

- BA - Bachelor of Arts in Family Business Management
- EBBA - Executive BBA

MBA Program with Majors

- MBA - International Business
- MBA - Communication & Public Relations
- MBA - International Marketing
- MBA - Global Banking & Finance
- MBA - Leisure & Tourism Management
- MBA - Entrepreneurship
- MBA - Leadership
- MBA - E-Business
- MBA - Sports Management
- MBA - Human Resources Management
- MBA - Design Management
- MBA - Reputation Management
- Online MBA

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted

New majors have been introduced but have not been in effect for 2 years

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

All undergraduate and Master’s programs are accredited by ACBSP. Accreditation status is clearly stated on the program description pages of the catalog.

O 6. List all campuses that a student can earn a business degree from your institution:

Barcelona, Spain. Munich, Germany. Montreux and Geneva Switzerland.

O 7. Person completing report

Name:

Christine Clarke

Phone: +34 93 2018171
E-mail address: c.clarke@euruni.edu
ACBSP Champion name: Christine Clarke
ACBSP Co-Champion name: Julie McBride

O 8. Conditions or Notes to be Addressed: You do not need to address Opportunity for Improvement (OFI).

Please explain and provide the necessary documentation/evidence for addressing each condition or note since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions (if the justification for removal is lengthy consider attaching an appendix to QA report):Remove Note:

Remove Condition:

Standard 4. Criteria 4.1 & 4.4. As stated in the 2011 report, European University now uses Peregrine Academics incoming and outgoing assessment tools. May 2013 saw the completion of the first cycle of incoming to outgoing. We currently have recorded 2 years of outbound assessments (the first outbound did not, however, have inbound statistics) please see appendix 1. As we do not have the required 3 historic points, we will need until May 2014 to perform detailed analysis, prepare appropriate actions and report on this. The information has, however, indicated discrepancies between campuses and steps have been put in place to address this. Having introduced Moodle during 2012-13, professors on all campuses are now able to interact more efficiently. Working faculty committees are in place to revise, update and coordinate course outcomes and assessment. Results from the Peregrine Academics outbound assessment have been placed on the EU website.

O 9. The business unit must routinely provide reliable information to the public on their performance, including student achievement such as assessment results.

EU discloses relevant information based on authenticated results from surveys and other sources on the statistics section of the European University website, the link for which appears below. These statistics have been introduced to reflect EUs fulfillment of key objectives. It has been updated to include Peregrine outgoing results. The section also contains links to the SIP report located on the PRME web, its EU Today and ON publications concerning alumni job positions and successes and links to previous ACBSP and IACBE QA reports.
www.euruni.edu/Scripts/Index.aspx?id=19964

Standard #1 Leadership

Organization

- a. List any organizational or administrative personnel changes within the business unit since your last report.

Changes in Position

(* denotes newly created position)

Ms. Clarke. Dean & Head of Accreditation (Barcelona)*

Ms. Gonzalez. Assistant to Registrar*

Recruited into Existing Positions

Ms. McBride. Undergraduate Coordinator (Barcelona)

Mr. Charles. MBA Director

Mr. Purification. Masters Coordinator & Accreditation Assistant

Ms. Immis. Admissions (Munich)

Mr. Campbell. Head of Academics (Switzerland)

Ms. Exarchou. Admissions (Switzerland)

Ms. Arnaudove Undergraduate Coordinator (Munich)

Newly Created Positions

Ms. Cancio. Community & Communication Manager (Barcelona)*

Ms. Wlodek. International Relations & Business Development (Barcelona)*

Mr. Ward (pending confirmation). Head of Research (Barcelona)*

Mr. Medrano. IT Manager (Barcelona)*

Ms. Beltrane. Assistant to Managing Director (Barcelona)*

Mr. Spickenreither. Assistant Dean Academics (Munich)*

Ms. Melwani. Community Manager (Munich)*

Ms. Benedetti. MBA Coordinator (Munich)*

Ms. Undurraga. Community Manager (Switzerland)*

Ms. Feuerstein. Graduate Coordinator (Switzerland)*

Please see Appendix 1 for current Organizational Charts

- b. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report? **N/A**

Standard #2 Strategic Planning (this standard not typically addressed in the QA report) This is used as a place holder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

Standard #3 Student and Stakeholder Focus

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Standard 3 - Student and Stakeholder-Focused Results

		Analysis of Results			
80% of student satisfaction responses will be at or above average	Outgoing Survey	Five years of positive trend data exceeding goal	NA	Continue monitoring	
Extend Alumni Association and increase interactions Objective: 4000 members by 2015	LinkedIn website	Nºs have risen by 1,500 during the period	High alumni interest in maintaining relationships with EU	16 alumni chapters (subgroups) have been opened around the world, each with a chapter leader (alumni volunteer). Increase numbers of members, create chapter webs, increase nº of alumni events	<p style="text-align: center;">Alumni on LinkedIn</p>

