



Public Disclosure

Learning Results (Standard 4)

Performance Results (Standard 6)

Institution: UNIVERSITY IFM, GENEVA, SWITZERLAND

Academic Year: 2017-8



Accreditation Council for Business Schools & Programs
11520 West 119th Street
Overland Park, KS 66213
USA

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MISSION STATEMENT

Mission of the University IFM - Institute of Finance and Management

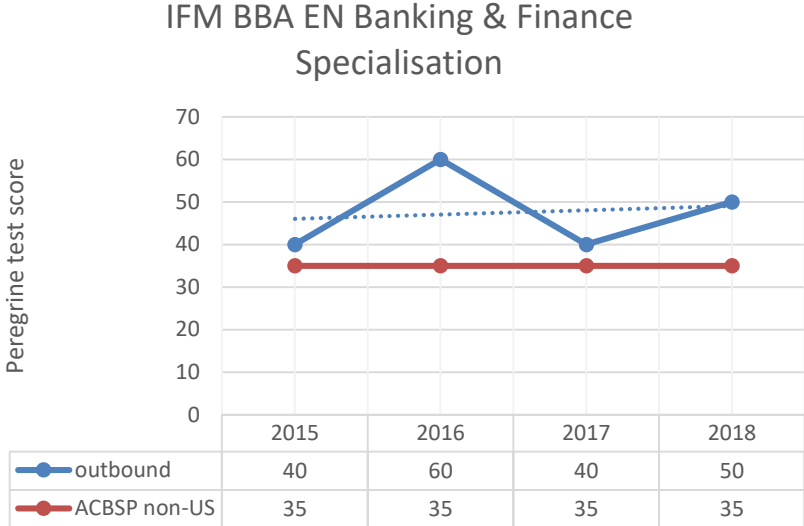
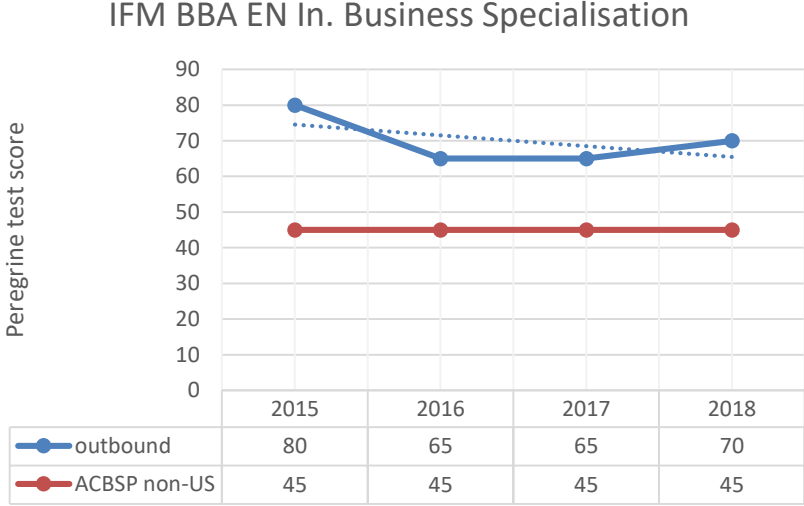
The IFM University - Institute of Finance and Management is an institution that offers quality training in the fields of management, finance and business. The University offers a dynamic environment and a personalized approach to university studies. It offers an environment that promotes the acquisition of knowledge and stimulates the exchange of ideas. The IFM curricula are developed together with industry leaders to give students a competitive advantage in the job market. The courses combine academic excellence, practical skills and employability. The University provides students with a global vision of business organizations, develops knowledge and skills for academic, personal and professional success. IFM trains students at the Bachelor and Master levels by providing them with solid training so that they become active and professional members of a multicultural society.

LEARNING RESULTS (ACBSP Standard 4) attainment of learning goals

Program 1: BBA taught in English

BBA-Program Intended Student Learning Outcomes (PISLO) <i>In having completed the Bachelor program, graduates will have</i>		Bachelor Key Learning Outcomes (KLOs) <i>University IFM Students should be able to:</i>
B1	Acquired fundamental concepts, soft and hard skills that qualify global business and management leading towards specializations in finance, international business, management and marketing guided by ethical considerations.	BK1: Explain the major functional concepts of management in all the CPC areas. BK2: Expand on the major specialist concepts in finance, international business, management and marketing. BK3: Designate the principled obligations and responsibilities of business.
B2	Are academically and professionally equipped to seek for and to embark on a career path in business	BI4: Develop academic, quantitative and professional tools to grasp the legal, social, and economic environments of business BI5: Embark on a career path in business.
B3	Combined insights, selectively from accounting, ethics, finance, strategy, leadership, economics, global dimensions, law, management, marketing, and quantitative techniques to produce innovative and entrepreneurial projects.	BA6: Apply knowledge of business concepts and functions in an integrated manner BE7: Construct and present effective oral and written forms of professional communication.

