Doc. 300.1.3

Date: Date

Feedback Report from EEC Experts

- **Higher Education Institution:**
  American College

- **Town:** Nicosia

- **School/Faculty:** School/Faculty

- **Department:** Department/Sector

- **Programme of study under evaluation
  Name (Duration, ECTS, Cycle)**

 In Greek:
 Διοίκηση Επιχειρήσεων (4 έτη / 240 ECTS, Πτυχίο)

 In English:
 Business Administration (4 years / 240 ECTS, Bachelor of Arts)

- **Language(s) of instruction:** English/Greek

- **Programme's status: Currently Operating**

- **Concentrations (if any):**

  In Greek: Διοίκηση / Λογιστική
  In English: Management / Accounting

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

A. External Evaluation Committee (EEC)

Name	Position	University
Christian Asmussen (chair)	Professor of Strategic and International Management	Copenhagen Business School
Johann Fortwengel	Reader in International Management	King's College London
Edgar Löw	Professor of Accounting	Frankfurt School of Finance and Management
Natasa Karletidou	PhD Candidate in Business Administration	University of Cyprus
Name	Position	University
Name	Position	University

B. Guidelines on content and structure of the report

The EEC based on the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) and the Higher Education Institution's response (Doc.300.1.2), must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.

1. Study programme and study programme's design and development
(*ESG 1.1, 1.2, 1.7, 1.8, 1.9*)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
Stakeholders are included in the programme design in terms of providing occasional input, but it could be an advantage to further formalize this process by, for example, establishing an advisory board of practitioners who regularly take stock of the fit of the programme with employer needs. Also, one could include alumni more actively and strategically such that the students are exposed to them and can draw on their experience.	Our institution has a well-established process for incorporating stakeholders' input into quality assurance procedures, as outlined in our policies (see Annex 1 – Quality Assurance). These procedures already ensure that stakeholders are actively involved in the design, monitoring, and review of our programmes. To further enhance these processes, we have recently revised our quality assurance procedures to further formalize stakeholder contributions. Stakeholders are now required to prepare detailed reports (see Annex 1 – Quality Assurance) on the relevance and alignment of the programme with current market and employer needs. This structured approach ensures a more robust and consistent integration of stakeholder perspectives. In addition to these enhancements, we have formalized alumni engagement through periodic feedback mechanisms. Alumni insights are now systematically evaluated and incorporated into programme updates. Moreover, we invite alumni to participate as guest speakers in our courses and events, providing current students with valuable exposure to real-world experiences and career pathways.	Compliance

We like the addition of the stakeholder reports requirement as a step towards more formalization. An additional step could be an annual meeting with stakeholders to take stock of the programme. Also, it might be an advantage with a larger group of external stakeholders than the current one, the size and composition of which is not clear from the Annex.

It is good that alumni are invited as guest speakers. Additional tasks for the alumni could be to mentor students or help shape the curriculum. It would also be good to elaborate on the "periodic feedback mechanisms" and what it means that alumni insights are "systematically evaluated and incorporated", for example with data on these interactions in the future. |
| It could be more clearly communicated which courses are actually compulsory (i.e. courses that all students have to take). One might get the impression that students can freely mix and match in each of the course categories to | We have revised the curriculum (Annex 2 – Revised Curriculum)to explicitly indicate which courses are compulsory for all students ensuring greater transparency in course selection and providing students with a clearer understanding of the structured progression of the program. | Compliance

This looks more clear now, both in the Annex and from the public information. Perhaps course progression paths (also including prerequisites) could be more clearly visible. |