<p>80% of School Counselor perception of EU value compared to other, similar institutions will be at least “good”</p>	<p>School Counselor Survey</p>	<p>Results show a strong, positive relationship with school counselors</p>	<p>Follow through and extending School Counselor Weekends has proved valuable</p>	<p>Increase faculty and student participation in the weekend events</p>	<p>How Do You Evaluate EU's Pricing/Value Strategy Compared to Similar Institutions?</p> <table border="1"> <thead> <tr> <th>Category</th> <th>2009-10</th> <th>2010-11</th> <th>2011-12</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>Excellent</td> <td>0.08</td> <td>0.15</td> <td>0.22</td> <td>0.15</td> </tr> <tr> <td>Very good</td> <td>0.22</td> <td>0.42</td> <td>0.27</td> <td>0.44</td> </tr> <tr> <td>Good</td> <td>0.33</td> <td>0.27</td> <td>0.39</td> <td>0.32</td> </tr> <tr> <td>Average</td> <td>0.22</td> <td>0.12</td> <td>0.14</td> <td>0.03</td> </tr> <tr> <td>Weak</td> <td>0.00</td> <td>0.00</td> <td>0.02</td> <td>0.00</td> </tr> <tr> <td>Very Poor</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> </tr> <tr> <td>N/A</td> <td>0.22</td> <td>0.12</td> <td>0.02</td> <td>0.00</td> </tr> </tbody> </table>	Category	2009-10	2010-11	2011-12	2012-13	Excellent	0.08	0.15	0.22	0.15	Very good	0.22	0.42	0.27	0.44	Good	0.33	0.27	0.39	0.32	Average	0.22	0.12	0.14	0.03	Weak	0.00	0.00	0.02	0.00	Very Poor	0.00	0.00	0.00	0.00	N/A	0.22	0.12	0.02	0.00		
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<p>80% of students would judge the use of the case study method to be effective</p>	<p>Outgoing Survey</p>	<p>The objective has been achieved</p>	<p>Results are slightly lower for the last 2 a/y. This coincides with changes in the “Cases in ..” courses which students find more demanding</p>	<p>Some confusion over requirements has led to the development of clear guidelines for professors and students. Special guideline sessions will be introduced a/y 13-14 to ensure standardization and understanding</p>	<p>Effectiveness of Case Study Method</p> <table border="1"> <thead> <tr> <th>Effectiveness Level</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Other, please specify</td> <td>2%</td> <td>2%</td> <td>2%</td> <td>2%</td> <td>2%</td> </tr> <tr> <td>Ineffective</td> <td>2%</td> <td>5%</td> <td>2%</td> <td>2%</td> <td>2%</td> </tr> <tr> <td>Somewhat ineffective</td> <td>5%</td> <td>2%</td> <td>5%</td> <td>2%</td> <td>2%</td> </tr> <tr> <td>Neither effective nor ineffective</td> <td>10%</td> <td>5%</td> <td>5%</td> <td>5%</td> <td>5%</td> </tr> <tr> <td>Somewhat effective</td> <td>35%</td> <td>45%</td> <td>45%</td> <td>52%</td> <td>55%</td> </tr> <tr> <td>Very effective</td> <td>45%</td> <td>42%</td> <td>35%</td> <td>35%</td> <td>50%</td> </tr> </tbody> </table>	Effectiveness Level	2009	2010	2011	2012	2013	Other, please specify	2%	2%	2%	2%	2%	Ineffective	2%	5%	2%	2%	2%	Somewhat ineffective	5%	2%	5%	2%	2%	Neither effective nor ineffective	10%	5%	5%	5%	5%	Somewhat effective	35%	45%	45%	52%	55%	Very effective	45%	42%	35%	35%	50%
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Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

List outcomes, by accredited program. Many of the program outcomes should be used as part of a student learning assessment plan and be measurable.

b. Program Outcomes

Master's Learning Outcomes: Core (applicable to all Majors)

All master's programs follow the same core courses and, therefore, have shared learning outcomes.

- 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.

Master's Learning Outcomes: Major Specific

International Business

- a. To analyze new business models and competitive marketing strategies and assess how they are re-shaping how businesses compete globally.
- b. To demonstrate understanding of the importance of international finance.
- c. To use and apply appropriate technology methods to manage projects.

Communication and Public Relations

- a. To demonstrate theoretical knowledge to enable them to play a managerial role, contributing to decision making.
- b. To design effective messages for specific audiences.
- c. To develop a Media Mix for a given brand.

International Marketing

- a. To develop an International Marketing Plan.
- b. To demonstrate an understanding of major advertising theories and their applicability.
- c. To evaluate and appropriately use all available techniques in marketing research.

Global Banking and Finance

- a. To abstract from simple problems and to formulate a financial model which summarizes a given business situation.
- b. To design optimal working capital policies (cash, inventory, etc.), given the characteristics of the industry and the firm.
- c. To analyze the various structures of M&A.

Leisure and Tourism Management

- a. To analyze the different issues in International Tourism Management.
- b. To distinguish between developing hospitality and tourism marketing strategies.
- c. To demonstrate an understanding of E-business and its application within the tourist industry.

Entrepreneurship

- a. To demonstrate the skills necessary to formulate, plan and implement a new venture.
- b. To identify the characteristics which differentiate family business from other businesses.

Leadership

- a. To integrate coaching and mentoring programs in the organizational context.
- b. To develop action plans for self-development that will increase effectiveness at work.

E-Business

- a. To demonstrate clear understanding of why and how the Internet and new technologies contribute to the creation of e-business models.
- b. To appraise the wider impact of e-business on today's business processes, particularly relating to the supply chain, CRM etc.

Sports Management

- a. To demonstrate insight in and knowledge of new developments in the professional & recreational sports industry.
- b. To apply theoretical knowledge practical business situations, simulated by cases.

Human Resource Management

- a. To demonstrate understanding of International Human Resources Strategies: Recruitment, Information and Communication, Training and Development, Compensation and Benefits.
- b. To Identify and appraise the critical success factors for managing IHR departments.

Bachelor's Learning Outcomes: Core (applicable to all Bachelors)

All bachelor programs follow the same core courses and, therefore, have shared learning outcomes.

- 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.

Bachelor's Learning Outcomes: Major Specific

BBA

- a. To analyze issues facing multinationals, companies and structures when involved in change management.
- b. To demonstrate understanding of the analysis, decision making and implementation issues of managing a service.

Communication and Public Relations

- a. To gain understanding of the field of public relations and to be able to devise basic communications strategies.
- b. To show an understanding of PR major theories and their applicability.

Leisure and Tourism Management

- a. To assess sustainability in a tourism business or destination.
- b. To describe the characteristics of the hospitality industry and understand service as the most important facet of the hospitality industry.
- c. To review major trends and assess their potential impact on the tourism industry.

International Relations

- a. To identify the theoretical tools necessary to understand the international system.
- b. To analyze how and why diplomacy is conducted.

