



Public Disclosure of Student Learning Form

Institution:	International University in Geneva
Academic Business Unit:	Business / International Relations
Academic Year:	2013-14



Annual Report – Accredited Member

Institution:	International University in Geneva
Academic Business Unit:	Business / International Relations
Academic Year:	2013-14

IACBE ANNUAL REPORT

For Academic Year: 2013-14

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: International University in Geneva

Institution's Address: ICC Rte de Pré-Bois 20

City and State or Country: Geneva Switzerland Zip or Postal Code 1215

Name of Submitter: Dr Patrice Anne Nuq

Title: Academic Dean

Your Email Address: pnuq@iun.ch

Telephone (with country code if outside of the United States): +41 22 710 7223

Type of Institution: Public ☒ Private Nonprofit ☐ Private For-Profit

Date of Submission: 28th of October, 2014

Total Headcount Enrollment of the Institution for 2013-14: 184

Administrative Information

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

Name: Mr. Eric Willumsen

Title: President

Highest Earned Degree: MBA Email: ewillumsen@iun.ch

Telephone (with country code if outside of the United States): +41 22 710 7110 Fax (with country code if outside of the United States): + 41 22 7107111

☐ 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: Dr Patrice Anne Nuq

Title: Academic Dean (Chief Academic Officer)

Highest Earned Degree: DBA Email: pnuq@iun.ch

Telephone (with country code if outside of the United States): +41 22 710 7223 Fax (with country code if outside of the United States): +41 22 710 71 11

☐ 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: (Same 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.

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: Same 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.

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

Name: Dr Ioanna Liouka

Title: Department Head

Highest Earned Degree: PhD Email: lliouka@iun.ch

Telephone (with country code if outside of the United States): + 41 22 710 7110 Fax (with country code if outside of the United States): +41 22 710 7111

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

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit? 2021 Year

2. When is your next reaffirmation of IACBE accreditation site visit? 2021 Year

3. Provide the website path to the page containing your public notification of accreditation by the IACBE:

(**Note:** Do not provide URL addresses. Beginning with the institution's home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

For example:

1. Click on "Academics"
 2. Click on "School of Business"
 3. Click on "IACBE Accreditation"
- etc.)

1. Go to: www.iun.ch

2. Click on: About IUG

3. Click on: Accreditation & Recognition

4. Click on: Programs and Student Learning Outcomes

5. Click on: Outcome Assessment

6. _____

7. _____

8. _____

9. _____

10. _____

4. Provide the website path to the page containing your public disclosure of student learning results:

(**Note:** Do not provide URL addresses. Beginning with the institution's home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

For example:

1. Click on "Academics"
 2. Click on "School of Business"
 3. Click on "IACBE Accreditation"
- etc.)

1. As Above

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

5. If your accreditation letter from the IACBE Board of Commissioners contained “notes” that identified issues that needed to be addressed, please list the number of the IACBE’s Accreditation Principle for each note in the table below. Indicate whether action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.)

Commissioners’ Notes	Action Already Taken	Action Planned
Grades/percentage scores on direct measures	Yes (see outcomes assessment plans)	
Grades/percentage scores on indirect measures	Yes (see outcomes assessment plans)	
Elective tracks as part of all programs	Yes, the electives are part of all undergraduate programs only.	

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, emphasis, option, or track) for 2013-14 (insert rows in the table as needed):

Program	Enrollment 2013-14	Number of Degrees Conferred 2013-14
Bachelor of Business Administration	81	17
Bachelor of Arts in Media and Communication	15	8
Bachelor of Arts in International Relations	34	7
Master of Business Administration	3	3
Master of Arts in Media and Communication	6	3
Master in International Relations and Diplomacy	12	5
Master in International Business	22	11
Master of Business Administration – Sales and Marketing	3	
Master in International Trade	8	6
Totals for All Programs Combined (In the totals, 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.)	184	60

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

☒ No.

☐ 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 IACBE-accredited business programs during the reporting year?

☒ No.

☐ Yes. If yes, please identify the terminated programs in the table below and provide a brief description of your termination plan (e.g., plan for teaching-out the program, when last graduates are expected, etc.). (Insert rows in the table as needed.)

Terminated Programs	Termination Plan

4. Were changes made in any of your IACBE-accredited business programs during the reporting year? (**Note:** You do not have to identify course-level changes, e.g., changes in course names, course coding, course numbering, course content, etc.; identify only program-level changes, e.g., changes in program names, program curricula, etc.)

☒ No.

☐ 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, emphases, options, and/or tracks) established during the reporting year?

☐ No.

☒ Yes. If yes, please identify the new programs and the locations at which they are offered in the table below. (Insert rows in the table as needed.) Please also describe the curricular requirements for the programs on a separate page at the end of this report, and answer item 6 below.

New Programs	Locations
Bachelor in International Management	Geneva
Master of Business Administration – Sales & Marketing	Geneva

Note: Any new programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) cannot be listed, identified, or advertised as being accredited by the IACBE until they have undergone an accreditation review and have been granted accreditation by the Board of Commissioners.

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

☒ No.

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

7. Did you establish any new locations/instructional sites during the reporting year?

☒ No.

☐ Yes. If yes, please identify the new locations/instructional sites and the IACBE-accredited programs offered at those locations/sites in the table below. Please also indicate whether you anticipate that any of the locations/sites will account for 25% or more of the total student credit hours (or contact hours as applicable) in business. (Insert rows in the table as needed.)

New Locations/Instructional Sites	Programs Offered	25% or More of Total SCH?

8. If applicable, was approval of your institutional accrediting body required for any of the new locations/instructional sites identified in item 7 above?

☒ No.

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

Outcomes Assessment

1. Do you offer any majors, concentrations, specializations, emphases, options, or tracks as part of your business programs?

☒ Yes. If yes, proceed to item 2 below.

☐ No. If no, proceed to item 4 below.

2. Do your majors, concentrations, specializations, emphases, options, or tracks appear on students' transcripts, diplomas, diploma supplements, or other official records of program completion?

☒ Yes. If yes, proceed to item 3 below.

☐ No. If no, proceed to item 4 below.

3. Does your current outcomes assessment plan include student learning assessment information for all majors, concentrations, specializations, emphases, options, and tracks contained within your business programs?

☒ Yes. If yes, proceed to item 4 below.

☐ No. If no, please submit a revised outcomes assessment plan with your annual report that addresses student learning assessment for all majors, concentrations, specializations, emphases, options, and tracks comprising any portion of your business programs. Information about this requirement can be found on the IACBE website at the following address: www.iacbe.org/oa-key-areas.asp.

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

☐ 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: _____

5. 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.

An example of a completed form can be found in a separate document that is available for download on the IACBE's website at: www.iacbe.org/accreditation-documents.asp.

Section I (Student Learning Assessment) of the Outcomes Assessment Results form must be completed for each business program that is accredited by the IACBE (i.e., a separate table must be provided for each program).

Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs, (ii) majors, concentrations, specializations, emphases, options, or tracks in the programs, (iii) intended student learning outcomes, and (iv) intended operational outcomes. In the sections of the assessment results tables entitled "Summary of Achievement of Intended Student Learning Outcomes" and "Summary of Achievement of Intended Operational

Outcomes,” **do not add or delete columns**. Space is provided in these sections for four direct measures of student learning, four indirect measures of student learning, and eight operational assessment measures/methods. If you are employing fewer than this number of assessment instruments, simply leave cells in the unused columns blank. If you are employing more than this number of instruments, you will need to create additional summary-of-achievement tables to report your assessment information.

Delete rows in the assessment results tables that do not apply to your academic business unit (e.g., if the business unit does not offer any majors, concentrations, specializations, emphases, options, or tracks in its programs, then delete those rows in the tables).

In the sections of the assessment results tables entitled “Summary of Achievement of Intended Student Learning Outcomes” and “Summary of Achievement of Intended Operational Outcomes,” enter “Met” in a given cell of the table if the performance target for the instrument in that column was achieved for the intended outcome in that row; “Not Met” if the performance target for the instrument in that column was not achieved for the intended outcome in that row; or “N/A” (Not Assessed) if the instrument in that column does not measure the intended outcome in that row.

Student learning performance targets/criteria are the measurable objectives associated with the assessment instruments and rubrics used by the academic business unit in determining whether the intended student learning outcomes have been achieved. For example, if the academic business unit is using a comprehensive project in a capstone course as a direct measure of student learning, then a performance target might be that, on the project evaluation rubric, at least 80% of the students will be rated at the highest level (e.g., proficient, exemplary, etc.) on each learning-outcome-related project evaluation criterion.

