QUALITY REPORT
2020/21

iu

INTERNATIONAL
UNIVERSITY OF
APPLIED SCIENCES

The reporting period of the quality report extends from October 2020 up to and including September 2021.

IU INTERNATIONAL UNIVERSITY

QUALITY REPORT

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CONTENT

FOREWORD

With this report, we document the quality management developments of the past academic year, which was again dominated by the Corona pandemic.

The past academic year was marked by a series of changes – not least due to Corona – in all areas of the University. The expansion of the study programmes has progressed further and new formats have been developed. The number of students has continued to grow and with it the challenges for the organisation of the increasingly complex study programme offering.

The past academic year was particularly important with regard to the state recognition of IU International University: the institutional accreditation by the German Council of Science and Humanities, which is regularly required for this, was once again successfully completed.

The year 2021 brought further, significant changes: the position of the University's rector passed from Prof. Dr. Peter Thuy into the hands of his successor Prof. Dr. Holger Sommerfeldt after many years of successful development. Also in spring 2021, the University gave itself a new "corporate identity" to better reflect its profile and ambitions: IUBH International University became "IU International University".

From a quality management perspective, the focus in the past academic year was again on quality assurance of study programmes. The last quarter of the reporting period, in particular, was marked by a significant further development and strengthening of the central quality management, which is thus more in line with the growth and rapidly changing internal structures.

A living quality management system depends on the participation of the staff. As in previous years, the activities described above would not have been possible without the great commitment of our colleagues, who deserve our thanks at this point. We would also like to take this opportunity to thank the external reviewers who, as "critical sympathisers", have made a significant contribution to ensuring the quality of the degree programmes.

Prof. Dr. Anastasia Hermann
Pro-Rector Quality of Teaching

Thorsten Schomann
Quality Management Officer

IU INTERNATIONAL

UNIVERSITY

PROFILE

IU International University was founded in 1998 and is a state-recognised private university under Thuringian higher education law.

In the forms of classroom, distance and dual study, the university imparts qualifications and competences through application-oriented, science-based teaching, which enable the independent application of scientific knowledge and methods in the respective practical fields.

The University's declared aim is to support its students on the basis of an innovative range of accredited study programmes and a demanding academic education at an international level, in such a way that they can successfully realise their personal and professional goals. In particular, the social competence and leadership behaviour of the students are to be developed. The learning process is subject to continuous review in order to achieve effective and targeted implementation of the defined learning objectives.

IU's study programmes currently include around 150 degree programmes as well as various certificate courses and are currently divided into four departments:

DUAL STUDIES
includes all programmes offered in the dual study format at the University's locations,

CAMPUS STUDIES
includes all programmes that are offered in attendance as full- or part-time studies at the University's locations,

DISTANCE LEARNING
includes all distance learning-based courses offered by the University,

CORPORATE
includes all offers at the University that are provided for the purpose of continuing education in cooperation with the business community.

IU currently offers its degree programmes at 28 locations and also has 50 examination centres in Germany, Austria, and Switzerland.

MISSION STATEMENT

In a participatory process, IU International University has developed a mission statement that defines the vision, the mission, and the lived culture at the University as an orientation for all stakeholders of the University.

THE VISION FOR IU INTERNATIONAL UNIVERSITY

IU is the most innovative and rapidly growing provider of career-oriented study and further education programmes for students and companies in Europe. As a pioneer in the digitalisation of career-related learning and human resources development, we sustainably, efficiently, and measurably improve learning success compared to all competitors and distinguish ourselves with application-oriented research.

THE MISSION OF IU INTERNATIONAL UNIVERSITY

We enable our students to achieve the best study results through customised, individual offers and innovative technological support based on the current state of research and teaching in order to be successful in their careers. We provide our corporate partners with the best possible support in achieving their goals.

This vision and mission are based on jointly defined values that the staff of IU International University have developed for themselves:

THE VALUES OF IU INTERNATIONAL UNIVERSITY

1 INNOVATIVE
We are always looking for new ways to improve our study and research offer and actively involve our staff in its further development. We are open to suggestions for improvement and ideas from all students, colleagues and partners and see change as an opportunity. We regularly put our offerings and processes to the test.

2 COURAGEOUS
We support courageous decisions by colleagues and staff, react agilely to new requirements and are willing to take risks to further develop our range of services. We always deal constructively and openly with our own and others' mistakes. We make courageous decisions ourselves and never delay them.

3 STRONG IN IMPLEMENTATION
We always keep our goals in focus and implement new ideas in a consistent, structured, and pragmatic way. We support meaningful and pragmatic initiatives by staff and colleagues.

4 CUSTOMER-ORIENTED
We respond to the needs of our customers. In doing so, we are reliable and honest partners. We always offer our students and corporate partners the best service and rectify errors as quickly as possible.

5 COOPERATIVE
We are passionate about each other and our goals, always work together cooperatively and have fun while doing it.

DEVELOPMENT GOALS

Specific development goals are formulated at regular intervals within the framework of the defined mission statement of the University. The current development goals of IU International University relate to the areas of innovation, growth, customer & quality orientation, and cooperation & organisation, that are listed in the mission statement:

INNOVATION
– We make our new, innovative programmes a success with an appropriate number of students per programme.
– We develop new services & offerings to significantly improve the digital learning experience in B2B and B2C.
– We optimise our core processes primarily through greater digitalisation and use of data.
– We continue to develop our teaching formats to best meet the needs of different student groups and corporate partners.

GROWTH
– We continuously increase our turnover and reach our turnover target.
– We are expanding our current online programme portfolio, extending the specialist areas of Law, Social Services and Healthcare, as well as Computer Science and Engineering, and establishing additional specialist areas.
– We are opening campus locations in all of Germany's metropolitan regions.
– We are intensifying development and sales. Customised Corporate Programmes are becoming a key growth driver.
– We test markets outside Germany for our offers and establish offers in selected markets.
– We identify the next level of growth potential to achieve our sales targets.

CUSTOMERS & QUALITY ORIENTATION
– We involve our students and corporate partners in further development and quality optimisation through open innovation and comparable formats.
– The recommendation rate of all our offers is at least 80%.
– We are improving our teaching provision so that we average at least 85% satisfaction in teaching evaluations and no longer offer C-level courses.[1]
– We document our high-quality standards through excellent external evaluations and accreditation results.
– We complete the institutional accreditation with the best possible result. We align our processes to this outcome and successfully establish the research structure required for this.