Sports Management

- a. To demonstrate understanding of all key processes involved in sports event operations.
- b. To develop a business plan that will provide the blueprint for moving a sports project forward.

Business Finance

- a. To prepare management accounting reports from the information created from the cost accounting systems studied in order to support planning and decision making.

- b. To demonstrate an understanding of major Marketing strategies commonly used by international financial corporations and their applicability in specific situations.
- c. To interpret and apply the legal terminology used in tax regulations.

Multimedia Management

- a. To demonstrate understanding of the overall world of multimedia and what it means.
- b. To apply multimedia in a commercial and business world.

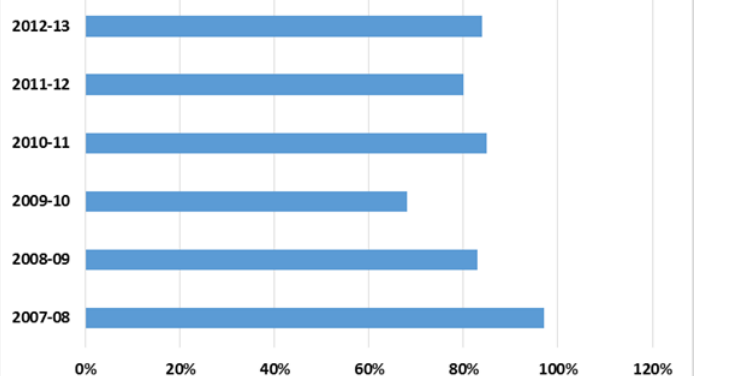
c. Performance Results

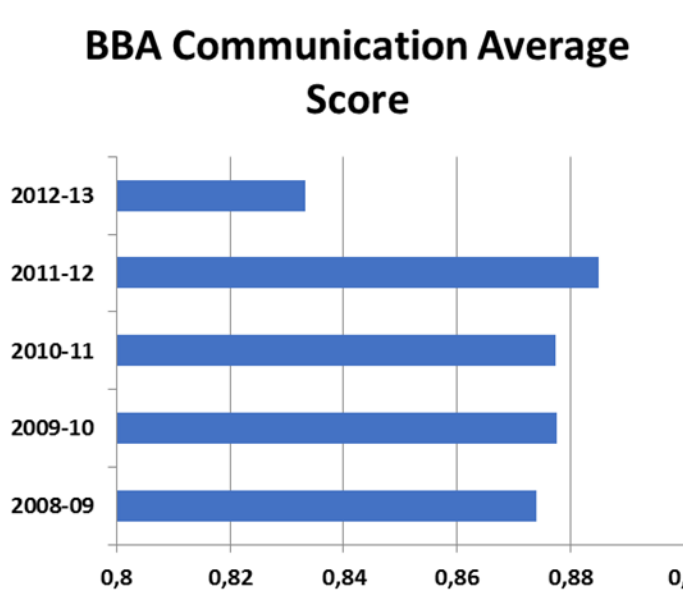
Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