Learning Results and Analysis																				
Performance Measure - Bachelor Key Learning Outcomes (KLOs)	Measurement instrument	Current Results	Analysis of Results	Action Taken	Resulting Trends															
BK1: Explain the major functional concepts of management in all the CPC areas.	<p>Peregrine BBA test – average from stated CPC areas (external, direct)</p> <p>Average scorers are higher than given benchmarks (ACBSP non-US inbound: 35, outbound: 41)</p>	Above benchmark	There is a stable positive trend that signifies teaching effectiveness	Maintain teaching effectiveness to reach even higher scores	<p>IFM BBA EN Outcome BK1</p> <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>outbound</td> <td>48</td> <td>51</td> <td>50</td> <td>49</td> </tr> <tr> <td>ACBSP non-US</td> <td>41</td> <td>41</td> <td>41</td> <td>41</td> </tr> </tbody> </table>		2015	2016	2017	2018	outbound	48	51	50	49	ACBSP non-US	41	41	41	41
	2015	2016	2017	2018																
outbound	48	51	50	49																
ACBSP non-US	41	41	41	41																

<p>BK2: Expand on the major specialist concepts in finance, international business, management and marketing.</p>	<p>Peregrine BBA test – CPC area: finance, global dimensions, management, marketing (external, direct)</p> <p>Average scorers are higher than given benchmarks (ACBSP non-US inbound: 28, 39, 35, 34 respectively; outbound: 35, 45, 43, 42 respectively)</p>	<p>Near benchmark</p>	<p>Stable trend overall</p>	<p>Maintain teaching effectiveness and seek to reach the 2016 scores</p>	<p>IFM BBA EN Banking & Finance Specialisation</p>  <table border="1" data-bbox="1192 634 1990 743"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>outbound</td> <td>40</td> <td>60</td> <td>40</td> <td>50</td> </tr> <tr> <td>ACBSP non-US</td> <td>35</td> <td>35</td> <td>35</td> <td>35</td> </tr> </tbody> </table>		2015	2016	2017	2018	outbound	40	60	40	50	ACBSP non-US	35	35	35	35
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outbound	40	60	40	50																
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<p>ditto</p>	<p>ditto</p>	<p>Above benchmark</p>	<p>Falling trend owing to changing faculty with improvement for 2018</p>	<p>Maintain faculty stability to reverse trend</p>	<p>IFM BBA EN In. Business Specialisation</p>  <table border="1" data-bbox="1192 1187 1990 1300"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>outbound</td> <td>80</td> <td>65</td> <td>65</td> <td>70</td> </tr> <tr> <td>ACBSP non-US</td> <td>45</td> <td>45</td> <td>45</td> <td>45</td> </tr> </tbody> </table>		2015	2016	2017	2018	outbound	80	65	65	70	ACBSP non-US	45	45	45	45
	2015	2016	2017	2018																
outbound	80	65	65	70																
ACBSP non-US	45	45	45	45																

