



Public Disclosure

Learning Results (Standard 4)

Performance Results (Standard 6)

Achievement Results (Standard 7)

Institution: _____ IFM BUSINESS SCHOOL, GENEVA, SWITZERLAND _____

Academic Year: _____ 2024-25 _____



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

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MISSION STATEMENT

Mission of the IFM Business School

We aim to provide a transformational learning experience, enabling our students and stakeholders to realize their full potential.

We aim to provide inspiring learning opportunities for existing and future leaders, who create value for their stakeholders, organizations, and society.

We drive excellence and innovation in business education to develop students' employability for a global perspective and a positive impact in the future of work and business.

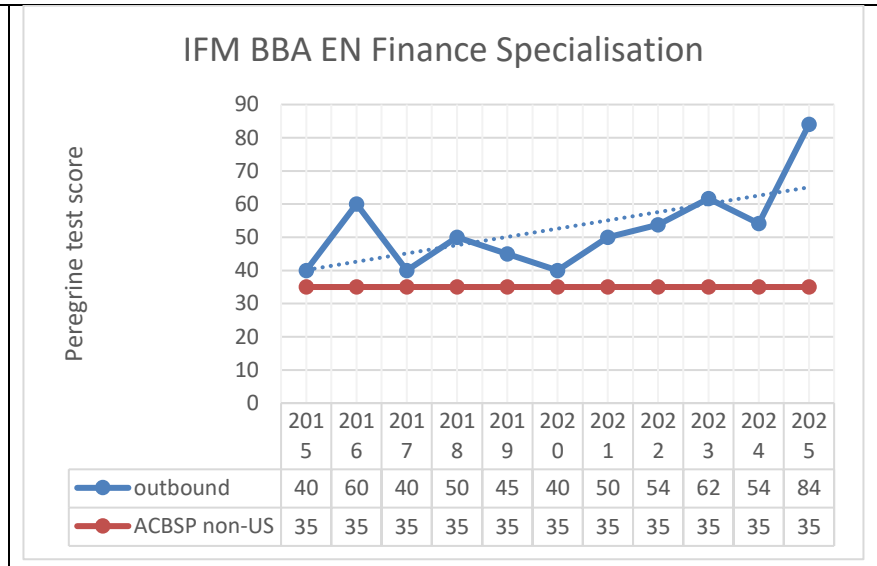
**LEARNING RESULTS (ACBSP Standard 4)
attainment of learning goals 2025 data**

Program 1: BBA taught in English

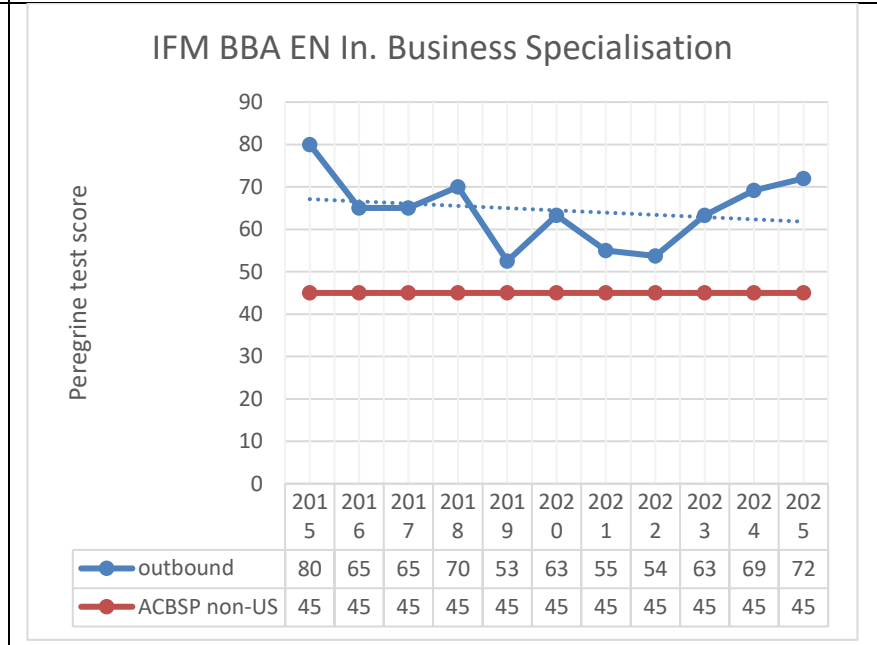
BBA-Program Intended Student Learning Outcomes (PISLO) <i>In having completed the Bachelor program, graduates will have</i>		Bachelor Key Learning Outcomes (KLOs) <i>University IFM Students should be able to:</i>
B1	Acquired fundamental concepts, soft and hard skills that qualify global business and management leading towards specializations in finance, international business, management and marketing guided by ethical considerations.	BK1: Explain the major functional concepts of management and business. BK2: Expand on the major specialist concepts in finance, international business, management, and innovation. BK3: Designate the principled obligations and responsibilities of business.
B2	Become academically and professionally equipped that will enhance practice.	BI4: Develop academic, quantitative, and professional tools for problem solving.
B3	Combined insights, selectively from accounting, ethics, finance, strategy, leadership, economics, global dimensions, law, management, marketing, and quantitative techniques to produce innovative and shared entrepreneurial projects in professional practice.	BA5: Apply professional tools and functional business concepts and standards in an integrated and shared manner for problem solving in the interconnected reality of business BA6: Embark on a career path in business. 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 and business.	<p>Peregrine BBA test – average from stated CPC areas (external, direct)</p> <p>Average scorers are higher than given 2018 benchmarks (ACBSP non-US inbound: 35, outbound: 41)</p>	Above benchmark	<p>After a dip in 2019 where students complete the Peregrine Test carelessly, there is an upward trend again</p> <p>IFM added value (inbound/outbound): 24%</p>	Maintain teaching effectiveness and assure that students carry out the Peregrine test seriously (variable control)	<p>IFM BBA EN Outcome BK1</p> <table border="1"> <thead> <tr> <th>Peregrine test scores</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>outbound</td> <td>48</td> <td>51</td> <td>50</td> <td>49</td> <td>47</td> <td>50</td> <td>56</td> <td>56</td> <td>60</td> <td>61</td> <td>81</td> </tr> <tr> <td>ACBSP non-US</td> <td>41</td> <td>41</td> <td>41</td> <td>41</td> <td>41</td> <td>41</td> <td>41</td> <td>41</td> <td>41</td> <td>41</td> <td>41</td> </tr> </tbody> </table>	Peregrine test scores	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	outbound	48	51	50	49	47	50	56	56	60	61	81	ACBSP non-US	41	41	41	41	41	41	41	41	41	41	41
Peregrine test scores	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025																														
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ACBSP non-US	41	41	41	41	41	41	41	41	41	41	41																														

<p>BK2: Expand on the major specialist concepts in finance, international business, management, and innovation.</p>	<p>Peregrine BBA test – CPC area: finance, global dimensions, management, marketing (external, direct)</p> <p>Average scores are higher than the given 2018 benchmarks (ACBSP non-US inbound: 28, 39, 35, 34 respectively; outbound: 35, 45, 43, 42 respectively)</p>	<p>Near benchmark at first</p> <p>Strong output since 2020</p>	<p>Slight down trend and edging the benchmark which indicates that finance knowledge needs to be enhanced</p> <p>IFM added value (inbound/outbound): 31%</p>	<p>Increased finance acumen beyond the 2016 scores</p> <p>Course taught by practicing financiers</p> <p>Streamlined data management method</p>
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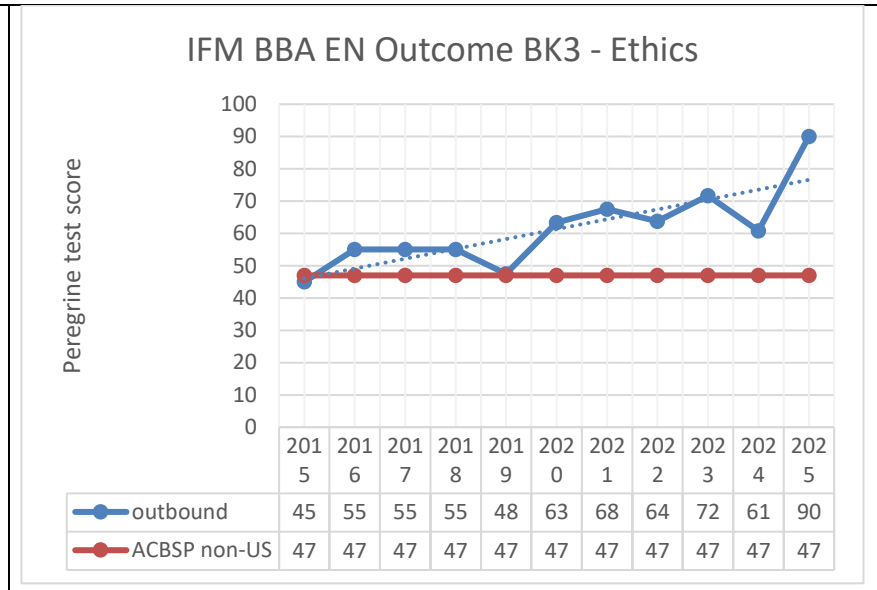