get a certain number of ECTS, but since some courses serve as prerequisites for others, there are unarticulated constraints on this choice.		
The limited scale and informal culture of the college (see strengths) also has potential risks, as the lack of formalized processes makes the outcomes highly reliant on some very competent and dedicated individuals. Hence, formalizing certain things could be useful next steps. One example is the management of overlap, synergies, and progression between courses: the students do not perceive this as a problem, but there may be unexploited opportunities to increase the cohesion between the courses, for example having an annual workshop with teaching staff where linkages between courses are explicitly identified and developed. Another example is to give the students "feedback on their feedback", so that they have an idea how their input into the programme is being used by faculty and programme coordinators, thereby enhancing the motivation to give detailed and constructive feedback.	Department heads regularly review course syllabi to ensure alignment, progression, and appropriate content distribution across the curriculum. Additionally, the Director of Academic Affairs works closely with department heads and faculty to address any potential overlaps and ensure that courses are well-structured, interconnected and cohesively linked to support a smooth learning progression for students. In regard to students' feedback, at the moment, we collect student feedback using the Students' Faculty and Course Evaluation Form (Annex 3) and the Student Facilities and Services Evaluation Form (Annex 4), which are regularly completed by students and reviewed by faculty and the Internal Quality Assurance Committee. To enhance this process, we will ensure students are informed about how their feedback is utilized to improve the program by sharing regular updates highlighting key improvements and changes through email, the College's learning platform, and notice board announcements.	Partially Compliance This is helpful, but processes could be more clearly articulated in certain areas: - What does it mean that the Director "works closely" with faculty? Which concrete procedures have been established for this? - How will students be informed about their feedback, and what are "regular updates" and "key improvements" in that context? - What is the College's thinking about our earlier suggestion for "having an annual workshop with teaching staff where linkages between courses are explicitly identified and developed"?
Also, the flipside of the limited size is that the programme does not enjoy the scale economies that a larger programme would. Hence, with increased student numbers, the college could finance more	Currently, American College provides a range of well-equipped services and facilities that support our students and faculty. These include a well-stocked library with thousands of books, journals, and 24/7 access to digital resources, up-to-date computer laboratories, modern classrooms and specialized laboratories	Compliance It is good to hear that the College strives towards a modest increase in student numbers, in line with our strategic recommendation.

services and facilities (for example, digital services, software, upgraded library facilities, sports, etc.). As there is also unexploited capacity at the college, aiming for a modest growth in students (for example with geographically targeted marketing of the programme) might generate additional resources (see also section 5) while mitigating risks from the changing competitive landscape faced by the college.	for practical learning experiences. The campus also features two cafeterias and a fully equipped gym providing fitness programs tailored to students' needs. Furthermore, our learning management platform ensures students can access academic content asynchronously. As we aim for a modest increase in student numbers through geographically targeted marketing, we are committed to reinvesting in and expanding our services and facilities as student number grows. This will include further enhancements to our digital infrastructure, upgrades to library resources, and increased recreational and extracurricular offerings.	
On a more detailed level, the structure of the program objectives could be reconsidered. The program is aimed at bachelor students and prepares them for the labor market or further academic studies in business administration, which is why objective (2) on "principles, policies, and theories" (and practical implementation) in this field could well be given first place.	We have elevated the objective on "principles, policies, and theories" (and their practical implementation) in the field of business administration to the first position (see Annex 2 – Revised Curriculum). This adjustment ensures alignment with the program's aim of preparing bachelor students for the labor market or further academic studies in business administration.	Compliance

We welcome this change. |
| The electives in the management specialization could be enriched with elements that is often found in similar programmes internationally. For example, some electives could be replaced by a larger dissertation or a consulting project for a company (perhaps in groups to facilitate collaborative skills), as well as an internship with a company to apply academic knowledge in practice. Processes for these types of activities are already in place in other | Aligned with the recommendations of the EEC, we have added an optional Project (MGT405) and an Internship module (MAJ101) in the major requirements of the curriculum of the Management Specialization of the Bachelor in Business Administration (see Annex 2 – Revised Curriculum). The syllabus for the Project is found in Annex 5a, together with the Project Guidelines (Annex 5b), Referencing Guidelines (Annex 5c) and Marking students' written work guidelines (Annex 5d). MAJ101 Internship is an optional internship program. Internship can only be optional since the current legislation cannot guarantee to permit non-EU students to do internship/work, even if it is a | Compliance