Operational performance targets/criteria are the measurable objectives associated with the assessment instruments used by the academic business unit in determining whether the intended operational outcomes have been achieved. For example, if the academic business unit has identified an operational outcome pertaining to faculty teaching and is using a senior exit survey as a measure of this outcome, then a performance target might be that 90% of the students will be either “satisfied” or “highly satisfied” with various aspects of faculty teaching as identified by relevant items in the survey form.

Your student learning assessment results tables need to include two or more direct measures of student learning and two or more indirect measures of student learning for each IACBE-accredited program. These measures must be used at the program level.

At the bottom of each assessment results table, space is provided to identify changes and improvements that you plan to make as a result of your assessment activity.

Italicized entries in the form represent areas where the academic business unit should insert its own assessment information.

Other Issues

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

We have modified the outcomes assessment plans based on the notes that were received from our 2014 reaffirmation of accreditation. Refer to letter from IACBE dated 21 April, 2014.

We have introduced a new undergraduate management program, entitled Bachelor of International Management which started in Fall 2014. We will ask for accreditation once 2 graduating classes have passed. The curriculum for years 2 and 3 is being finalised.

We have introduced a new graduate program, entitled Master of Business Administration in Sales & Marketing, which started in Fall 2013. We will ask for accreditation once 2 graduating classes have passed. See appendix 1 for curriculum.

Pertaining to the implementation of the Peregrine Academic Services comprehensive assessment test (direct measure 2 for all programs), the percentage target has been moved to 55% per learning outcome based the recommendation of Peregrine Academic Services and the academic performance of other Region 9 (European) institutions.

Outcomes Assessment Results – Undergraduate

For Academic Year: 2013-14

Section I: Student Learning Assessment

<i>Bachelor in Business Administration (BBA)</i>	
Student Learning Assessment for Program 1	
General Program Intended Student Learning Outcomes (General Program ISLOs)	
1.	Students will be able to demonstrate functional knowledge of the business subjects
2.	Students will be able to apply concepts to business scenarios
3.	Students will be able to demonstrate analytical and synthesis skills to problem solving
4.	Students will be able to use techniques and tools for strategic decision making
Intended Student Learning Outcomes: <i>Marketing & International Business Elective</i>	
1.	Students will be able to demonstrate an understanding of current global business and future global business challenges.
2.	Students will be able to demonstrate an understanding of the influences of political, economic, and cultural factors on the development of global business strategies.
3.	Students will be able to Identify components of the marketing mix.
4.	Students will be able to demonstrate an understanding of the synergistic effects of combining product, promotion (communication), price, and distribution decisions relevant to market opportunities and applying this understanding to the development of a marketing plan
5.	Students will be able to explain how consumers purchase and evaluate services.
Intended Student Learning Outcomes: <i>Finance & Accounting Elective</i>	
1.	Students will be able to demonstrate an understanding of the valuation effects of each financial decision.
2.	Students will be able to demonstrate an understanding of the risk-return relationship and its effects on decision making.
3.	Students will be able to demonstrate the ability to access and use basic tools to calculate and measure financial outcomes.
4	Students will be able to identify the major financial statements of a corporation and indicators of good performance.
5	Students will be able to identify the basic financial statements and their purposes, and explain their interrelationships.
6	Students will be able to identify and utilize sources of financial statement information of publicly traded companies.
7	Students will be able to demonstrate a fundamental understanding of accounting terminology.

Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Direct Measure 1</i> Capstone Course	All BBA students will perform at least a level 3 or higher on each learning outcome rubric
2. <i>Direct Measure 2</i> Comprehensive Exam	All BBA students will achieve an overall 55% or higher per subject domain *Electives – Students will achieve an overall 60% or higher per subject domain in the specific elective topic
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. <i>Indirect Measure 1</i> Alumni Survey	60% or higher of respondents choose ‘adequately’ ‘more than adequately’ or ‘very well’ pertaining to their perception of intended learning outcomes of their degree program.
2. <i>Indirect Measure 2</i> Global Satisfaction Survey	60% or higher of respondents choose ‘adequately’ ‘more than adequately’ or ‘very well’ pertaining to their perception of intended learning outcomes of their degree program. * Electives 60% or higher of respondents

Bachelor of Business Administration – Direct & Indirect Measurements

Summary of Results from Implementing Direct Measures of Student Learning:

1. *Summary of Results for Direct Measure 1 – Capstone Course*

Direct Measurement – Capstone Course – Business Policy

The rating scale is: 5 = Excellent; 4 = Good; 3 = Satisfactory; 2 = Fair; 1 = Poor

Business Policy Capstone BUS 698 Spring 2014	Rubric	5	4	3	2	1
No. of Students/Percentage	Subject knowledge	3/75%		1/25%		
No. of Students/Percentage	Strategic Skills	3/75%		1/25%		
No. of Students/Percentage	Analytical Skills	2/50%	1/25%	1/25%		
No. of Students/Percentage	Synthesis Skills	1/25%	2/50%	1/25%		
No. of Students/Percentage	Oral Presentation Skills		3/75%	1/25%		

2. Summary of Results for Direct Measure 2 – Peregrine Assessment

International University of Geneva

Assessment Period: 01.06.2014 - 16.07.2014

Course: Business Administration - Outbound

Number of Exams: 21

Course	Timeline	Score	IACBE Region 9 (European)
1 Total	Outbound	49.7	47.4
2 Accounting	Outbound	37.1	37.3
3 Business Ethics	Outbound	62.9	56.5
4 Business Finance	Outbound	35.7	34
5 Business Integration and Strategic Management	Outbound	59.1	53.7
6 Business Leadership	Outbound	44.3	49.9
7 Economics	Outbound	54.8	43.5
8 Economics: Macroeconomics	Outbound	55.2	44.1
9 Economics: Microeconomics	Outbound	54.3	42.7
10 Global Dimensions of Business	Outbound	65.7	58.4
11 Information Management Systems	Outbound	49.1	48.7
12 Legal Environment of Business	Outbound	45.7	43.9
13 Management	Outbound	46.7	48.5
14 Management: Human Resource Management	Outbound	63.8	58.3
15 Management: Operations/Production Management	Outbound	33.8	40.6
16 Management: Organizational Behavior	Outbound	42.5	44.4
17 Marketing	Outbound	48.6	46.1
18 Quantitative Research Techniques and Statistics	Outbound	45.2	48.8

3. Summary of Results for Direct Measure 3

4. Summary of Results for Direct Measure

Summary of Results from Implementing Indirect Measures of Student Learning:

1. Summary of Results for Indirect Measure 1 – Alumni Survey



2. Summary of Results for Indirect Measure 2 – Global Satisfaction Survey



3. Summary of Results for Indirect Measure 3

4. Summary of Results for Indirect Measure 4

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes		Learning Assessment Measures						
General Program ISLOs	Direct Measure 1	Direct Measure 2			Indirect Measure 1	Indirect Measure 2		
	Performance Target Was...	Performance Target Was...			Performance Target Was...	Performance Target Was...		
1. Students will be able to demonstrate functional knowledge of the business subjects	Met	Not Met			Met	Met		
2. Students will be able to apply concepts to business scenarios	Met	Not Met			Met	Met		
3. Students will be able to demonstrate analytical and synthesis skills to problem solving	Met	N/A			Met	Met		
4. Students will be able to use techniques and tools for strategic decision making	Met	N/A			Met	Met		
Intended Student Learning Outcomes: <i>Marketing & International Business</i>		Direct Measure 2				Indirect Measure 2		
		Performance Target Was...				Performance Target Was...		
1. Students will be able to demonstrate an understanding of current global business and future global business challenges.		Not Met				Met		
2. Students will be able to demonstrate an understanding of the influences of political, economic, and cultural factors on the development of global business strategies.		Not Met				Met		

3.	Students will be able to Identify components of the marketing mix.		Met				Met		
4.	Students will be able to demonstrate an understanding of the synergistic effects of combining product, promotion (communication), price, and distribution decisions relevant to market opportunities and applying this understanding to the development of a marketing plan		Met				Met		
5.	Students will be able to explain how consumers purchase and evaluate services.		Met				Met		
	Intended Student Learning Outcomes: Finance & Accounting Elective		<i>Direct Measure 2</i>				<i>Indirect Measure 2</i>		
			Performance Target Was...				Performance Target Was...		
1	Students will be able to demonstrate an understanding of the valuation effects of each financial decision.		Not Met				Met		
2	Students will be able to demonstrate an understanding of the risk-return relationship and its effects on decision making.		Not Met				Met		
3	Students will be able to demonstrate the ability to access and use basic tools to calculate and measure financial outcomes.		Not Met				Met		

4	Students will be able to identify the major financial statements of a corporation and indicators of good performance.		Not Met				Met		
5	Students will be able to identify the basic financial statements and their purposes, and explain their interrelationships.		Not Met				Met		
6	Students will be able to identify and utilize sources of financial statement information of publicly traded companies.		Not Met				Met		
7	Students will be able to demonstrate a fundamental understanding of accounting terminology.		Not Met				Met		

Assessment Results: BBA with elective in Marketing & International Business / BBA with elective in Finance & Accounting

Summary of Results from Implementing Direct Measures of Student Learning:

1. *Summary of Results for Direct Measure 1*

Marketing & International Business: Number of Students: 2. Each student met the 55% target for the learning outcome in the Peregrine Assessment Test in the area of Marketing & International Business; 65% and 60% overall for student individual scores.