Performance Indicator		Analysis of Results			Definition																														
Average written communication score equal to or greater than 80%	Capstone internal, summative.	Results have remained at around 86%	The results in 2009-10 appear to differ from the norm. This was probably due to misunderstanding of rubrics.	Continued faculty training concerning interpretation and use of rubrics.	<p style="text-align: center;">MBA Communication Average Score</p> <table border="1"> <caption>MBA Communication Average Score Data</caption> <thead> <tr> <th>Year</th> <th>Blue</th> <th>Yellow</th> <th>Grey</th> <th>Orange</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>0.85</td> <td>0.86</td> <td>0.86</td> <td>0.86</td> </tr> <tr> <td>2011-12</td> <td>0.87</td> <td>0.87</td> <td>0.87</td> <td>0.88</td> </tr> <tr> <td>2010-11</td> <td>0.87</td> <td>0.88</td> <td>0.88</td> <td>0.86</td> </tr> <tr> <td>2009-10</td> <td>0.88</td> <td>0.89</td> <td>0.89</td> <td>0.89</td> </tr> <tr> <td>2008-09</td> <td>0.85</td> <td>0.86</td> <td>0.86</td> <td>0.86</td> </tr> </tbody> </table>	Year	Blue	Yellow	Grey	Orange	2012-13	0.85	0.86	0.86	0.86	2011-12	0.87	0.87	0.87	0.88	2010-11	0.87	0.88	0.88	0.86	2009-10	0.88	0.89	0.89	0.89	2008-09	0.85	0.86	0.86	0.86
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<p>Average analytical thinking score equal to or greater than 80%</p>	<p>Capstone Internal summative</p>	<p>Results have remained above 80%</p>	<p>A/Y 2012-13 shows a decline from an average of 86% to 83%</p>	<p>Monitor results to verify if this decline is a trend. Increase number of Capstone sessions. Introduce simulation exercises</p>	<p style="text-align: center;">MBA Analytical Thinking Average Score</p> <table border="1"> <caption>MBA Analytical Thinking Average Score Data</caption> <thead> <tr> <th>Year</th> <th>Score 1</th> <th>Score 2</th> <th>Score 3</th> <th>Score 4</th> <th>Score 5</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>0,83</td> <td>0,84</td> <td>0,85</td> <td>0,86</td> <td>0,87</td> </tr> <tr> <td>2011-12</td> <td>0,84</td> <td>0,85</td> <td>0,86</td> <td>0,87</td> <td>0,88</td> </tr> <tr> <td>2010-11</td> <td>0,85</td> <td>0,86</td> <td>0,87</td> <td>0,88</td> <td>0,89</td> </tr> <tr> <td>2009-10</td> <td>0,86</td> <td>0,87</td> <td>0,88</td> <td>0,89</td> <td>0,90</td> </tr> <tr> <td>2008-09</td> <td>0,87</td> <td>0,88</td> <td>0,89</td> <td>0,90</td> <td>0,91</td> </tr> </tbody> </table>	Year	Score 1	Score 2	Score 3	Score 4	Score 5	2012-13	0,83	0,84	0,85	0,86	0,87	2011-12	0,84	0,85	0,86	0,87	0,88	2010-11	0,85	0,86	0,87	0,88	0,89	2009-10	0,86	0,87	0,88	0,89	0,90	2008-09	0,87	0,88	0,89	0,90	0,91
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<p>Graduate students will demonstrate overall knowledge of the learning objectives of introductory courses in management, marketing and accounting. Average grades will exceed 80%</p>	<p>Formative Internal Success is based on final exam grades in Mgt MCO 101, Mkt MCO 104, Acc MCO 103. The objective is that 80% of students achieve a passing grade of 80% at minimum</p>	<p>Results show decline in MCO 104 to below objective</p>	<p>The decline in MCO 104 (Marketing) is attributable to the Barcelona campus and corresponds to the syllabus not being followed in depth by a faculty member</p>	<p>More experienced, rigorous faculty are in place to deliver MCO 104 in a/y 13-14 More theory content and readings will be required as this has an impact on subsequent course performance</p>	<table border="1"> <caption>MCO Course Scores Data</caption> <thead> <tr> <th>Year</th> <th>MCO 101</th> <th>MCO 103</th> <th>MCO 104</th> </tr> </thead> <tbody> <tr> <td>2007-08</td> <td>85</td> <td>87</td> <td>81</td> </tr> <tr> <td>2008-09</td> <td>85</td> <td>83</td> <td>84</td> </tr> <tr> <td>2009-10</td> <td>84</td> <td>84</td> <td>83</td> </tr> <tr> <td>2010-11</td> <td>86</td> <td>88</td> <td>85</td> </tr> <tr> <td>2011-12</td> <td>86</td> <td>89</td> <td>80</td> </tr> <tr> <td>2012-13</td> <td>87</td> <td>89</td> <td>79</td> </tr> </tbody> </table>	Year	MCO 101	MCO 103	MCO 104	2007-08	85	87	81	2008-09	85	83	84	2009-10	84	84	83	2010-11	86	88	85	2011-12	86	89	80	2012-13	87	89	79								
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<p>Graduate students will demonstrate an understanding of current business issues Average grades will exceed 80%</p>	<p>Formative internal instrument used in MCO 204. Success is based on final exam grades</p>	<p>Results show fairly stable results at 80% or above.</p>	<p>The results are barely at objective levels</p>	<p>Emphasize more major theories and readings in term 1 courses</p>	 <table border="1"> <caption>Score Data for Top Chart</caption> <thead> <tr> <th>Year</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>85</td> </tr> <tr> <td>2011-12</td> <td>80</td> </tr> <tr> <td>2010-11</td> <td>85</td> </tr> <tr> <td>2009-10</td> <td>68</td> </tr> <tr> <td>2008-09</td> <td>82</td> </tr> <tr> <td>2007-08</td> <td>95</td> </tr> </tbody> </table>	Year	Score (%)	2012-13	85	2011-12	80	2010-11	85	2009-10	68	2008-09	82	2007-08	95
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<p>Students will demonstrate written communication aptitude corresponding to tertiary academic norms, with an average score of 85%</p>	<p>Thesis internal, summative.</p>	Analysis of Results		<p style="text-align: center;">BBA Communication Average Score</p>  <table border="1"> <caption>Score Data for Bottom Chart</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>0,835</td> </tr> <tr> <td>2011-12</td> <td>0,885</td> </tr> <tr> <td>2010-11</td> <td>0,875</td> </tr> <tr> <td>2009-10</td> <td>0,875</td> </tr> <tr> <td>2008-09</td> <td>0,875</td> </tr> </tbody> </table>	Year	Score	2012-13	0,835	2011-12	0,885	2010-11	0,875	2009-10	0,875	2008-09	0,875
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2008-09	0,875															
<p>The trend was positive but shows a sharp downturn in the most recent a/y</p>	<p>Recent results are a cause of concern. This is on the agenda for the thesis committee, faculty and department meetings in September to pinpoint how courses can be bolstered to improve results.</p>															

<p>Students will demonstrate analytical skills. Students average analytical thinking scores will exceed or equal 80%</p>	<p>Thesis internal summative</p>	<p>The trend, whilst meeting objectives, reflects a decline in the most recent a/y</p>	<p>This trend, taken in conjunction with the above results and the results from Strategic Management BCO 321 (below) indicates that the area of concern is the thesis research paper itself. Management is reviewing the possibility of making the use of a promoter mandatory (it is currently optional)</p>		<p>BBA Analytical Thinking Average Score</p> <table border="1"> <caption>BBA Analytical Thinking Average Score Data</caption> <thead> <tr> <th>Year</th> <th>Blue</th> <th>Green</th> <th>Yellow</th> <th>Orange</th> <th>Red</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>0.82</td> <td>0.84</td> <td>0.85</td> <td>0.86</td> <td>0.87</td> </tr> <tr> <td>2011-12</td> <td>0.83</td> <td>0.84</td> <td>0.85</td> <td>0.86</td> <td>0.87</td> </tr> <tr> <td>2010-11</td> <td>0.84</td> <td>0.85</td> <td>0.86</td> <td>0.87</td> <td>0.88</td> </tr> <tr> <td>2009-10</td> <td>0.83</td> <td>0.84</td> <td>0.85</td> <td>0.86</td> <td>0.87</td> </tr> <tr> <td>2008-09</td> <td>0.84</td> <td>0.85</td> <td>0.86</td> <td>0.87</td> <td>0.88</td> </tr> </tbody> </table>	Year	Blue	Green	Yellow	Orange	Red	2012-13	0.82	0.84	0.85	0.86	0.87	2011-12	0.83	0.84	0.85	0.86	0.87	2010-11	0.84	0.85	0.86	0.87	0.88	2009-10	0.83	0.84	0.85	0.86	0.87	2008-09	0.84	0.85	0.86	0.87	0.88	<p>0,9</p>
Year	Blue	Green	Yellow	Orange	Red																																					
2012-13	0.82	0.84	0.85	0.86	0.87																																					
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2008-09	0.84	0.85	0.86	0.87	0.88																																					
<p>Students will demonstrate an understanding current business issues. Students average business issue score will exceed or equal 80%</p>	<p>Formative internal assessment used in BCO 321. Success is based on course results. Students average business issue score will exceed or equal 80%</p>	<p>The trend shows that a/y 2011-12 did not meet objectives</p>	<p>Changes in course requirements for BCO 321 to include more focus on theory (an extra student activity was introduced which included a focus on thought leaders, the preparation and presentation of a dossier). This focus was also introduced in BCO 111.</p>	<p>Results in a/y 12-13 indicate an improvement but will need to be monitored to ensure the upward trend is maintained</p>	<table border="1"> <caption>Business Issue Score Data</caption> <thead> <tr> <th>Year</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>84%</td> </tr> <tr> <td>2011-12</td> <td>78%</td> </tr> <tr> <td>2010-11</td> <td>86%</td> </tr> <tr> <td>2009-10</td> <td>88%</td> </tr> <tr> <td>2008-09</td> <td>80%</td> </tr> <tr> <td>2007-08</td> <td>82%</td> </tr> </tbody> </table>	Year	Score (%)	2012-13	84%	2011-12	78%	2010-11	86%	2009-10	88%	2008-09	80%	2007-08	82%	<p>90%</p>																						
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2007-08	82%																																									

