Administration	60	
Bachelor of Arts in Communication & Public Relations	7	
Bachelor of Arts in International Relations	11	
MBA with a major in:		
International Business	22	
Public Relations & Communication	2	
Global Banking & Corporate Finance	13	

Totals for All Programs Combined		
(Please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in both accounting and finance.)	115	

2. Do you offer any of your IACBE-accredited business programs outside of your home country?

   X   No. If no, proceed to item 3 below.

       Yes. If yes, please identify the programs and countries in the table below. In addition, if the programs are delivered in partnership with other institutions, please identify those institutions as well. (Insert rows in the table as needed.)

Program	Country or Countries	Partner Institution(s)

3. Did you terminate any business programs during the reporting year?

   X   No. If no, proceed to item 4 below.

       Yes. If yes, please identify the terminated programs in the table below. (Insert rows in the table as needed.)

Terminated Programs

4. Were changes made in any of your business programs?

   X   No. If no, proceed to item 5 below.

       Yes. If yes, please identify the changes on a separate page at the end of this report.

5. Were any new business programs (including new majors, concentrations, specializations, and/or emphases) established during the academic year?

       No. If no, proceed to the *Outcomes Assessment* section below.

   X   Yes. If yes, please identify the new programs on a separate page at the end of this report, and answer item 6 below.

6. If applicable, was approval of your institutional accrediting body required for any of the programs identified in item 5 above?

X   No. If no, proceed to the *Outcomes Assessment* section below.

___   Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.

Outcomes Assessment

1. Has your outcomes assessment plan been submitted to the IACBE?

    X   Yes

    ___   No. If no, when will the plan be submitted to IACBE?   _____

2. Is the original or revised outcomes assessment plan that you submitted to the IACBE still current or have you made changes?

    X   The outcomes assessment plan that we have previously submitted is still current.

    ___   Changes have been made and the revised plan is attached.

    ___   We have made changes and the revised plan will be sent to the IACBE by: _____

3. Complete the Outcomes Assessment Results form below and include it with this annual report to the IACBE. **Note: Section II of the form (Operational Assessment) needs to be completed only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.**

Other Issues

Briefly comment on other issues pertaining to your academic business unit that you would like to share with the IACBE.

EU continues to be active an active member of EFMD, EABIS and The Peter Drucker Society. Annual and Quality reports have been duly submitted to EU accrediting bodies (IACBE; ACBSP & CEEMAN). These reports have been accepted and, therefore, EU's accredited status remains in good standing. European University continues to be a PRME signatory and posted its latest SIP in September 2013.

Outcomes Assessment Results

For Academic Year: 2012-13

Section I: Student Learning Assessment

<table>
<tr>
<td colspan="2">
Student Learning Assessment for Undergraduate Business Program

All bachelor programs follow the same core courses (70% of the program) and, therefore, have shared learning outcomes.
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<tr>
<td colspan="2">Intended Student Learning Outcomes for (Program 1) :</td>
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<tr>
<td colspan="2">

a. Graduates will be prepared to pursue higher level studies or for entry into a first management position

b. Students will demonstrate an understanding of current business issues through required readings and research

c. Students will develop knowledge and understanding of their chosen specialization.

d. Students will apply theoretical knowledge to practical situations.

e. Students will develop analytical and diagnostic skills, demonstrating a move away from knowledge-only based learning to practical application of knowledge.

f. Students will, through group-based tasks, demonstrate proficiency in negotiation skills and become team players.

g. Students will, through individual tasks and working to a clearly defined timetable, demonstrate the ability to work independently and adhere to deadlines.

h. Oral and written communications skills will be shown; through specific core courses and through the. presentation and discussion tasks which are required in many of the program courses.

i. Students will demonstrate an understanding of diversity issues and will demonstrate skills related to working in a multi-cultural environment, learn to appreciate cultural differences and embrace working within such an environment.

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<tr>
<td>Assessment Tools for Intended Student Learning Outcomes—
Direct Measures of Student Learning:</td>
<td>Performance Targets/Criteria for Direct Measures:</td>
</tr>
<tr>
<td>1.   Final GPA Achievement</td>
<td>90% of all students on the undergraduate degree course will achieve a GPA of 2.0 at the end of their program</td>
</tr>
<tr>
<td>2.   Thesis Research Project</td>
<td>All students on the undergraduate program will achieve a minimum GPA</td>
</tr>
</table>

	0f 2.0 on their research project, including oral defense
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. Students Exit Survey	At least 80% of graduating students from the undergraduate program will indicate an above average level of satisfaction from their learning experience and preparation
2. Agents Feedback on the Program Meeting Industry Needs & Demands	At least 80% of agents will grade the undergraduate program as very good or above in meeting industry needs and demands

Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Final GPA Achievement	X	
2. Thesis Research Project		X

Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Students Exit Survey	X	
2. Agent Feedback on the Program Meeting Industry Needs & Demands	X	

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:
1. The process of thesis registration will become more rigorous to include a pre-registration requirement that requires the thesis director to approve drafts before registration. All candidates must work with a thesis promoter during their research work development

Student Learning Assessment for Graduate Business Program

All bachelor programs follow the same core courses (70% of the program) and, therefore, have shared learning outcomes.

Intended Student Learning Outcomes for *(Program 1)* :

   a.   Graduates will be prepared for entry into business, management and leadership positions.
   b.   Students will demonstrate a firm understanding of current business issues through required readings and research
   c.   Students will develop increased knowledge and understanding of their chosen specialization.
   d.   Students will demonstrate analytical and diagnostic skills.
   e.   Students will demonstrate proficiency in negotiation skills and become team players.
   f.   Students will perform independently and adhere to deadlines.
   g.   Students will demonstrate presentation and discussion skills.
   h.   Students will develop skills at working in a multi-cultural environment, learn to appreciate cultural differences and embrace working within such an environment.
   i.   Students will demonstrate scholarly writing skills, analytical skills, and conceptual skills.
   j.   Students will demonstrate understanding of the interaction of different management functions, the nature of management as a process, the changing nature of the external environment.
   k.   Students will demonstrate ethical awareness, develop interpersonal skills within an international community and become adept at living in a foreign environment.

Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Final GPA Achievement	90% of all students on the Graduate degree course will achieve a GPA of 3.0 at the end of their program
2. Capstone Research Project	All students on the Graduate program will achieve a GPA of 3.0 on their research project, including oral defense

Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:		
1. Students Exit Survey	At least 80% of graduating students will indicate an above average level of satisfaction from their learning experience and preparation		
2. Agents Feedback on the Program Meeting Industry Needs & Demands	At least 80% of agents will grade the Graduate program as very good or above in meeting industry needs and demands		
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Final GPA Achievement		X
2. Capstone Research Project		X
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was…	
	Met	Not Met
1. Students Exit Survey	X	
2. Agents Feedback on the Program Meeting Industry Needs & Demands	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. More rigorous follow through of student's academic paths and progress have been put into place. Students in danger of not achieving the required minimum will be warned of at mid-term so that steps can be taken to address the situation.		
2. The process of capstone registration will become more rigorous to include a pre-registration requirement that requires the capstone director to approve drafts before registration. All candidates must work with a capstone promoter during their research work development		