Finance & Accounting: Number of Students: 4 Only one student scored above the 55% target for the learning outcome in the Peregrine Assessment Test in the area of Finance & Accounting ; 70%, 30% and 40% and 35% overall for student individual scores.

2.

3.

4.

Summary of Results from Implementing Indirect Measures of Student Learning:

1.

2. Summary of Results for Indirect Measure 2 – Global Satisfaction Survey



Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. *Course of Action 1*

IUG introduced a new assessment for SLO1. We changed from CBE outcome assessment standard peer-reviewed testing to Peregrine outcome assessment standard peer-reviewed evaluation. This decision was based on a better peer-reviewed assessment and the ability to make formative and summative evaluations.

The above-evaluations for the first time using Peregrine show all rubrics performing better than peers except Accounting, Business Leadership, HR and OB, and Quantitative Research and Statistics. The other rubrics outperformed peers. HR, Global dimensions of business, and Business Ethics reached the 60% target.

The above analysis indicates that our students need better reinforcement of the rubrics. Starting September 2014, all incoming students will take the exam which will be used as an evaluation and compared with their actual knowledge acquired during their program. This will enable us to determine the real gaps with our BBA program, if any, or better teaching methods to reinforce knowledge.

2. *Course of Action 2*

As for the electives data, numbers are so small it is difficult to detect a trend at this time. Action will be taken at a later date if necessary as graduating students only started to take the Peregrine Assessment in this 2013/2014 academic year.

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Bachelor of Arts in International Relations (BA-IR)	
Student Learning Assessment for <i>Program 2</i>	
General Program Intended Student Learning Outcomes (General Program ISLOs)	
1. Students will be able to demonstrate knowledge of course concepts and theoretical approaches in IR and International Security Studies	
2. Students will demonstrate the ability to apply such core concepts and approaches to concrete cases	
3. Students will be able to demonstrate the acquisition or improvement of analytical skills	
4. Students will demonstrate the ability to convey information/present in a clear, coherent and effective way	
Intended Student Learning Outcomes: <i>General Management Elective</i>	
1. Students will be able to select the appropriate management action in a business scenario involving employee supervision/evaluation.	
2. Students will be able to demonstrate an understanding of management and leadership and their differences.	
3. Students will be able to describe and explain the manner in which all of the functional areas in business operate, emphasizing business management.	
4. Students will be able to demonstrate an understanding of the other managers and the human resource management process.	
5. Students will be able to identify how to make changes and organizational changes.	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Direct Measure 1</i> Capstone Course	All BA-IR students will perform at least a level 3 or higher on each learning outcome rubric
2. <i>Direct Measure 2</i> Comprehensive Exam	All BA-IR students will achieve an overall 55% or higher per subject domain *Electives – Students will achieve an overall 60% or higher per subject domain in the specific elective topic

Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:																								
1. <i>Indirect Measure 1</i> Alumni Survey	60% or higher of respondents choose ‘adequately’ ‘more than adequately’ or ‘very well’ pertaining to their perception of intended learning outcomes of their degree program.																								
2. <i>Indirect Measure 2</i> Global Satisfaction Survey	60% or higher of respondents choose ‘adequately’ ‘more than adequately’ or ‘very well’ pertaining to their perception of intended learning outcomes of their degree program. *Electives 60% of respondents																								
<i>Bachelor of Arts in International Relations Direct & Indirect Measurements</i>																									
Summary of Results from Implementing Direct Measures of Student Learning:																									
1. <i>Summary of Results for Direct Measure 1 – Capstone Course</i> <u>Direct Measurement: Capstone Course – BA - International Relations</u> The rating scale is: 5 = Excellent; 4 = Good; 3 = Satisfactory; 2 = Fair; 1 = Poor																									
Capstone International Relations BA 498 Spring 2014	<table><tr><td>Rubric</td><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td></tr><tr><td>No. of Students/Percentage</td><td></td><td>10/75%</td><td>5/25%</td><td></td><td></td></tr><tr><td>No. of Students/Percentage</td><td></td><td>9/62.5%</td><td>6/37.5%</td><td></td><td></td></tr><tr><td>No. of Students/Percentage</td><td></td><td>5/37.5%</td><td>10/62.5%</td><td></td><td></td></tr></table>	Rubric	5	4	3	2	1	No. of Students/Percentage		10/75%	5/25%			No. of Students/Percentage		9/62.5%	6/37.5%			No. of Students/Percentage		5/37.5%	10/62.5%		
Rubric	5	4	3	2	1																				
No. of Students/Percentage		10/75%	5/25%																						
No. of Students/Percentage		9/62.5%	6/37.5%																						
No. of Students/Percentage		5/37.5%	10/62.5%																						

2. Summary of Results for Direct Measure 2 – Peregrine Assessment Test

International University of Geneva

Assessment Period: 01.06.2014 - 16.07.2014

Course: International Relations - Outbound

Number of Exams: 9

Course		Timeline	Score	IACBE Region 9 (European)
1	Total	Outbound	56.1	47.4
2	Advanced International Relations	Outbound	56.7	
3	Business Ethics	Outbound	55.6	56.5
4	Economics	Outbound	44.4	43.5
5	Economics: Macroeconomics	Outbound	44.4	44.1
6	Economics: Microeconomics	Outbound	44.4	42.7
7	Global Dimensions of Business	Outbound	75.6	58.4
8	Management	Outbound	53.3	48.5
9	Management: Human Resource Management	Outbound	61.3	58.3
10	Management: Operations/Production Management	Outbound	41.9	40.6
11	Management: Organizational Behavior	Outbound	57.1	44.4
12	Marketing	Outbound	56.7	46.1
13	Quantitative Research Techniques and Statistics	Outbound	53.3	48.8
14	The Advanced Global Environment	Outbound	67.8	

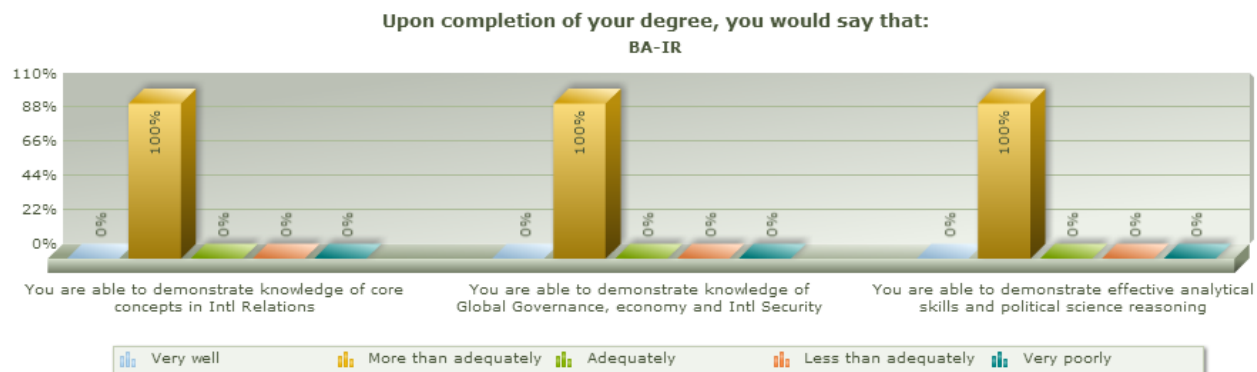
3. *Summary of Results for Direct Measure 3*

4. *Summary of Results for Direct Measure 4*

Summary of Results from Implementing Indirect Measures of Student Learning:

1.

Summary of Results for Indirect Measure 1 Alumni Survey



2. Summary of Results for Indirect Measure 2 – Global Satisfaction Survey



3.

4.

