Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
for
Baccalaureate/Graduate Degree Programs

Current as of July 2012

Overview (O) 1. Complete all information requested.

Submit your report as an attachment to reports@acbsp.org on or before February 15th or September 15th.

This report should be limited to maximum of 50 pages. The average length of most good reports is 30 pages. To help reduce the page numbers you can remove the ACBSP examples used in this report template to help you complete the report.

O 2. Institution Name: HSO Business School Switzerland Date February 17, 2014
Address: Andreasstrasse 15, 8050 Zurich

O 3. Year Accredited/Reaffirmed: 2010 / This Report Covers Years: 2012-2013

O 4. List All Accredited Programs (as they appear in your catalog):

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

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

BASc in Business Administration
(Federal CET college degree; reported to ACBSP as additional bachelor level programs in 02-2014, awaiting confirmation
BASc in Management
(Federal CET college degree; reported to ACBSP as additional bachelor level programs in 02-2014, awaiting confirmation
BASc in Marketing & Sales Management
(Federal CET college degree; reported to ACBSP as additional bachelor level programs in 02-2014, awaiting confirmation
MBA (currently in ACBSP accreditation process)

In our program publications (printed materials and online) we clearly declare how each program is accredited and for ongoing accredidation processes, what the current status is. In printed materials we declare the status at the time of printing.

O 6. List all campuses that a student can earn a business degree from your institution:
Zurich (main campus), Educational Sites: Thun, Berne, Lucerne, St. Gallen, Basel (no changes to last QA report)

O7. Person completing report Name: Prof. Dr. Guenther Singer
Phone: +41 43 205 0536
E-mail address: guenther.singer@hso.ch
ACBSP Champion name: Prof. Dr. Günther Singer
ACBSP Co-Champion name: Omar Luethi

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

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

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

Remove Condition:
We request the Board of Commissioners to remove the following notes and conditions:

Request to remove Condition on Standard 3 - Student and Stakeholder Focus:

ACBSP statement in 2010: The EBS *(now HSO, name change reported to ACBSP in March 2013)* does not have a fully deployed balance score card to measure stakeholder satisfaction. The school needs to deploy the stakeholder results and indicate how they are used to improve program offerings.

Argumentation supporting HSO's request: In 2011 HSO introduced its first balanced scorecard and updated the first edition in summer 2013. Alongside the BSC as a strategic steering instrument, HSO has been working on a suitable business steering process since 2011. Both, a long-term as well as short-term planning/steering process are in place and have been reported to ACBSP in the MBA Self-Study report in November 2013 (Standard 2). Linked to this management process, we have implemented stakeholder satisfaction measures for the following groups: students, faculty, management and admin staff and alumni. . A selection of these stakeholder satisfaction results were reported to ACBSP in our fist QA report in February 2012. These measures have been continued and are presented again in this new QA report.

As part of our strategic initiative "HSO community management" we initiated to reach out to employers and will host first events together with employers in 2014. Through these events, we will be able to further measure employer satisfaction.

In 2013 HSO furthermore agreed to participate in the HFW.CH curriculum development survey (HFW.CH is the association of federally recognized PET/CET colleges). This long-term survey periodically asks employers for the expectations towards our students/alumni's management competences and hence provides an in-depth feedback of the industries' satisfaction with bachelor degree holders (BASc and BBA degrees).

Request to remove Condition on Standard 4, Criterion 4.1 Selection and use of Information and Data:

ACBSP statement in 2010: The EBS has an assessment plan for its BBA that incorporates direct and indirect measures that are to measure 12 competencies. Such assessment helps to ensure a consistent and acceptable level of student learning. However, there is no evidence on how it has used the results from the examinations to enhance and improve its business education.

Argumentation supporting HSO's request: We believe that the list of improvements directly connected to direct and indirect measures provides the evidence, which had been missing during the ACBSP accreditation site visit in 2009.

2009: Reporting Tool for Learning Management System implemented, exam results used in faculty development workshop: *HSO develops a report, which allows to analyze exam corrections and results by faculty member, campus, class, subject, exam format and period of time. The results of this optimization in our learning management system are used as input materials for our faculty development workshop "getting better" in December 2009 (after handing in our ACBSP accreditation documents, therefore, these improvements could not be seen recognized in the May 2010 Accreditation Letter).*

2010: Exam Results used in faculty development workshop: *HSO collects and analyses the data of all exams since the introduction of the transfer-oriented didactic learning design. These results are presented to program managers and faculty as part of an internal faculty development course. Sample of exam analysis presented in HSO faculty development workshop, 2010.*

2011: Guidelines for Academic Writing implemented: *Bachelor and Master Thesis results are evaluated and the conclusion is, that we want to increase the quality of academic writing. Hence, the fist version of our writing guide (Richtlinien zum Gestalten von Arbeiten, Version 1) is distributed to our students. These guidelines contain a set of binding rules as well as recommendations.*

2012: Revision of course outlines: *The Master course outlines were revised after the first 2-3 courses took place in 2011 and 2012. These were mostly incremental changes but still important and helpful for students and faculty.*

2013: Guidelines for Academic Writing improved: *Due to feedback of students and faculty during 2012 the Guidelines for Academic Writing are improved ((Richtlinien zum Gestalten von Arbeiten, Version 2). Another revision is planned for 2014 to make the guide user-friendlier.*

2013: Propaedeutic revised: *Results from the first 6 Propaedeutic (Start of Program) were evaluated at the end of 2012. In 2013 the Propaedeutic is conducted in a new format. Up to now feedback is very positive from students and staff.*

2013: Student Manual for Module papers revised: *The Student Manual for the Module Papers ("Wegleitung – Modularbeiten – Akademische Standards") is revised based on feedback from students and faculty. Rubrics for evaluation are explained in more detail.*

Request to remove Condition on Standard 4, Criterion 4.2 - Selection and use of Information Results:

ACBSP statement in 2010: Benchmarking and trend data will assist EBS in improving its program. Although the EBS has developed an assessment plan, it is not demonstrated how it has used any of its direct assessment results to make programmatic improvements to its business education.