We commend the College for being responsive to our comments and making concrete changes to address them. We specifically like that they introduce an internship module (even if it is "just" an option). |

programmes in the college and could therefore also be applied here.	mandatory part of their studies and/or unpaid internship/work. In Annex 6a we enclose the module's Syllabus entitled "MAJ101 Internship" together with all necessary documents describing the methodology, eligibility criteria and procedure for organized internships and related forms (Annexes 6b-6e).	
When describing the skills that students will have after completing the specialization in accounting, the content sometimes misses the core of accounting. Only objective (3) relates directly to accounting knowledge. In contrast, objective (1) is a result of profound specialist knowledge. If students have acquired in-depth specialist knowledge, they can use this as a basis to adopt a critical attitude towards accounting. Again, the use of IT and statistical methods is a very important application in accounting, but can only be used sensibly if fundamental accounting knowledge has been acquired. It is also surprising that there is no writing about single financial statements, but the complex area of consolidation is addressed straight away. The module descriptions for accounting are much better structured. The module descriptions for accounting are much better structured. On this basis, the intended learning outcomes should be reformulated and have a very clear reference to the specialization in accounting.	We have revised the intended learning outcomes for the Accounting specialization to ensure they have a clear and explicit reference to accounting (see Annex 2 – Revised Curriculum). The updated outcomes now emphasize accounting principles, practices, and applications, aligning closely with the structure and focus of the module descriptions.	Partially Compliance

This sounds like a move in the right direction and we support that. However, Annex 2 "just" consists of "Intended learning outcomes" for the programme in a very general way. We could not see the module description regarding accounting (in detail) from that Annex, so we cannot assess its content. |
| The specialization in accounting is provided with very general terms, such that the content can only be understood if the respective | We have made adjustments to enhance clarity for student orientation by renaming ACC114 Taxation I to ACC114 Cyprus Taxation I (Annex 7 - Syllabus) and ACC212 Taxation II to ACC212 Cyprus | Partially Compliance

This doesn't really help to understand which kind of taxation is taught. It should be possible to add, for |

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module descriptions are read. In this respect, more meaningful module names would probably be of greater use for student orientation.	Taxation II (Annex 8 – Syllabus and Annex XX – Revised Curriculum). However, further renaming is not possible, as the course titles must remain aligned with the ACCA syllabus to maintain our full exemption accreditation and ensure compliance. Nonetheless, we believe that the current course names, combined with their detailed descriptions, provide students with sufficient understanding of the content and scope of each module.	example, VAT or corporate taxation or individual taxation or something else (when it comes to taxation). However, that holds true also for other modules.
Also, no courses on ESG disclosure are offered. Since both the ISSB and EFRAG (for the EU) have published various disclosure standards on ESG, this area has taken on a special importance. It would also be synergistic with courses such as marketing, strategy, and corporate sustainability where these issues are increasingly important.	We have revised the content of six key courses to integrate ESG-related topics, including disclosure standards and practices, ensuring students gain exposure to this critical area across multiple subjects. Specifically, the following courses now include ESG-related content: • MAR101 Principles of Marketing: ESG considerations are embedded in market segmentation, product development, sustainable branding, and socially responsible marketing strategies, linking to ESG disclosure and its impact on consumer behavior. (see Annex 9 – MAR101 Syllabus) • MGT101 Principles of Management: ESG is included in discussions on ethics, social responsibility, decision-making, and organizational structure, ensuring students understand the role of ESG in corporate governance and operational practices. (see Annex 10 – MGT101 Syllabus) • MGT201 Production and Operational Management: ESG is integrated into topics such as sustainable product design, supply chain management, and facility decisions, emphasizing the operational implications of ESG metrics. (see Annex 11 – MGT201 Syllabus) • MGT305 Managing Change: ESG is integrated into organizational change processes, with discussions on ESG-driven restructuring, stakeholder involvement, and sustainable transformation. (see Annex 12 – MGT305 Syllabus)	Partially Compliance This sounds good. Note however that the Annexes we received end with Annex 8 and the response here refers to Annexes 9-12, so we cannot check this in detail.