Summary of Achievement of Intended Student Learning Outcomes:								
Intended Student Learning Outcomes		Learning Assessment Measures						
General Program ISLOs	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>			<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>		
	Performance Target Was...	Performance Target Was...			Performance Target Was...	Performance Target Was...		
1. Students will be able to demonstrate knowledge of course concepts and theoretical approaches in IR and International Security Studies	Met	Met			Met	Met		
2. Students will demonstrate the ability to apply such core concepts and approaches to concrete cases	Met	Met			Met	Met		
3. Students will be able to demonstrate the acquisition or improvement of analytical skills	Met	Met			Met	Met		
4. Students will demonstrate the ability to convey information/present in a clear, coherent and effective way	Met	NA			NA	NA		

Intended Student Learning Outcomes: <i>General Management Elective</i>		<i>Direct Measure 2</i>				<i>Indirect Measure 2</i>		
		Performance Target Was...				Performance Target Was...		
1. Students will be able to select the appropriate management action in a business scenario involving employee supervision/evaluation.		Not Met				Not Met		
2. Students will be able to demonstrate an understanding of management and leadership and their differences.		Not Met				Not Met		
3. Students will be able to describe and explain the manner in which all of the functional areas in business operate, emphasizing business management.		Not Met				Not Met		
4. Students will be able to demonstrate an understanding of the other managers and the human resource management process.		Not Met				Not Met		
5. Students will be able to identify how to make changes and organizational changes.		Not Met				Not Met		

Summary of Results from Implementing Direct Measures of Student Learning: *General Management Elective*

1. *Summary of Results for Direct Measure 1*

2. *Summary of Results for Direct Measure 2*

General Management: Number of Students: 3. Each student scored below the 55% target the learning outcome in the Peregrine Assessment Test in the area of General Management; 40%, 50% and 50% overall for student individual scores.

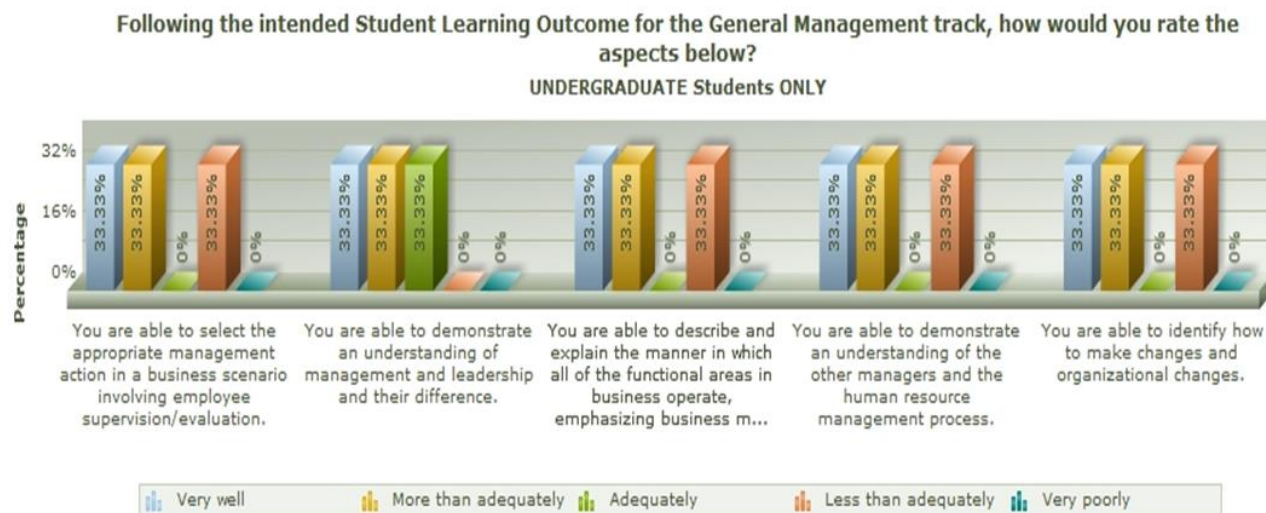
3. Summary of Results for Direct Measure 3

4. Summary of Results for Direct Measure 4

Summary of Results from Implementing Indirect Measures of Student Learning: *General Management Elective*

1. Summary of Results for Indirect Measure 1

2. Summary of Results for Indirect Measure 2



Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. Course of Action 1

for the elective data, numbers are so small it is difficult to detect a trend at this time. Action will be taken at a later date if necessary as graduating students only started to take the Peregrine Assessment in this 2013/2014 academic year.

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Bachelor of Arts in Media & Communication (BA-MC)	
Student Learning Assessment for <i>Program 3</i>	
General Program Intended Student Learning Outcomes (General Program ISLOs)	
1. Students will be able to demonstrate knowledge of the main theories and activities of the media communications sector	
2. Students will be able to demonstrate how media and communication activities support organizations and businesses	
3. Students will be able to demonstrate effective professional communication skills	
Intended Student Learning Outcomes: Marketing & International Business Elective	
1. Students will be able to demonstrate an understanding of current global business and future global business challenges.	
2. Students will be able to demonstrate an understanding of the influences of political, economic, and cultural factors on the development of global business strategies.	
3. Students will be able to Identify components of the marketing mix.	
4. Students will be able to demonstrate an understanding of the synergistic effects of combining product, promotion (communication), price, and distribution decisions relevant to market opportunities and applying this understanding to the development of a marketing plan	
5. Students will be able to explain how consumers purchase and evaluate services.	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Direct Measure 1</i> Capstone Course	All BA-MC students will perform at least a level 3 or higher on each learning outcome rubric
2. <i>Direct Measure 2</i> Comprehensive Exam	All BA-MC students will achieve an overall 55% or higher per subject domain *Electives – Students will achieve an overall 60% or higher per subject domain in the specific elective topic

Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. <i>Indirect Measure 1</i> Alumni Survey	60% or higher of respondents choose ‘adequately’ ‘more than adequately’ or ‘very well’ pertaining to their perception of intended learning outcomes of their degree program.
2. <i>Indirect Measure 2</i> Global Satisfaction Survey	60% or higher of respondents choose ‘adequately’ ‘more than adequately’ or ‘very well’ pertaining to their perception of intended learning outcomes of their degree program. *Electives 60% of respondents

Bachelor of Arts in International Relations Direct & Indirect Measurements

Summary of Results from Implementing Direct Measures of Student Learning:

1. *Summary of Results for Direct Measure 1 – Capstone Course*

Rating scale is: 5 = Excellent; 4 = Good; 3 = Satisfactory; 2 = Fair; 1 = Poor

Capstone BA 499 Media & Communication Spring 2013	<u>Rubric:</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
No. of Students / %	Students will be able to demonstrate knowledge of the main theories and activities of the media communications sector	2/40%	2/40%	1/20%		
No. of Students / %	Students will be able to demonstrate how media and communication activities support organizations and businesses	1/20%	3/60%	1/20%		
No. of Students / %	Students will be able to demonstrate effective professional communication skills	1/20%	3/60%	1/20%		

2. Summary of Results for Direct Measure 2 – Peregrine

[illegible]

3.

4.

Summary of Results from Implementing Indirect Measures of Student Learning:

1. Summary of Results for Indirect Measure 1 Alumni Survey



2. Summary of Results for Indirect Measure 2 – Global Satisfaction Survey



3.

4.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes		Learning Assessment Measures						
General Program ISLOs	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>			<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>		
	Performance Target Was...	Performance Target Was...			Performance Target Was...	Performance Target Was...		
1. Students will be able to demonstrate knowledge of the main theories and activities of the media communications sector	Met	Not Met			Met	Met		
2. Students will be able to demonstrate how media and communication activities support organizations and businesses	Met	Not Met			Met	Met		
3. Students will be able to demonstrate effective professional communication skills	Met	NA			Met	Met		
Intended Student Learning Outcomes: Marketing & International Business		<i>Direct Measure 2</i>				<i>Indirect Measure 2</i>		
		Performance Target Was...				Performance Target Was...		
1. Students will be able to demonstrate an understanding of current global business and future global business challenges.		Not Met				Not Met		
2. Students will be able to demonstrate an understanding of the influences of political, economic, and cultural factors on the development of global business strategies.		Not Met				Not Met		
3. Students will be able to Identify		Not Met				Not Met		

	components of the marketing mix.							
4	Students will be able to demonstrate an understanding of the synergistic effects of combining product, promotion (communication), price, and distribution decisions relevant to market opportunities and applying this understanding to the development of a marketing plan		Not Met				Met	
5	Students will be able to explain how consumers purchase and evaluate services.		Not Met				Met	

Summary of Results from Implementing Direct Measures of Student Learning:

1. **Marketing & International Business:** Number of Students: 1. The student scored below the 55% target the learning outcome in the Peregrine Assessment Test in the areas of **Marketing & International Business**; 50% overall for student individual scores.

2.

3.

4.

Summary of Results from Implementing Indirect Measures of Student Learning:

1.



2.

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Wer Not Met:

1. *Course of Action 1*

Professors to continue refresh the main theories and activites of the media and communication sector to improve direct measure 2 (Comprehensive Exam Results).