Argumentation supporting HSO's request: In spring 2013 we have started working with Peregrine Academic Services and have evaluated the existing CPC test in German. Our testing/evaluation showed a range of issues in the German version such as vague/misleading translations in the terminology, irrelevant questions (e.g. Law: focus on US legal system) and several technical issues. These inputs were returned to Peregrine Academic Services. During the International ACBSP Conference in Brussels, we were assured by Peregrine, that an updated German version can be expected in the fist few months of 2014 to for a second testing phase, which will eventually allow benchmarking on an international scale.

Since 2013 we have also started to benchmark our grading system through interviews with part-time faculty members, who act in examination boards of at least two different Higher Education Institutions. This process was also described in our MBA Self-Study Report handed in to ACBSP in November 2013.

Request to remove Condition on Standard 4, Criterion 4.3 - Selection and use of Comparative Information Data:

ACBSP statement in 2010: The BA program needs to demonstrate improvements to its programs based on the information obtained from its benchmarking.

Argumentation supporting HSO's request: Adjustments to the BA program were reported in the QA report of 2012 (dual degree with Hamburger Fern-Hochschule (HFH, University of Applied Sciences) based on benchmarking that clearly showed HSO needed to meet Bologna Standards). These adjustments have now been in place for two years. Further ongoing program and curriculum benchmarking has lead to further program optimizations in 2012/2013:

- 2012: Optimization in the 3-day Get Together (BA stage 1) introduction module in neighboring Germany to increase a positive class culture and positively stimulate students self-expectations to the program.
- 2012: Taxation module (BA stage 2) gains weight on the Swiss legal system / reduces on the German legal system
- 2012: International field trip (4-day trip) has been integrated into BA stage 1 at no extra cost for students
- 2013: Implementation of HFW2.0 optimizations to BA stage 1 curriculum
- 2013: As of August 2013 the program offers 4 instead of 2 intakes per year and allows the students much more flexibility (program interruption, move to a different educational site etc.)
- 2013: After one year, HSO can now grant a one-year locally recognized pre-degree certificate (HWD VSK), which increases the chances for BA students to change jobs even during the BA program
- 2013: Organizational Development module in Stage 1 has been adjusted
- 2013: Higher Mathematics have been moved from Stage 2 to Stage 1
- 2013: A formerly optional module "Foundations of Mathematics" has been integrated and made compulsory in order to advance to the Higher Mathematics module

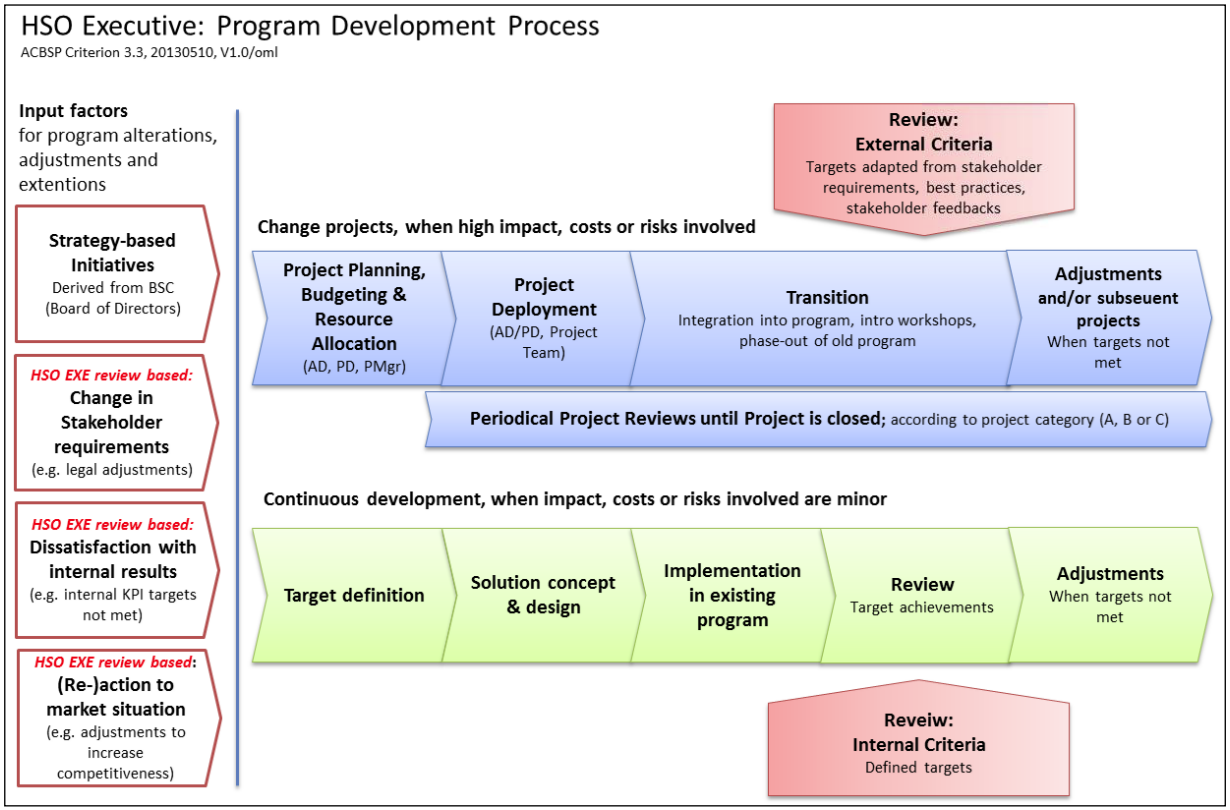
Request to remove Condition on Standard 4, Criterion 4.4 - Continuous Process Improvement: Student Learning and Performance:

ACBSP statement in 2010: The EBS has a systematic process that is not yet fully deployed. As assessment data is collected, the school needs to be able to show a fully deployed process including analysis of results and actions taken.