	• MGT317 Corporate Sustainability: ESG disclosure and reporting standards, including frameworks from ISSB and EFRAG, are covered in relation to sustainability reporting, governance, and corporate responsibility. (see Annex 13 – MGT317 Syllabus) • MGT403 Business Policy and Strategic Management: ESG is incorporated into the evaluation of external environments, strategic planning, and corporate governance, with emphasis on its role in strategic decision-making and sustainability reporting. (see Annex 14 – MGT403 Syllabus).	
Regarding the module descriptions in accounting, the descriptions in auditing are excellent. However, the module descriptions in (pure) accounting could be further developed. For example, it remains unclear in which module national accounting standards are in the focus and in which module the IFRS play a major role – and how overlapping is avoided (for example between Accounting I and II and even between Accounting I and III). When the program turns to taxation, it is unclear why UK taxation is part of the curriculum whereas EU taxes seem to be out of scope. Even more, for an international program the intensity of national tax topics could be reduced.	While there is some natural progression in topics related to financial statements and basic consolidation techniques, the overlap is minimal. To avoid overlap, department heads routinely review course syllabi to ensure proper alignment, progression, and balanced content distribution throughout the curriculum. The Director of Academic Affairs collaborates closely with department heads and faculty to address any potential overlaps, ensuring that courses are well-structured, interconnected, and cohesively integrated to provide students with a seamless and logical learning experience. Specifically, ACC101 Financial Accounting introduces basic concepts and financial statements preparation, ACC201 Financial Accounting II advances to apply international accounting standards, and ACC302 Financial Accounting III focuses on complex areas such as consolidated group accounts and financial analysis. The overlap between courses is well-managed through progressively increasing complexity. For example, consolidation techniques are introduced in ACC101 with simple consolidated statements, expanded in ACC201 with group and entity accounts, and further developed in ACC302 with advanced consolidation involving subsidiaries, associates, and	Compliance This is fine. We encourage the College to make sure that it is also clear from the module descriptions.

	provisions for intra-group transactions. Furthermore, topics such as provisions, earnings per share, and taxation are covered only in ACC302, ensuring no repetition of content from ACC101 or ACC201. Similarly, cash flow statements are introduced in ACC101 but further analyzed and interpreted in ACC302, reflecting progression rather than overlap. Overall, the courses are structured with minimal but necessary overlap and a clear progression from fundamental to advanced knowledge. The foundational knowledge in ACC101 is expanded and applied in ACC201, while ACC302 focuses on advanced topics necessary for comprehensive financial accounting expertise. This progression ensures students receive a well-rounded, in-depth understanding of financial accounting without unnecessary overlap. Finally, the application of accounting in Cyprus is based on IFRSs. The syllabi of all our Accounting courses (where appropriate) are based on IFRSs. In regards to Taxation, the course syllabi for ACC114 Cyprus Taxation I (Annex 7 – ACC114 Syllabus) and ACC212 Cyprus Taxation II (Annex 8 – ACC212 Syllabus) have been revised to place emphasis on local taxation. This adjustment ensures that students gain a comprehensive understanding of Cyprus taxation.	
A total of four modules are offered in the free electives, which fit very well with the specialization in management. In contrast, there are no modules with a direct connection to accounting. Here you could consider bank accounting, insurance accounting, capital market and capital market regulation.	At our institution we adopt the American system of education, where free electives are intentionally designed to provide students with the flexibility to explore courses outside their primary area of specialization. The purpose of free electives is to broaden students' perspectives, enhance their interdisciplinary knowledge, and develop a well-rounded educational experience. While we acknowledge the suggestion to include modules with a direct connection to accounting, we believe that the current structure aligns with the principles of the American system and	Non Compliance We still believe it to be an omission that no electives in accounting are offered. While we are not familiar with the "American system" in this context, we believe that electives may also serve a need for further progression and specialization and as such do not always need to be outside of the primary area of specialization of the student.

	adequately supports our program's objectives without the need for additional specialized accounting modules in the free electives.	