ditto	ditto	Above benchmark	Slightly falling trend with improvement in 2018	Maintain teaching effectiveness and seek to reverse trend	<p style="text-align: center;">IFM BBA EN Management Specialisation</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>outbound</td> <td>60</td> <td>80</td> <td>60</td> <td>60</td> </tr> <tr> <td>ACBSP non-US</td> <td>43</td> <td>43</td> <td>43</td> <td>43</td> </tr> </tbody> </table>		2015	2016	2017	2018	outbound	60	80	60	60	ACBSP non-US	43	43	43	43
	2015	2016	2017	2018																
outbound	60	80	60	60																
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ditto	ditto	Above benchmark	Having hired specialist faculty from the marketing field pays dividends	Maintain teaching effectiveness	<p style="text-align: center;">IFM BBA EN Com & Mkt Specialisation</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>outbound</td> <td>60</td> <td>70</td> <td>70</td> <td>70</td> </tr> <tr> <td>ACBSP non-US</td> <td>42</td> <td>42</td> <td>42</td> <td>42</td> </tr> </tbody> </table>		2015	2016	2017	2018	outbound	60	70	70	70	ACBSP non-US	42	42	42	42
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<p>BK3: Designate the principled obligations and responsibilities of business.</p>	<p>Peregrine BBA test – CPC area: business ethics (external, direct)</p> <p>Average scorers are higher than given benchmarks (ACBSP non-US inbound: 41, outbound: 47)</p>	<p>Near benchmark</p>	<p>Slow progress due to the fact that there few CSR references across the curriculum</p>	<p>Increase CSR exposure and eco issues in some modules</p>	<p>IFM BBA EN Outcome BK3 - Ethics</p> <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>outbound</td> <td>45</td> <td>55</td> <td>55</td> <td>55</td> </tr> <tr> <td>ACBSP non-US</td> <td>47</td> <td>47</td> <td>47</td> <td>47</td> </tr> </tbody> </table>		2015	2016	2017	2018	outbound	45	55	55	55	ACBSP non-US	47	47	47	47
	2015	2016	2017	2018																
outbound	45	55	55	55																
ACBSP non-US	47	47	47	47																
<p>BI4: Develop academic, quantitative and professional tools to grasp the legal, social, and economic environments of business</p>	<p>Peregrine BBA test – CPC area: IT and quantitative research (external, direct)</p> <p>Average scorers are higher than given benchmarks (ACBSP non-US inbound: 36, 34; outbound: 42, 36)</p>	<p>Near benchmark</p>	<p>For a number of years, the teaching of IT consisted in perfecting Office skills. The introduction of New Technologies taught by a specialist module seems to pay dividends in 2018</p>	<p>Maintain efforts in this teaching strategy</p>	<p>IFM BBA EN Outcome BI4 - IT</p> <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>outbound</td> <td>40</td> <td>25</td> <td>25</td> <td>50</td> </tr> <tr> <td>ACBSP non-US</td> <td>42</td> <td>42</td> <td>42</td> <td>42</td> </tr> </tbody> </table>		2015	2016	2017	2018	outbound	40	25	25	50	ACBSP non-US	42	42	42	42
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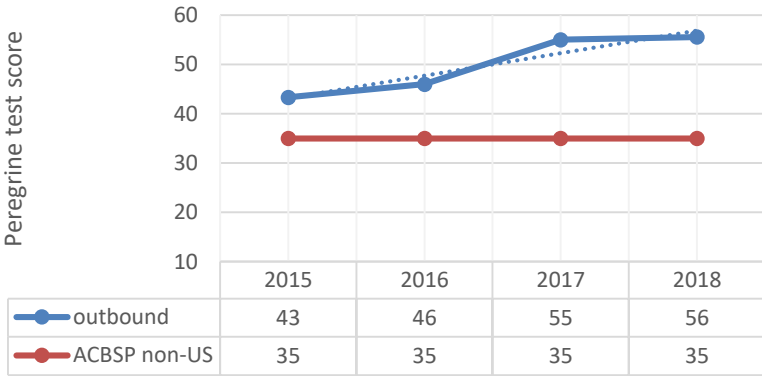
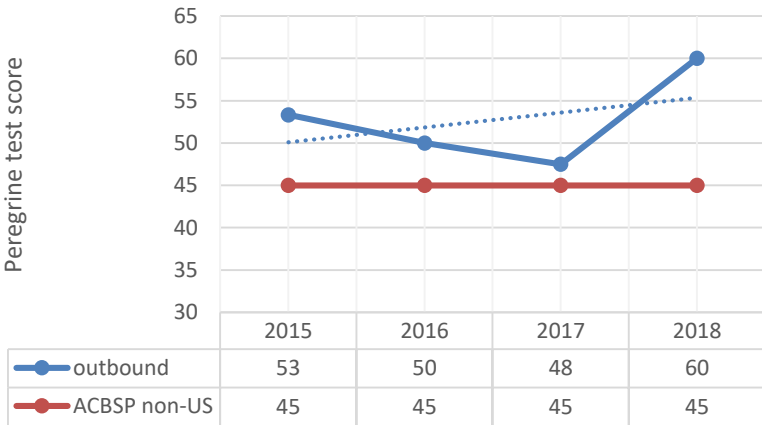
ditto	ditto	Close to benchmark	For a number of years, the teaching of statistics found little place and relevance in the curriculum. In making the module more hands-on in 2017 seems to have been the right decision	Maintain efforts in this teaching strategy	<p style="text-align: center;">IFM BBA EN Outcome BI4 - Quantitative Methods</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>outbound</td> <td>25</td> <td>25</td> <td>25</td> <td>45</td> </tr> <tr> <td>ACBSP non-US</td> <td>36</td> <td>36</td> <td>36</td> <td>36</td> </tr> </tbody> </table>		2015	2016	2017	2018	outbound	25	25	25	45	ACBSP non-US	36	36	36	36			
	2015	2016	2017	2018																			
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ACBSP non-US	36	36	36	36																			
BI5: Embark on a career path in business.	Skills-based exit survey (internal, indirect)	Above target with a strong positive trend	The survey shows that IFM students in recent years have acquired the necessary job-related skills and that the IFM curriculum prepares them well for this	Maintain efforts in the same vain	<p style="text-align: center;">IFM BBA EN Outcome BI5 - Skills Exit Survey</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>score</td> <td>3.19</td> <td>3.00</td> <td>3.06</td> <td>3.33</td> <td>3.52</td> </tr> <tr> <td>target</td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> </tr> </tbody> </table>		2014	2015	2016	2017	2018	score	3.19	3.00	3.06	3.33	3.52	target	3	3	3	3	3
	2014	2015	2016	2017	2018																		
score	3.19	3.00	3.06	3.33	3.52																		
target	3	3	3	3	3																		

<p>BA6: Apply knowledge of business concepts and functions in an integrated manner</p>	<p>Capstone application score A (all items minus score E): shows degree of integration (internal direct)</p> <p>3rd year students achieve the key bachelor learning outcomes A with a target score of 4.</p>	<p>Close to target</p>	<p>The falling trend is due to having different faculty teach the Capstone modules</p>	<p>To have one specialist in entrepreneurship to teach the modules and to get students apply what they have learned throughout the curriculum</p>	<p style="text-align: center;">IFM BBA EN Capstone</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>BA6</td> <td>5.8</td> <td>4.5</td> <td>4.7</td> <td>4.6</td> <td>4.5</td> </tr> <tr> <td>target</td> <td>4.0</td> <td>4.0</td> <td>4.0</td> <td>4.0</td> <td>4.0</td> </tr> </tbody> </table>		2014	2015	2016	2017	2018	BA6	5.8	4.5	4.7	4.6	4.5	target	4.0	4.0	4.0	4.0	4.0
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<p>BE7: Construct and present effective oral and written forms of professional communication.</p>	<p>Capstone communication score E: shows degree of expressive effectiveness (internal direct)</p> <p>3rd year students achieve the key bachelor learning outcomes E with a target score of 4.</p>	<p>Close to target</p>	<p>The falling trend is due to having different faculty teach the Capstone modules hence a different emphasis on effective expression</p>	<p>To have one specialist in entrepreneurship to teach the modules and to remind students systematically of the importance of effective expression</p>	<p style="text-align: center;">IFM BBA EN Capstone</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>BE7</td> <td>6.0</td> <td>5.1</td> <td>4.7</td> <td>5.4</td> <td>4.4</td> </tr> <tr> <td>target</td> <td>4.0</td> <td>4.0</td> <td>4.0</td> <td>4.0</td> <td>4.0</td> </tr> </tbody> </table>		2014	2015	2016	2017	2018	BE7	6.0	5.1	4.7	5.4	4.4	target	4.0	4.0	4.0	4.0	4.0
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BE7	6.0	5.1	4.7	5.4	4.4																		
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Program 2: BBA taught in French