Argumentation supporting HSO's request: We are under the impression that since the ACBSP site visit in 2009 we have demonstrated that the we fully deploy the educational steering process according to a PDCA logic. The results have continuously been reported to ACBSP in the following documents:

- QA report 2010/11 (February 2012)
- MBA Self-Study Report (November 2013)
- Additional Bachelor Program Report (February 2014)
- QA report 2012/13 (February 2014)

The model below illustrates how learning and performance measures find their way into either Change Projects (disruptive changes) or continuous development initiatives. These two processes have been formalized in summer 2013 based on our experiences of 2010-2012:



Request to remove Note on Standard 5, Criterion 5.2 - Employment:

ACBSP statement in 2010: Although in Switzerland only 20% of faculty who have a masters degree go on to complete a doctorate degree, the EBS should produce a rationale and plan to reduce the number of credit hours being taught by minimally qualified faculty members from the current 25% and increase the percentage of credit hours taught by doctoral qualified faculty.

Argumentation supporting HSO's request: Based on the ACBSP site visit and condition in Criterion 5.2 we have increased our a) *minimum recruitment requirements* as well as our b) *faculty development strategy* and c) *course (module) management policies*.

a) Recruitment Process: In the recruitment we aim for doctorally qualified faculty. With 2nd priority we hire master degree holders in relevant field with seniority in management experience. The following adjunct faculty members with doctorate degrees could be recruited based on the adjusted policy since 2010:

Table deleted (Swiss Privacy Law)

b) Faculty Developments: As declared in our MBA Self-Study report to ACBSP in November 2013, we have been working extensively on faculty development issues (cg. Appendix 11 of the MBA Self-Study Report). Overall, it is our strategic goal to continuously increase the competences of our faculty. Since 2010 we have introduced the following programs to achieve our goal:

- **Faculty Fringe Benefits for HSO MBA**: Cost reduction on the tuition fee for faculty members in our own MBA program: 90% reduction to full-time faculty / 50% reduction to part-time faculty. Based on this initiative, we currently have 7 faculty and administrative staff members in the MBA program.
- **Partial Financial Support in external Programs**: We generally encourage faculty members to continuously develop. Upon request and evaluation we contribute towards the coverage of costs for pedagogic programs (e.g. CEEMAN International Management Teachers Academy or SVEB certificates). The contributions are based on current engagements at HSO (lessons taught or other assignments) and future potential of the applicant.
- **Support in Applied Research:** We generally encourage our faculty in scholarly activities and in formal developments such as master or doctorate programs. In this context, we support our faculty by provide access to data, student or other stakeholders for primary data collection or by connecting scholars with experts within our network of influence. In order to professionalize these activities we have established the HSO Research Center in 2013 as well as the HSO Center of Excellence, which focuses on the networking of our stakeholders.

The following HSO faculty members have started their Doctorate program since 2010:

Table deleted (Swiss Privacy Law)

c) Academically Qualified Heads of Modules

In order to further increase the influence of doctorally (academically) qualified faculty, we have risen the percentage of Head Faculty with doctorate degrees from 30% to 45% already. The final 1.5 years of our BA degree exclusively consist of modules which are under the lead of faculty with doctorate degree (fully academically qualified).

Overall proof of continuous improvement: Progress in BA Program with minimally qualified faculty

2010: 25% taught by minimally qualified faculty (as seen during the ACBSP accreditation site visit)

2013: 10% taught by minimally qualified faculty. These are faculty members with Bachelor degrees and years of relevant management experience or otherwise relevant skills (e.g. native English speakers and relevant qualifications to teach English as a foreign language). These faculty members mainly teach in the first 3 semesters of the program. We are determined to further reduce this percentage.

Request to remove Note on Standard 5, Criterion 5.8 - Scholarly and Professional Activities:

Scholarly and professional activities for faculty members are necessary to provide current information in the classroom. EBS provided for professional and scholarly activities for full time administrative members who also teach, but there is no information available for any of the part time faculty members.

Argumentation supporting HSO's request:

As stated above in Crit. 5.2, We support our faculty by provide access to data, student or other stakeholders for primary data collection or by connecting scholars with experts within our network of influence. In order to professionalize these activities we have established the **HSO Research Center in 2013** as well as the **HSO Center of Excellence**, which focuses on the networking of our stakeholders.

HSO Research Center: A key challenge is to prepare the institution to conduct a joint-doctoral program with an international partner in 2015. As a major step towards this strategic goal, the HSO Research Center has been established in 2013. This has an impact on the selection and development of faculty for undergraduate and graduate education. With this center we now have the necessary resources to actively promote and standardize scholarly activities of our faculty. In 2013 we have conducted the first surveys in the field of vocational career developments. The first sets of data are currently being analyzed and we hope to be able to publish first results in the near future.

Center of Excellence: In order to stimulate and increase collaboration between faculty and business stakeholders in a scholarly fashion we established the Center of Excellence in summer 2013. This is a milestone for our long-term focus to reach out to our community. Within this center we have several initiatives running. In spring 2014 we will host first national HSO Forum, which will combine business talks, podium discussions, graduation ceremony and networking opportunities for all stakeholders. Furthermore, we have been working on the first business cases, which will be used in classrooms soon.

Faculty Pool Initiative: In order to be able to track and steer scholarly activities of our faculty, we have been working on a suitable faculty pool software (add-on to our inhouse system). This platform will allow us to dynamically and accurately report on scholarly and professional activities for over 100 faculty members.

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

Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.