2. Student - centred learning, teaching and assessment
(*ESG 1.3*)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
Given the small size of the program, formal processes and systems are not appropriate, but the EEC would recommend considering the implementation of more informal fora where teaching staff and administrators could share information and good practice examples.	Despite the size of the program we have effective mechanisms in place to achieve the effective dissemination of information. Department heads regularly meet with faculty members to discuss academic matters, share updates, and exchange best practices. Similarly, administrative directors hold regular meetings with their teams to address operational issues and improvements. Joint meetings are also held to ensure continuous communication, collaboration, and the sharing of valuable insights to enhance the overall effectiveness of the program.	Partially Compliance

We commend the College on its commitment to best practice sharing, but would have liked to see more concrete processes. For example, how often is "regularly" and how are the joint meetings organized? |
| The links of the College to the local industry / market could be further improved, for example, by bringing in external guest speakers. This would help substantiate the links to practice of the content delivered, and it would also help students find internships and employment after their graduation. | At American College, we actively foster industry connections through guest speaker sessions and visiting instructors, which provide students with valuable insights, networking opportunities, and direct exposure to real-world business practices. Our guest speaker program brings in professionals from various sectors, including business, marketing, finance, hospitality, and technology, to share their expertise with students. These sessions help bridge the gap between theoretical learning and industry applications while also creating opportunities for internships and employment. The list of guest speakers (Annex 15 - Guest Speakers) demonstrates our ongoing commitment to engaging with industry professionals. Additionally, our visiting instructors program invites faculty members from other academic institutions to lecture at American College. This initiative enhances academic collaborations and exposes students to diverse teaching methods and international perspectives, further | Partially Compliance

This sounds good, although as described earlier we did not receive these Annexes. |

	enriching their educational experience. The list of visiting instructors (Annex 16 - Visiting Instructors) reflects these efforts. We will continue to strengthen our industry ties by expanding these initiatives, ensuring students receive practical, industry-relevant knowledge while increasing their career prospects through networking and professional engagement.	
The program has a relatively small number of free elective modules that the students can take. The currently available free electives tend to be more linked to the management concentration. In contrast, for students specializing in accounting, offering additional modules could be considered, for example in the areas of bank accounting, insurance accounting, capital markets or capital market regulation.	At our institution we adopt the American system of education, where free electives are intentionally designed to provide students with the flexibility to explore courses outside their primary area of specialization. The purpose of free electives is to broaden students' perspectives, enhance their interdisciplinary knowledge, and develop a well-rounded educational experience. While we acknowledge the suggestion to include modules with a direct connection to accounting, we believe that the current structure aligns with the principles of the American system and adequately supports our program's objectives without the need for additional specialized accounting modules in the free electives.	Non Compliance We still think that it is an open question whether students feel that they have enough relevant choices in their specializations, and that it would probably do no harm to add options targeted for accounting. See also our comment above.
The material shared with the EEC includes short biographies of the teaching staff. However, it appears that not all teaching staff were mentioned, for example in the areas of accounting and auditing. Also, for others it might be helpful – in case these short biographies are offered to (potential) students as well – to highlight the connection to business administration of those lecturers where the relationship is not obvious (or the connection to the respective module is not seen from previous business experience or research interests).	We have reviewed the material submitted to the EEC and confirm that the short biographies of all the teaching staff, including those in the areas of accounting and auditing, were included in the application for reaccreditation. Additionally, some information about our teaching staff is already publicly available on the College's website, providing students and the public with essential details.	Compliance We find that the public information is satisfactory. Perhaps the connection to business administration of those lecturers where the relationship is not obvious (or the connection to the respective module is not seen from previous business experience or research interests) could be explicated.
Some topics seem to be part of several modules or even the whole content of a single module, for example ethics. While students reported no immediate concerns, it	Department heads regularly review course syllabi to ensure alignment, progression, and appropriate content distribution across the curriculum. Additionally, the Director of Academic	Partially Compliance This is helpful, but processes could be more clearly articulated in certain areas as