COOPERATION & ORGANISATION
– At least 80% of our employees recommend us as an employer.
– We are organised in an agile and flexible way and treat each other with respect and appreciation.
– We offer our employees an interesting working environment and individual development opportunities and thus remain attractive as an employer.

[1] Courses that have been rated as criticized in the student teaching evaluation are classified as "C-level" courses.

QUALITY OBJECTIVES OF IU INTERNATIONAL UNIVERSITY

The quality objectives of IU International University are derived from the mission statement and the development objectives, taking into account the stakeholders' interests and the defined principles of quality management. They were adopted by the Rectorate after consultation in the Senate of IU International University.

These overarching quality goals were then concretised so that it is possible to measure their achievement. These concrete goals are assigned to the management, core, and support processes of the University and are backed up with quality development measures.

The quality objectives are set at two levels:
– Overarching quality goals of the University as a whole
– Concretely measurable quality objectives at the process level

The four overarching quality goals of IU International University are:

(1) DEVELOPMENT OF HIGH-QUALITY, INNOVATIVE STUDY PROGRAMMES THAT ENABLE THE TARGETED GROWTH.

In line with the University's development goals in the area of innovation and growth, the development of study programmes is of great importance. The central goal of quality management must be to design the process of programme development in such a way that market-oriented, high-quality programmes are created, and that they meet external requirements.

(2) CONTINUOUS FURTHER DEVELOPMENT OF THE TEACHING QUALITY, TAKING INTO ACCOUNT THE LATEST TECHNOLOGIES AND INNOVATIVE TEACHING FORMATS TO INCREASE STUDENT SATISFACTION.

Following on from the development goals of "Innovation" and "Customer & Quality Orientation", from the perspective of quality management the University is pursuing the goal of ensuring a high-quality teaching offer within the study programmes, with innovative teaching formats and by using the advantages of digitalisation. The University's development goals already include quality indicators in relation to student satisfaction, which are directly incorporated into the University's quality management.

(3) ENSURE A HIGH LEVEL OF QUALITY TRANSPARENCY WITH REGARDS TO TEACHING, ADMINISTRATIVE AND TECHNICAL SUPPORT FOR STUDENTS.

In accordance with the principle of transparency, and in compliance with the quality management system itself (see section 3.4), this quality objective focuses on transparency as it relates to the quality of the University's various service areas. Quality management aims to provide a high level of transparency with regard to the quality of the University's services for all relevant stakeholders, in the form of information prepared in a target group-oriented manner.

(4) INVOLVEMENT OF RELEVANT STAKEHOLDERS IN THE PROCESS OF QUALITY ASSURANCE THROUGH (A) REGULAR EVALUATIONS AND (B) ACTIVE INVOLVEMENT IN THE PROCESS OF QUALITY ASSURANCE.

Based on the development goals "Customer & Quality Orientation" and "Cooperation & Organisation", the essential goal of quality management must be, on the one hand, to understand the "customers" in the sense of students and company partners and their needs through regular evaluations; on the other hand, quality management should be supported by the organisation as a whole, so that quality assurance is actively shaped by the relevant stakeholders (in accordance with the principle of subsidiarity).

In order to achieve the development goals and the overarching quality goals based on them, the following core processes for achieving goals in the area of study and teaching were first defined and documented:
– Develop study programme,
– Improve study programme,
– Carry out teaching,
– Manage teaching and
– Supervise students.

Since then, processes in the area of research and transfer as well as a large number of administrative processes have been added. The process map is constantly being expanded.

For each of these processes, concrete measurable quality objectives have been defined, which are backed by measurable criteria as well as quality development measures.

The interaction is illustrated in the following figure.

Interaction of different factors in the development of quality objectives

Mission Statement of the IU – Vision/Mission/Values

Development Goals of the IU
Innovation & Growth · Cooperation & Organisation ·
Customer & Quality Orientation

Stakeholders of the IU
– CP Educational Group
– Ministry
– Cooperation Partners
– Students
– Employees

Quality Objectives
– Development of high-quality, innovative study programmes that enable the desired growth to be achieved.
– Continuous development of teaching quality taking into account the latest technologies and innovative teaching formats to increase student satisfaction.
– Ensuring a high level of quality transparency with regard to teaching, administrative and technical support for students.
– Involvement of relevant stakeholders in the quality assurance process through (a) regular evaluations and (b) active involvement in the quality assurance process.

Principles of QM
– Management Task
– Subsidiarity
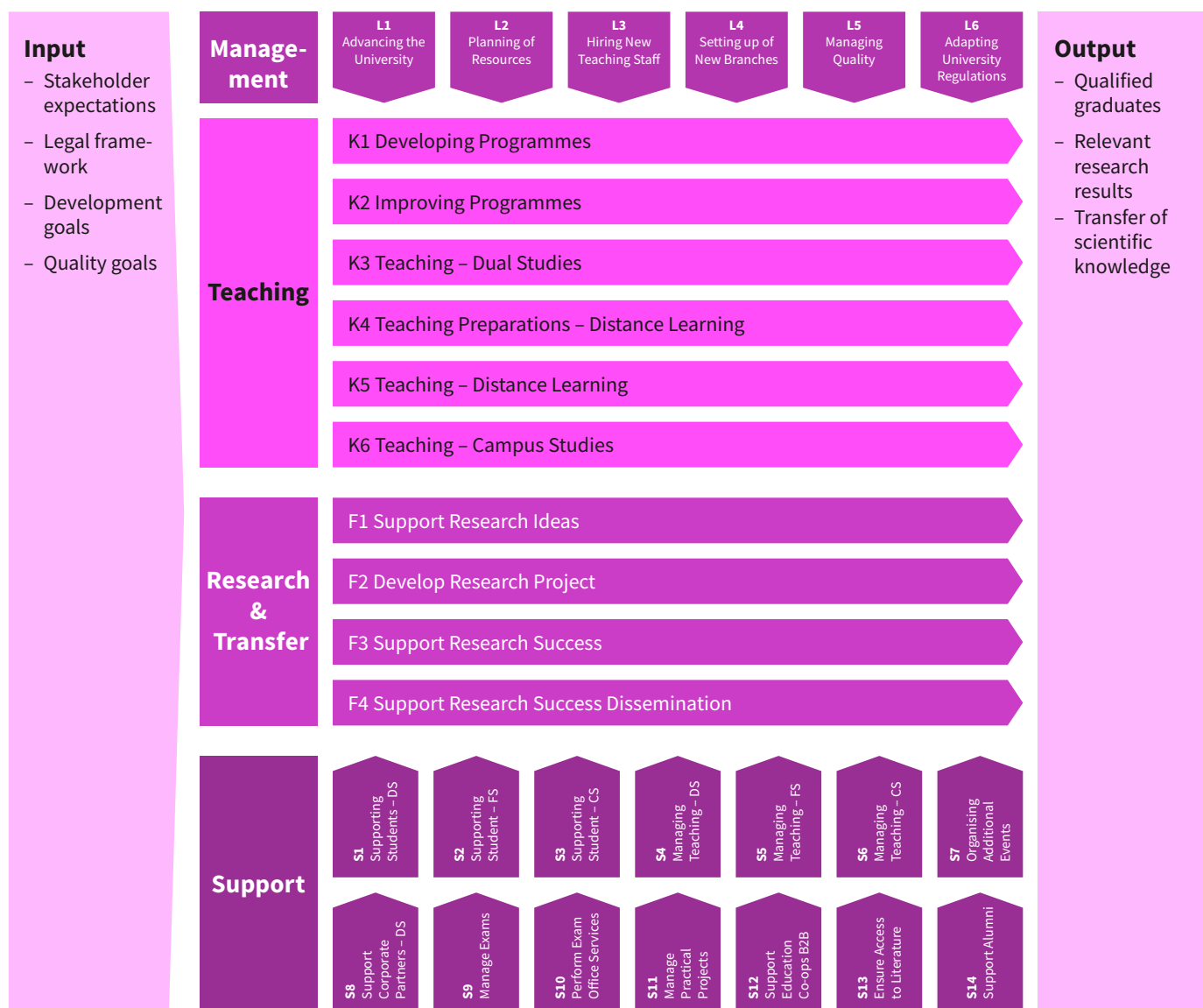– PDCA cycle
– Transparency