<p>Students will demonstrate an overall knowledge of the learning objectives for introductory courses in management, marketing, accounting and communications. The objective is that 80% of students pass with a minimum 75% grade</p>	<p>Formative. Internal. Success is based on the grades of internal exams in Mgt BCO 111, Mkt BCO 112, Acc BCO 114, Comm BCO 113.</p>	<p>The trend shows that a/y 2011-12 did not meet objectives</p>	<p>The trends in 2011-12 indicated that admission criteria needed reviewing as some students appeared not to be sufficiently prepared (despite meeting criteria). A need for a pre-undergraduate 2 semester course was identified, developed and rolled out in a/y 12-13 to address the issue. Borderline students are carefully monitored during the first 2 weeks of semester 1; underperforming students are transferred to the prep course</p>	<p>A/Y 12-13 results indicate an improvement but will need further monitoring to establish a positive trend</p>	<table border="1"> <caption>Student Performance Trends (2007-08 to 2012-13)</caption> <thead> <tr> <th>Year</th> <th>BCO 111</th> <th>BCO 112</th> <th>BCO 113</th> <th>BCO 114</th> </tr> </thead> <tbody> <tr> <td>2007-08</td> <td>77</td> <td>77</td> <td>79</td> <td>79</td> </tr> <tr> <td>2008-09</td> <td>76</td> <td>75</td> <td>78</td> <td>80</td> </tr> <tr> <td>2009-10</td> <td>71</td> <td>70</td> <td>72</td> <td>72</td> </tr> <tr> <td>2010-11</td> <td>77</td> <td>74</td> <td>82</td> <td>81</td> </tr> <tr> <td>2011-12</td> <td>74</td> <td>75</td> <td>78</td> <td>77</td> </tr> <tr> <td>2012-13</td> <td>79</td> <td>80</td> <td>79</td> <td>78</td> </tr> </tbody> </table>	Year	BCO 111	BCO 112	BCO 113	BCO 114	2007-08	77	77	79	79	2008-09	76	75	78	80	2009-10	71	70	72	72	2010-11	77	74	82	81	2011-12	74	75	78	77	2012-13	79	80	79	78
Year	BCO 111	BCO 112	BCO 113	BCO 114																																				
2007-08	77	77	79	79																																				
2008-09	76	75	78	80																																				
2009-10	71	70	72	72																																				
2010-11	77	74	82	81																																				
2011-12	74	75	78	77																																				
2012-13	79	80	79	78																																				

Standard #5 Faculty and Staff Focus

Complete the following table Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 5.1 Standard 5 - Faculty- and Staff-Focused Results

Analysis of Results					
<p>To maintain administrative staffing at such a level as to satisfy student needs</p>	<p>Monitoring of staff workloads and student enrollments annually</p>	<p>Student satisfaction levels decreased in a/y11-12</p>	<p>Intake increased but without a corresponding increase in staffing levels</p>	<p>Created and filled new staff positions, the New Business Development position includes improving</p>	<p>See organizational charts (in annex 1) for new positions created</p>

				internship opportunities, improving industrial visits and guest speaker seminars	
To optimize faculty interactions in order to enhance feedback and faculty development	Feedback from faculty post-faculty meeting	The reduced full faculty meetings and increased department meetings met with faculty approval. Feedback also indicated a desire for further development sessions	Faculty required further development sessions	Several sessions were offered, with faculty volunteering to lead sessions. The sessions included additional Moodle training, presentation techniques. Further sessions are to be held. Faculty are also included in the newly developed guest speaker MBA seminar series	
To maintain a professionally prepared and student-oriented faculty	Student evaluation of professors on a 1-5 scale(5 being the highest grade) The objective is to achieve an average minimum satisfaction level	The overall results meet objectives	Results also highlighted underperforming faculty members. Interviews and tailor-made guidance were put in place. In the	Non-renewal of contracts	Evaluation of Faculty

	of 3.5		case of 3 individuals, no improvement was observed and their contracts were not renewed		<table border="1"> <caption>Bar Chart Data</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>4.18</td> </tr> <tr> <td>2011-12</td> <td>4.22</td> </tr> <tr> <td>2010-11</td> <td>4.14</td> </tr> <tr> <td>2009-10</td> <td>4.14</td> </tr> <tr> <td>2008-09</td> <td>4.16</td> </tr> <tr> <td>2007-08</td> <td>4.06</td> </tr> <tr> <td>2006-07</td> <td>4.19</td> </tr> </tbody> </table>	Year	Score	2012-13	4.18	2011-12	4.22	2010-11	4.14	2009-10	4.14	2008-09	4.16	2007-08	4.06	2006-07	4.19
Year	Score																				
2012-13	4.18																				
2011-12	4.22																				
2010-11	4.14																				
2009-10	4.14																				
2008-09	4.16																				
2007-08	4.06																				
2006-07	4.19																				

Faculty Qualifications

Complete Table 5.2 and 5.3 for new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported.