2. *Course of Action 2*

As for the electives data, numbers are so small it is difficult to detect a trend at this time. Action will be taken at a later date if necessary as graduating students only started to take the Peregrine Assessment in this 2013/2014 academic year.

3.

4.

Outcomes Assessment Results – Graduate

For Academic Year: 2013-14

Section I: Student Learning Assessment

Master in International Business (MIB)	
Student Learning Assessment for <i>Program 1</i>	
General Program Intended Student Learning Outcomes (General Program ISLOs)	
1. Students will be able to demonstrate methods and scope of influence in relation to business situations	
2. Students will be able to demonstrate strategic decision making in International management scenarios	
3. Students will be able to demonstrate analytical, synthesis and interpersonal skills in international business scenarios	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Direct Measure 1</i> Capstone Course	All MIB students will perform at least a level 3 or higher on each learning outcome rubric
2. <i>Direct Measure 2</i> Comprehensive Exam	All MIB students will score at least 55% or higher per subject domain.
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. <i>Indirect Measure 1</i> Alumni Survey	60% or higher of respondents choose ‘adequately’ ‘more than adequately’ or ‘very well’ pertaining to their perception of intended learning outcomes of their degree program.
2. <i>Indirect Measure 2</i> Global Satisfaction Survey	60% or higher of respondents choose ‘adequately’ ‘more than adequately’ or ‘very well’ pertaining to their perception of intended learning outcomes of their degree program.

Master in International Business – Direct & Indirect Measurements

Summary of Results from Implementing Direct Measures of Student Learning:

1. Summary of Results for Direct Measure 1 – Capstone Course

The rating scale is: 5 = Excellent, 4 = Good, 3 = Satisfactory, 2 = Fair, 1 = Poor, N/A = Not applicable

International Business BUS699 Summer 2014	Rubrics	5	4	3	2	1
No. of students / Percentage	Subject knowledge	5/38.5%	5/38.5%	3/23.1%		
No. of students / Percentage	Strategic decision making skills	2/15.4%	3/23.1%	8/61.5%		
No. of students / Percentage	Analytical, synthesis and interpersonal skills	4/30.8%	3/23.1%	6/46.2%		

2. Summary of Results for Direct Measure 2 – Peregrine Assessment Test

International University of Geneva

Assessment Period: 01.06.2014 - 16.07.2014

Course: International Business - Outbound

Number of Exams: 7

Course		Timeline	Score	IACBE Region 9 (European)
1	Total	Outbound	53.5	53.5
2	Business Ethics	Outbound	37.1	48.1
3	Business Finance	Outbound	45.7	48.3
4	Business Integration and Strategic Management	Outbound	54.3	63.8
5	Business Leadership	Outbound	58.6	59.2
6	Economics	Outbound	52.9	51.7
7	Economics: Macroeconomics	Outbound	51.4	44.9
8	Economics: Microeconomics	Outbound	54.3	58.4
9	Global Dimensions of Business	Outbound	67.1	53.2
10	Information Management Systems	Outbound	48.6	49.5
11	Legal Environment of Business	Outbound	65.7	64.9
12	Management	Outbound	58.6	57.1
13	Management: Human Resource Management	Outbound	44	43.1
14	Management: Operations/Production Management	Outbound	52.2	68.7
15	Management: Organizational Behavior	Outbound	81.8	60.5
16	Marketing	Outbound	52.9	45.9
17	Quantitative Research Techniques and Statistics	Outbound	42.9	52.8

3.	<i>Summary of Results for Direct Measure 3</i>
4.	<i>Summary of Results for Direct Measure 4</i>

Summary of Results from Implementing Indirect Measures of Student Learning:

1. Summary of Results for Indirect Measure – Alumni Survey



2. Summary of Results for Indirect Measure 2 – Global Satisfaction Survey



3.

4.								
Summary of Achievement of Intended Student Learning Outcomes:								
Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>			<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>		
	Performance Target Was...	Performance Target Was...			Performance Target Was...	Performance Target Was...		
1. Students will be able to demonstrate methods and scope of influence in relation to business situations	Met	Not Met			Met	Met		
2. Students will be able to demonstrate strategic decision making in International management scenarios	Met	Not Met			Met	Met		
3. Students will be able to demonstrate analytical, synthesis and interpersonal skills in international business scenarios	Met	NA			Met	Met		
4.								
5.								
Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Not applicable								
2.								
3.								

Assessment Results: *Program 1 with a Major, Concentration, Specialization, Emphasis, Option, or Track in Area 2*

Summary of Results from Implementing Direct Measures of Student Learning:

1. Not applicable

2.

3.

4.

Summary of Results from Implementing Indirect Measures of Student Learning:

1. Not applicable

2.

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1. *Course of Action 1*

Overall good performance of the class and within the learning outcome rubrics with students attaining a 3 or above rating per rubric for the past three academic years.

Overall students are still lacking the ability to synthesize key learnings from this course and other courses and utilize them for doing international business. This would probably be due to the lack of professional experience when students enter the masters program. Therefore, the course of action is to include more short in-class and take-away case studies to be implemented to enhance the students' practical experience.

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Master in Business Administration (MBA):	
Student Learning Assessment for <i>Program 2</i>	
General Program Intended Student Learning Outcomes (General Program ISLOs)	
1. Students will be able to demonstrate advance knowledge of functional subjects	
2. Students will be able to identify and solve complex business problems.	
3. Students will be able to demonstrate critical thinking against strategic decisions	
4. Students will be able to demonstrate analytical skills to problem solving	
5. Students will be able to present management reports	
Intended Student Learning Outcomes: <i>Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1</i> ISLOs	
NA	
Intended Student Learning Outcomes: <i>Major, Concentration, Specialization, Emphasis, Option, or Track in Area 2</i> ISLOs	
NA	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Direct Measure 1</i> Capstone Course	All MBA students will perform at least a level 3 or higher on each learning outcome rubric
2. <i>Direct Measure 2</i> Comprehensive Exam	All MBA students will score at least 55% or higher per subject domain.

Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:					
1. <i>Indirect Measure 1</i> Alumni Survey	60% or higher of respondents choose ‘adequately’ ‘more than adequately’ or ‘very well’ pertaining to their perception of intended learning outcomes of their degree program.					
2. <i>Indirect Measure 2</i> Global Satisfaction Survey	60% or higher of respondents choose ‘adequately’ ‘more than adequately’ or ‘very well’ pertaining to their perception of intended learning outcomes of their degree program.					
Master of Business Administration						
Summary of Results from Implementing Direct Measures of Student Learning:						
1. <i>Summary of Results for Direct Measure 1 – Capstone Course</i>						
The rating scale is: 5 = Excellent; 4 = Good; 3 = Satisfactory; 2 = Fair; 1 = Poor						
Business Policy 698 Summer 2014	Rubric	5	4	3	2	1
No. of Students/Percentage	Subject knowledge	3/75%		1/25%		
No. of Students/Percentage	Strategic Skills	3/75%		1/25%		
No. of Students/Percentage	Analytical Skills	2/50%	1/25%	1/25%		
No. of Students/Percentage	Synthesis Skills	1/25%	2/50%	1/25%		
No. of Students/Percentage	Oral Presentation Skills		3/75%	1/25%		

2. Summary of Results for Direct Measure 2 – Peregrine Assessment Test

International University of Geneva

Assessment Period: 01.06.2014 - 16.07.2014

Course: Business Administration - Outbound

Number of Exams: 3

		Score	IACBE Region 9 (European)
Course	Timeline		
1 Total	Outbound	49.8	53.5
2 Accounting	Outbound	46.7	54.3
3 Business Ethics	Outbound	60	48.1
4 Business Finance	Outbound	36.7	48.3
5 Business Integration and Strategic Management	Outbound	53.3	63.8
6 Business Leadership	Outbound	53.3	59.2
7 Economics	Outbound	56.7	51.7
8 Economics: Macroeconomics	Outbound	53.3	44.9
9 Economics: Microeconomics	Outbound	60	58.4
10 Global Dimensions of Business	Outbound	43.3	53.2
11 Information Management Systems	Outbound	46.7	49.5
12 Legal Environment of Business	Outbound	63.3	64.9
13 Management	Outbound	50	57.1
14 Management: Human Resource Management	Outbound	60	43.1
15 Management: Operations/Production Management	Outbound	60	68.7
16 Management: Organizational Behavior	Outbound	30	60.5
17 Marketing	Outbound	40	45.9
18 Quantitative Research Techniques and Statistics	Outbound	40	52.8

3.

4.

Summary of Results from Implementing Indirect Measures of Student Learning:

1. Summary of Results for Indirect Measure 1 – Alumni Survey



2. Summary of Results for Indirect Measure 2 – Global Satisfaction Survey



3.