Quality Management System

DESIGN OF THE QUALITY
MANAGEMENT SYSTEM

PROCESS MANAGEMENT

Based on the quality objectives and the expectations of the stakeholders, IU International University has developed a process-based quality management system in order to systematically assure the quality of the University's service areas relevant to the achievement of its objectives. The guiding principle is that the optimal organisation and implementation of product-related processes leads to optimal products.

The University distinguishes between processes related to the management of the University ("management processes"), processes related to the education of students ("core processes"), processes that create the (mostly administrative) prerequisites for the core processes ("support processes") and research and transfer processes. The following process map provides an overview of the processes included in the quality management system.

Process map

Input
– Stakeholder expectations
– Legal framework
– Development goals
– Quality goals

Management

| L1 Advancing the University | L2 Planning of Resources | L3 Hiring New Teaching Staff | L4 Setting up of New Branches | L5 Managing Quality | L6 Adapting University Regulations |

Teaching

K1 Developing Programmes

K2 Improving Programmes

K3 Teaching – Dual Studies

K4 Teaching Preparations – Distance Learning

K5 Teaching – Distance Learning

K6 Teaching – Campus Studies

Research & Transfer

F1 Support Research Ideas

F2 Develop Research Project

F3 Support Research Success

F4 Support Research Success Dissemination

Support

S1 Supporting Students – DS
S2 Supporting Student – FS
S3 Supporting Student – CS
S4 Managing Teaching – DS
S5 Managing Teaching – FS
S6 Managing Teaching – CS
S7 Organising Additional Events

S8 Support Corporate Partners – DS
S9 Manage Exams
S10 Perform Exam Office Services
S11 Manage Practical Projects
S12 Support Education Co-ops B2B
S13 Ensure Access to Literature
S14 Support Alumni

Output
– Qualified graduates
– Relevant research results
– Transfer of scientific knowledge
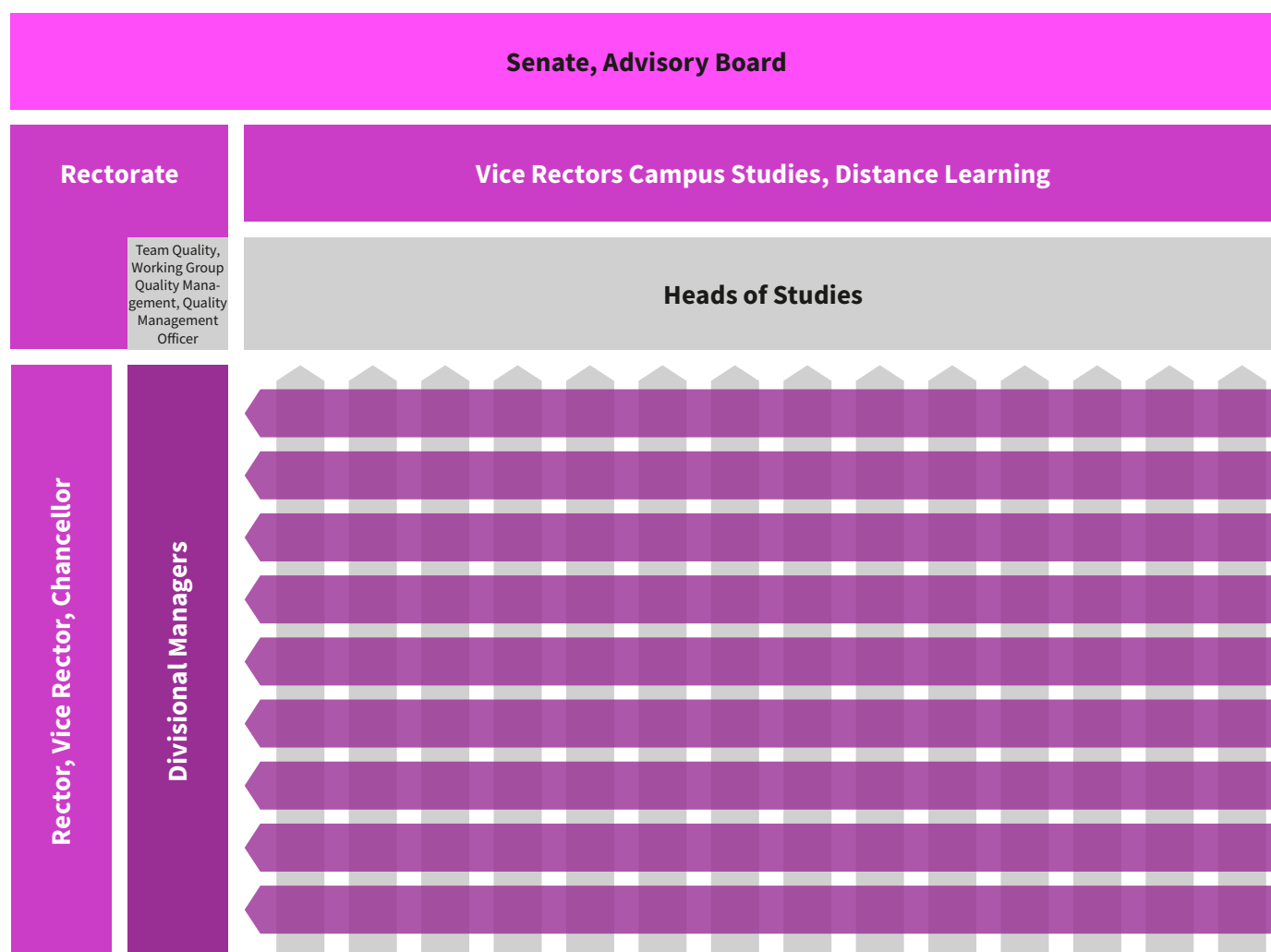
QUALITY MANAGEMENT SYSTEM