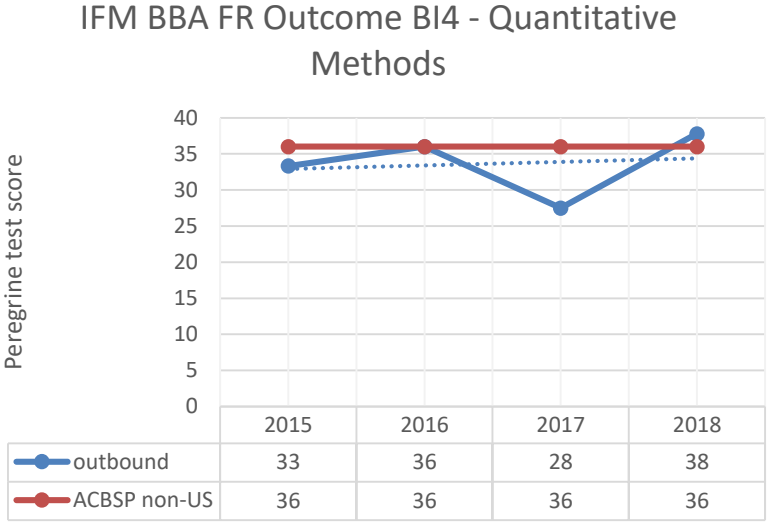
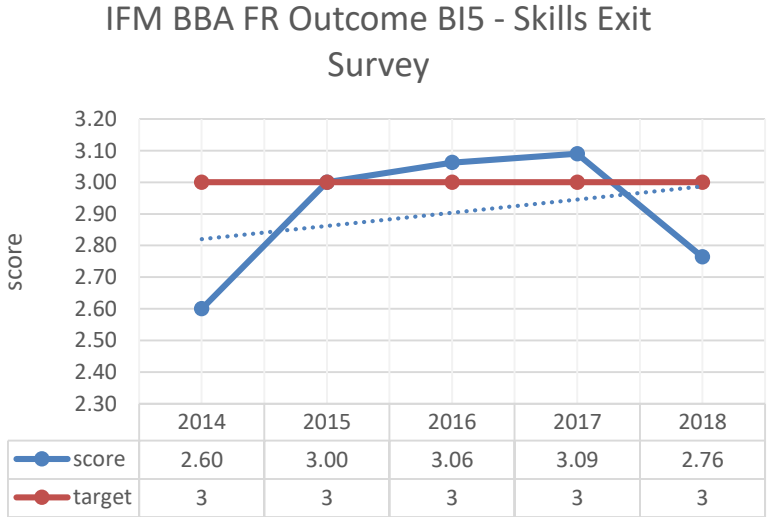
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<p>ditto</p>	<p>ditto</p>	<p>Above benchmark</p>	<p>Positive trend expressing teaching effectiveness and interest of French-speaking students in international business</p>	<p>Maintain teaching effectiveness and seek to reverse trend</p>	<p style="text-align: center;">IFM BBA FR Int. Business Specialisation</p>  <table border="1" data-bbox="1171 1144 1927 1258"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>outbound</td> <td>53</td> <td>50</td> <td>48</td> <td>60</td> </tr> <tr> <td>ACBSP non-US</td> <td>45</td> <td>45</td> <td>45</td> <td>45</td> </tr> </tbody> </table>		2015	2016	2017	2018	outbound	53	50	48	60	ACBSP non-US	45	45	45	45
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outbound	37	40	40	43																
ACBSP non-US	42	42	42	42																

ditto	ditto	Near benchmark	For a number of years, the teaching of statistics found little place and relevance in the curriculum. In making the module more hands-on in 2017 seems to have been the right decision	Maintain efforts	<p style="text-align: center;">IFM BBA FR Outcome BI4 - Quantitative Methods</p>  <table border="1" data-bbox="1171 625 1932 738"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>outbound</td> <td>33</td> <td>36</td> <td>28</td> <td>38</td> </tr> <tr> <td>ACBSP non-US</td> <td>36</td> <td>36</td> <td>36</td> <td>36</td> </tr> </tbody> </table>		2015	2016	2017	2018	outbound	33	36	28	38	ACBSP non-US	36	36	36	36			
	2015	2016	2017	2018																			
outbound	33	36	28	38																			
ACBSP non-US	36	36	36	36																			
BI5: Embark on a career path in business.	Skills-based exit survey (internal, indirect)	Near target	The survey shows that the IFM program prepares well for job-related skills with 2018 data showing an need to streamline further IT and marketing courses	Increase efforts to reverse 2018 data	<p style="text-align: center;">IFM BBA FR Outcome BI5 - Skills Exit Survey</p>  <table border="1" data-bbox="1171 1182 1932 1295"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>score</td> <td>2.60</td> <td>3.00</td> <td>3.06</td> <td>3.09</td> <td>2.76</td> </tr> <tr> <td>target</td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> </tr> </tbody> </table>		2014	2015	2016	2017	2018	score	2.60	3.00	3.06	3.09	2.76	target	3	3	3	3	3
	2014	2015	2016	2017	2018																		
score	2.60	3.00	3.06	3.09	2.76																		
target	3	3	3	3	3																		