Table 5.2 Standard 5 - NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS – BARCELONA

Duch, Cesár	Marketing	Change Management Cases in Marketing	Doctor in Economics (specializing in Market Research) Bachelor in Law Bachelor in Economics	20 years teaching experience 39 years business experience Published books and articles	Academically
Farkas, Gergely	Finance	Elementary Calculus Mathematics of Finance Insurance & Pension Commitments	PhD Candidate in Financial Mathematics MSc in Applied Mathematics MSc in Stochastics and Financial Mathematics	3 years Research experience within the field 2 years working experience Published articles within the field	Academically

			BSc in Computer Science		
Garrido, Agustí	Finance	Cases in Finance	PhD Candidate in Accounting Master of Research in Economics, Finance & Management MBA	2 years teaching experience 7 years working experience Published teaching notes and conducted research activities	Academically
Gutierrez, Ana	E-Business	The E-Consumer (MBA)	MBA	10 years business experience within the field	Professional
Hurst, Clint	Management	Business Law	Juris Doctor Law BS in Justice Studies	14 years teaching experience 8 years' work experience within the field	Academically
Hyman, Andrew	Finance	Security Analysis Financial Derivatives Business Finance I & II	MA in Geography MPP in Policy Development & Program Evaluation BS in Applied Physics	11 years' work experience 6 years teaching experience Published author on Profitable Investing	Professional
Ibañez, Serafin	Sports Management	Sports Marketing Sports Sponsorship		13 years' work experience in Sports Sponsorship & Marketing field CIM qualified Undertaken regular	Professional

				additional qualifications in the marketing field as part of Continuous Professional Development	
Mackinlay, Agustín	Finance	Marketing for Financial Services Corporate Finance Bank & Treasury Management Finance (MBA) International Finance (MBA)	MA in American Studies MA in International Economics BA in Economics	15 years' work experience within the field 17 years teaching experience Published papers Regularly attends professional meetings	Professional
Metcalfe, Fiona	Management & Communication	Oral Communication Skills Writing Communication Skills Coaching & Mentoring (MBA)	CIPD Diploma in Personnel Management CIPD Certificate in Training Practice BA Hons (2:1) French & German	10 years' work experience within the field 5 years teaching experience	Professional
Ortega, David	Marketing	Advertising, Media & Branding Strategic Marketing Small Business Management	International Executive Program PDD Executive Education Program MBA Degree in Business Administration	9 years teaching experience 18 years working experience in the field Continuous professional development	Academically

			BSc in Business Administration		
Sokolova, Julia	Accounting	Accounting Business Finance Managerial Accounting	MBA ACCA Professional Accountancy Qualified Bachelor Economist	13 years working experience within the field 1 year teaching experience Professionally qualified (ACCA-Association of Chartered Certified Accountants)	Academically
Vahlhaus, Albert	Management & Finance	HRM (MBA) Short Term Financial Management (MBA) Long Term Financial Management (MBA) Working Capital Management	Doctorate in Business Administration MBA BA in International Management	21 years' work experience within the field Published articles Presented papers	Academically
Van Rossem, Willem	Leisure & Tourism Management	Hospitality Management Service Management International Operations Management	Master Certificate Service Culture & Customer Service BS Tourism Administration Certificate of Japanese Language & Culture Diploma in Spanish Language & Culture Diploma in French Language, History &	14 years' work experience within the field 4 years teaching & training experience Continuous professional development	Professional

			Culture		
Ward, Andrew	Management & Marketing	Project Management Marketing Research Public Relations Research Portfolio Management Entrepreneurship & new Venture Creation (MBA)	PhD in Chemistry BSc in Chemistry & Wood Science	21 years' work experience within marketing, research and new product development field	Academically
Zentgraf, Christian	Marketing	Sales Management (MBA)	PhD in Marketing MBA in Marketing & Finance	14 years' work experience within the field 4 years teaching experience Published papers	Academically

Table 5.2 Standard 5 - NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS - MUNICH

Caric, Thomas	Marketing	International Marketing	Commercial Apprenticeship – Retail	16 years' work experience in Microsoft currently Lead Category Manager for 13 countries 8 years' work experience in Entertainment Industry as Product Manager Delivered presentations and training sessions to external bodies with	Exception
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				Microsoft King's Fellow Award 2012 (Euruni)	
Collongues de Kaiser, Marta	Management & International Relations	International Organizations Political Science Development Studies	MSc in Sustainable Resource Management Degree in Political Science	8 years teaching experience 6 years working experience Certificate in Didactics Certificate in German Language Diploma in French Language & Culture	Academically
Copty, Ramy	Finance	Financial Investments	BA in Central Asia Art History, Journalism & Communication Science, English literature and American Studies	17 years' work experience in the field Teaching experience	Exception
Esmaili, Ramin	Marketing	Marketing Management Industrial Marketing Advertising, Media & Branding Consumer Behavior Media Planning	MBA in Marketing BA in International Relations	14 years' work experience 3 years teaching experience	Academically