<p>ditto</p>	<p>ditto</p>	<p>Above benchmark</p> <p>Falling trend</p> <p>Improved trend since 2022</p>	<p>There is little disconnect between the approach and topics taught and those of the Peregrine test; it is matter of teaching</p> <p>IFM added value (inbound/outbound): 34%</p>	<p>Maintain content is taught by a professional economist</p> <p>Streamlined data management method</p>
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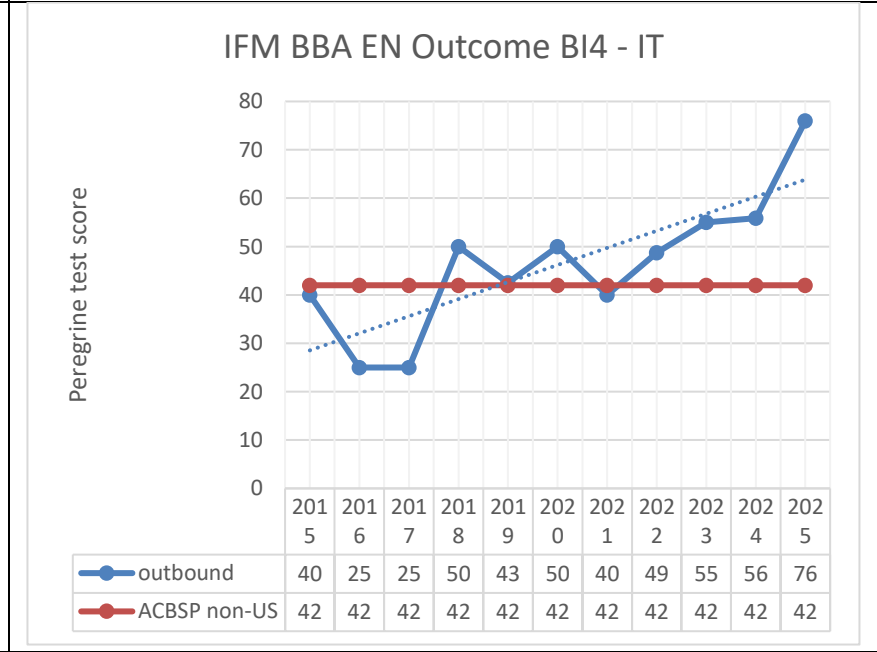


ditto	ditto	<p>Stable trend</p> <p>Above benchmark</p>	<p>The introduction of new modules in 2019 has enhanced the specialization</p> <p>IFM added value (inbound/outbound): 40%</p>	<p>Maintain the same approach</p> <p>Course taught by professional</p> <p>Streamlined data management method</p>	<p>IFM BBA EN Management Specialisation</p> <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>outbound</td> <td>60</td> <td>80</td> <td>60</td> <td>60</td> <td>45</td> <td>60</td> <td>68</td> <td>60</td> <td>63</td> <td>68</td> <td>72</td> </tr> <tr> <td>ACBSP non-US</td> <td>43</td> <td>43</td> <td>43</td> <td>43</td> <td>43</td> <td>43</td> <td>43</td> <td>43</td> <td>43</td> <td>43</td> <td>43</td> </tr> </tbody> </table>		2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	outbound	60	80	60	60	45	60	68	60	63	68	72	ACBSP non-US	43	43	43	43	43	43	43	43	43	43	43
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025																														
outbound	60	80	60	60	45	60	68	60	63	68	72																														
ACBSP non-US	43	43	43	43	43	43	43	43	43	43	43																														
ditto	ditto	<p>Falling trend</p> <p>Near benchmark</p>	<p>This is a recent specialization, yet the enterprising and innovation skills have been taught for a while</p> <p>IFM added value (inbound/outbound): 26%</p>	<p>Content is now boosted with clearer year 2 and year connections</p> <p>Course taught by professional</p> <p>Streamlined data management method</p>	<p>IFM BBA EN E-ship Specialisation</p> <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>outbound</td> <td>55</td> <td>55</td> <td>50</td> <td>46</td> <td>44</td> <td>50</td> <td>39</td> <td>47</td> <td>62</td> <td>58</td> <td>82</td> </tr> <tr> <td>ACBSP non-US</td> <td>45</td> <td>45</td> <td>45</td> <td>45</td> <td>45</td> <td>45</td> <td>45</td> <td>45</td> <td>45</td> <td>45</td> <td>45</td> </tr> </tbody> </table>		2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	outbound	55	55	50	46	44	50	39	47	62	58	82	ACBSP non-US	45	45	45	45	45	45	45	45	45	45	45
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025																														
outbound	55	55	50	46	44	50	39	47	62	58	82																														
ACBSP non-US	45	45	45	45	45	45	45	45	45	45	45																														

<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 2018 benchmarks (ACBSP non-US inbound: 41, outbound: 47)</p>	<p>Near benchmark</p>	<p>Trend reversal owing to augmented CSR references across the curriculum</p> <p>IFM added value (inbound/outbound): 18%</p>	<p>Maintain same approach; new faculty member (specialist) transmits ethical issues to the core</p>
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<p>BI4: Develop academic, quantitative, and professional tools for problem solving.</p>	<p>Peregrine BBA test – CPC area: IT and quantitative research (external, direct)</p> <p>Average scorers are higher than the given 2018 benchmarks (ACBSP non-US inbound: 36, 34; outbound: 42, 36)</p>	<p>Positive trend</p> <p>Further than benchmark</p>	<p>New IT and digitally oriented modules have boosted the curriculum; yet they need to be coherent to map progress</p> <p>IFM added value (inbound/outbound): 16%</p>	<p>Offered courses with up to date AI content and enhanced traditional courses such as MIS have a positive impact</p>
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<p>ditto</p>	<p>ditto</p>	<p>Strong positive trend Off the benchmark</p>	<p>For several 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</p> <p>IFM added value (inbound/outbound): 17%</p>	<p>Maintain efforts in this teaching strategy</p>	<p>IFM BBA EN Outcome BI4 - Quantitative Methods</p> <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>outbound</td> <td>25</td> <td>25</td> <td>25</td> <td>45</td> <td>40</td> <td>37</td> <td>65</td> <td>51</td> <td>63</td> <td>58</td> <td>88</td> </tr> <tr> <td>ACBSP non-US</td> <td>36</td> <td>36</td> <td>36</td> <td>36</td> <td>36</td> <td>36</td> <td>36</td> <td>36</td> <td>36</td> <td>36</td> <td>36</td> </tr> </tbody> </table>		2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	outbound	25	25	25	45	40	37	65	51	63	58	88	ACBSP non-US	36	36	36	36	36	36	36	36	36	36	36			
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<p>BA5: Apply professional tools and functional business concepts and standards in an integrated and shared manner for problem solving in the interconnected reality of business.</p>	<p>Capstone application score A (all items minus score E): it 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 Stable trend</p>	<p>The trend has become stable owing to having specialist faculty teaching project-related modules</p>	<p>To have one specialist to teach the module seems effective; it has been strengthened with a more precise administrative framework</p> <p>Needs data generation streamlining</p>	<p>IFM BBA EN Capstone</p> <table border="1"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</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> <td>5.0</td> <td>4.7</td> <td>5.3</td> <td>5.5</td> <td>5.5</td> <td>5.5</td> <td>5.1</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> <td>4.0</td> <td>4.0</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	2019	2020	2021	2022	2023	2024	2025	BA6	5.8	4.5	4.7	4.6	4.5	5.0	4.7	5.3	5.5	5.5	5.5	5.1	target	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025																																
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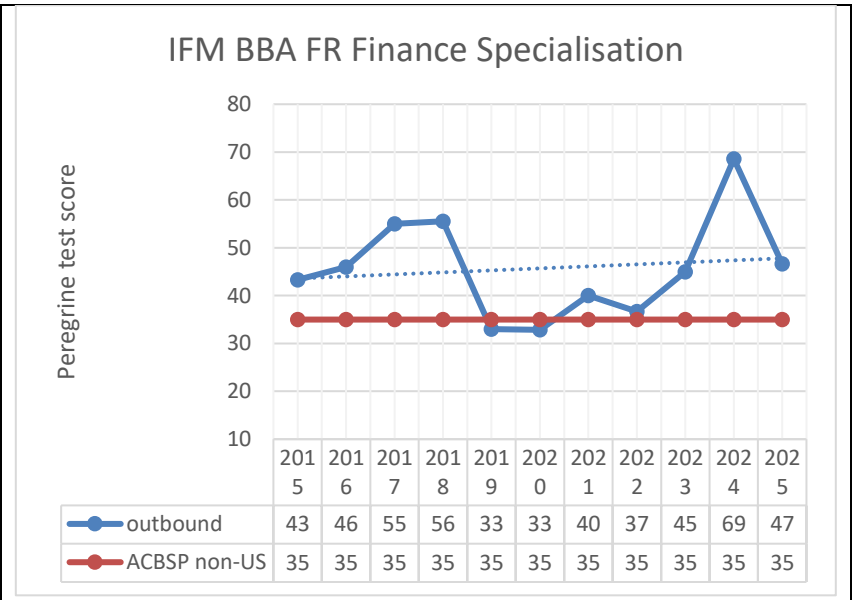
<p>BA6: Embark on a career path in business.</p>	<p>Skills-based exit survey (internal, indirect)</p>	<p>Above target with a stable trend</p>	<p>The survey shows that IFM students in recent years have acquired the necessary job-related skills and that the IFM curriculum prepares them well for this</p>	<p>Maintain efforts in the same vein</p>	<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> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</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> <td>3.52</td> <td>3.43</td> <td>3.21</td> <td>3.69</td> <td>3.25</td> <td>3.35</td> <td>3.53</td> </tr> <tr> <td>target</td> <td>2.4</td> <td>2.4</td> <td>2.4</td> <td>2.4</td> <td>2.4</td> <td>2.4</td> <td>2.4</td> <td>2.4</td> <td>2.4</td> <td>2.4</td> <td>2.4</td> <td>2.4</td> </tr> </tbody> </table>		2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	score	3.19	3.00	3.06	3.33	3.52	3.52	3.43	3.21	3.69	3.25	3.35	3.53	target	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4
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<p>BE7: Construct and present effective oral and written forms of professional communication.</p>	<p>Capstone communication score E; it 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>Stable trend</p>	<p>To date there was different emphasis on effective expression and use of academic standards. In structuring project submission and standards are having a positive effect</p>	<p>Project module teaching with expression and academic standards seems to be effective.</p> <p>Needs data generation streamlining</p>	<p style="text-align: center;">IFM BBA EN 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> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</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> <td>5.0</td> <td>4.6</td> <td>5.3</td> <td>5.5</td> <td>5.5</td> <td>5.5</td> <td>5.4</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> <td>4.0</td> <td>4.0</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	2019	2020	2021	2022	2023	2024	2025	BE7	6.0	5.1	4.7	5.4	4.4	5.0	4.6	5.3	5.5	5.5	5.5	5.4	target	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
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Program 2: BBA taught in French & English (Bilingual)