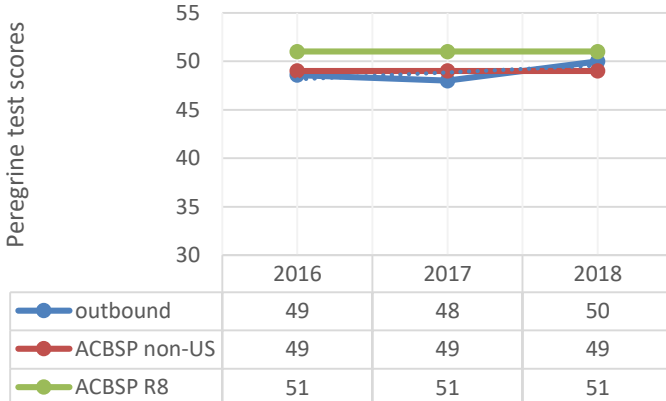
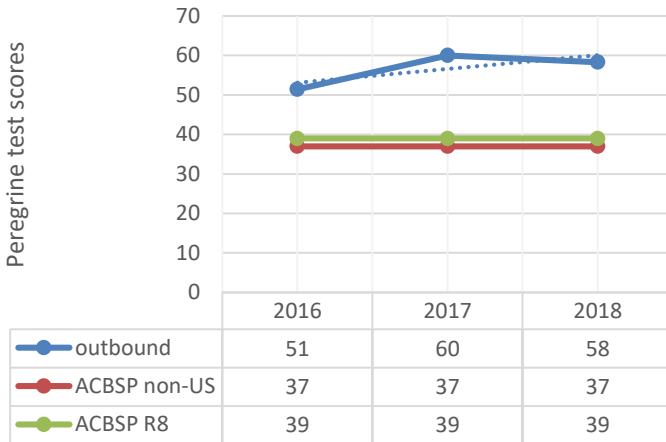
<p>BA6: Apply knowledge of business concepts and functions in an integrated manner</p>	<p>Capstone application score A (all items minus score E): shows degree of integration (internal direct)</p> <p>3rd year students achieve the key bachelor learning outcomes A with a target score of 4.</p>	<p>Close to target</p>	<p>The positive trend is due to the 2014 decision to structure the way to teach venture creation with pragmatic learning outcomes</p>	<p>Maintain efforts</p>	<p style="text-align: center;">IFM BBA FR Capstone</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>BA6</td> <td>4.1</td> <td>4.5</td> <td>5.2</td> <td>4.6</td> <td>4.8</td> </tr> <tr> <td>target</td> <td>4.0</td> <td>4.0</td> <td>4.0</td> <td>4.0</td> <td>4.0</td> </tr> </tbody> </table>		2014	2015	2016	2017	2018	BA6	4.1	4.5	5.2	4.6	4.8	target	4.0	4.0	4.0	4.0	4.0
	2014	2015	2016	2017	2018																		
BA6	4.1	4.5	5.2	4.6	4.8																		
target	4.0	4.0	4.0	4.0	4.0																		
<p>BE7: Construct and present effective oral and written forms of professional communication.</p>	<p>Capstone communication score E: shows degree of expressive effectiveness (internal direct)</p> <p>3rd year students achieve the key bachelor learning outcomes E with a target score of 4.</p>	<p>Close to target</p>	<p>The positive trend is due to the 2014 decision to structure the way to teach venture creation with expression outcomes that are precise and pragmatic</p>	<p>Maintain efforts</p>	<p style="text-align: center;">IFM BBA FR Capstone</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>BE7</td> <td>4.1</td> <td>5.1</td> <td>5.1</td> <td>5.4</td> <td>4.8</td> </tr> <tr> <td>target</td> <td>4.0</td> <td>4.0</td> <td>4.0</td> <td>4.0</td> <td>4.0</td> </tr> </tbody> </table>		2014	2015	2016	2017	2018	BE7	4.1	5.1	5.1	5.4	4.8	target	4.0	4.0	4.0	4.0	4.0
	2014	2015	2016	2017	2018																		
BE7	4.1	5.1	5.1	5.4	4.8																		
target	4.0	4.0	4.0	4.0	4.0																		

Program 3: MBA

MBA-Program Intended Student Learning Outcomes (PISLO) <i>In having completed the Master's program, students will have</i>		Master's Key Learning Outcomes (KLOs) <i>University IFM Students should be able to:</i>
M1	Mastered forward-thinking concepts and managerial decision-making tools in the functional areas of management.	MK1: Explain advanced concepts in the functional areas of management MK2: Ascertain the principled obligations and responsibilities of business
M2	Developed intellectually, emotionally and skillfully in a manner to seek for and take on leadership positions in business	MI3: Develop examination strategies towards problem solving MI4: Take on leadership positions in business
M3	Lead others in a manner to contribute towards a common strategy that ensures the completion of business projects, facilitates problem solving, and enhances business performance by means of effective communication	MA5: Integrate theory and practice in the strategic analysis of real-world business situations MA6: Lead effectively a team of colleagues on diverse projects ME7 : Connect with relevant audiences by composing clear, consistent, and effective written forms of communication, as well as making effective and strategic oral business presentations.