A summary of our annual outcomes assessment is published on our website:
http://www.hso.ch/sites/default/files/uploads/qa_2013.pdf

Standard #1 Leadership

Organization

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

1st level management positions (CEO, Academic Dean) remain unchanged

Program Directors (2nd level management)	Ursula Palumbo-Keller Omar Lüthi	HSO Kaderschule (new) HSO Executive Business School (unchanged)
Unit Manager	Cristina Gerber	BASc in Business Administration (new)
Project Manager	Arta Nuredini	Organizational Development
Program Managers 3rd level management	Angela Koch Anna Stelzig Madeleine Grawehr Sabine Meyer Anica Filipovic	Zurich Zurich St. Gallen Basel Berne

The following staff members have left HSO:

Program Manager	Daniel Hugentobler	St. Gallen

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

No new educational sites

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

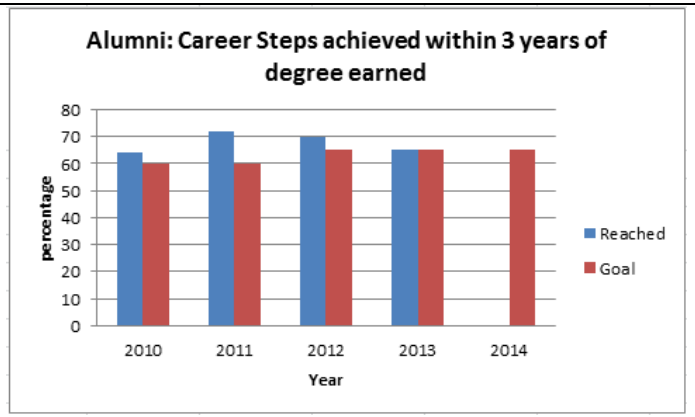
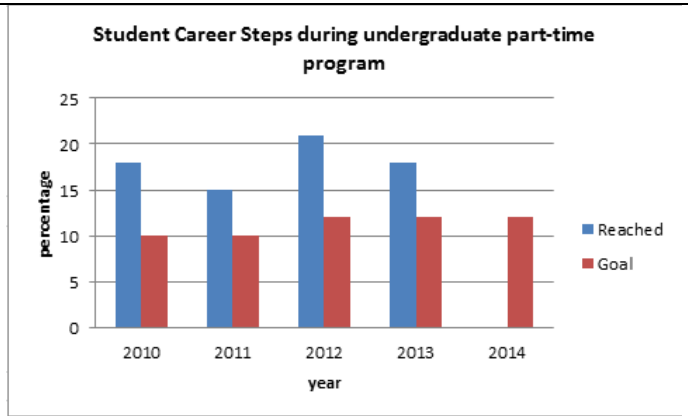
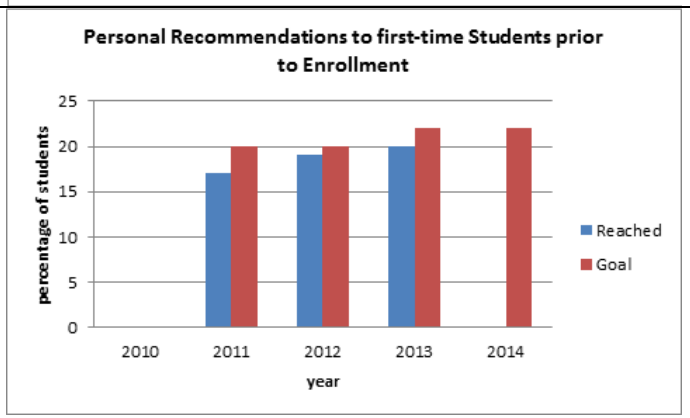
Standard #3 Student and Stakeholder Focus

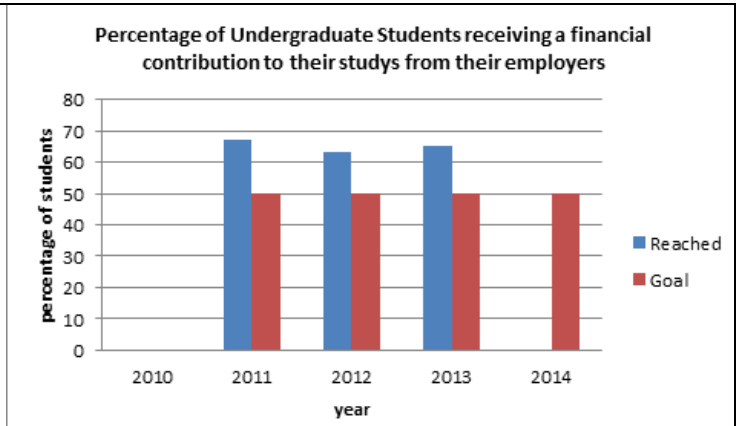
Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Standard 3 - Student and Stakeholder-Focused Results

Student- and Stakeholder-Focused Results	Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations. *Performance measures may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.* *Measurement instrument or processes may include end of course surveys, alumni surveys, Internship feedback, etc.* Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board. Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.

		Analysis of Results			
Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **(Indicate length of cycle)**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)**

Alumni Career Steps Target: >60% of alumni achieve career step linked in part to their studies within three years after degree earned (undergraduate)	Annual Alumni Survey	Target introduced in 2010 and exceeded for the 4th consecutive year.	Data continues to exceed our expectations. Decrease between 2011-13 should not be of major concern as average is strongly influenced by individual answers (due to small nbr of sambple)	Center of Excellence project to increase higher involvement of alumni and their employers. As a side effect this should increase response rate to Annual Alumni Survey.	
Students Career Steps Target: >10% of students achieve career step linked in part to their studies during their undergraduate program	Annual Student Survey	Target introduced in 2010 and exceeded for the 4th consecutive year.	Action: Stress importance of data among students. Increase answers to survey.	New survey tool will allow us to be more user friendly in our surveys. This should further increase response rate. Student career steps will be further enhanced with our Center of Excellence project "Career Boost" – short videos and self-study documents to increase the students competitiveness in recruitment processes.	
Recommendation Rates Target: >20% of first-time students received recommendations from friends, colleagues or employers on our institution prior to enrollment.	Enrollment Questionnaire	Target inceased from 20 to 22% as of 2013. Measures show a steady but slightly slower increase than hoped for.	Target only established in Q4/2011, awaiting 2012 results prior to defining actions.	Round table with class representatives (KS/EXE) introduced in 2013 to be continued, this can eventually increase student satisfaction. Institutional policy not to reward recommendations remain unchanged. Recommendations should be intrinsically motivated.	