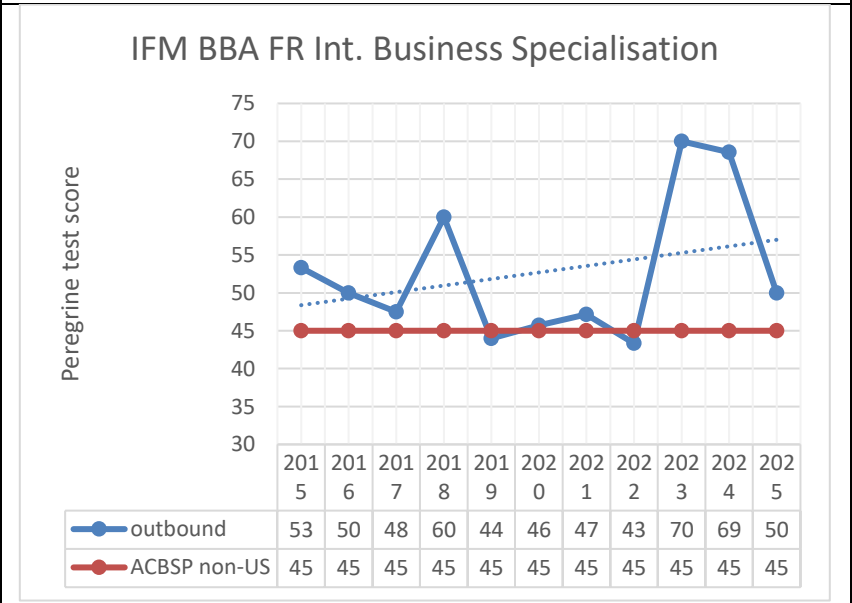
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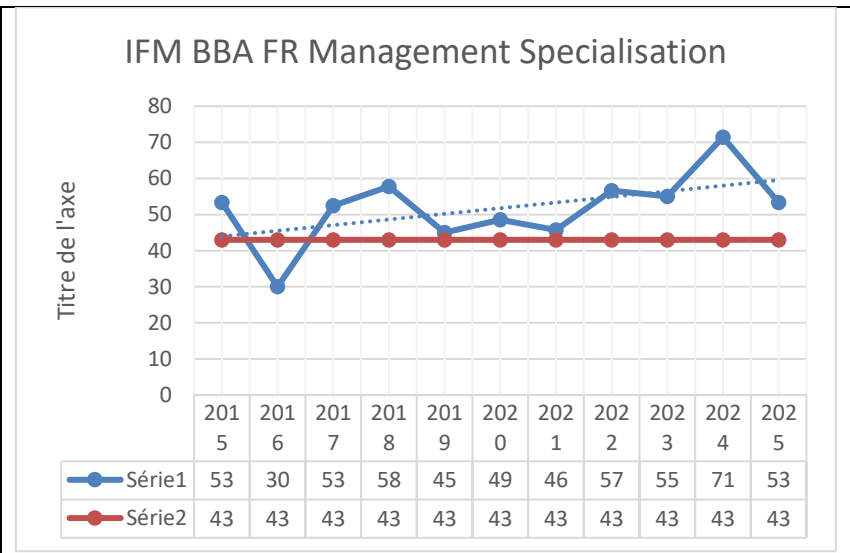
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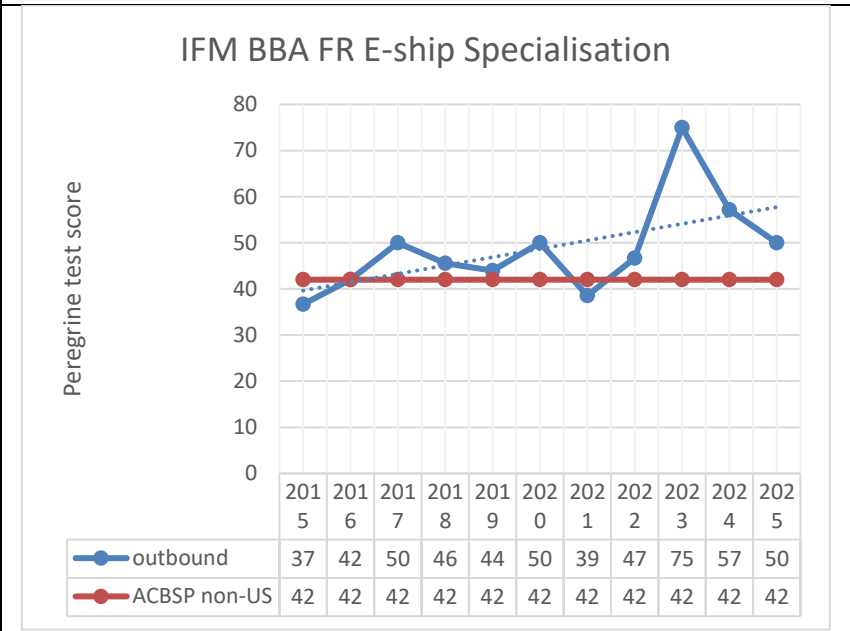
<p>ditto</p>	<p>ditto</p>	<p>Positive trend</p>	<p>The incongruous trend is due to linguistic competence as the module is taught in English</p> <p>IFM added value (inbound/outbound): 21 %</p>	<p>Continue to assure linguistic competence and that English competency be documented</p> <p>Taught by practicing professional</p> <p>Faculty should be able to rally both sections.</p>
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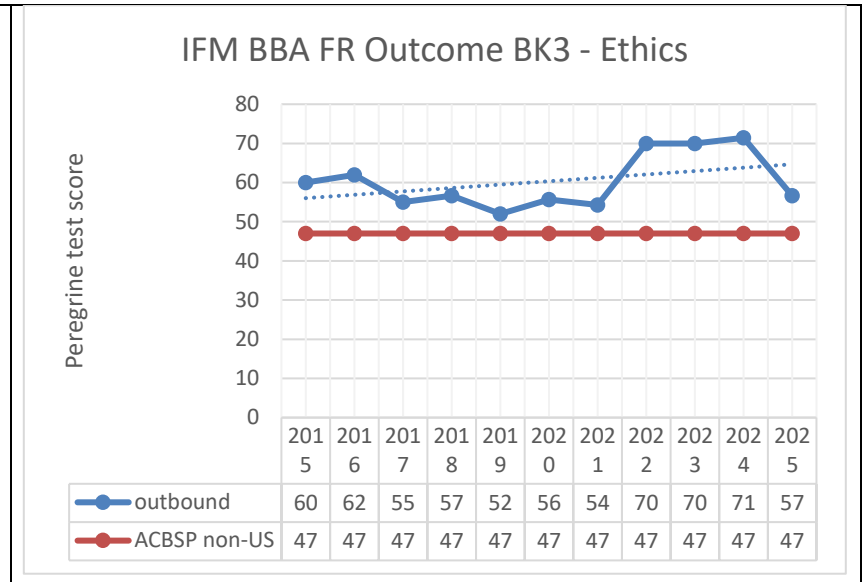
ditto	ditto	Positive trend Near benchmark	Stable trend and string data variations IFM added value (inbound/outbound): 27 %	Keep up the trend Taught by practicing professional Faculty should be able to rally both sections.
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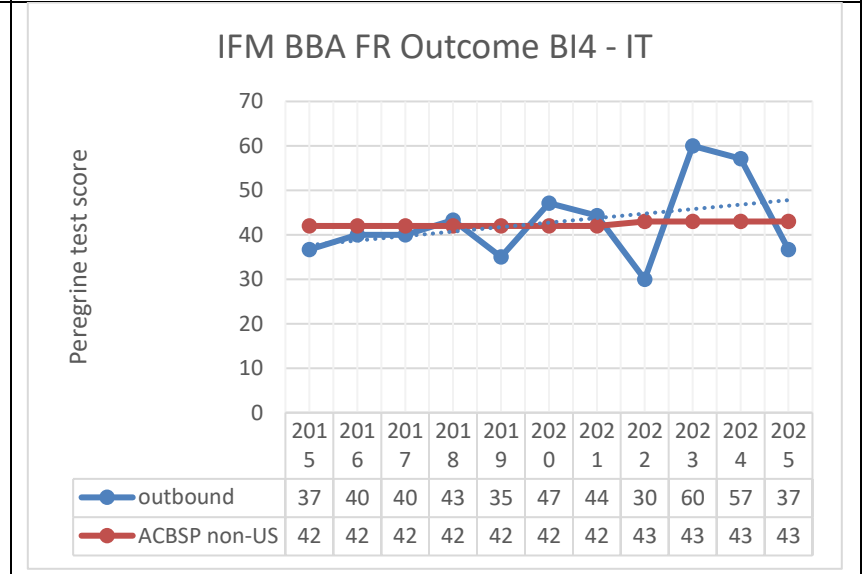
ditto	ditto	Positive trend Near benchmark	This is a recent specialization, yet the enterprising and innovation skills have been taught for a while IFM added value (inbound/outbound): 18 %	Keep up the trend Taught by practicing professional Faculty should be able to rally both sections.
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<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 2018 benchmarks (ACBSP non-US inbound: 41, outbound: 47)</p>	<p>Above benchmark</p>	<p>Slow progress because there are few CSR references across the curriculum</p> <p>IFM added value (inbound/outbound): 33%</p>	<p>Increased CSR exposure and eco issues in the Business & Society module by specialist faculty member, pays dividend</p> <p>Peregrine test linguistic issues?</p>
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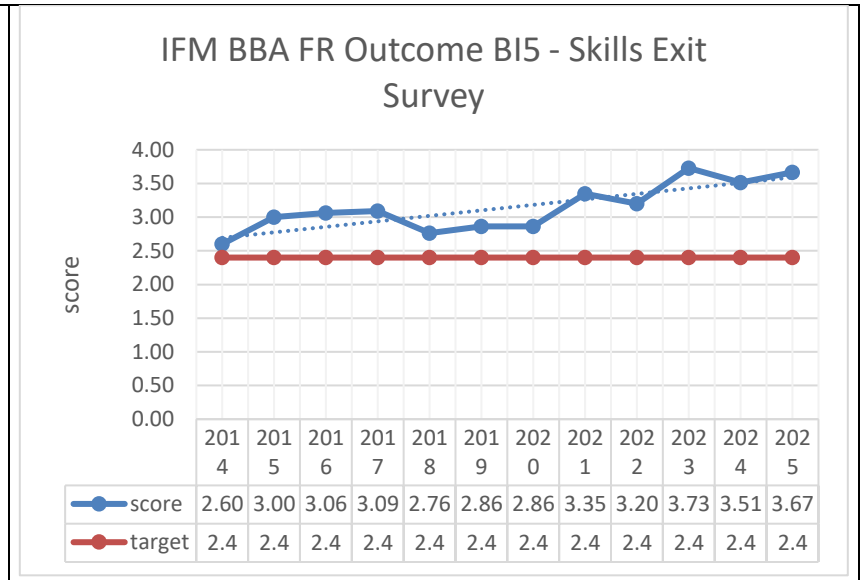