Learning Results and Analysis

Performance Measure - Master's Key Learning Outcomes (KLOs)	Measurement instrument	Current Results	Analysis of Results	Action Taken	Resulting Trends																
<p>MK1: Explain advanced concepts in the functional areas or management.</p>	<p>Peregrine MBA test – all areas: shows added value / IFM impact</p> <p>Average scorers are higher than given benchmarks (ACBSP non-US inbound 42; outbound 45 - ACBSP R8 inbound 43; outbound 47)</p>	Above benchmarks	The trend is overall positive; the 2017 scores were marked by some exceptional students	Maintain teamwork effectiveness	<p align="center">IFM MBA Outcome MK1</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>outbound</td> <td>56</td> <td>64</td> <td>62</td> </tr> <tr> <td>ACBSP non-US</td> <td>45</td> <td>45</td> <td>45</td> </tr> <tr> <td>ACBSP R8</td> <td>47</td> <td>47</td> <td>47</td> </tr> </tbody> </table>		2016	2017	2018	outbound	56	64	62	ACBSP non-US	45	45	45	ACBSP R8	47	47	47
	2016	2017	2018																		
outbound	56	64	62																		
ACBSP non-US	45	45	45																		
ACBSP R8	47	47	47																		
<p>MK2: Ascertain the principled obligations and responsibilities of business</p>	<p>Peregrine MBA test – management</p> <p>Average scorers are higher than given benchmarks (ACBSP non-US inbound 47; outbound 48 - ACBSP R8 inbound 47; outbound 51)</p>	Above benchmarks	Students are more ethically aware as CSR and eco topics are quite common	Maintain teaching effectiveness	<p align="center">IFM MBA Outcome MK2 - Ethics</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>outbound</td> <td>59</td> <td>66</td> <td>67</td> </tr> <tr> <td>ACBSP non-US</td> <td>48</td> <td>48</td> <td>48</td> </tr> <tr> <td>ACBSP R8</td> <td>51</td> <td>51</td> <td>51</td> </tr> </tbody> </table>		2016	2017	2018	outbound	59	66	67	ACBSP non-US	48	48	48	ACBSP R8	51	51	51
	2016	2017	2018																		
outbound	59	66	67																		
ACBSP non-US	48	48	48																		
ACBSP R8	51	51	51																		

<p>MI3: Develop examination strategies towards problem solving</p>	<p>Peregrine MBA test – accounting & finance</p> <p>Average scorers are higher than given benchmarks (ACBSP non-US inbound 47, 36; outbound 49, 37 - ACBSP R8 inbound 46, 36; outbound 51, 39)</p>	<p>On benchmark</p>	<p>The trend is stable</p>	<p>To further train students in managerial accounting</p>	<p>IFM MBA Outcome MI3 - Managerial Accounting</p>  <table border="1" data-bbox="1323 568 1984 722"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>outbound</td> <td>49</td> <td>48</td> <td>50</td> </tr> <tr> <td>ACBSP non-US</td> <td>49</td> <td>49</td> <td>49</td> </tr> <tr> <td>ACBSP R8</td> <td>51</td> <td>51</td> <td>51</td> </tr> </tbody> </table>		2016	2017	2018	outbound	49	48	50	ACBSP non-US	49	49	49	ACBSP R8	51	51	51
	2016	2017	2018																		
outbound	49	48	50																		
ACBSP non-US	49	49	49																		
ACBSP R8	51	51	51																		
<p>ditto</p>	<p>ditto</p>	<p>Above benchmark</p>	<p>The trend is positive showing that the MBA program equips students with comprehensive financial skills</p>	<p>Maintain teaching effectiveness</p>	<p>IFM MBA Outcome MI3 - Managerial Finance</p>  <table border="1" data-bbox="1323 1161 1984 1315"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>outbound</td> <td>51</td> <td>60</td> <td>58</td> </tr> <tr> <td>ACBSP non-US</td> <td>37</td> <td>37</td> <td>37</td> </tr> <tr> <td>ACBSP R8</td> <td>39</td> <td>39</td> <td>39</td> </tr> </tbody> </table>		2016	2017	2018	outbound	51	60	58	ACBSP non-US	37	37	37	ACBSP R8	39	39	39
	2016	2017	2018																		
outbound	51	60	58																		
ACBSP non-US	37	37	37																		
ACBSP R8	39	39	39																		

<p>MI4: Take on leadership positions in business.</p>	<p>Skills-based exit survey MBA students meet the target score of 3</p>	<p>Close to target initially; beyond target currently</p>	<p>Positive trend. The IFM curriculum prepares student well for necessary job-related skills</p>	<p>Maintain skills development in all the areas yet reinforce HR and negotiation skills</p>	<p>MBA Outcome MI4 - Skills Exit Survey</p> <table border="1"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>score</td> <td>3.19</td> <td>3.00</td> <td>3.06</td> <td>3.19</td> <td>3.21</td> </tr> <tr> <td>target</td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> </tr> </tbody> </table>		2014	2015	2016	2017	2018	score	3.19	3.00	3.06	3.19	3.21	target	3	3	3	3	3
	2014	2015	2016	2017	2018																		
score	3.19	3.00	3.06	3.19	3.21																		
target	3	3	3	3	3																		
<p>MA5: Integrate theory and practice in the strategic analysis of real-world business situations</p>	<p>Peregrine MBA test – business integration & strategic management Average scorers are higher than given benchmarks (ACBSP non-US inbound 45; outbound 47 - ACBSP R8 inbound 44; outbound 49)</p>	<p>Near benchmarks</p>	<p>Strategic management is well enhanced yet the data in 2018 are lower</p>	<p>Enhance the integrative project to include strategic aspects</p>	<p>IFM MBA Outcome MA5 - Integration</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>outbound</td> <td>41</td> <td>68</td> <td>63</td> </tr> <tr> <td>ACBSP non-US</td> <td>47</td> <td>47</td> <td>47</td> </tr> <tr> <td>ACBSP R8</td> <td>49</td> <td>49</td> <td>49</td> </tr> </tbody> </table>		2016	2017	2018	outbound	41	68	63	ACBSP non-US	47	47	47	ACBSP R8	49	49	49		
	2016	2017	2018																				
outbound	41	68	63																				
ACBSP non-US	47	47	47																				
ACBSP R8	49	49	49																				