Employer satisfaction (indirect indicator) Target: >50% of the students in our programs receive a financial contribution to their tuition fee.	Bi-Annual Student Survey	Target introduced 2011. Second survey in 2013 confirmed data of the 2011 survey.	Our interpretation is, that employers highly value our program and trust us as a partner in their HR development initiatives.	2014: Center of Excellence Initiative. We want to reach out to employers and increase interactions with employers. We hope to get access to more specific information on how contribution schemes are directed to different programs and schools.	
Participation in industry developments Government Organizations (OPET) and NGO (e.g. ACBSP)	Internal Conference Participation Calendar	100% participation at all conferences listed last column.	Integration and participation in industry developments have been important an aspect of our stakeholder management.	Trends recognized are considered to be integrated in our program design and curricula. 2013 example: Participation in HFW.CH curriculum optimization research program with our competitors.	No chart available. Active participation in industry (government and NGO) meetings in 2011 included: - OPET annual conference (GOV) - EKHF annual conference (GOV related) - Modell F conference (GOV related) - HFW.CH conferences/meetings (Interest Group) - ACBSP Region 8 and Global Conferences - IACBE Global Conference - AACSP Annual Conference - CEEMAN Annual Conference
Alumni Salary Development Targets for BA tbd Initial targets for BASc = meeting OPET survey	Integration into Annual Alumni Survey currently implemented. First survey run in Oct-Nov 2013, data will be evaluated in Q1/14 and used to optimize survey.	Results internally available, not ready to be presented.	Results will be presented as part of our Witercho Research initiative in 2014.	Witercho Research Project: HSO has launched a research project to understand career steps of employees with vocational backgrounds.	NA

Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

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

Bachelor of Business Administration Outcome Target Overview:

- 80% of all students successfully complete the PET college degree (BBA program stage 1).
- Each BBA stage 2 module exam generates a 70% pass rate (= 50% minimum score).
- Students achieve a minimum classroom presence rate of 90% (average).
- 90% of all students reach a satisfactory mark of 4.0 (= 60% minimum; satisfactory) within each transfer-orientated task.
- 90% of diploma theses scores equals or exceeds mark of 4.0 (= 60% minimum; satisfactory).

EMBA (currently in ACBSP accreditation process): documented in Self-Study Report handed in to ACBSP in Nov 13.
BASc programs (currently in ACBSP additional program accreditation request): documented in Additional Program Report handed in to ACBSP in Feb 14.

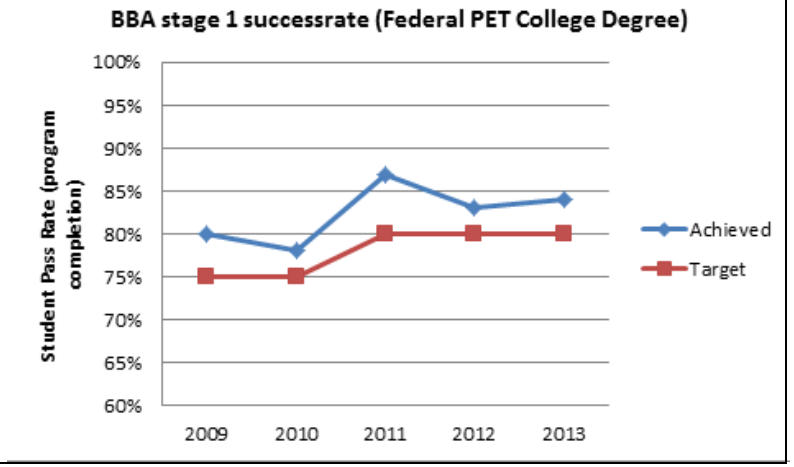
b. Performance Results

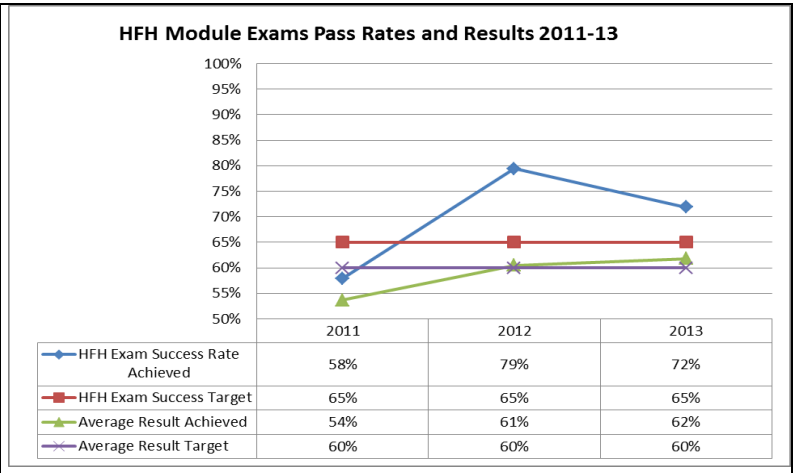
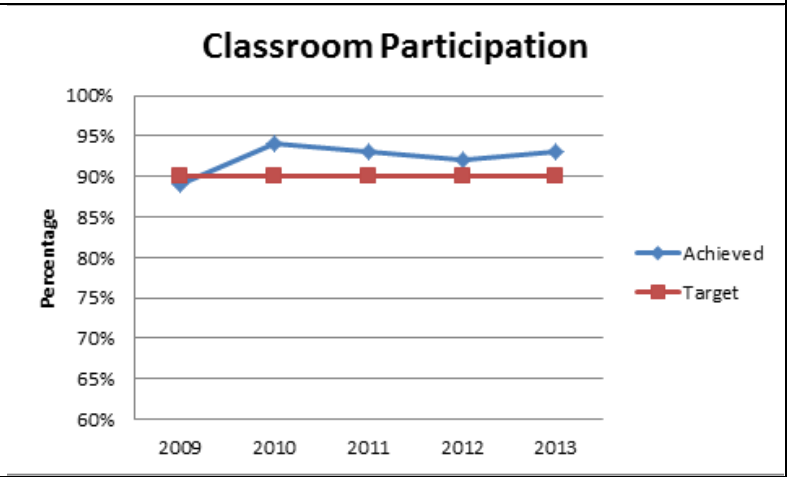
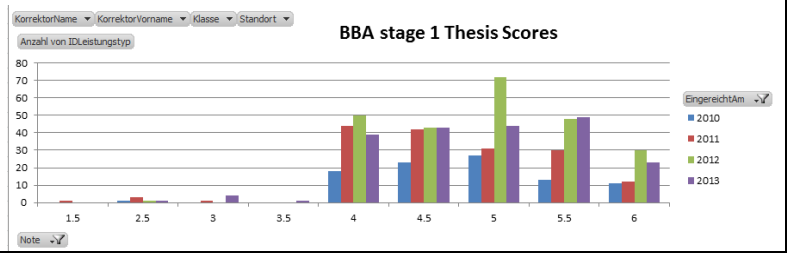
Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