4.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes		Learning Assessment Measures						
General Program ISLOs		Direct Measure 1	Direct Measure 2	Direct Measure 3	Direct Measure 4	Indirect Measure 1	Indirect Measure 2	Indirect Measure 3
		Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1.	Students will be able to demonstrate advance knowledge of functional subjects	Met	Not Met			Met	Met	
2.	Students will be able to identify and solve complex business problems.	Met	Not Met			Met	Met	
3.	Students will be able to demonstrate critical thinking	Met	Not Met			Met	Met	

against strategic decisions								
4. Students will be able to demonstrate analytical skills to problem solving	Met	Not Met			Met	Met		
5. Students will be able to present management reports	Met	NA			Met	Met		
Intended Student Learning Outcomes: Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1.								
2.								
3.								
Summary of Results from Implementing Direct Measures of Student Learning:								
1.								
2.								
Summary of Results from Implementing Indirect Measures of Student Learning:								
1.								
2.								
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:								
1. <i>Course of Action 1</i>								
<p>Analysis of results: The target proficiency level was achieved in some subject domains, i.e. Business Ethics (60%), Microeconomics (60%), Legal environment (63.3%), Management: Human Resources and Operations/Production Management (60%), Economics (57%) were the most proficient domains in the Peregrine Outbound Assessment (Direct Measure 2). Business Finance (36.7%) and Organizational Behavior(30%) were the least proficient domains, also compared to peers in IACBE Region 8.</p> <p>Action Taken: As the result was so small it is too early to assess definitely. However, we are introducing the assessment for all new students (inbound) starting in September 2014 with Peregrine Academic Services and this will enable us to measure the success of our programs when they finish their studies (outbound).</p>								

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Master of Arts in Media & Communication (MA-MC)	
Student Learning Assessment for <i>Program 3</i>	
General Program Intended Student Learning Outcomes (General Program ISLOs)	
1. Students will be able to demonstrate knowledge of the fundamental principles in the functional areas of the media communications sector	
2. Students will be able to develop communication strategies and implementation plans	
3. Students will be able to demonstrate effective professional communication skills	
4. Students will be able to make persuasive presentations to senior management at International Organizations and private-sector companies	
Intended Student Learning Outcomes: <i>Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1</i> ISLOs	
1.	
2.	
3.	
Intended Student Learning Outcomes: <i>Major, Concentration, Specialization, Emphasis, Option, or Track in Area 2</i> ISLOs	
1.	
2.	
3.	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Direct Measure 1</i> Capstone Course	All MA-MC students will perform at least a level 3 or higher on each learning outcome rubric
2. <i>Direct Measure 2</i> Comprehensive Exam	All MA-MC students will score at least 55% or higher per subject domain.

Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:		Performance Objectives (Targets/Criteria) for Indirect Measures:					
1. Indirect Measure 1 Alumni Survey		60% or higher of respondents choose ‘adequately’ ‘more than adequately’ or ‘very well’ pertaining to their perception of intended learning outcomes of their degree program.					
2. Indirect Measure 2 Global Satisfaction Survey		60% or higher of respondents choose ‘adequately’ ‘more than adequately’ or ‘very well’ pertaining to their perception of intended learning outcomes of their degree program.					
Master of Arts in Media & Communications							
Summary of Results from Implementing Direct Measures of Student Learning:							
1. Summary of Results for Direct Measure 1 – Capstone Course							
The rating scale is: 5 = Excellent, 4 = Good, 3 = Satisfactory, 2 = Fair, 1 = Poor, N/A = Not applicable							
COM 698 Media Capstone 2013	Rubric:	5	4	3	2	1	
No. of Students / %	Students will be able to demonstrate knowledge of the fundamental principles in the functional areas of the media communications sector	3/60%		2/40%			
No. of Students / %	Students will be able to develop communication strategies and implementation plans	1/20%		4/80%			
No. of Students / %	Students will be able to demonstrate effective professional communication skills	1/20%	1/20%	3/60%			
No. of Students / %	Students will be able to make persuasive presentations to senior management at International Organizations and private-sector companies	1/20%	1/20%	3/60%			

2. Summary of Results for Direct Measure 2 – Peregrine Assessment Test

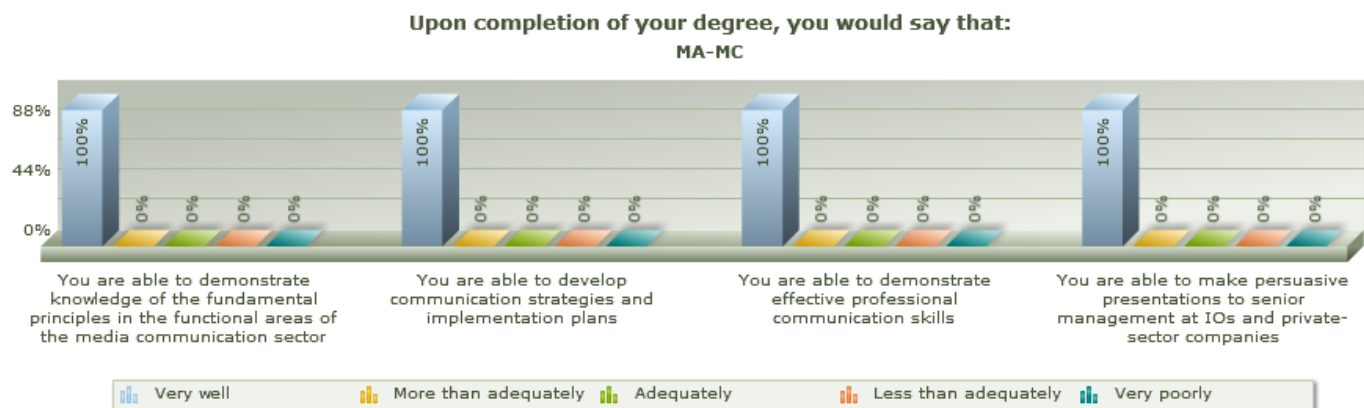
International University of Geneva					
Assessment Period: 01.06.2014 - 16.07.2014					
Course: Master of Arts in Media and Communications - Outbound					
Number of Exams: 2					
Course		Timeline	Score		IACBE Region 9 (European)
1	Total	Outbound	55	53.5	
2	Business Ethics	Outbound	70	48.1	
3	Business Finance	Outbound	30	48.3	
4	Communication theory & trends	Outbound	60		
5	Marketing	Outbound	50	45.9	
6	Organisational communications	Outbound	65		

3.

4.

Summary of Results from Implementing Indirect Measures of Student Learning: Alumni Survey

1. Summary of Results for Indirect Measure 1 – Alumni Survey



2. Summary of Results for Indirect Measure 2 – Global Satisfaction Survey



3.

4.

Summary of Achievement of Intended Student Learning Outcomes:								
Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to demonstrate knowledge of the fundamental principles in the functional areas of the media communications sector	Met	Met			Met	Met		
2. Students will be able to develop communication strategies and implementation plans	Met	Met			Met	Met		
3. Students will be able to demonstrate effective professional communication skills	Met	NA			Met	Met		
4. Students will be able to make persuasive presentations to senior management at International Organizations and private-sector companies	Met	NA			Met	Met		
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:								
1. <i>Course of Action 1</i>								
2. <i>Course of Action 2</i>								
3. <i>Course of Action 3</i>								
4. <i>Course of Action 4</i>								

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Master of Arts in International Relations & Diplomacy (MIRD)	
Student Learning Assessment for <i>Program 4</i>	
General Program Intended Student Learning Outcomes (General Program ISLOs)	
1. Students will be able to demonstrate an advanced knowledge of current international political/relations issues and of core concepts relating to case analysis and forecasting	
2. Students will demonstrate the ability to conduct research in an academically sound way	
3. Students will demonstrate the ability to develop arguments in a coherent way, and to convey them clearly and effectively in both oral and written form	
4. Students will be able to identify past and current trends and super-trends and forecast, where appropriate, their possible future developments	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Direct Measure 1</i> Short thesis paper (part of Capstone) Capstone Course	All MIRD students will perform at least a level 3 or higher on each learning outcome rubric
2. <i>Direct Measure 2</i> Comprehensive Exam	All MIRD students will score at least 55% or higher per subject domain
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. <i>Indirect Measure 1</i> Alumni Survey	60% or higher of respondents choose ‘adequately’ ‘more than adequately’ or ‘very well’ pertaining to their perception of intended learning outcomes of their degree program.
2. <i>Indirect Measure 2</i> Global Satisfaction Survey	60% or higher of respondents choose ‘adequately’ ‘more than adequately’ or ‘very well’ pertaining to their perception of intended learning outcomes of their degree program.