		Cases in Marketing Strategic Tourism Marketing Advertising & Media (MBA)			
Feurstein, Liudmyla	Marketing, Communications & PR	Service Management Managing in the Service Industries PR Research	MPhil Applied Linguistics Master of Finance and Economics of Enterprise Philology MSc International Marketing & Management	6 years teaching experience Director on International Development, Alfred Nobel University, Ukraine Teacher of the Year Award (2007), Alfred Nobel University, Ukraine	Academically
Flipova, Ksenia	Management	Innovation & Leadership	Master in Pedagogics & Foreign Languages Certificate in Marketing & Management (Presidential Program for Senior Managers framework)	10 years' work experience with Microsoft in Business Development & Marketing	Academically
Fusseder, Olga	Management	Strategic Supply Chain Management (MBA) Marketing Research	Diploma in American Studies	13 years' experience with Microsoft in Marketing	Professional
Gonzalez Luis, Rocio	Management Leisure & Tourism Management	Cultural Heritage Sports Psychology Cross Cultural	DEA-Master in Psychology of Language Bachelor in Social and	6 years teaching experience in Psychology & intercultural communication	Academically qualified in Sports Psychology Professional for other courses

	Sports Management	Business Issues	Clinical Psychology		
Hagenhoff, Libouries	Leisure & Tourism Management	Event & Conference Management International Operations Management Financial Management in Tourism International Tourism Management (MBA) E-Business in Tourism	MBA with a major in Tourism	22 years' experience within the industry 7 years teaching experience in Tourism & Hospitality Management	Academically
Hall, Peter	Management	Writing Communication Skills Cases in Public Relations Coaching & Mentoring (MBA)	Executive MBA BSC Hons Biological Science (2:1)	14 years' work experience CEFTP Coaching Qualification Advanced Coaching Program	Academically
Hitti, Mark	International Relations	Global Economic Geography Theories of International Relations Global Economics Cases in International	Master of Advanced Studies, European Strategic Studies Master in Business Intelligence & Competitive Strategies Bachelors in Economics & Management	7 years' work experience in the field	Academically

		Relations International Peace & Security	Bachelors in Economic Analysis & Policy		
Otero Gonzalez, Begonia	Sports Management	Sports Sponsorship Crafting Unique Sports Events	PhD Candidate Law Master in Private Law Masters in Intellectual Property & Competition Law Postgraduate in Tax Planning Postgraduate in Sports Operations Management Bachelors in Law	8 years' work experience in field 7 years teaching experience Published Papers Regularly attends courses and seminars to update knowledge	Academically
Perti, Kirkita	Marketing Communication & PR	Marketing Management International Public Relations Fundamentals of Public Relations	MBA in International Business & Marketing Bachelor of Engineering	8 years' work experience	Academically
Pollems, Philip	Finance	Tax Management Financial Planning	Masters in Economics	23 years' work experience	Academically
Ramming, Markus	Management	Foundations of Business Management	PhD in Biology, specializing in Neurobiology	3 years teaching experience 11 years' work experience	Academically

		<p>Project Management</p> <p>Leadership & Team Building</p> <p>Communication & Negotiation in Employee Relations</p> <p>Organizational Communication</p> <p>Management Skills</p>	<p>Masters in International Management</p>	<p>Certified Trainer</p> <p>Certified Coach</p>	
Russeva, Radostina		<p>The Multimedia Industry</p> <p>Mass Media & Communication</p>	<p>PhD Candidate in Business Model Innovation</p> <p>MBA in Entrepreneurial Finance, Technology & Innovation Management</p> <p>Masters in Computer Science & Multimedia</p>	<p>9 years' work experience</p> <p>3 years teaching experience</p>	Academically
Scheck, Martina	Marketing	<p>Mass Media Strategy, Planning & Media Law</p>	<p>Masters in Sociology, specializing in Advertising, Psychology & Media Law</p>	<p>12 years' work experience in the field</p>	Academically
Schilcer, Daniela	Leisure & Tourism Management	<p>Sustainable Tourism: Policies & Ethics</p> <p>Leisure & Recreational Management</p> <p>Cases in Tourism</p>	<p>PhD in Tourism</p> <p>BA Hons Tourism Management, First Class Honours</p>	<p>3 years teaching experience</p> <p>4 years' work experience</p>	Academically

		Environments of Tourism			
Schoen, Mbula	Management	Management Information Systems (BBA & MBA)	MBA Masters in Sinology BA in Business Studies & Economics	16 years' work experience Advanced Training in Applied Computer Science Intensive Language Studies in Chinese	Academically

Table 5.2 Standard 5 - NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS - SWITZERLAND

Agatiello, Osvaldo	Management	Business & Society	PhD in International Economics Juris Doctor in Comparative Law Juris Doctor in Civil Law	10 years teaching experience 10 years' work experience	Academically
Berger, Alain	Finance	Accounting Long Term Financial Management	MSc in Management Master in International Management BBA	20 years working experience within the field 5 years teaching experience Certified Financial Analyst Certified Financial Technician Certificate in Company Direction	Academically
Bhuwaneer, Tara	Management & Finance	Macroeconomics Portfolio	PhD in Finance MSc Applied Economics	5 years teaching experience	Academically

		Management	BSC (Hons) Economics	7 years' work experience Published papers and presented papers at conferences	
Boduroglu, Aytac	Finance	Managerial Accounting Financial Statement Analysis Portfolio Management Short Term Financial Planning Corporate Finance Financial Markets Real Estate Investments	MBA BBA, specialization in Law	11 years' work experience 6 years teaching experience Chartered Accountant	Academically
Chakravartti, Siddha	International Relations	International Relations Political Science Diplomacy & Foreign Policy International Organizations International Peace & Security	Doctor of International Relations Master of International Relations BA (Hons) Law and Social Sciences	4 years teaching experience 2 years' work experience	Academically

		Cases in International Relations Global Economic Geography			
Chaumaz, Aurélien	Marketing	Marketing Management Advertising, Media & Branding Sports Marketing Media Planning Sports Sponsorship Advertising & Media (MBA)	MSc in Business Administration Master of Advanced Studies in Sport Administration	7 years' work experience Published and presented papers	Academically
Conejo, Jorge Sanchez	Marketing & E-Business	E-Marketing Strategies E-Business Animation I Programming Language Practice Social Media Marketing Introduction to Programming Languages	MSc in Engineering, specializing in Radio-communication BSc in Astrophysics	26 years' work experience 2 years teaching experience	Professional