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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will be important to regularly check that there is no overlap and that, rather, relationships and synergies across modules are being realized. Again, the more informal fora suggested above might be an effective mechanism to identify and realize these.	Affairs works closely with department heads and faculty to address any potential overlaps and ensure that courses are well-structured, interconnected and cohesively linked to support a smooth learning progression for students. Any overlap that exists is minimal but necessary, serving to reinforce key concepts. When covered, it is presented only briefly and not in detail, ensuring that each course maintains its distinct focus while supporting overall curriculum coherence.	we have described in section 1 above. Again, we are unsure about the regularity of these meetings and perhaps an annual pre-semester meeting could be useful here.
There are quite a few extra-curricular activities offered, and because of the relatively small size of the College it is difficult to offer much more here, such as sports clubs. However, students could be encouraged to contribute to volunteering activities, for example helping children with their homework. This might be one additional mechanism for the College to contribute to society.	We appreciate the committee's suggestion to encourage students to engage in volunteering activities as an additional mechanism for the College to contribute to society. In fact, we already organize a variety of impactful voluntary activities that actively involve our students, faculty, and staff, fostering a strong sense of community engagement and solidarity. Here are some examples of our recent initiatives: • "Together for a Christmas Smile!": This holiday season, we successfully organized a campaign in collaboration with the Cyprus Red Cross Society, where students, faculty, and staff collected and donated clothes, toys, and long-lasting food items to support those in need. • Supporting PASYKAF: We held a fundraiser at the College to support the Cyprus Association of Cancer Patients and Friends (PASYKAF), during which students and staff sold raffle tickets. The collected funds were handed over to PASYKAF by our Marketing Manager and a student representative. • Sponsorship of Charity Run in Kakopetria village: The College was a proud sponsor of a charity run dedicated to initiatives such as "Embrace with Love" and "Love Drop" and against bullying. This event was held in memory of Angelos Sofokleous and under the auspices of the Minister of Education. Our Marketing	Compliance Thank you for these examples. We commend the College for its commitment to student involvement and community engagement and encourage the continuation of those practices.

	Manager also had the honor of awarding prizes to the winners. These are just a few examples of the many volunteer activities we undertake, all of which actively involve our students, staff, and faculty. Through such initiatives, we aim to instill values of altruism, community involvement, and social responsibility in our students, while also making meaningful contributions to society.	
Finally, the EEC encourages the College to strengthen the relationship to alumni of the program. Alumni could be invited to give guest talks to current students, and they might also help find employment of graduates and overall help further strengthen the reputation of the American College and the program.	American College already has an active Alumni Association (ACALA), which connects thousands of graduates around the globe. Our alumni represent the College in a variety of roles across private and public organizations worldwide, contributing to sectors such as business, hospitality and tourism. The American College Alumni Association keeps graduates informed about college news, events, academic and career opportunities, and developments involving students and graduates. The association also gathers valuable information regarding alumni employment and career progress and invites graduates to participate in College activities. We strongly believe that this active alumni community fosters opportunities for knowledge exchange, professional networking, and collaboration. To further enhance alumni engagement, we will continue inviting them to deliver guest talks, share their professional journeys, and mentor current students. Alumni will also be encouraged to support graduate employment through networking and internship opportunities. By leveraging this vibrant alumni network, we aim to further strengthen the College's reputation and enhance the program's overall impact.	Partially Compliance We support the spirit of the ambitions of the College in alumni engagement, which is described well here. It remains a bit abstract, however, and some things could be explicated and supported with data: - What do the alumni database show in terms of statistics? What do we actually know about our alumni at a high level? - Are there examples of this interaction, e.g. an alumni newsletter, annual events, etc.? - How often do alumni take part in talks, and how many internships are supported by alumni links?