Master of Arts in International Relations & Diplomacy (MIRD)

Summary of Results from Implementing Direct Measures of Student Learning:

1. Summary of Results for Direct Measure 1 – Capstone Course

The rating scale is: 5 = Excellent; 4 = Good; 3 = Satisfactory; 2 = Fair; 1 = Poor

Capstone Case Study International Relations & Diplomacy POL 698 Spring 2014	Rubric	5	4	3	2	1
No. of Students/Percentage	Cognitive Learning/Subject knowledge		6/ 100%			
No. of Students/Percentage	Affective Learning/Applied subject knowledge	3/ 50%	3/ 50%			
No. of Students/Percentage	Psychomotor Learning/Presentation skills written and oral	3/ 50%	3/50%			

2. Summary of Results for Direct Measure 2 – Peregrine Assessment Test

International University of Geneva

Assessment Period: 01.06.2014 - 16.07.2014

Course: Master of International Relations and Diplomacy - Outbound

Number of Exams: 6

Course	Timeline	Score	IACBE Region 9 (European)
1 Total	Outbound	56.7	53.5
2 Business Ethics	Outbound	53.3	48.1
3 The International Diplomatic and Legal Environment	Outbound	56.7	
4 The International Economic and Political Environment	Outbound	60	

3. Summary of Results for Direct Measure 3

4. Summary of Results for Direct Measure 4

Summary of Results from Implementing Indirect Measures of Student Learning:

1. Summary of Results for Indirect Measure 1 Alumni Survey



2. Summary of Results for Indirect Measure 2 Global Satisfaction Survey



3.

4.

Summary of Achievement of Intended Student Learning Outcomes:

Summary of Achievement of Intended Student Learning Outcomes:								
Intended Student Learning Outcomes	Learning Assessment Measures							
General Program ISLOs	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to demonstrate an advanced knowledge of current international political/relations issues and of core concepts relating to case analysis and forecasting	Met	Met				Met		
2. Students will demonstrate the ability to conduct research in an academically sound way	Met	NA				Met		
3. Students will demonstrate the ability to develop arguments in a coherent way, and to convey them clearly and effectively in both oral and written form	Met	NA				Met		
4. Students will be able to identify past and current trends and super-trends and forecast, where appropriate, their possible future developments	Met	Met				Met		

Intended Student Learning Outcomes: <i>Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1</i>	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1.								
2.								
3.								
Assessment Results: Program 1 with a Major, Concentration, Specialization, Emphasis, Option, or Track in Area 2								
Summary of Results from Implementing Direct Measures of Student Learning:								
1.								
2.								
3.								
4.								
Summary of Results from Implementing Indirect Measures of Student Learning:								
1.								
2.								
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:								
<p>1. <i>Course of Action 1</i></p> <p>The Comprehensive exam (CE) for the MIRD is a new measurement, therefore the results of AY 2013-2014 constitute a benchmark for future assessments. There are no data to compare proficiency in IR-specific courses taught by other schools/colleges/universities.</p> <p>Incentives must be created to ensure that students prepare adequately for the CE. Therefore, results in the CE will be included as part of the capstone course grade.</p>								
<p>2. <i>Course of Action 2</i></p> <p>Engagement of a 'diplomat in residency' (past diplomat) who will give lectures on diplomacy from a practical perspective. The first lecture was held in Oct</p>								

2014 as part of a diplomacy course on International Security.
3.
4.

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

Master in International Trade (MIT)	
Student Learning Assessment for <i>Program 5</i>	
General Program Intended Student Learning Outcomes (General Program ISLOs)	
1.	Students will be able to demonstrate an advanced knowledge of international trade-related issues, strategies, policies and regimes
2.	Students will be able to demonstrate how trade promotion helps to engage successfully in trade negotiations on the global and regional levels
3.	Students will be able to demonstrate cognitive learning, affective learning, and psychomotor skills to International Trade Policies
4.	Students will be able to demonstrate effective analytical and diplomatic skills
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Direct Measure 1</i> Capstone Course	All MIT students will perform at least a level 3 or higher on each learning outcome rubric
2. <i>Direct Measure 2</i> Comprehensive Exam	All MIT students will score at least 55% or higher per subject domain
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. <i>Indirect Measure 1</i> Alumni Survey	60% or higher of respondents choose ‘adequately’ ‘more than adequately’ or ‘very well’ pertaining to their perception of intended learning outcomes of their degree program.
2. <i>Indirect Measure 2</i> Global Satisfaction Survey	60% or higher of respondents choose ‘adequately’ ‘more than adequately’ or ‘very well’ pertaining to their perception of intended learning outcomes of their degree program.

Master in International Trade (MIT)

Summary of Results from Implementing Direct Measures of Student Learning:

1. *Summary of Results for Direct Measure 1 – Capstone Course*

The rating scale is: 5 = Excellent, 4 = Good, 3 = Satisfactory, 2 = Fair, 1 = Poor, N/A = Not applicable

Master in International Trade TRA 698 Spring 2014	Rubric	5	4	3	2	1
No. of students / Percentage	Cognitive Learning	4/50%	3/25%	1/25%		
No. of students / Percentage	Affective Learning	4/50%	3/25%	1/25%		
No. of students / Percentage	Psychomotor Learning	4/50%			4/50%	

2. *Summary of Results for Direct Measure 2 – Peregrine Assessment Test*

International University of Geneva

Assessment Period: 01.06.2014 - 16.07.2014

Course: Master of International Trade - Outbound

Number of Exams: 3

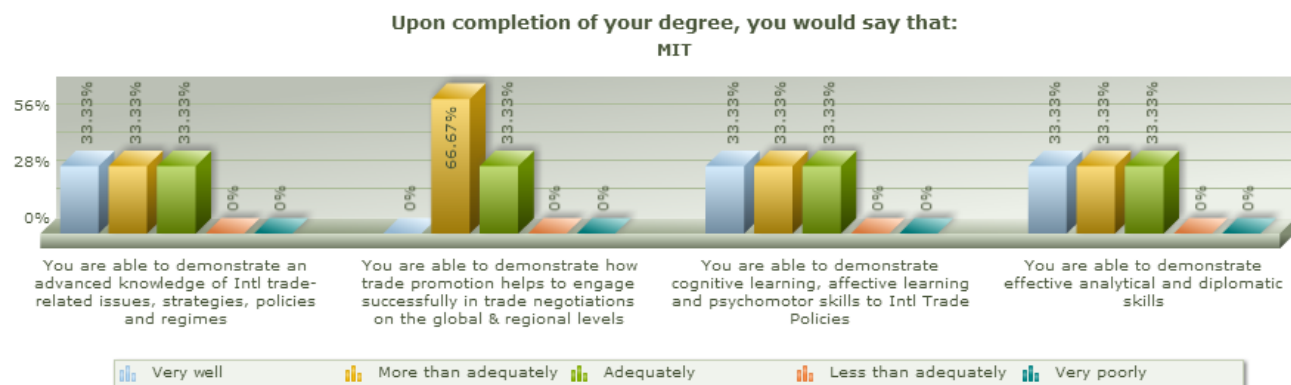
Course	Timeline	Score	IACBE Region 9 (European)
1 Total	Outbound	62.5	53.5
2 Business Ethics	Outbound	56.7	48.1
3 Quantitative Research Techniques and Statistics	Outbound	60	52.8
4 The International Economic and Trade Environment	Outbound	63.3	
5 The International Legal and Political Environment	Outbound	70	

3.

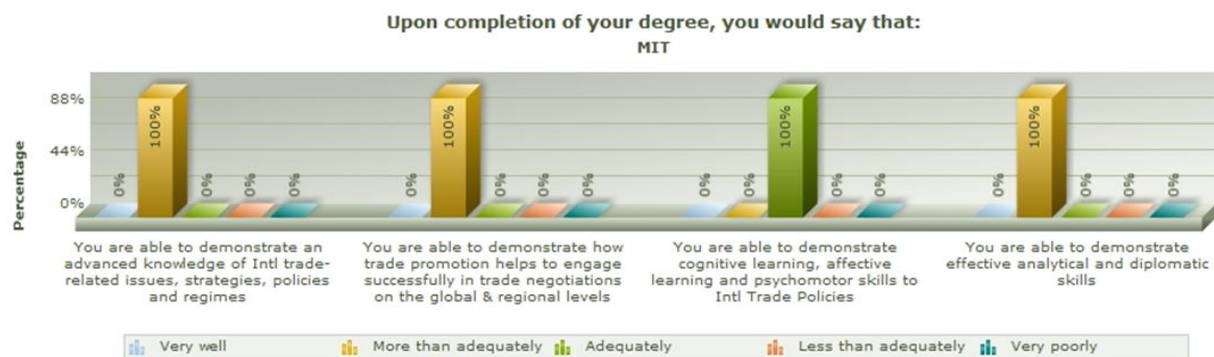
4.