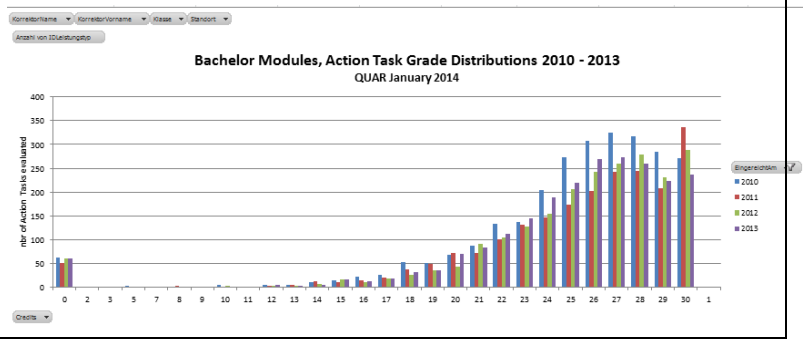
Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

Performance Indicator	Definition
1. Student Learning Results **(Required for each accredited program)**	A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).* Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student's education.

	Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.

		Analysis of Results			
Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **Do not use grades.** **(Indicate length of cycle)** direct formative internal comparative	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)**
BBA stage 1 convertion rate 80% of all students successfully complete the PET college degree (BBA program stage 1).	Direct, summative to program stage 1, internal result. Comparison with other classes, educational sites possible. Comparison with other institutions possible on a limited scale. Source: Hermes	Average success rate was 87% in 2011. The remarkable increase is due to the change of our examination scheme in 2008 (transfer-orientation, first classes finished in 2011). 2012-2013: development remains above target.	None required	As of 2014 we increased the module exams in BBA stage 1, which can be directly compared with HFH our benchmark institution.	

BBA stage 2 conversion rate Each BBA stage 2 module exam generates a 65% pass rate (= 50% minimum score). Target 2: Average Score 60 out of 100.	Direct, summative to modules, formative to program, internal result. Comparison with other classes, educational sites and other institutions possible.	In 2012 and 2013 we managed to reach our targets. See chart.	The institutional learning curve shows its effects. The HFH module exams were introduced in 2011 and our targets could not be met in the first year. However, we have improved the preparation approach to those exams and faculty members get more used to these modules.	Continue the efforts in the knowledge transfer between faculty members.	
Classroom participation rate 100% of the successful students achieve a minimum classroom presence rate of 90%.	Direct, formative, internal result. Comparison with other classes, campuses and other institutions possible.	Average class presence 92% (2013). Class participation has traditionally been very high at our institution. We reckon that this is partially based on the nature of our part-time program layout and transfer-orientated curricula.	None required	NA	
Thesis Scores 90% of diploma theses scores equals or exceeds mark of 4.0 (satisfactory).	Direct, summative, comparative, external assessment	2012 and 2013: >95% achieved a pass rate (4.0 or higher)	A more comprehensive set of regulations and thesis guidelines has been implemented by the end of 2011 and updated in 2012. The results are evidence that these actions have a positive effect.	NA	

Transfer Task Scores 90% of all students reach a satisfactory mark within each transfer-orientated task. On long-term basis, correction patterns should show a normal distribution.	Direct, formative, internal, comparative assessment; may be evaluated by: - Student - Class - Program - Campus - Faculty member - Module - Task Type - Period -	95% of all students have reached satisfactory marks in their transfer tasks between 2007-2011 This result remained unchanged in 2012 and 2013. We still see some high marks in certain modules which continue to be addressed.	The rightward shift of the distribution in 2011 could be stopped. The actions definied in the last QA report had a positive effect.	I training for new faculty members who work in the thesis process has been implemented in 2013. We need to focus on further developments of this course and derive a refresher course for all faculty members.	

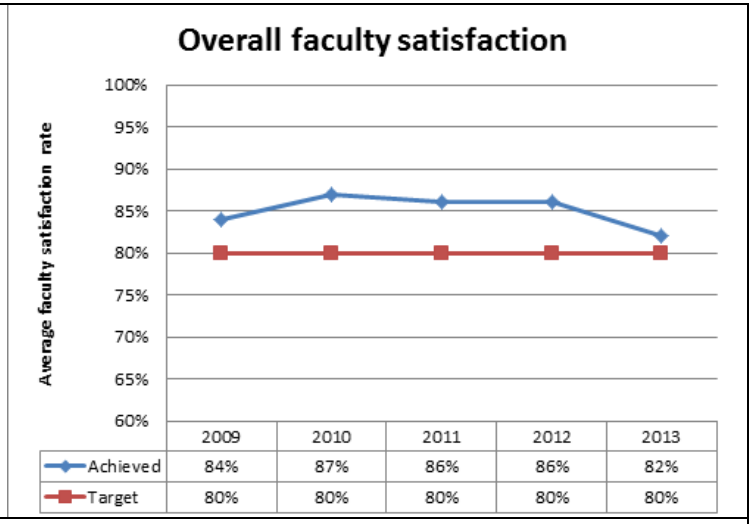
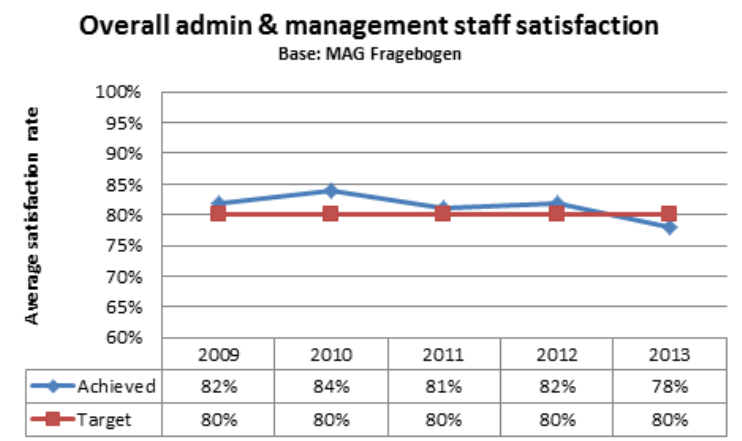
Standard #5 Faculty and Staff Focus