IU International University is organised by pillar (Campus Studies, Dual Studies, Distance Learning and Corporate) and location.

The organisation of the **quality management system** breaks away from this structure and is oriented towards the criteria that are critical to quality in the development and implementation of study programmes: in addition to the academic area, which is responsible for the core processes of "programme development", "programme improvement" and "programme implementation", these are the administrative areas, which are responsible for the "day-to-day operation" of the study programmes.

The following figure illustrates the structure of the quality management system.

The structure of IU International University's quality management system

Senate, Advisory Board

Rectorate

Vice Rectors Campus Studies, Distance Learning

Team Quality, Working Group Quality Management, Quality Management Officer

Heads of Studies

Rector, Vice Rector, Chancellor

Divisional Managers

Cross-location quality management for the degree programmes is the responsibility of the programme directors, and across all degree programmes – of the Rectorate. Quality management for administrative areas relevant to accreditation is the responsibility of cross-location department heads who have the corresponding authority to issue guidelines. The Rectorate is responsible for quality management across all administrative areas. The quality team attached to the Rectorate is responsible for the ongoing monitoring of the quality management system, supported by the actors/committees described in more detail in the next section.

The Senate and the Advisory Board are above and outside this structure, respectively, as their tasks concern the foundations or the functioning of the quality management system as a whole.

DATA BASIS OF THE QUALITY MANAGEMENT SYSTEM

The regular and reliable reporting of data on quality-relevant aspects is essential for the management of quality. The essential data for this reporting comes from three sources:

(1) KEY FIGURES FROM THE ONGOING PROCESSES

Process objectives have been defined for all management, core and support processes described in the quality management system, and compliance with these objectives is regularly checked using defined quality criteria. The data is mainly taken from the IU International University Campus Management System.

(2) RESULTS OF REGULAR EVALUATIONS

At IU International University, internal and external stakeholders are surveyed as part of regular evaluations. The results of these evaluations are an important starting point for quality management. After analysing the data from these evaluations, measures are developed, communicated internally, and followed up accordingly. Depending on the subject of the evaluation, different actors are involved.

The regularly conducted evaluations cover different topics and target groups. Of particular importance are the surveys explained below:

Course evaluation

The course evaluation is addressed to the students of IU International University. It is carried out every semester for all courses. Key figures from this evaluation are the students' satisfaction with the teachers, the courses and – especially in distance learning – with the learning materials. Furthermore, the workload of the students is surveyed.

Service evaluation

The service evaluation is also addressed to the students. It is conducted semi-annually or annually for the various units.

In addition to a general assessment of satisfaction with the study programme as a whole, and the recommendation of the study programmes at IU International University to others, the students have the opportunity to give feedback on the services accompanying the study programme.

Programme evaluation

The evaluation of the IU study programmes by the students takes place annually within the framework of the so-called programme evaluation. In addition to the course evaluation, this evaluation allows for an assessment at the level of the study programme as a whole, including an indication of the concrete student workload. The programme evaluation closes the gap between the evaluation of individual courses (course evaluation) and the evaluation of the study programme as a whole, including the accompanying services (service evaluation).

Corporate Partners Survey

Once a year, the corporate partners of the University 's Dual Studies track are surveyed. The goals of the survey are, in particular, to record the satisfaction of the internship partners with the Dual Study programme as a whole, with the cooperation between IU International University and the corporate partners, and, crucially, the possibility of identifying deficits and being able to intervene accordingly.

Alumni survey

The alumni survey includes questions on general satisfaction and recommendation of the degree programme, but also provides valuable information on career entry, the usefulness of the degree programme in the workplace as well as competence development during the degree programme.
Teachers are asked once a year for feedback on their experience with courses, students, and the organisational aspects of teaching.

(3) EXTERNAL INPUT

Accreditations

Within the framework of the internal accreditation procedure, the external experts formulate recommendations and, if necessary, conditions which are incorporated into the improvement of the study programmes of IU International University – and thus contribute to quality assurance and improvement.

The institutional accreditation procedures carried out at regular intervals by the Science and Humanities Council regularly shed light on organisational aspects of the University, among other things. The resulting suggestions are taken into account in the further development of the University.

Approval of distance learning courses

In addition, the State Central Office for Distance Learning (ZFU) regularly reviews and approves new distance learning programmes offered by the University. These procedures may also result in suggestions regarding the design of the distance learning courses, which are taken into account in the programme design.

Certifications

Since 2012, the University's quality assurance system has been certified by the Hanseatische Zertifizierungsagentur (Hanseatic Certification Agency) in accordance with the standards set in SGB III and the Accreditation and Licensing Ordinance for Employment Promotion (AZAV) in order to be approved as a provider of employment promotion measures. If suggestions arise within the framework of these certifications, these are also implemented.

Advisory Board

The University has appointed an advisory board of representatives from business and academia as an advisory body that regularly provides the University with an "outside perspective". The advisory board is asked at regular intervals to examine IU's quality management system and to make suggestions for its further development. The corresponding suggestions flow into the further development of the system.

IU International University

QUALITY MANAGEMENT RESULTS IN THE ACADEMIC YEAR 2020/21

The past academic year 2020/21 was characterised by the extensive development and review of study programmes as well as the further development of quality assurance measures.