<p>BI4: Develop academic, quantitative, and professional tools for problem solving.</p>	<p>Peregrine BBA test – CPC area: IT and quantitative research (external, direct)</p> <p>Average scorers are higher than the given 2018 benchmarks (ACBSP non-US inbound: 36, 34; outbound: 42, 36)</p>	<p>Stable trend</p> <p>Below target</p>	<p>The new modules in IT and digital evolution seems to have been the right decision</p> <p>IFM added value (inbound/outbound): 17%</p>	<p>IT-related modules are reviewed</p> <p>Change approach in the French section – linguistic issues relative to IT English lingua franca</p> <p>Peregrine test linguistic issues?</p>
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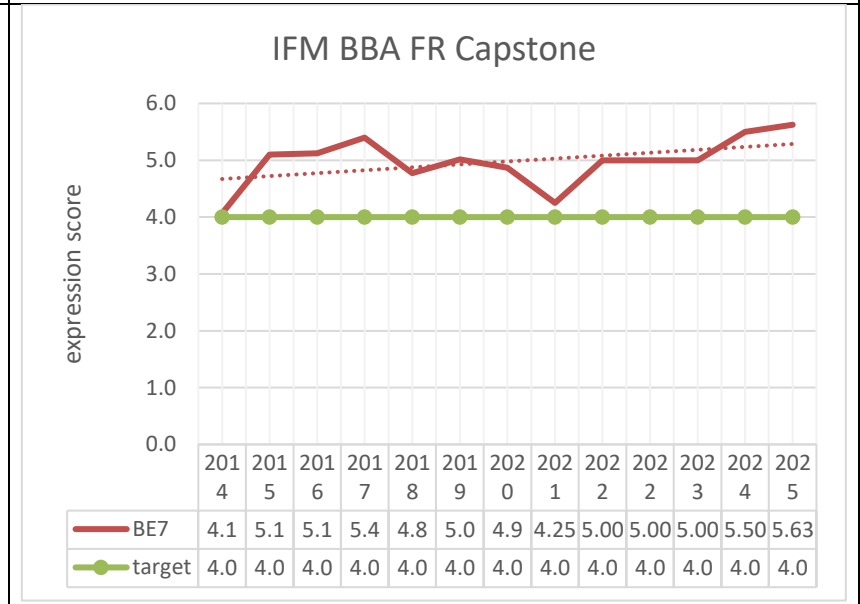