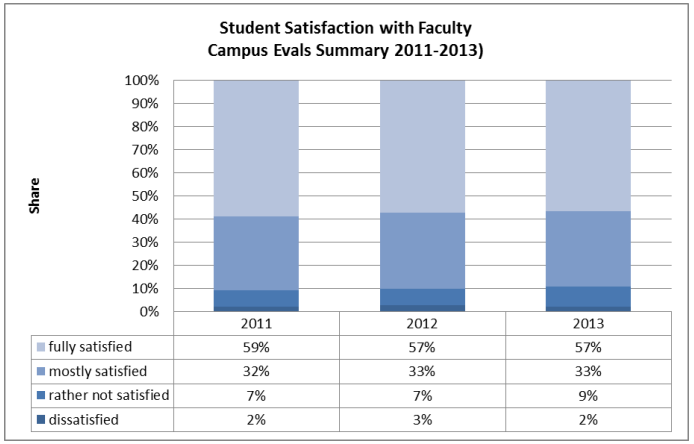
Complete the following table Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

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

Faculty and Staff Focused Results	Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. *Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.*

		Analysis of Results			
Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **(Indicate length of cycle)**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)**

Overall faculty satisfaction Overall faculty satisfaction exceeds 80%	Annual faculty survey	In 2013, for the 5th time. However, we observe a temporary decrease..	Temporary decrease in satisfaction as a result of system changes (Campus/SIS), uncertainties with the HSO/European merger and new program strategies.	Continue with open, pro-active communications in ref to all organizational developments as well as further system improvements in SIS.	
Overall administrative and management staff satisfaction Overall admin staff satisfaction exceeds 80%	Annual staff survey (MAG)	Satisfaction target among admin staff slightly under the target of 80%	Reason: High pressure and increase of complaints from faculty and students in Q3/Q4 2013 due to a major LMS change and different adjustments to the portfolio structure (same content and delivery now in modular structure).	Implement further SIS improvements and provide information for admin staff in ref to KS/EXE programs earlier than in 2013.	

Students' Satisfaction with faculty Target: Average score on a 0-3 scale (dissatisfied = 0 // fully satisfied = 3) is 2.4 or higher (80% satisfaction rate)	Annual Students Survey Indirect, formative, internal assessment to evaluate the grade and origin of student's level of satisfaction with faculty. ***Idea is, that motivated faculty should generate a positive feedback by students.***	Average class score in 2012 = 2.45, in 2013 = 2.44 (down from 2.47 out of 3 in 2011.	Over 80% are fully or mostly satisfied. The comments show that we could still improve in the response time and quality of feedback in exams.	Take exam correction / feedback process on the agenda for 2014 faculty workshops.	

Faculty Qualifications

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

Table deleted (legal requirements; Swiss Privacy Law)

In 5 out of 15 new recruitments (33%) we have managed to onboard doctorally qualified faculty members. Given the circumstances in Switzerland with a very strong Higher Professional Degree tradition we are happy with the increase in comparison to earlier periods.

Standard #6 Educational and Business Process Management

a. Curriculum

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

   BBA: No substantial revisions

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

   Additional new programs at Bachelor level:

   - Bachelor of Applied Science (BASc) in Management - CPC table, see page 37
   - Bachelor of Applied Science (BASc) in Marketing and Sales Management - CPC table, see page 44
   - Bachelor of Applied Science (BASc) in Business Administration - CPC table, see page 51

   EMBA: currently in ACBSP accreditation process (site visit FEB 5/6, 2013) – hence, not yet part of this report

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

Declaration of new programs, see pages 30 to 53

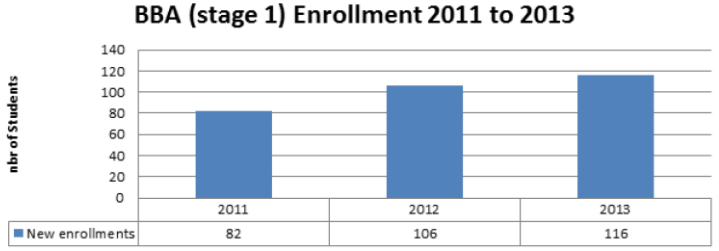
3. List any accredited programs that have been terminated since your last report.