RESULTS OF ACCREDITATIONS AND OTHER EXTERNAL CERTIFICATIONS

In the reporting period, 89 internal procedures of programme accreditation with expert participation (concept accreditations, re-accreditations, extension accreditations) were successfully completed:

Accreditation procedures carried out in the academic year 2020/2021

Programme Title	Degree	Accreditation type	Decision Date	Conditions
DISTANCE LEARNING				
Coaching 60 CP	M.A.	Concept accreditation	23.12.2020	1
Coaching & Supervision 120 CP	M.A.	Concept accreditation	23.12.2020	2
Health and Nursing Education 120 CP	M.A.	Concept accreditation	23.12.2020	0
Business Psychology 120 CP	M.Sc.	Extension	23.12.2020	1
Marketing Management 60 CP, DE	M.A.	Re-accreditation	07.01.2021	0
Marketing Management 60 CP, EN	M.A.	Re-accreditation	07.01.2021	0
Marketing Management 120 CP, DE	M.A.	Re-accreditation	07.01.2021	0
Marketing Management 120 CP, EN	M.A.	Re-accreditation	07.01.2021	0
Human Resource Management 60 CP	M.A.	Re-accreditation	07.01.2021	1
Human Resource Management 120 CP	M.A.	Re-accreditation	07.01.2021	1
Business Informatics 60 CP	M.Sc.	Re-accreditation	07.01.2021	0
Business Informatics 120 CP	M.Sc.	Re-accreditation	07.01.2021	0
Human Resources Development 60 CP	M.A.	Concept accreditation	07.01.2021	1
Human Resources Development 120 CP	M.A.	Concept accreditation	07.01.2021	1
Applied Psychology	B.Sc.	Concept accreditation	13.01.2021	0
Interior Design	B.A.	Concept accreditation	28.01.2021	1
Logistics Management B.A.	B.A.	Re-accreditation	10.02.2021	0
Supply Chain Management 120 CP	M.A.	Concept accreditation	10.02.2021	0
Supply Chain Management 60 CP	M.A.	Concept accreditation	10.02.2021	1
Entrepreneurship DE	B.A.	Concept accreditation	21.04.2021	1
Entrepreneurship EN	B.A.	Concept accreditation	21.04.2021	1
International Management 60 CP DE	M.A.	Concept accreditation	21.04.2021	0
International Management 60 CP EN	M.A.	Concept accreditation	21.04.2021	0

Programme Title	Degree	Accreditation type	Decision Date	Conditions
International Management 120 CP DE	M.A.	Concept accreditation	21.04.2021	0
International Management 120 CP EN	M.A.	Concept accreditation	21.04.2021	0
International Marketing	B.A.	Concept accreditation	21.04.2021	0
Online Marketing 60 CP	M.A.	Concept accreditation	21.04.2021	0
Online Marketing 120 CP	M.A.	Concept accreditation	21.04.2021	0
Product Management	B.A.	Concept accreditation	05.05.2021	0
Project Management	B.A.	Concept accreditation	05.05.2021	0
Public Management 60 CP	M.A.	Concept accreditation	05.05.2021	0
Public Management 120 CP	M.A.	Concept accreditation	05.05.2021	0
E-Counselling in Education 60 CP	M.A.	Concept accreditation	09.06.2021	0
Special Education/Inclusion Pedagogy	M.A.	Concept accreditation	09.06.2021	0
Leadership in Pedagogy 60 CP	M.A.	Concept accreditation	09.06.2021	1
Pedagogy, Educational Guidance and Leadership 120 CP	M.A.	Concept accreditation	09.06.2021	0
Pedagogy	B.A.	Concept accreditation	09.06.2021	1
Industrial Engineering 90 CP	M.Eng.	Concept accreditation	16.06.2021	0
Industrial Engineering 120 CP	M.Eng.	Concept accreditation	16.06.2021	0
Engineering Management 60 CP EN	M.Eng.	Concept accreditation	16.06.2021	0
Industrial Engineering Industry 4.0	B.Eng.	Re-accreditation	16.06.2021	0
Industrial Engineering and Management EN	B.Eng.	Re-accreditation	16.06.2021	0
Architecture	B.A.	Extension	30.06.2021	1
Social Work	B.A.	Re-accreditation	28.07.2021	2
Social Management 60 CP	M.A.	Concept accreditation	28.07.2021	1
Social Management 120 CP	M.A.	Concept accreditation	28.07.2021	0
Information Technology Management 120 CP EN	M.A.	Concept accreditation	11.08.2021	2
Information Technology Management 60 CP EN	M.A.	Concept accreditation	11.08.2021	2
Artificial Intelligence EN	B.Sc.	Concept accreditation	11.08.2021	3
Data Management 120 CP EN	M.Sc.	Concept accreditation	11.08.2021	1
Data Management 60 CP EN	M.Sc.	Concept accreditation	11.08.2021	1
Business Intelligence 120 CP EN	M.Sc.	Concept accreditation	11.08.2021	1
Business Intelligence 60 CP EN	M.Sc.	Concept accreditation	11.08.2021	1
Sustainable Management 60 CP	M.A.	Concept accreditation	29.09.2021	0
Sustainable Management 120 CP	M.A.	Concept accreditation	29.09.2021	0
Economics 120 CP	M.A.	Concept accreditation	29.09.2021	0
Event Management	B.A.	Re-accreditation	29.09.2021	0

Programme Title	Degree	Accreditation type	Decision Date	Conditions
Hotel Management	B.A.	Re-accreditation	29.09.2021	0
Real Estate Management	B.A.	Re-accreditation	29.09.2021	0
Tourism Management	B.A.	Re-accreditation	29.09.2021	0
Human Resource Management 60 CP EN	M.A.	Extension	29.09.2021	0
Human Resource Management 120 CP EN	M.A.	Extension	29.09.2021	0
Finance, Accounting and Taxation 120 CP EN	M.Sc.	Extension	29.09.2021	0
Innovation and Entrepreneurship 120 CP EN	M.A.	Concept accreditation	29.09.2021	0
Digital Innovation and Intrapreneurship 60 CP EN	M.A.	Concept accreditation	29.09.2021	0
International Health Care Management 120 CP EN	M.A.	Concept accreditation	29.09.2021	1
International Health Care Management 60 CP EN	M.A.	Concept accreditation	29.09.2021	3
International Health Care Management EN	B.A.	Concept accreditation	29.09.2021	1
DUAL STUDIES				
Social Work	B.A.	Extension	13.01.2021	2
Marketing Management	B.A.	Extension	13.01.2021	2
Tourism Management	B.A.	Extension	13.01.2021	2
Media Design	B.A.	Extension	13.01.2021	3
Logistics Management	B.A.	Re-accreditation	10.02.2021	0
Digital Business	B.A.	Extension	05.05.2021	0
Human Resources Management	B.A.	Re-accreditation	05.05.2021	0
Electrical Engineering	B.Eng.	Concept accreditation	02.06.2021	6
Computer Science	B.Sc.	Concept accreditation	02.06.2021	4
Industrial Engineering Mechanical Engineering	B.Eng.	Concept accreditation	16.06.2021	1
Culinary Management	B.A.	Extension	23.06.2021	0
Marketing Management	B.A.	Extension	23.06.2021	0
Tourism Management	B.A.	Extension	23.06.2021	0
Business Informatics	B.A.	Extension	23.06.2021	0
Accreditaion of Joint Lectures as Teaching Method		Universal Accreditation	23.06.2021	0
Facilities Management	B.A.	Concept accreditation	30.06.2021	1
Public Management	B.A.	Concept accreditation	30.06.2021	2
Digital Business	B.A.	Concept accreditation	30.06.2021	1
Architecture	B.A.	Extension	30.06.2021	4
Civil Engineering	B.A.	Extension	30.06.2021	0
Social Work	B.A.	Re-accreditation	28.07.2021	2