Summary of Results from Implementing Indirect Measures of Student Learning:

1. Summary of Results for Indirect Measure 1 – Alumni Survey



2. Summary of Results for Indirect Measure 2 – Global Satisfaction Survey



3.

4.

Summary of Achievement of Intended Student Learning Outcomes:

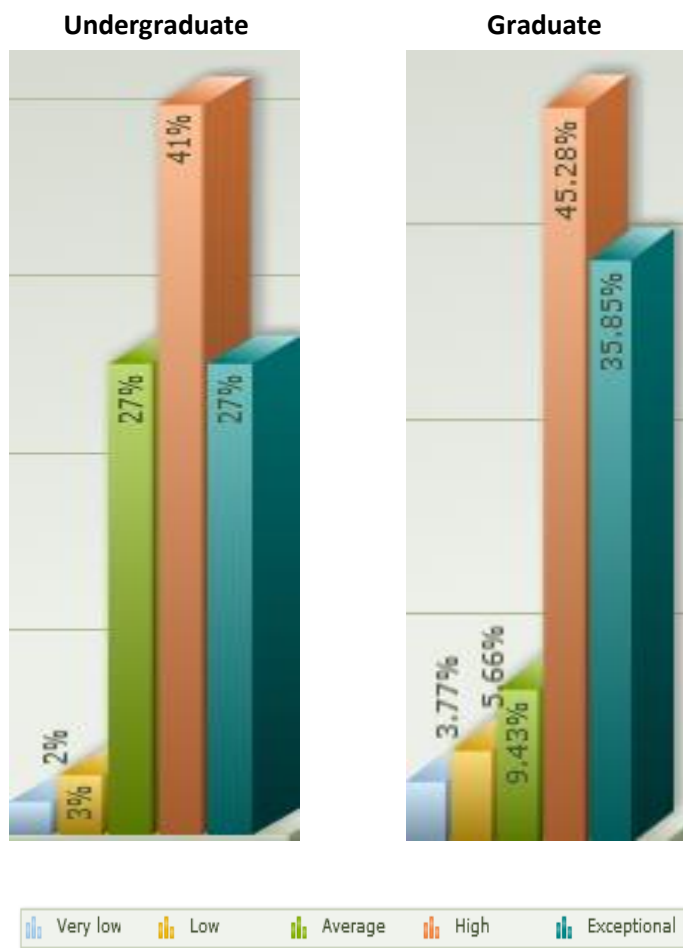
Intended Student Learning Outcomes		Learning Assessment Measures						
General Program ISLOs	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be able to demonstrate an advanced knowledge of international trade-related issues, strategies, policies and regimes	Met					Met		
2. Students will be able to demonstrate how trade promotion helps to engage successfully in trade negotiations on the global and regional levels	Met	Met				Met		
3. Students will be able to demonstrate cognitive learning, affective learning, and psychomotor skills to International Trade Policies	Not Met	Met				Met		
4. Students will be able to demonstrate effective analytical skills	Met	Met				Met		

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:	
1.	<i>Course of Action 1</i> <i>More training in repetition and corrective skills for cognitive , associative , and the autonomic stage will be implemented.</i>
2.	
3.	
4.	

Section II: Operational Assessment

<i>International University in Geneva</i>	
Operational Assessment	
Intended Operational Outcomes:	
1. <i>To strive for teaching excellence</i>	
2. <i>Development of diversity</i>	
3. <i>Faculty will be engaged in research activity to support teaching goals</i>	
Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures
1. <i>Course Feedback and Global Satisfaction Survey</i>	<p><i>Course Feedback: 70% or higher satisfaction for teaching excellence across all courses for undergraduate and graduate.</i></p> <p><i>Global Satisfaction Survey: 70% or higher of respondents choose either 'adequately', 'more than adequately' or 'very well' pertaining to their perception of 'striving for teaching excellence'.</i></p>
2. <i>Number of nationalities of students and faculty</i>	<i>Maintain at least 30% student body diversity and maintain at least 50% faculty diversity</i>
3. <i>Publications/conferences</i>	<i>One published article, book or case study with instructional material every three years in selected research areas of services marketing, communication and media evaluation, globalization-politics and security, international business and entrepreneurship/negotiation.</i>
Summary of Results from Implementing Operational Assessment Measures/Methods:	

1. Course Feedback Survey – Undergraduate & Graduate - Striving for Teaching Excellence



Course Feedback: 70% or higher satisfaction (average rating, high rating or exceptional rating) for teaching excellence across all courses for undergraduate and graduate.

Results 2013/2014

Undergraduate 95% satisfaction regarding teaching excellence

Graduate 90% satisfaction regarding teaching excellence

Global Satisfaction Survey - Striving for Teaching Excellence



Global Satisfaction Survey: 70% or higher satisfaction (adequately rating, more than adequately rating or very well rating) for striving for teaching excellence. 96% global satisfaction for 2013/14 academic year.

2. *Number of nationalities of students* **32% diversity** (*includes students with dual nationalities)

Student Diversity		AY 2013-2014		
	Afghanistan	1	Kosovo	1
	Albania	1	Latvia	2
	America	7	Lebanon	1
	Azerbaijan	26	Lithuania	1
	Belarussia	2	Mali	1
	Brazil	3	Mauritius	1
	British	1	Mexico	6
	Cameroon	1	Mongolia	2
	Canada	1	Nigeria	2
	China	1	Norway	1
	Colombia	8	Pakistan	2
	Czech Republic	1	Qatar	1
	Denmark	3	Romania	6
	Egypt	1	Russia	35
	UAE	2	Greece	1
	Estonia	1	Saudi Arabia	5
	Ethiopia	2	Seychelles	1
	France	6	South Africa	1
	Georgia	1	South Korea	1
	Germany	1	Switzerland	8
	Ghana	2	Tanzania	1
	India	3	Turkey	1
	Iran	5	Uganda	1
	Iraq	1	Ukraine	4
	Israel	1	Uzbekistan	2
	Italy	4	Venezuela	1
	Jordan	1	Vietnam	1
	Kazakhstan	4	Yemen	1
	Kenya	4	Zambia	1
			Zimbabwe	1
			Total Number of Students	188
			Total Number of Nationalities	59
			Diversity Percentage	31

Number of nationalities of faculty **127% diversity** (*many faculty possess dual nationalities)

<u>Faculty Diversity</u>	<u>AY 2013-2014</u>	<u>Total</u>
	America	10
	Australia	2
	Austria	1
	Belgium	1
	Bulgaria	1
	Canada	3
	France	8
	Germany	1
	Greece	2
	India	1
	Italy	5
	Kosovo	1
	Mexico	1
	Romania	1
	Russia	2
	Serbia	1
	Spain	4
	Switzerland	14
	Turkey	1
	United Kingdom	5
	Total Number of Faculty	51
	Total Number of Nationalities	65
	Diversity Percentage	127.4509804

3. Publications 2013/2014

2013-2014 Academic Year			
Area of Research			
Marketing of services in developed and developing countries			2
Communication, media and evaluation			0
Globalization, Geopolitics, Security			0
International Business & Entrepreneurship /Negotiation			2
Total number of published articles/manuscripts/Books/Cases with instructional materials			
			4
*Based on Full-Time Faculty Only			

Summary of Achievement of Intended Operational Outcomes:

Intended Operational Outcomes	Operational Assessment Measures/Methods							
	Operational Assessment Measure/ Method 1	Operational Assessment Measure/ Method 2	Operational Assessment Measure/ Method 3					
	Performance Target Was...	Performance Target Was...	Performance Target Was...					
1. <i>To strive for teaching excellence</i>	Met							
2. <i>Development of diversity</i>		Met						
3. <i>Publications/conferences</i>			Met					

Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met:

1. NA

2.

3.

Appendix I

Master of Business Administration – Sales & Marketing (Curriculum)

MBA in Sales & Marketing Core courses

>> [Course descriptions](#)

Full-time program	Quarter 1	<u>Sales Management</u> <u>Marketing Management</u> <u>Finance for Sales & Marketing</u> <u>Global Economics</u>
	Quarter 2	<u>Sales Strategies and Techniques</u> <u>Operations and Project Management</u> <u>Leadership and Organizational Behavior</u> <u>Marketing Research</u>
	Quarter 3	<u>Innovation and Technology</u> <u>Global Entrepreneurship and Venture Initiation</u> <u>International Marketing</u> <u>Digital Marketing</u>
	Quarter 4	<u>Sales & Marketing (Capstone Course)</u> <u>Ethics, Strategy and Social Responsibility</u>