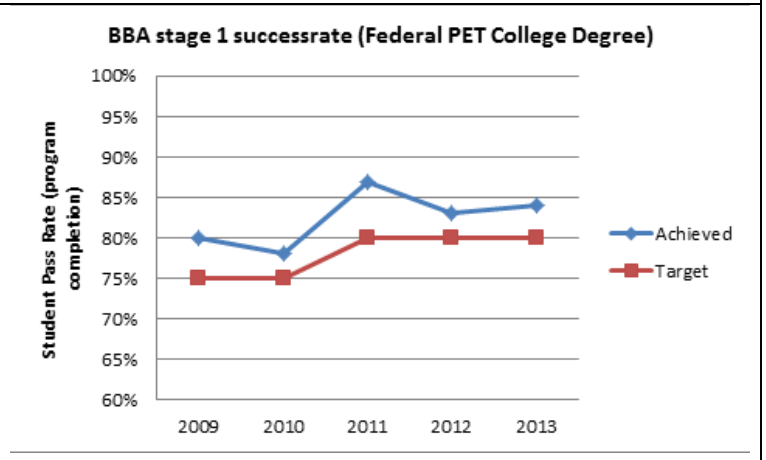
No program terminations

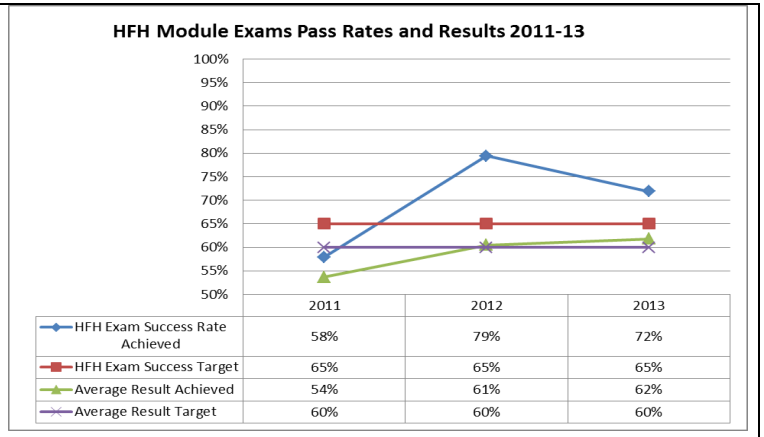
Complete table 6.1. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Table 6.1 Standard 6 - Organizational Performance Results

5. Organizational Effectiveness Results	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. *Key indicators may include: graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.*

		Analysis of Results			
Performance Measure **Measurable goal** **What is your goal?**	**What is your measurement instrument or process?** **(Indicate length of cycle)**	**Current Results** **What are your current results?**	**Analysis of Results** **What did you learn from the results?**	**Action Taken or Improvement made** **What did you improve or what is your next step?**	**Insert Graphs or Tables of Resulting Trends** **(3-5 data points preferred)**
Student Performance Results **Several KPI to measure Student Performance Results**					Please see Standard 4 lit. b for specific instruments, targets and current results.
Enrollment rate Enrollment target: continuously increase nbr. of enrolled students. Target 10% growth rate.	Cohort analysis (Hermes System data)	Enrollments: Still growing but at an increasingly reduced rate.	The competition is on the increase. State funded HEI start to offer bridges for VET Diploma holders to BA programs. In comparison with our HFW.CH competitors, we are 1 of 3 who managed to increase enrollments for the last 2 years (2012/13)	Additional activities such as the Career Center and Center of Excellence initiatives (both launched in 2013) will generate additional value to our students and have a visible impact from a marketing perspective.	

50% 1st level contribution margin Institution-wide	Financial statement	A 1st level contribution margin of 48% could be achieved in 2013.	Target not yet met, actions taken (e.g. modularization) to meet this target will only show its full impact after 2013 due to running courses.	Continue / Finish implementation of modular structure to increase cost efficiency.	2011 = 47% (QA Report 1-2012) 2012 = 46% 2013 = 48% (QA Report 1-2014)
Generate educational highlights In each program and achieve this with the budget given	Highlights offered in each program → Aim: to generate a high satisfaction and recommendation rate among students.	Educational field trips conducted in 2012 and 2013: 4 x Intensivwoche Mannheim 2 x HFW field trip Berlin 2 x Field Trip Washington DC 3 x HFW Get Together Southern Germany	We observe an increase in the efficiency of planning and running such formats. Also, we gain experience in selecting valuable partners for such events.	Further optimize cost effectiveness in these programs	Participants 2013: Intensivwoche = 160 Field Trip Berlin = 120 Field Trip Washington = 30
BBA stage 1 convertion rate 80% of all students successfully complete the PET college degree (BBA program stage 1).	Direct, summative to program stage 1, internal result. Comparison with other classes, educational sites possible. Comparison with other institutions possible on a limited scale. Source: Hermes	Average success rate was 87% in 2011. The remarkable increase is due to the change of our examination scheme in 2008 (transfer-orientation, first classes finished in 2011). 2012-2013: development remains above target.	None required	As of 2014 we increased the module exams in BBA stage 1, which can be directly compared with HFH our benchmark institution.	

BBA stage 2 conversion rate Each BBA stage 2 module exam generates a 65% pass rate (= 50% minimum score). Target 2: Average Score 60 out of 100.	Direct, summative to modules, formative to program, internal result. Comparison with other classes, educational sites and other institutions possible.	In 2012 and 2013 we managed to reach our targets. See chart.	The institutional learning curve shows its effects. The HFH module exams were introduced in 2011 and our targets could not be met in the first year. However, we have improved the preparation approach to those exams and faculty members get more used to these modules.	Continue the efforts in the knowledge transfer between faculty members.	

	2011	2012	2013
HFH Exam Success Rate Achieved	58%	79%	72%
HFH Exam Success Target	65%	65%	65%
Average Result Achieved	54%	61%	62%
Average Result Target	60%	60%	60%

Complete the following table **only** if you have new programs or substantially changed an accredited program.

Table 6.3 Standard 6, Criterion 6.1.3
Undergraduate Common Professional Component (CPC) Compliance

The CPC Tables for the 3 new programs are listed within the three program declarations:

- BASc in Management: cf. page 37
- BASc in Marketing & Sales Management: cf. page 44
- BASc in Business Administration: cf. page 51

Note: In general, classes should not show total CPC contact hours of more than 150 percent of the course's total contact hours. Exceptions to this guideline would include an interdisciplinary capstone course. The substance of this requirement also applies to schools measuring coverage by percentage of a 3-hour course.

HSO comment:

Our CPC tables fully comply with above notes. All BASc programs show total CPC contact hours of no more than 127% of the course´s total contact hours. No course exceeds 150%.

In addition, HSO Business School is obliged to follow the SERI (Swiss Secretariat for Education, Research and Innovation) core curriculum for its BASc programs in order to comply with our federal accreditation regulations.

Core curricula are used to develop individual degree programs and serve as the basis for recognition by SERI (Swiss Secretariat for Education, Research and Innovation). Core curricula establish the following: the occupational profile; the knowledge and skills to be acquired; the subjects to be studied; the amount of time allocated to each subject; coordination of learning between classroom and workplace; and the content of qualification procedures. Professional colleges wishing to offer degree programs must adhere to the core curricula established for the corresponding field of education and training. Professional colleges work closely with professional organizations to develop core curricula, which are then submitted to SERI for approval. SERI has issued guidelines for the drafting and approval of core curricula. (Source: SERI Website, 2-2014)