ditto	ditto	Positive trend	<p>For several years, the teaching of statistics found little place and relevance in the curriculum. In making the module more hands-on in 2017 seems to have been the right decision</p> <p>Loss of added value is corrected</p> <p>IFM added value (inbound/outbound): 6 %</p>	<p>Maintain reinforcement of quantitative activities</p> <p>Peregrine test linguistic issues?</p>	<p>IFM BBA FR Outcome BI4 - Quantitative Methods</p> <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>outbound</td> <td>33</td> <td>36</td> <td>28</td> <td>38</td> <td>36</td> <td>46</td> <td>31</td> <td>51</td> <td>45</td> <td>63</td> <td>50</td> </tr> <tr> <td>ACBSP non-US</td> <td>36</td> <td>36</td> <td>36</td> <td>36</td> <td>36</td> <td>36</td> <td>36</td> <td>36</td> <td>36</td> <td>36</td> <td>36</td> </tr> </tbody> </table>		2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	outbound	33	36	28	38	36	46	31	51	45	63	50	ACBSP non-US	36	36	36	36	36	36	36	36	36	36	36			
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025																																	
outbound	33	36	28	38	36	46	31	51	45	63	50																																	
ACBSP non-US	36	36	36	36	36	36	36	36	36	36	36																																	
<p>BA5: Apply professional tools and functional business concepts and standards in an integrated and shared manner for problem solving in the interconnected reality of business.</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>Upward trend</p> <p>Close to target</p>	<p>The positive trend is due to the 2014 decision to structure the way to teach projects throughout the curriculum with pragmatic learning outcomes</p>	<p>Maintain efforts</p> <p>Streamlined data management method</p> <p>Taught by practicing professional makes the whole difference</p>	<p>IFM BBA FR Capstone</p> <table border="1"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</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> <td>4.9</td> <td>4.7</td> <td>5.00</td> <td>5.00</td> <td>5.00</td> <td>5.00</td> <td>5.45</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> <td>4.0</td> <td>4.0</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	2019	2020	2021	2022	2023	2024	2025	BA6	4.1	4.5	5.2	4.6	4.8	4.9	4.7	5.00	5.00	5.00	5.00	5.45	target	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025																																
BA6	4.1	4.5	5.2	4.6	4.8	4.9	4.7	5.00	5.00	5.00	5.00	5.45																																
target	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0																																

<p>BA6: Embark on a career path in business.</p>	<p>Skills-based exit survey (internal, indirect)</p>	<p>Stable trend Near target</p>	<p>The survey shows that the IFM program prepares well for job-related skills</p>	<p>Maintain efforts in the same vein</p>
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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) 3rd year students achieve the key bachelor learning outcomes E with a target score of 4.</p>	<p>Stable trend Close to target</p>	<p>The positive trend is due to the 2014 decision to structure the way to teach projects with expression outcomes that are precise and pragmatic with a strong emphasis on form and expression; yet some students still have issues with academic standards</p>	<p>Maintain efforts with an emphasis on academic standards and data gathering tools Streamlined data management method Taught by practicing professional makes the whole difference</p>
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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	Integrated forward-thinking concepts, standards, and managerial decision-making tools in the functional areas of management.	MK1: Integrated forward-thinking concepts, standards, and managerial decision-making tools in the functional areas of management. MK2: Ascertain the principled obligations and responsibilities of business.
M2	Developed intellectually, emotionally, and skillfully to enhance know-how.	MI3: Think critically, logically, and strategically for problem solving.
M3	Lead others in a manner to contribute towards a common strategy that ensures the completion of projects, facilitates problem solving, and enhances business and practitioner performance by means of effective communication.	MA4: Integrate theory and practice in the strategic analysis of real-world business situations by means of research. MA5: Effectively lead a team of colleagues on diverse projects. MA6: Take on leadership positions in business. MA6: Effectively lead 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: Integrated forward-thinking concepts, standards, and managerial decision-making tools in the functional areas of management.</p>	<p>Peregrine MBA test – all areas show added value / IFM impact</p> <p>Average scorers are higher than given 2018 benchmarks (ACBSP non-US inbound 42; outbound 45 - ACBSP R8 inbound 43; outbound 48)</p>	Above benchmarks	<p>The trend is overall positive; the 2017 scores were marked by some exceptional students; the trend is reversed</p> <p>IFM added value (inbound/outbound): 13%</p>	Maintain effectiveness and measures in place	<p>IFM MBA Outcome MK1</p> <table border="1"> <tr> <td></td> <td>2016</td> <td>2017</td> <td>2018</td> <td>2019</td> <td>2020</td> <td>2021</td> <td>2022</td> <td>2023</td> <td>2024</td> <td>2025</td> </tr> <tr> <td>outbound</td> <td>56</td> <td>64</td> <td>62</td> <td>43</td> <td>54</td> <td>60</td> <td>55</td> <td>65</td> <td>73</td> <td>70</td> </tr> <tr> <td>ACBSP non-US</td> <td>45</td> <td>45</td> <td>45</td> <td>45</td> <td>45</td> <td>45</td> <td>45</td> <td>45</td> <td>45</td> <td>45</td> </tr> <tr> <td>ACBSP R8</td> <td>48</td> <td>48</td> <td>48</td> <td>48</td> <td>48</td> <td>48</td> <td>48</td> <td>48</td> <td>48</td> <td>48</td> </tr> </table>		2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	outbound	56	64	62	43	54	60	55	65	73	70	ACBSP non-US	45	45	45	45	45	45	45	45	45	45	ACBSP R8	48	48	48	48	48	48	48	48	48	48
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025																																							
outbound	56	64	62	43	54	60	55	65	73	70																																							
ACBSP non-US	45	45	45	45	45	45	45	45	45	45																																							
ACBSP R8	48	48	48	48	48	48	48	48	48	48																																							
<p>MK2: Ascertain the principled obligations and responsibilities of business.</p>	<p>Peregrine MBA test – management</p> <p>Average scorers are higher than given 2018 benchmarks (ACBSP non-US inbound 47; outbound 48 - ACBSP R8 inbound 47; outbound 52)</p>	Above benchmarks	<p>Students are more ethically aware as CSR and eco topics are quite common; the trend is reversed</p> <p>IFM added value (inbound/outbound): 8%</p>	Maintain teaching effectiveness and current efforts; touch on ethical questions throughout the program	<p>IFM MBA Outcome MK2 - Ethics</p> <table border="1"> <tr> <td></td> <td>2016</td> <td>2017</td> <td>2018</td> <td>2019</td> <td>2020</td> <td>2021</td> <td>2022</td> <td>2023</td> <td>2024</td> <td>2025</td> </tr> <tr> <td>outbound</td> <td>59</td> <td>66</td> <td>67</td> <td>42</td> <td>62</td> <td>60</td> <td>55</td> <td>60</td> <td>77</td> <td>72</td> </tr> <tr> <td>ACBSP non-US</td> <td>49</td> <td>49</td> <td>49</td> <td>49</td> <td>49</td> <td>49</td> <td>49</td> <td>49</td> <td>49</td> <td>49</td> </tr> <tr> <td>ACBSP R8</td> <td>52</td> <td>52</td> <td>52</td> <td>52</td> <td>52</td> <td>52</td> <td>52</td> <td>52</td> <td>52</td> <td>52</td> </tr> </table>		2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	outbound	59	66	67	42	62	60	55	60	77	72	ACBSP non-US	49	49	49	49	49	49	49	49	49	49	ACBSP R8	52	52	52	52	52	52	52	52	52	52
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025																																							
outbound	59	66	67	42	62	60	55	60	77	72																																							
ACBSP non-US	49	49	49	49	49	49	49	49	49	49																																							
ACBSP R8	52	52	52	52	52	52	52	52	52	52																																							

<p>MI3: Think critically, logically, and strategically for problem solving.</p>	<p>Peregrine MBA test – accounting & finance</p> <p>Average scorers are higher than the given 2018 benchmarks (ACBSP non-US inbound 47, 36; outbound 49, 37 - ACBSP R8 inbound 46, 36; outbound 51, 40)</p>	<p>On benchmark</p>	<p>The trend is reversed to being upward</p> <p>IFM added value (inbound/outbound): 36%</p>	<p>Maintain solution to train students in managerial accounting</p>	<p>IFM MBA Outcome MI3 - Accounting</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>outbound</td> <td>49</td> <td>48</td> <td>50</td> <td>42</td> <td>64</td> <td>64</td> <td>51</td> <td>70</td> <td>73</td> <td>69</td> </tr> <tr> <td>ACBSP non-US</td> <td>49</td> <td>49</td> <td>49</td> <td>49</td> <td>49</td> <td>49</td> <td>49</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> <td>51</td> <td>51</td> <td>51</td> <td>51</td> <td>51</td> <td>51</td> <td>51</td> </tr> </tbody> </table>		2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	outbound	49	48	50	42	64	64	51	70	73	69	ACBSP non-US	49	49	49	49	49	49	49	49	49	49	ACBSP R8	51	51	51	51	51	51	51	51	51	51
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025																																							
outbound	49	48	50	42	64	64	51	70	73	69																																							
ACBSP non-US	49	49	49	49	49	49	49	49	49	49																																							
ACBSP R8	51	51	51	51	51	51	51	51	51	51																																							
<p>ditto</p>	<p>ditto</p>	<p>Above benchmark</p> <p>Steady positive trend</p>	<p>The trend is falling, showing that the 2019 cohort was less quantitative-minded than the previous ones; the trend shows signs of a reversal</p> <p>IFM added value (inbound/outbound): 11%</p>	<p>Maintain solution to train students in managerial finance</p>	<p>IFM MBA Outcome MI3 - Finance</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>outbound</td> <td>51</td> <td>60</td> <td>58</td> <td>35</td> <td>44</td> <td>59</td> <td>55</td> <td>64</td> <td>75</td> <td>71</td> </tr> <tr> <td>ACBSP non-US</td> <td>38</td> <td>38</td> <td>38</td> <td>38</td> <td>38</td> <td>38</td> <td>38</td> <td>38</td> <td>38</td> <td>38</td> </tr> <tr> <td>ACBSP R8</td> <td>40</td> <td>40</td> <td>40</td> <td>40</td> <td>40</td> <td>40</td> <td>40</td> <td>40</td> <td>40</td> <td>40</td> </tr> </tbody> </table>		2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	outbound	51	60	58	35	44	59	55	64	75	71	ACBSP non-US	38	38	38	38	38	38	38	38	38	38	ACBSP R8	40	40	40	40	40	40	40	40	40	40
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025																																							
outbound	51	60	58	35	44	59	55	64	75	71																																							
ACBSP non-US	38	38	38	38	38	38	38	38	38	38																																							
ACBSP R8	40	40	40	40	40	40	40	40	40	40																																							