<p>MA6: Lead effectively a team of colleagues on diverse projects</p>	<p>Peregrine MBA test – business leadership</p> <p>Average scorers are higher than given benchmarks (ACBSP non-US inbound 43; outbound 44 - ACBSP R8 inbound 42; outbound 47)</p>	<p>Beyond benchmarks</p>	<p>Team work and leadership development occur on a regular basis</p>	<p>Maintain teaching effectiveness</p>	<p>IFM MBA Outcome MA6 - Leadership</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>outbound</td> <td>60</td> <td>70</td> <td>67</td> </tr> <tr> <td>ACBSP non-US</td> <td>44</td> <td>44</td> <td>44</td> </tr> <tr> <td>ACBSP R8</td> <td>47</td> <td>47</td> <td>47</td> </tr> </tbody> </table>		2016	2017	2018	outbound	60	70	67	ACBSP non-US	44	44	44	ACBSP R8	47	47	47
	2016	2017	2018																		
outbound	60	70	67																		
ACBSP non-US	44	44	44																		
ACBSP R8	47	47	47																		
<p>ME7 : Connect with relevant audiences by composing clear, consistent, and effective written forms of communication, as well as making effective and strategic oral business presentations.</p>	<p>Project score E: shows degree of expressive effectiveness</p> <p>MBA year students achieve the key master’s learning outcomes E with a target score of 4.</p>	<p>Beyond target</p>	<p>Students are systematically reminded of the importance of expressive mastery hence the positive trend yet 2018 data are lower</p>	<p>Reinforce awareness with guidelines on academic writing</p>	<p>IFM Outcome ME7 - MBA Expressive Effectiveness - Project</p> <table border="1"> <thead> <tr> <th></th> <th>2014-5</th> <th>2015-6</th> <th>2016-7</th> <th>2017-8</th> </tr> </thead> <tbody> <tr> <td>score</td> <td>3.8</td> <td>5.0</td> <td>4.9</td> <td>4.5</td> </tr> <tr> <td>target</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> </tbody> </table>		2014-5	2015-6	2016-7	2017-8	score	3.8	5.0	4.9	4.5	target	4	4	4	4	
	2014-5	2015-6	2016-7	2017-8																	
score	3.8	5.0	4.9	4.5																	
target	4	4	4	4																	

**PERFORMANCE RESULTS (ACBSP standard 6)
attainment of organizational goals**

Performance Results and Analysis																																												
Performance Measure	Measurement instrument	Current Results	Analysis of Results	Action Taken	Resulting Trends																																							
I0011 High academic satisfaction rates	Yearly analysis of term student feedback survey Target 80%	Positive trend showing that strategies put in place in the years 2014-5 are yielding tangible results	Seasonal data: the rates tend to fall in spring as opposed to winter with the exception of 2018	Maintain quality and precision in teaching and faculty composition	<p>IFM Outcome I0011 - Academic Satisfaction</p> <table border="1"> <thead> <tr> <th></th> <th>fall' 14</th> <th>winter' 15</th> <th>spring' 15</th> <th>fall' 15</th> <th>winter' 16</th> <th>spring' 16</th> <th>fall' 16</th> <th>winter' 17</th> <th>spring' 17</th> <th>fall' 17</th> <th>winter' 18</th> <th>spring' 18</th> </tr> </thead> <tbody> <tr> <td>score</td> <td>16.7</td> <td>16.3</td> <td>16.2</td> <td>16.7</td> <td>16.3</td> <td>16.2</td> <td>17.0</td> <td>18.0</td> <td>17.4</td> <td>17.8</td> <td>17.2</td> <td>18.2</td> </tr> <tr> <td>target</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> </tr> </tbody> </table>		fall' 14	winter' 15	spring' 15	fall' 15	winter' 16	spring' 16	fall' 16	winter' 17	spring' 17	fall' 17	winter' 18	spring' 18	score	16.7	16.3	16.2	16.7	16.3	16.2	17.0	18.0	17.4	17.8	17.2	18.2	target	16	16	16	16	16	16	16	16	16	16	16	16
	fall' 14	winter' 15	spring' 15	fall' 15	winter' 16	spring' 16	fall' 16	winter' 17	spring' 17	fall' 17	winter' 18	spring' 18																																
score	16.7	16.3	16.2	16.7	16.3	16.2	17.0	18.0	17.4	17.8	17.2	18.2																																
target	16	16	16	16	16	16	16	16	16	16	16	16																																