Furthermore, in 2021 the University again underwent the surveillance audit by the Hanseatic Certification Agency to maintain the certification that has been in place since 2012. This means that IU International University will continue to be approved as a provider of measures in accordance with the "Third Book of the Social Code" (SGB III) until the current certification expires in 2022.

# RESULTS FROM EVALUATIONS AND IMPLEMENTED MEASURES

Important results of the evaluations and selected measures taken in the academic year under re-view are presented below as examples.

SATISFACTION WITH THE COURSES AND THE TEACHERS

The results of the course evaluation in the reporting period show that students are satisfied with the respective courses in their study programme, both in face-to-face and distance learning.

For the Dual Studies programme and for Campus Studies, interaction with lecturers is of high importance. In both study formats, student satisfaction with the lecturers remains at a high level overall. The following figure shows an example of the development of student satisfaction with regards to courses and lecturers in the Dual Studies programmes.

Satisfaction with courses and teachers in Dual Studies programmes at IU International University
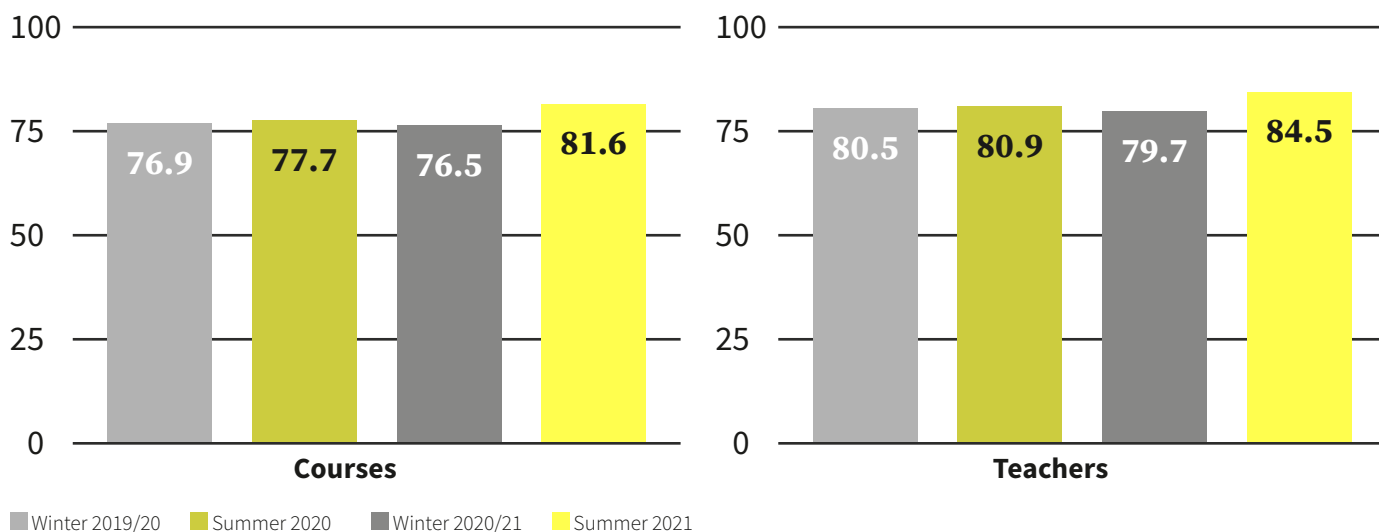
■ Winter 2019/20   ■ Summer 2020   ■ Winter 2020/21   ■ Summer 2021

[Agreement scale from 0 (do not agree at all) to 100 (agree completely)]; source: course evaluation in Dual Studies programmes, 2019–2021

The COVID 19 pandemic, which has been ongoing since spring 2020, continues to shape teaching at IU. Nevertheless, in the academic year 2020/2021, the University managed to largely maintain and even expand high satisfaction values. For example, the average satisfaction with the course and the teacher in the summer semester 2021 rose to a higher level than before the start of the pandemic. The students rated the high level of professional competence of the teaching staff and the interactive involvement of the students in the courses particularly well, but the other evaluated aspects of the courses also received high satisfaction ratings on average. Feedback from students directly related to the impact of the pandemic

on face-to-face teaching often formulates the wish for more face-to-face teaching, but also positively highlights the high interactivity of the virtual courses and the use of new tools.

The course evaluation in the Distance Learning programme also showed in the reporting period that satisfaction with the course and the tutors is high on average at a constant level. The teaching and learning media continue to be rated very well by the students, with the scripts and the interactive books achieving the highest value. The newly introduced IU Learn app also achieves high satisfaction ratings.