<p>MA4: Integrate theory and practice in the strategic analysis of real-world business situations by means of research.</p>	<p>Peregrine MBA test – business integration & strategic management</p> <p>Average scorers are higher than the given 2018 benchmarks (ACBSP non-US inbound 45; outbound 47 - ACBSP R8 inbound 44; outbound 49)</p>	<p>Near benchmarks up to 2021</p> <p>Off target since</p>	<p>Stable trend</p> <p>The introduction of project management seems to be positive</p> <p>IFM added value (inbound/outbound): 14 %</p>	<p>Further training in research and carrying out integrated projects</p>	<p>IFM MBA Outcome MA4 - Integration</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>outbound</td> <td>41</td> <td>68</td> <td>63</td> <td>37</td> <td>48</td> <td>56</td> <td>54</td> <td>62</td> <td>70</td> <td>68</td> </tr> <tr> <td>ACBSP non-US</td> <td>47</td> <td>47</td> <td>47</td> <td>47</td> <td>47</td> <td>47</td> <td>47</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> <td>49</td> <td>49</td> <td>49</td> <td>49</td> <td>49</td> <td>49</td> <td>49</td> </tr> </tbody> </table>		2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	outbound	41	68	63	37	48	56	54	62	70	68	ACBSP non-US	47	47	47	47	47	47	47	47	47	47	ACBSP R8	49	49	49	49	49	49	49	49	49	49
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025																																							
outbound	41	68	63	37	48	56	54	62	70	68																																							
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ACBSP R8	49	49	49	49	49	49	49	49	49	49																																							
<p>MA5: Effectively lead a team of colleagues on diverse projects.</p>	<p>Changing data management method has failed – separate leadership acumen from team leadership</p> <p>Leadership acumen = Peregrine MBA test – business leadership</p> <p>Average scorers are higher than the given 2018 benchmarks (ACBSP non-US inbound 43; outbound 44 - ACBSP R8 inbound 42; outbound 47)</p>	<p>Beyond benchmarks</p>	<p>Teamed leadership as a performance criterion as of 2020 pays dividend</p> <p>IFM added value (inbound/outbound): 19 %</p>	<p>Maintain teaching effectiveness</p>	<p>IFM MBA Outcome MA5 - Leadership acumen</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>outbound</td> <td>60</td> <td>70</td> <td>67</td> <td>44</td> <td>46</td> <td>57</td> <td>54</td> <td>62</td> <td>78</td> <td>63</td> </tr> <tr> <td>ACBSP non-US</td> <td>44</td> <td>44</td> <td>44</td> <td>44</td> <td>44</td> <td>44</td> <td>44</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> <td>47</td> <td>47</td> <td>47</td> <td>47</td> <td>47</td> <td>47</td> <td>47</td> </tr> </tbody> </table>		2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	outbound	60	70	67	44	46	57	54	62	78	63	ACBSP non-US	44	44	44	44	44	44	44	44	44	44	ACBSP R8	47	47	47	47	47	47	47	47	47	47
	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025																																							
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ACBSP non-US	44	44	44	44	44	44	44	44	44	44																																							
ACBSP R8	47	47	47	47	47	47	47	47	47	47																																							

<p>ditto.</p>	<p>Changing data management method has failed – separate leadership acumen from team leadership</p> <p>Team leadership = performance in class activities</p>	<p>Beyond benchmarks</p> <p>Stable trend</p>	<p>Teamed leadership is an exercise that has existed since 2010.</p> <p>As a performance criterion is used since of 2020 as it expresses genuine team interaction and assessment around activities and case studies</p>	<p>Maintain teaching effectiveness</p>	<p>IFM MBA Outcome MA5 - Team Leadership</p> <table border="1"> <thead> <tr> <th></th> <th>2019-20</th> <th>2020-21</th> <th>2021-22</th> <th>2022-23</th> <th>2023-24</th> <th>2024-25</th> </tr> </thead> <tbody> <tr> <td>average %</td> <td>74</td> <td>95</td> <td>95</td> <td>72</td> <td>78</td> <td>82</td> </tr> <tr> <td>target %</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> <td>70</td> </tr> </tbody> </table>		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	average %	74	95	95	72	78	82	target %	70	70	70	70	70	70																		
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25																																						
average %	74	95	95	72	78	82																																						
target %	70	70	70	70	70	70																																						
<p>MA6: Take on leadership positions in business.</p>	<p>Skills-based exit survey</p> <p>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 students well for necessary job-related skills</p>	<p>Maintain skills development in all the areas</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> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>score</td> <td>3.1</td> <td>3.0</td> <td>3.0</td> <td>3.2</td> <td>3.2</td> <td>3.2</td> <td>3.2</td> <td>3.3</td> <td>3.5</td> <td>3.2</td> <td>3.2</td> <td>3.4</td> </tr> <tr> <td>target</td> <td>2.4</td> <td>2.4</td> <td>2.4</td> <td>2.4</td> <td>2.4</td> <td>2.4</td> <td>2.4</td> <td>2.4</td> <td>2.4</td> <td>2.4</td> <td>2.4</td> <td>2.4</td> </tr> </tbody> </table>		2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	score	3.1	3.0	3.0	3.2	3.2	3.2	3.2	3.3	3.5	3.2	3.2	3.4	target	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025																																
score	3.1	3.0	3.0	3.2	3.2	3.2	3.2	3.3	3.5	3.2	3.2	3.4																																
target	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4																																

<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>Change in the metric = PM (Capstone) project effectiveness grounded on expressive effectiveness</p> <p>Master’s students achieve the expression-related master’s learning outcomes by 70%</p>	<p>Beyond target with stable positive trend</p>	<p>Students need to be systematically reminded of the importance of expressive mastery and that of academic standards</p>	<p>Maintain awareness with guidelines on academic writing</p>	<p>IFM MBA Outcome ME7 - Expression Effectiveness</p> <table border="1"> <thead> <tr> <th></th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>effectiveness</td> <td>68%</td> <td>79%</td> <td>85%</td> <td>90%</td> </tr> <tr> <td>target</td> <td>70%</td> <td>70%</td> <td>70%</td> <td>70%</td> </tr> </tbody> </table>		2022	2023	2024	2025	effectiveness	68%	79%	85%	90%	target	70%	70%	70%	70%
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REPORT FROM THE OFFICE OF THE ACADEMIC COUNSELOR OCTOBER 2025

**PERFORMANCE RESULTS (ACBSP standard 6)
attainment of organizational goals 2025 data**

Performance Results and Analysis																																												
Performance Measure	Measurement instrument	Current Results	Analysis of Results	Action Taken	Resulting Trends																																							
I0012 High operational satisfaction rates	Yearly analysis of student feedback survey Target 80%	Above target with falling trend	Strategies put in place in the years 2014-5 are still relevant yet there are issues with the digital libraries	Maintain quality of support systems yet improve the streaming libraries and train students to use them effectively	<p>IFM Outcome I0012 - Operational Satisfaction</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>score</td> <td>90</td> <td>91</td> <td>91</td> <td>89</td> <td>87</td> <td>87</td> <td>89</td> <td>93</td> <td>93</td> <td>88</td> <td>93</td> <td>93</td> </tr> <tr> <td>target</td> <td>80</td> <td>80</td> <td>80</td> <td>80</td> <td>80</td> <td>80</td> <td>80</td> <td>80</td> <td>80</td> <td>80</td> <td>80</td> <td>80</td> </tr> </tbody> </table>	Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	score	90	91	91	89	87	87	89	93	93	88	93	93	target	80	80	80	80	80	80	80	80	80	80	80	80
Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025																																
score	90	91	91	89	87	87	89	93	93	88	93	93																																
target	80	80	80	80	80	80	80	80	80	80	80	80																																