3. Teaching staff
(ESG 1.5)

EEC's final recommendations and comments on the HEI's response

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Although the teaching is monitored (and evaluated by students) it might be fruitful to implement an instructor conference once a year as mentioned also in section 1. That might increase the understand of the general program and slight changes over time and avoid potential overlaps. It also increases the team spirit of the instructors of the program.	Effective mechanisms are in place to ensure consistent communication and alignment within the program. Department heads frequently meet with faculty to discuss academic matters, address course-related issues, and share updates. Additionally, joint meetings between departments promote collaboration, the exchange of ideas, and the coordination of teaching activities (see responses in Section 1). This approach helps maintain team cohesion, prevent overlaps, and support the continuous development of the program.	Partially Compliance We once again find the intention and the commitment of the College in this area to be very good, while concrete routines could be specified: - Are these meetings ad-hoc or scheduled with some regularity, and how often? - How/to what extent do these meetings serve the purposes we described (identifying synergies, overlaps, creating team spirit)?
Faculty research activities could be further promoted and integrated into the classroom in a consistent way.	Our faculty actively engages in research across various disciplines, and we encourage them to bring their findings into their teaching through case studies, research-based discussions, and project-based learning. To further address this, we are taking steps to further promote faculty research and integrate it more consistently into the classroom. These steps include: • Faculty members are encouraged to incorporate their research findings and methodologies into course content, case studies, and class discussions, providing students with access to cutting-edge knowledge and practical insights • Faculty are encouraged to involve students in their research projects, offering opportunities for hands-on experience, critical thinking, and skill development. We are committed to fostering a stronger connection between faculty research and	Partially Compliance Again, we feel that the commitment is good but there is a lack of described concrete initiatives. We would look for evidence of a link between research and career advancement, even if it's teaching-focused research, cases, or something else. Some initial steps in this direction could be the actual quantification of faculty research output based on some sort of journal rankings.

	classroom teaching and will work consistently to ensure that this integration contributes to a richer and more engaging educational experience for our students.	

4. Student admission, progression, recognition and certification
(ESG 1.4)

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Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
The EEC would recommend that the American College actively tries to increase the number of applications over time. Currently, the College is not very selective in making offers and generally admits students as long as they pass the minimum requirements and standards, as is necessary to reach the target number of enrolled students. As the College is considering modest growth over the next few years, and with possible regulatory changes that may increase competition in the space, it would be advisable to slowly build up a buffer as a risk management strategy by trying to attract more applicants. This would help ensure the long-term viability and provision of the program, and contribute to scale economies. Care must be taken to not compromise the close interaction with students in this process.	We already employ a variety of promotional strategies to attract a diverse pool of prospective students and enhance the visibility of our programs. Moving forward, we will intensify and enhance these efforts to achieve even greater impact. Our enhanced efforts include: • Strengthening social media outreach and search engine optimization, with a focus on broader audience engagement through targeted campaigns that highlight our unique programs, extracurricular activities, and career opportunities. • Expanding high school outreach initiatives by intensifying information sessions, career counseling workshops, and partnerships with high schools to further introduce prospective students to the benefits of studying at American College. • Deepening engagement with our alumni network, amplifying their success stories and career achievements to more effectively showcase the value of an American College education. • Broadening scholarship opportunities and application incentives to attract high-performing students and further encourage early applications. • Enhancing our international recruitment efforts by increasing participation in virtual fairs and strengthening partnerships with overseas recruitment agencies. All of these efforts will be implemented without compromising the quality of education, close student interaction, and personalized attention that define our academic approach.	Compliance These actions sound good and satisfactorily address our recommendation regarding the involvement of alumni. It would be useful to track the data on number of applications over time and assess the progress against concrete targets. These data could be added to presentations, websites and other materials to promote the College and its appeal.
Furthermore, the EEC would recommend the College to consider monitoring the success and employment	We recognize the importance of monitoring the success and employment outcomes of our graduates and building a strong alumni network. As such, we have decided to implement the	Compliance These initiatives are useful. It would also be useful to

outcomes of the graduates after their graduation. This would also help build an alumni cohort, which could support teaching via guest lectures, employment outcomes via the provision of internships and jobs, as well as the gradual build-up of reputation and standing of the American College in the local community.	following actions moving forward to effectively collect, monitor, and analyze information about our graduates' career paths: • Biannual online surveys through platforms such as Google Forms, SurveyMonkey, or JotForm, allowing graduates to provide employment-related information, including their career status and professional progress. • Frequent communication via social media platforms to maintain contact with graduates, foster a sense of community, and expand our network, making it easier to collect information. • Use of LinkedIn to locate College graduates and systematically track their career paths. • Follow-ups via text messages and telephone for non-responders, ensuring a higher response rate and comprehensive data collection.	know if one or more persons have been designated to these activities, who they report to, how often etc. Building and maintaining alumni relations is challenging for all educational institutions and it seems the College is on a good track.
Another recommendation, also mentioned in section 1, would be to feedback to students what actions have been taken, if any, in response to student evaluations of the teaching provided. Even if no actions were necessary because of positive evaluations, it might be nice for students to have evidence that the feedback they give and student voice more generally is taken seriously and acted on, to the extent necessary and as appropriate.	As mentioned earlier in Section 1, we currently collect student feedback through the Students' Faculty and Course Evaluation Form (Annex 3) and the Student Facilities and Services Evaluation Form (Annex 4), which are reviewed by faculty and the Internal Quality Assurance Committee. To enhance this process, we will keep students informed of how their feedback is used by sharing updates on key improvements and changes via email, the College's learning platform, and notice board announcements.	Compliance Thank you for clarifying. This is satisfactory.