Satisfaction with courses and tutors in Distance Learning at IU
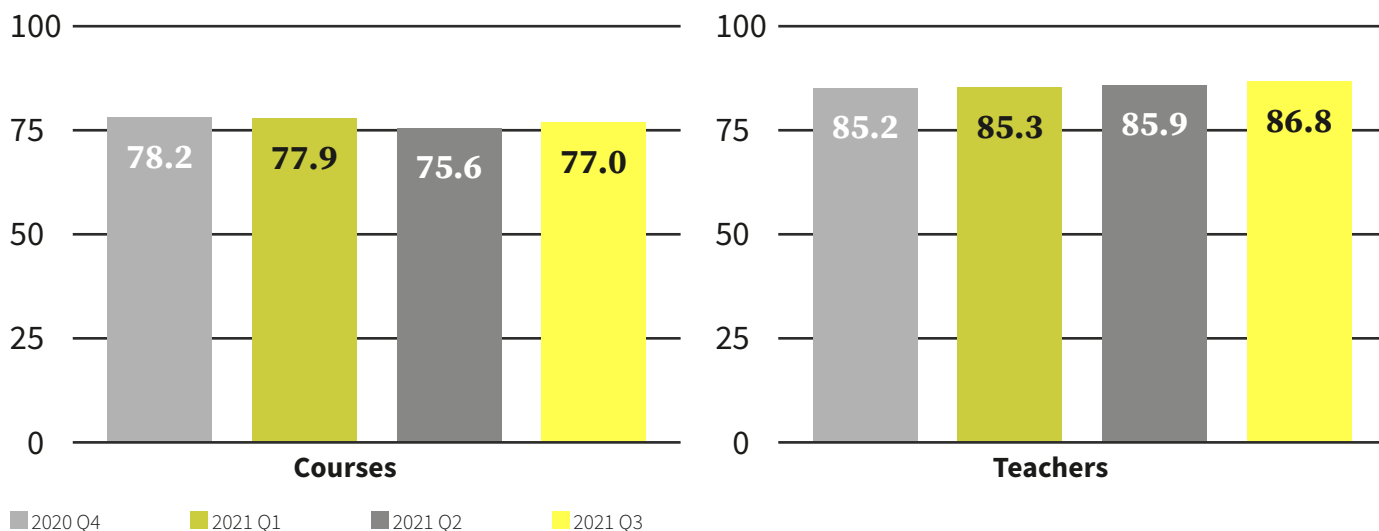
Courses

100

75 — 78.2 | 77.9 | 75.6 | 77.0

50

25

0

Courses

Teachers

100

75 — 85.2 | 85.3 | 85.9 | 86.8

50

25

0

Teachers

■ 2020 Q4 ■ 2021 Q1 ■ 2021 Q2 ■ 2021 Q3

[Agreement scale from 0 (do not agree at all) to 100 (agree completely)]; source: course evaluation distance learning, 2020Q4–2021Q3

Based on the results of the course evaluation, measures for further improvement were initiated during the reporting period. The following measures with regards to teaching staff, courses and teaching materials are presented as examples:

– **Lecturers:** In the past year, the higher education didactic offers for lecturers at the University were systematically expanded. In addition to individual standard training courses, which are primarily aimed at new teachers, workshops on special topics as well as individual coaching sessions are offered in consultation with the responsible academic management; various formats were created or expanded for exchange and best practice sharing on good university teaching (e.g. quality days with >150 participating teachers, micro-trainings on tools and instruments for digital teaching, working groups on good teaching).

– **Courses:** During the reporting period, the evaluation results on the teaching materials and the analysis of the open comments on the courses provided indications of the need for adaptation of individual courses, as well as the interaction of the courses with each other. These indications were taken into account in the continuous revision of the modules. An overarching analysis of student feedback also contributed to the revision and improvement of the curricula of individual study programmes.

– **Learning materials:** During the reporting period, the process of integrating diverse media into the learning materials, to enhance the student learning experience, continued. The new IU Learn app was developed with the aim of further enhancing the interactivity of the scripts and enabling seamless integration of other learning media as well as other useful features such as notes, markers, and bookmarks.

SATISFACTION WITH IU'S SERVICES

Overall satisfaction and recommendation rate are in the high value range. In Campus Studies, the results can be strongly attributed to the consequences of the Covid 19 pandemic, which hit this field of study the hardest due to its international and more presence-oriented focus.

Satisfaction and recommendation scores		
STUDY AREA	**DUAL STUDIES**	**DISTANCE LEARNING**
General satisfaction[1]	59,5%	75,7%
NPS	10,7	45,5
Recommendation rate	84,6%	93,6%

Source: Service Evaluations 2021; [1]TOP-2 boxes on the 6-point scale.

In order to further expand the services offered to students in all fields of study, various measures were taken in the past academic year:

– In the Dual Studies programme, the structures in the university administration were further expanded, with the aim of consolidating student support in a customer-friendly way, to a few well-trained actors; thus improving the quality of services and communication. The central offer of information events has been continuously expanded; for example, information formats for registration and submission of the Bachelor's thesis are now offered across all locations in order to support students even better. In addition, the collaboration between the academic administration and the university administration was further strengthened.

– In the reporting period, the accessibility and response times of the service teams were again improved in Distance Learning. Among other things, a communications department for (time-)critical communication was set up and thus also the personal exchange with students was intensified. In parallel, work was done on structured service processes for typical service concerns, with a focus on both finding solutions quickly and seamless communication.

EVALUATION OF STUDY PROGRAMMES

The programme evaluation in Distance Learning has shown that the participants are still very satisfied with their respective study programme. The respondents particularly emphasised the content of the respective study programme, the thematic diversity and the elective subjects offered as positive attributes. Accordingly, 74.2% of the students in the Bachelor's programmes at IU would consider a subsequent Master's programme at IU.

The situation is similar in the Dual Studies programmes. Here, 88.3% of respondents are satisfied with their study programme, with particular mention of the quality of the lectures, the content of the study programmes, the practical orientation and career prospects. A total of 87.5% of the students surveyed feel that their Dual Studies programme at IU prepares them well for the digital world of work.

In general, the study programmes are regularly further developed on the basis of feedback within the framework of re-accreditations. In addition, the following measures, among others, were implemented on the basis of the results of the programme evaluations in the reporting period:

– The evaluation of the Dual Studies programmes showed that students are less satisfied with the integrated distance learning components in their programmes than with other programme elements. In the previous reporting period, work was therefore done on better integrating these formats, and concepts were developed to prepare students for new, integrated teaching formats and the accompanying self-learning phases.
– For students in Distance Learning, exchange opportunities with other course participants and tutors are an important requirement. For this reason, the existing online collaboration tools were expanded in the reporting period to include additional formats, some of which are specific to the degree programme.

In addition to the existing online tutorials, the concept of interactive lectures, whereby real-time exchanges between teachers and learners are firmly integrated, was successfully tested and implemented.

THE EMPLOYERS' PERSPECTIVE

The survey of the corporate partners in the Dual Studies programmes, which was conducted again in the reporting period, showed that the partners continue to be satisfied overall with IU as a study partner – more than two thirds of the employers surveyed stated that they were satisfied with IU.

The corporate partners value the performance of the dual students in the company as an essential contribution to the company's performance, and consider the training of the students as a valuable investment in the future. The companies maintain a distinctive feedback culture together with the students; regular development discussions are held.

The feedback from the corporate partners also provided information on possible improvements. These were taken up by IU; an example of this is the improvement of communication between the practice partners and IU.