<p>IOO53</p> <p>Student counselling is of help to students.</p>	<p>Student feedback 2.3</p> <p>Scores 3 & 4 i.e. target 90% on this item</p> <p>Student pass judgment only if they have used this service</p>	<p>Stable trend</p> <p>Below target for 2018</p> <p>Recent falling trend reversed</p>	<p>When the current counsellor took over services in 2014 there has been notable progress owing to a caring approach that was abandoned in 2017 for a stick-to-the-rule approach</p> <p>Pandemic has called for a caring approach which pays dividend</p> <p>Since 2021 a life coach is available for counselling, a policy that paid dividend initially yet needs to be rethought</p>	<p>Maintain the approach in place with real-time contacts and respond to student needs</p>	<p>IFM Learning Services - Student Counselling</p> <table border="1"> <thead> <tr> <th></th> <th>2013-4</th> <th>2014-5</th> <th>2015-6</th> <th>2016-7</th> <th>2017-8</th> <th>2018-9</th> <th>2019-20</th> <th>2020-21</th> <th>2021-22</th> <th>2022-23</th> <th>2023-24</th> <th>2024-5</th> </tr> </thead> <tbody> <tr> <td>score</td> <td>86%</td> <td>91%</td> <td>93%</td> <td>92%</td> <td>77%</td> <td>81%</td> <td>80%</td> <td>87%</td> <td>93%</td> <td>90%</td> <td>88%</td> <td>96%</td> </tr> <tr> <td>target</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> </tr> </tbody> </table>		2013-4	2014-5	2015-6	2016-7	2017-8	2018-9	2019-20	2020-21	2021-22	2022-23	2023-24	2024-5	score	86%	91%	93%	92%	77%	81%	80%	87%	93%	90%	88%	96%	target	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%
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target	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%																																
<p>IOO61</p> <p>The career programme (workshops, ads, support) contributes to employability</p>	<p>Student feedback 2.4</p> <p>Scores 3 & 4 i.e. target 80% on this item</p> <p>Student pass judgment only if they have used this service</p>	<p>Stable trend</p> <p>Near above target</p>	<p>Over the period 2014-2017 the career program was a series of small workshops, and the occasional publication of job offers. As of 2017 a new approach is in place which shows the reversal in 2018 which gives signs to be adequate</p> <p>The pandemic required a new</p>	<p>Detail the new approach: rethink channel and info; focus on 1-1 meets; seminars for year 1 Bachelor students</p>	<p>IFM Outcome IOO61 - Career Program</p> <table border="1"> <thead> <tr> <th></th> <th>2013-4</th> <th>2014-5</th> <th>2015-6</th> <th>2016-7</th> <th>2017-8</th> <th>2018-9</th> <th>2019-20</th> <th>2020-1</th> <th>2021-2</th> <th>2022-3</th> <th>2023-4</th> <th>2024-5</th> </tr> </thead> <tbody> <tr> <td>rate</td> <td>86%</td> <td>91%</td> <td>89%</td> <td>80%</td> <td>87%</td> <td>81%</td> <td>81%</td> <td>73%</td> <td>91%</td> <td>93%</td> <td>80%</td> <td>96%</td> </tr> <tr> <td>target</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> </tr> </tbody> </table>		2013-4	2014-5	2015-6	2016-7	2017-8	2018-9	2019-20	2020-1	2021-2	2022-3	2023-4	2024-5	rate	86%	91%	89%	80%	87%	81%	81%	73%	91%	93%	80%	96%	target	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%
	2013-4	2014-5	2015-6	2016-7	2017-8	2018-9	2019-20	2020-1	2021-2	2022-3	2023-4	2024-5																																
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			<p>approach with an additional role, but job paucity has affected this service</p> <p>Since a 2021 a career coach looks after student career needs; students become aware of the various strands of services right from week 1</p>																																									
<p>I0062</p> <p>Administration facilitates Learning</p>	<p>Student feedback 2.5</p> <p>Scores 3 & 4 i.e. target 90% on this item</p>	<p>Positive trend</p> <p>Currently above target</p> <p>Post pandemic falling trend</p>	<p>Students seem to be satisfied with a more responsive and caring administration. Very effective response during the pandemic and after.</p>	<p>Maintain quality of services by rendering communication more precise</p>	<p>IFM Outcome I0062- Administration</p> <table border="1"> <thead> <tr> <th></th> <th>20013-4</th> <th>2014-5</th> <th>2015-6</th> <th>2016-7</th> <th>2017-8</th> <th>2018-9</th> <th>2019-20</th> <th>2020-21</th> <th>2021-22</th> <th>2022-23</th> <th>2023-24</th> <th>2024-5</th> </tr> </thead> <tbody> <tr> <td>rate</td> <td>83%</td> <td>92%</td> <td>91%</td> <td>94%</td> <td>92%</td> <td>95%</td> <td>97%</td> <td>100%</td> <td>97%</td> <td>96%</td> <td>94%</td> <td>94%</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> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> </tr> </tbody> </table>		20013-4	2014-5	2015-6	2016-7	2017-8	2018-9	2019-20	2020-21	2021-22	2022-23	2023-24	2024-5	rate	83%	92%	91%	94%	92%	95%	97%	100%	97%	96%	94%	94%	target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
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**ACHIEVEMENT RESULTS (ACBSP standard 7)
attainment of organizational goals 2025 data**