5. Learning resources and student support
(*ESG 1.6*)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response
Although the use of AI in students work is promoted, there is no official policy on this. Therefore, a policy needs to be put in place to ensure any risks of misuse while maintaining academic integrity. Furthermore, students expressed a desire for improvement to the cafeteria and suggested the possibility of free parking. Also, students suggested the introduction of sports clubs.	We have developed a comprehensive policy that outlines clear guidelines for the ethical and responsible use of AI in academic activities (Annex 17 - Policy on the Use of Artificial Intelligence (AI) in Academic Work). This policy ensures the preservation of academic integrity while mitigating potential risks of misuse. The policy addresses permitted and prohibited uses of AI tools, disclosure requirements, and the responsibilities of both students and faculty in maintaining compliance. It also includes measures to support students and faculty through workshops, resources, and access to approved AI tools. We are confident that this policy will provide a structured framework to guide the effective and ethical integration of AI in academic work.

Regarding sports and other clubs, these were initially paused due to the COVID-19 pandemic, and while there was limited activity in the period following, we have now fully implemented them again. Students can now actively participate in a variety of clubs, including sports, to enrich their campus experience. As for the cafeteria, we have two facilities on campus. One of them is now operated by a dedicated vendor, offering a wide range of coffee, snacks, meals, and other options to meet the needs of our students and staff.

Concerning parking, we have reached an agreement with the Municipality of Nicosia, allowing our students to benefit from a 50% discount on parking fees, ensuring more affordable parking solutions. | Compliance

These are sound policies. The AI Use Statement mentioned in the policy is a very good idea (also used by other institutions). Staff can also show the students / train then on what 'appropriate use' of AI looks like in practice. We assume the AI policy will be published, but also stress that such policies need to be 'living' as the space is evolving so fast, in other words a regular review would be helpful.

We approve of the arrangement for the cafeteria, but it would be preferable if students have free parking somehow. |
| We also noted that the library's book collection requires regular updates, with resources/books suggested | Ensuring that our resources meet current academic and professional standards is something we continuously prioritize in light of student needs, curriculum updates, and evolving industry trends. | Compliance

These two changes constitute important |

from tutors to ensure it remains relevant and up to date with current knowledge. Also, expanding remote access to the e-library would greatly benefit students by providing more flexibility and convenience in their studies.	To this end, we have an established procedure that allows faculty members to apply for the purchase of new books and resources for our library (see Annex 18 - Book-Journal Request Form). This ensures that our collection remains current and aligned with the specific requirements of our programs. Remote access to the e-library is now available to all students. To gain access, students are invited to complete a registration form and submit their request for remote access. This initiative aims to provide these students with greater flexibility and convenience in accessing academic resources during this critical phase of their studies.	improvements and serves as good starting point for future development. Thank you.

6. Additional for doctoral programmes
(ALL ESG)

<u>EEC's final recommendations and comments on the HEI's response</u>

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response

7. Eligibility (Joint programmes)
(ALL ESG)

EEC's final recommendations and comments on the HEI's response

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response

C. Conclusions and final remarks

The EEC must provide final conclusions and remarks, with emphasis on the correspondence with the EQF.

EEC's final conclusions and remarks

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	EEC's final recommendations and comments on the HEI's response

D. Signatures of the EEC

Name	Signature
Christian Asmussen (chair)	
Johann Fortwengel	
Edgar Löw	
Natasa Karletidou	
Click to enter Name	
Click to enter Name	

Date: May 9, 2025