<p>IOO12 High operational satisfaction rates</p>	<p>Yearly analysis of student feedback survey Target 80%</p>	<p>Above target</p>	<p>Stable trend. Strategies put in place in the years 2014-5 were very sound</p>	<p>Maintain quality of support systems</p>	<p style="text-align: center;">IFM Outcome IOO12 - Operational Satisfaction</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2014-5</th> <th>2015-6</th> <th>2016-7</th> <th>2017-8</th> </tr> </thead> <tbody> <tr> <td>score</td> <td>90</td> <td>91</td> <td>91</td> <td>90</td> </tr> <tr> <td>target</td> <td>80</td> <td>80</td> <td>80</td> <td>80</td> </tr> </tbody> </table>		2014-5	2015-6	2016-7	2017-8	score	90	91	91	90	target	80	80	80	80												
	2014-5	2015-6	2016-7	2017-8																												
score	90	91	91	90																												
target	80	80	80	80																												
<p>IOO13 Effective student performance.</p>	<p>Yearly BBA graduation rates Target 80%</p>	<p>Above target High target</p>	<p>High graduation rates are the result of a precise admission process and motivating teaching</p>	<p>Maintain quality in the processes</p>	<p style="text-align: center;">IFM Outcome IOO13 - BBA Graduation Rates</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>rate</td> <td>93%</td> <td>93%</td> <td>93%</td> <td>93%</td> <td>91%</td> <td>93%</td> <td>95%</td> <td>96%</td> </tr> <tr> <td>target</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> </tr> </tbody> </table>		2011	2012	2013	2014	2015	2016	2017	2018	rate	93%	93%	93%	93%	91%	93%	95%	96%	target	90%	90%	90%	90%	90%	90%	90%	90%
	2011	2012	2013	2014	2015	2016	2017	2018																								
rate	93%	93%	93%	93%	91%	93%	95%	96%																								
target	90%	90%	90%	90%	90%	90%	90%	90%																								

ditto	Yearly MBA graduation rates Target 80%	Above target High target	High graduation rates are the result of a precise admission process and motivating teaching	Maintain quality in the processes	<p style="text-align: center;">IFM Outcome IOO13 - MBA Graduation Rates</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>rate</td> <td>100%</td> <td>94%</td> <td>100%</td> <td>92%</td> <td>100%</td> <td>95%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>target</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> </tr> </tbody> </table>		2011	2012	2013	2014	2015	2016	2017	2018	rate	100%	94%	100%	92%	100%	95%	100%	100%	target	90%	90%	90%	90%	90%	90%	90%	90%
	2011	2012	2013	2014	2015	2016	2017	2018																								
rate	100%	94%	100%	92%	100%	95%	100%	100%																								
target	90%	90%	90%	90%	90%	90%	90%	90%																								
ditto	BBA honors data Target 20%	Near target	Positive trend with lower rates for 2018 as there were more graduates	Maintain greater student commitment to studying and make aware of the importance of honors classification	<p style="text-align: center;">IFM Outcome IOO13 - BBA Honors</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>rate</td> <td>14%</td> <td>30%</td> <td>29%</td> <td>32%</td> <td>23%</td> </tr> <tr> <td>target</td> <td>20%</td> <td>20%</td> <td>20%</td> <td>20%</td> <td>20%</td> </tr> </tbody> </table>		2014	2015	2016	2017	2018	rate	14%	30%	29%	32%	23%	target	20%	20%	20%	20%	20%									
	2014	2015	2016	2017	2018																											
rate	14%	30%	29%	32%	23%																											
target	20%	20%	20%	20%	20%																											

	<p>MBA honors data Target 20%</p>	<p>Near target initially; beyond target currently</p>	<p>Positive trend with slightly lower rates for 2018 as there were more graduates</p>	<p>Maintain greater student commitment to studying and make aware of the importance of honors classification</p>	<p>IFM Outcome IOO13 - MBA Honors</p> <table border="1"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>rate</td> <td>18%</td> <td>18%</td> <td>22%</td> <td>35%</td> <td>33%</td> </tr> <tr> <td>target</td> <td>20%</td> <td>20%</td> <td>20%</td> <td>20%</td> <td>20%</td> </tr> </tbody> </table>		2014	2015	2016	2017	2018	rate	18%	18%	22%	35%	33%	target	20%	20%	20%	20%	20%
	2014	2015	2016	2017	2018																		
rate	18%	18%	22%	35%	33%																		
target	20%	20%	20%	20%	20%																		
<p>IOO14 Perceived educational value</p>	<p>Passing students minus failing students and dropouts Target 95%</p>	<p>Above target</p>	<p>High rates and a positive trend indicating that students choosing IFM stay and finish their studies</p>	<p>Maintain quality in the processes</p>	<p>IFM Outcome IOO14 - BBA/MBA Retention</p> <table border="1"> <thead> <tr> <th></th> <th>2014-5</th> <th>2015-6</th> <th>2016-7</th> <th>2017-8</th> </tr> </thead> <tbody> <tr> <td>rate %</td> <td>94%</td> <td>100%</td> <td>96%</td> <td>98%</td> </tr> <tr> <td>target rate</td> <td>95%</td> <td>95%</td> <td>95%</td> <td>95%</td> </tr> </tbody> </table>		2014-5	2015-6	2016-7	2017-8	rate %	94%	100%	96%	98%	target rate	95%	95%	95%	95%			
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<p>IOO15 Employability BBA year 3 employment rates MBA employment rates</p>	<p>Percent of BBA LinkedIn jobbers plus BBA to MBA retained students relative to the number of graduates Target 80% on graduation</p>	<p>Above target</p>	<p>The high rate is testament of IFM’s unrelated mission to prepare students for a job. A number of students (20%) find jobs before graduation</p>	<p>Maintain quality in the processes and career counselling services</p>	<p style="text-align: center;">IFM Outcome IOO15 - BBA Employment Rates</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>rate</td> <td>91%</td> <td>100%</td> <td>96%</td> </tr> <tr> <td>target</td> <td>80%</td> <td>80%</td> <td>80%</td> </tr> </tbody> </table>		2016	2017	2018	rate	91%	100%	96%	target	80%	80%	80%																		
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