Achievement Results and Analysis																																																					
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I0013 Effective student performance.	Yearly BBA 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>IFM Outcome I0013 - BBA Graduation Rates</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Rate (%)</th> <th>Target (%)</th> </tr> </thead> <tbody> <tr><td>2011</td><td>93%</td><td>80%</td></tr> <tr><td>2012</td><td>93%</td><td>80%</td></tr> <tr><td>2013</td><td>93%</td><td>80%</td></tr> <tr><td>2014</td><td>93%</td><td>80%</td></tr> <tr><td>2015</td><td>91%</td><td>80%</td></tr> <tr><td>2016</td><td>93%</td><td>80%</td></tr> <tr><td>2017</td><td>95%</td><td>80%</td></tr> <tr><td>2018</td><td>93%</td><td>80%</td></tr> <tr><td>2019</td><td>95%</td><td>80%</td></tr> <tr><td>2020</td><td>94%</td><td>80%</td></tr> <tr><td>2021</td><td>88%</td><td>80%</td></tr> <tr><td>2022</td><td>96%</td><td>80%</td></tr> <tr><td>2023</td><td>95%</td><td>80%</td></tr> <tr><td>2024</td><td>100%</td><td>80%</td></tr> <tr><td>2025</td><td>92%</td><td>80%</td></tr> </tbody> </table>	Year	Rate (%)	Target (%)	2011	93%	80%	2012	93%	80%	2013	93%	80%	2014	93%	80%	2015	91%	80%	2016	93%	80%	2017	95%	80%	2018	93%	80%	2019	95%	80%	2020	94%	80%	2021	88%	80%	2022	96%	80%	2023	95%	80%	2024	100%	80%	2025	92%	80%
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ditto	Yearly MBA graduation rates Target 80%	Above target High target Faling trend	High graduation rates are the result of a precise admission process and motivating teaching Modules failed due to abusive use of AI	Maintain quality in the processes yet be attentive to assuring motivated students to avoid drop outs	<p>IFM Outcome IOO13 - MBA Graduation Rates</p> <table border="1"> <thead> <tr> <th>Year</th> <th>rate</th> <th>target</th> </tr> </thead> <tbody> <tr><td>2011</td><td>100%</td><td>80%</td></tr> <tr><td>2012</td><td>94%</td><td>80%</td></tr> <tr><td>2013</td><td>100%</td><td>80%</td></tr> <tr><td>2014</td><td>92%</td><td>80%</td></tr> <tr><td>2015</td><td>100%</td><td>80%</td></tr> <tr><td>2016</td><td>95%</td><td>80%</td></tr> <tr><td>2017</td><td>100%</td><td>80%</td></tr> <tr><td>2018</td><td>91%</td><td>80%</td></tr> <tr><td>2019</td><td>100%</td><td>80%</td></tr> <tr><td>2020</td><td>95%</td><td>80%</td></tr> <tr><td>2021</td><td>97%</td><td>80%</td></tr> <tr><td>2022</td><td>88%</td><td>80%</td></tr> <tr><td>2023</td><td>96%</td><td>80%</td></tr> <tr><td>2024</td><td>88%</td><td>80%</td></tr> <tr><td>2025</td><td>88%</td><td>80%</td></tr> </tbody> </table>	Year	rate	target	2011	100%	80%	2012	94%	80%	2013	100%	80%	2014	92%	80%	2015	100%	80%	2016	95%	80%	2017	100%	80%	2018	91%	80%	2019	100%	80%	2020	95%	80%	2021	97%	80%	2022	88%	80%	2023	96%	80%	2024	88%	80%	2025	88%	80%
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ditto	BBA honors data Target 20%	Near target; above target in recent years	Positive trend; the 2019 cohort was quite exceptional; well-done 2020 and 2021 graduates despite the pandemic	Maintain greater student commitment to studying	<p>IFM Outcome IOO13 - BBA Honors</p> <table border="1"> <thead> <tr> <th>Year</th> <th>rate</th> <th>target</th> </tr> </thead> <tbody> <tr><td>2014</td><td>14%</td><td>20%</td></tr> <tr><td>2015</td><td>30%</td><td>20%</td></tr> <tr><td>2016</td><td>29%</td><td>20%</td></tr> <tr><td>2017</td><td>32%</td><td>20%</td></tr> <tr><td>2018</td><td>23%</td><td>20%</td></tr> <tr><td>2019</td><td>40%</td><td>20%</td></tr> <tr><td>2020</td><td>40%</td><td>20%</td></tr> <tr><td>2021</td><td>39%</td><td>20%</td></tr> <tr><td>2022</td><td>39%</td><td>20%</td></tr> <tr><td>2023</td><td>54%</td><td>20%</td></tr> <tr><td>2024</td><td>37%</td><td>20%</td></tr> <tr><td>2025</td><td>45%</td><td>20%</td></tr> </tbody> </table>	Year	rate	target	2014	14%	20%	2015	30%	20%	2016	29%	20%	2017	32%	20%	2018	23%	20%	2019	40%	20%	2020	40%	20%	2021	39%	20%	2022	39%	20%	2023	54%	20%	2024	37%	20%	2025	45%	20%									
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<p>ditto</p>	<p>MBA honors data Target 20%</p>	<p>Near target initially; beyond target currently</p>	<p>Positive trend with slightly lower rates for 2019; the 2020 and 2021 graduating classes were quite exceptional, slightly less recently</p>	<p>Maintain greater student commitment to studying and make aware of the importance of getting good grades</p>	<p>IFM Outcome IOO13 - MBA Honors</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>rate</td> <td>18%</td> <td>18%</td> <td>22%</td> <td>35%</td> <td>34%</td> <td>16%</td> <td>56%</td> <td>69%</td> <td>62%</td> <td>32%</td> <td>38%</td> </tr> <tr> <td>target</td> <td>20%</td> <td>20%</td> <td>20%</td> <td>20%</td> <td>20%</td> <td>20%</td> <td>20%</td> <td>20%</td> <td>20%</td> <td>20%</td> <td>20%</td> </tr> </tbody> </table>	Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	rate	18%	18%	22%	35%	34%	16%	56%	69%	62%	32%	38%	target	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%												
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<p>IOO14 Perceived educational value</p>	<p>Passing students minus failing students and dropouts Target 95%</p>	<p>Above target Falling trend</p>	<p>High rates and a positive trend indicating that those students who choose IFM stay at IFM albeit some exceptions in the last years</p>	<p>Maintain quality in the processes Understanding better the motivations of graduating students</p>	<p>IFM Outcome IOO14 - BBA/MBA Retention</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2014-5</th> <th>2015-6</th> <th>2016-7</th> <th>2017-8</th> <th>2018-9</th> <th>2019-20</th> <th>2020-21</th> <th>2021-22</th> <th>2022-23</th> <th>2023-24</th> <th>2024-25</th> </tr> </thead> <tbody> <tr> <td>BBA rate%</td> <td>95%</td> <td>98%</td> <td>99%</td> <td>95%</td> <td>95%</td> <td>100%</td> <td>99%</td> <td>93%</td> <td>99%</td> <td>94%</td> <td>96%</td> </tr> <tr> <td>MBA rate %</td> <td>94%</td> <td>100%</td> <td>96%</td> <td>98%</td> <td>100%</td> <td>97%</td> <td>100%</td> <td>97%</td> <td>96%</td> <td>100%</td> <td>95%</td> </tr> <tr> <td>target rate</td> <td>95%</td> <td>95%</td> <td>95%</td> <td>95%</td> <td>95%</td> <td>95%</td> <td>95%</td> <td>95%</td> <td>95%</td> <td>95%</td> <td>95%</td> </tr> </tbody> </table>	Year	2014-5	2015-6	2016-7	2017-8	2018-9	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	BBA rate%	95%	98%	99%	95%	95%	100%	99%	93%	99%	94%	96%	MBA rate %	94%	100%	96%	98%	100%	97%	100%	97%	96%	100%	95%	target rate	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
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<p>IOO15 Employability BBA year 3 employability rates MBA employability rates</p>	<p>Percent of BBA jobbers plus BBA graduates who study further relative to the number of graduates</p> <p>Target 80% on graduation (data collected within 6 months)</p>	<p>Above target</p>	<p>The high rate is testament of IFM's unrelated mission to prepare students for a job. Several students (20%) find jobs before graduation</p>	<p>Maintain quality in the processes and boost career counselling services</p>	<p style="text-align: center;">IFM Outcome IOO15 - BBA Employability Rates</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>job rate to grads</td> <td>70%</td> <td>48%</td> <td>60%</td> <td>80%</td> <td>35%</td> <td>35%</td> <td>54%</td> <td>44%</td> <td>53%</td> </tr> <tr> <td>employability rate</td> <td>91%</td> <td>80%</td> <td>90%</td> <td>120%</td> <td>87%</td> <td>78%</td> <td>88%</td> <td>88%</td> <td>69%</td> </tr> <tr> <td>target</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>80%</td> </tr> </tbody> </table>		2017	2018	2019	2020	2021	2022	2023	2024	2025	job rate to grads	70%	48%	60%	80%	35%	35%	54%	44%	53%	employability rate	91%	80%	90%	120%	87%	78%	88%	88%	69%	target	80%	80%	80%	80%	80%	80%	80%	80%	80%																									
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<p>ditto</p>	<p>BBA Specialization employability breakdown of BBA LinkedIn jobbers</p>	<p>n/a</p>	<p>The percentage per specialization varies as per the choices of students relative to perceived job market conditions.</p>	<p>n/a</p>	<p style="text-align: center;">IFM Outcome IOO15 - BBA Specialisation Employability</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Year</th> <th>Bank & Finance</th> <th>Int. Business</th> <th>Comm & Mkt</th> <th>Management</th> </tr> </thead> <tbody> <tr><td>2010</td><td>18%</td><td>52%</td><td>10%</td><td>20%</td></tr> <tr><td>2011-5</td><td>35%</td><td>48%</td><td>10%</td><td>7%</td></tr> <tr><td>2016</td><td>40%</td><td>20%</td><td>10%</td><td>30%</td></tr> <tr><td>2017</td><td>22%</td><td>30%</td><td>15%</td><td>33%</td></tr> <tr><td>2018</td><td>22%</td><td>30%</td><td>15%</td><td>33%</td></tr> <tr><td>2019</td><td>25%</td><td>45%</td><td>10%</td><td>20%</td></tr> <tr><td>2020</td><td>8%</td><td>60%</td><td>10%</td><td>22%</td></tr> <tr><td>2021</td><td>12%</td><td>58%</td><td>10%</td><td>20%</td></tr> <tr><td>2022</td><td>45%</td><td>30%</td><td>10%</td><td>15%</td></tr> <tr><td>2023</td><td>35%</td><td>20%</td><td>5%</td><td>40%</td></tr> <tr><td>2024</td><td>38%</td><td>35%</td><td>5%</td><td>22%</td></tr> <tr><td>2025</td><td>30%</td><td>10%</td><td>5%</td><td>55%</td></tr> </tbody> </table>	Year	Bank & Finance	Int. Business	Comm & Mkt	Management	2010	18%	52%	10%	20%	2011-5	35%	48%	10%	7%	2016	40%	20%	10%	30%	2017	22%	30%	15%	33%	2018	22%	30%	15%	33%	2019	25%	45%	10%	20%	2020	8%	60%	10%	22%	2021	12%	58%	10%	20%	2022	45%	30%	10%	15%	2023	35%	20%	5%	40%	2024	38%	35%	5%	22%	2025	30%	10%	5%	55%
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