THE PERSPECTIVE OF IU GRADUATES

IU graduates are regularly surveyed one year after graduation about their career entry and their retrospective evaluation of their studies at IU. This year again, a high percentage of graduates who would choose to study at IU again (Campus Studies: 54.5%; Dual Studies: 50.0%; Distance Learning: 88.7%) was recorded. Distance and campus students are particularly convinced of their study format (90.6% and 87.9% respectively). The distance learners also feel particularly well prepared for the digital world of work.

Another result of the survey: The majority of the IU graduates surveyed succeeded in getting a job within a very short period of time after graduation – if they were looking for a job.

About two thirds of the graduates of the Dual Studies programmes receive an offer of employment from the corporate partner, and often accept it. In Distance Learning, almost 6 out of 10 graduates surveyed report that their professional situation has improved after completing their studies.

Duration of the search until the first employment relationship

Campus Studies   Dual Studies
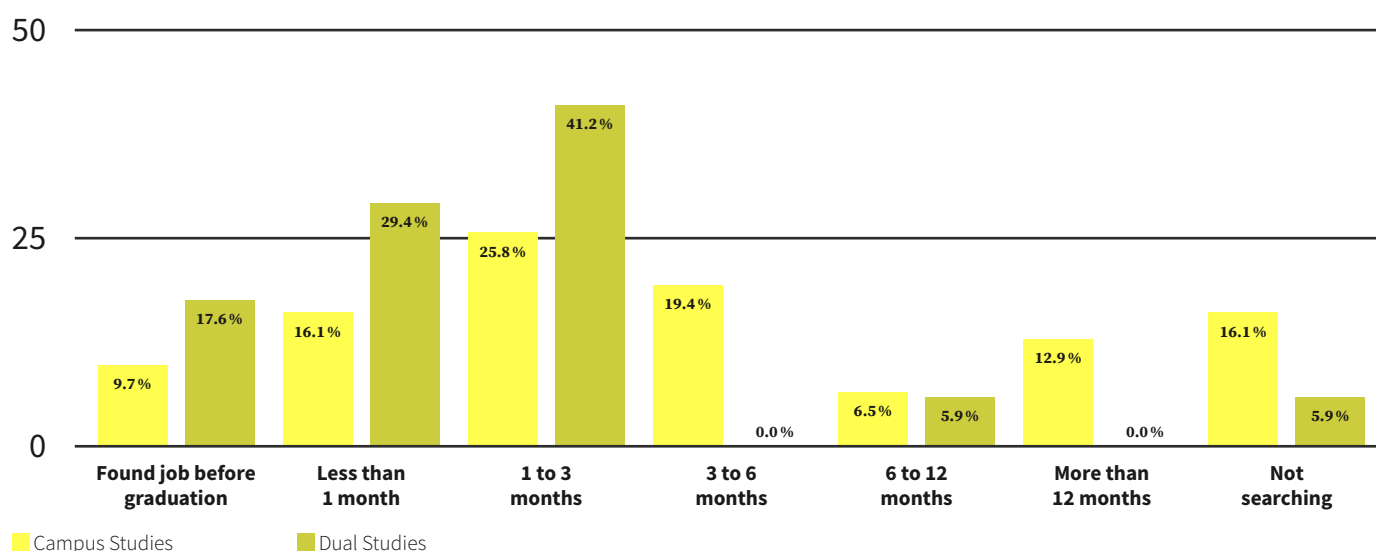
Source: Graduate Survey, 2021

The IU alumni network was expanded again during the reporting period. Its activities are documented on the University's homepage (**iu.de/en/university/alumni**).

The Alumni Council currently consists of 9 alumni who represent the different study models and study programmes of IU, and act as elected representatives of all alumni. The Alumni Council is committed to intensifying communication and networking between alumni, students, and IU itself.

In addition, the IU Ambassador Programme establishes direct contact between prospective students, students, and alumni. IU alumni of various study programmes are available as external contact persons ("Ambassadors") for questions from prospective students and enrolled students, and can help them with information about their own experiences with studies and careers.

The use of virtual formats was continued into 2021. Various online expert talks were offered, which facilitated the exchange between professors, graduates, and current students. In addition, virtual events were organised with speakers from the IU alumni community, which promoted regional and national networking among graduates.

After the IU Alumni Award was presented to four IU alumni for the first time in 2020, two alumni were also honoured in the **Professional Success and Entrepreneurship** categories in 2021.

IU International University

FURTHER DEVELOPMENT OF THE QUALITY MANAGEMENT SYSTEM

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ACCREDITATION NOW "VIRTUAL"

The academic year 2020/21 was also marked by the pandemic in terms of quality management: in spring 2020, all assessments within the framework of internal programme accreditation were switched to video conferences. The changeover went smoothly overall – apart from the inevitable dial-up problems: the quality of the assessment itself and the input of peer review expertise were maintained.

EXPANSION AND MAINTENANCE OF THE QUALITY MANAGEMENT SYSTEM

In the past academic year, the process map of the quality management system was again expanded – the alumni support area was added – and the process descriptions were extensively updated. In the area of Distance Learning, a project was launched to automate individual work processes; the initial results also contributed to the further development of internal standards for process descriptions.

STAFF INCREASE

In view of the growing number of internal programme accreditations and the growth-driven need for further development of the quality management system, staffing was increased by hiring a new employee.

FURTHER DEVELOPMENT OF THE SYSTEM

With a workshop on the further development of IU's quality management system in spring 2021, the impetus was given for a longer-term project to completely revise the system. In view of the high speed of innovation, ways are to be sought to make the documentation and working methods of the quality management system more flexible.

CHANGE OF LEADERSHIP

Finally, at the end of the reporting period, the prorectorate for teaching quality passed into new hands: Prof. Dr. Anastasia Hermann took over the duties from the long-time prorector Prof. Dr. Claudia Bornemeyer. The change marked the beginning of a reorientation and expansion of the central quality management.

OUTLOOK

The dynamic growth of IU International University leads to the continuous need to adapt our quality management system, especially with regard to the recording and revision of processes and responsibilities. These adjustments will also be made regularly in the future.

The size and increasing complexity of the organisation will also make it necessary to provide more support for the coordination of the different units.

The change at the top of the central quality management (ZQM) also results in a redefinition and reorientation of internal quality management. As a central organisational unit, the ZQM is to be supplemented with additional areas of responsibility and staffed accordingly in order to strengthen the service character of the ZQM and to support the Rectorate as well as the individual staff members in the development of new and further development of existing study programmes in the best possible way.

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