		Sports Broadcasting Computer Animation II			
Fuzzati, Rachel	Management	Management Information Systems	PhD in Computer Science Pre-Doctoral Diploma in Computer Science & Telecommunications Master in Electronic Engineering Bachelors in Electronic Engineering	10 years teaching experience Published Journal papers. Presented conference papers Workshop Papers Book chapters	Academically
Green, Robert	Multi Media & Technology	Digital & Audio Production	BA in Music Composition	13 years' work experience External Business Development courses with Ernst & young	Professional
Guglya, Leonila	Management	Conflict Management Business Law Seminar (MBA) Business Law (BBA) Computer Based Systems, Security & Law International Law	PhD in International Law & International Organizations PhD (Doctor of Juridical Sciences) in International Business Law Master of Advanced Studies, International Dispute Settlement	4 years teaching experience 5 years' work experience Doctoral Research in International Arbitration Post Graduate course in International Trade Law & E-Commerce Presented papers at	Academically

			LLM in International Business Law Masters in Law BA in Law	conferences Published Book Chapters Published articles Published cases	
Haddad, Stephane Jean	Finance	Financial Markets Portfolio Management	MBA in Finance Master Degrees in Finance, specializing in Accounting / Audit	18 years' work experience within the field 8 years teaching experience	Academically
Henny, Mark	Management	Small Business Management Entrepreneurship & new Venture Creation	MBA LLM in Trade Law / Banking Law	21 years' work experience Published articles	Academically
Holleran, James	Leisure & Tourism Management	Environments of Tourism International Tourism Management	PhD in Recreation & Tourism MBA MS in Park Y Recreation Resource Management BS in Recreation Administration	12 years teaching experience 14 years' work experience Presented papers	Academically
Kohler, Simonda	Management	Global Economics Macro Economics	Masters in Economics	10 years' work experience 10 years teaching experience Diploma in Educational Design	Academically

Nell, Philippe	Management	Negotiation Seminar (MBA)	PhD Development Economics Masters of International Studies Masters in International Affairs, specializing in Political Economy	32 years' work experience 11 years teaching experience Published papers	Academically
Neto, David	Finance	International Finance	PhD in Economics Master in Banking, Money and Finance Master in Mathematical Economics & Econometrics	15 years' work experience 6 years teaching experience Published papers Regularly attends seminars	Academically
Odeyer, Eric	Finance	Accounting	PhD in Accounting Master in Finance Master in Accounting	14 years' work experience 2 years teaching experience	Academically
Roggen, Jean-Blaise	Finance	Tax Management	MSc in Finance LLM Masters of Law Master of Arts in Medieval History	15 years' work experience 3 years teaching experience Published Articles	Academically
Salah, Ismail	Management	Human Resources Development	Executive MBA in International Management	16 years' work experience within the field 20 years teaching	Academically

			Bachelor in Law & Economics	<p>experience</p> <p>Master of Advanced Studies in HRM Program</p> <p>Certificate of Advanced Studies in Consulting, Leadership & Change</p> <p>Accredited Instructor for International Air Transport Association & Arab Air Carriers Organization</p> <p>Accredited Action Centered Leadership Trainer</p>	
Ström, Susanne	Finance	Business Finance Accounting	<p>MBA, specializing in Corporate Finance</p> <p>BBA</p>	<p>10 year teaching experience</p> <p>8 years' work experience within the field</p>	Academically
Teymurov, Emin	International Relations	Diplomacy & Foreign Policy	<p>Doctor of International Relations</p> <p>PhD in Economy</p> <p>MSC in Management</p> <p>BBA in International Business</p> <p>BBA in International Economic Relations</p>	<p>3 years teaching experience</p> <p>8 years' work experience in the field</p> <p>Certificate in Economic Studies</p> <p>Diploma in Diplomacy and International Relations</p> <p>Diploma in Trade Policy</p>	Academically

				Regularly attends professional meetings in the field	
				Published papers	

**Table 5.3 Standard 5, Criterion 5.8
Scholarly and Professional Activities**

Due to the large number of corresponding tables, appendix 2 is attached to provide this information, appendix 3 contains new professors profiles

Standard #6 Educational and Business Process Management

a. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each program.
2. List any **new** degree programs that have been developed and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each new program since your last report.

N/A

Note: If you have a new degree at a level currently accredited by ACBSP, then report information on: student enrollment, program objectives, instructional resources, facilities and equipment, admissions requirements, graduation statistics, core professional components (CPCs) and the outcomes assessment process to ACBSP. If the new degree is at a higher level than what is currently accredited, the school must complete a self-study to add the degree.

3. List any accredited programs that have been terminated since your last report.

N/A

Complete table 6.1. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 6.1 Standard 6 - Organizational Performance Results

		Analysis of Results			
Ensure budget levels are sufficient to maintain and improve student services	Revenues and Budget (in Euros)	The trend is positive showing sufficient funding is available	EU continues to be a stable institution, financially	Improve efficiencies by using new It software for administrative duties	
Increase student intake	Monitoring of new enrollments	Increased enrollments in Munich. Stability in Barcelona. Reduced enrollments in Switzerland	The data reflect general trends in the European economy. Enrollments have increased from 349 to 521 across all sites. The Swiss economy is currently too strong to attract international students	Little can be done at this moment to make the Swiss offering more attractive. Monitor economic trends to be proactive in a timely fashion. Continue to grow the Munich campus	
To extend and	Review of	Since 2011,	EU is	Negotiations are	See EU website for complete list and links of partners

strengthen EU academic and professional network	partnerships; depth of relationship	EU has gained eligibility for EPAS accreditation (EFMD), become a member of CLADEA. The WWF project was terminated due to WWF's financial requirements	acceptable to the academic community but must further strengthen links	currently in place concerning extending dual degree offerings with; Grenoble University, Nottingham Trent University and Sheffield Hallam University Objective: achieve EPAS accreditation within 2 years	
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Complete the following table **only** if you have new programs or substantially changed an accredited program.
N/A