

IACBE Annual Report

For the 2009-2010 Academic Year

This is format for the 2009-2010 annual report you may submit your report using this form or through Livetext. Annual Reports accomplish several things: (1) the report can now be completed and conveniently submitted to the IACBE via email (to amy@iacbe.org); (2) we have provided an example of reported results from outcomes assessment results activities; (3) changes in administrative personnel can be more clearly reported to maintain current member information.

This annual report should be completed for your academic business unit and submitted to the IACBE by November1, 2009.

General Information

Institution's Name:		AMERICAN BUSINESS SCHOOL			
Institution's Address:		12 rue Alexandre Parodi			
City:	Paris	FRANCE	ZIP/Postal Code:	75010	
Name of Submitter:		Arlene MLODZIK			
Title:	Dean of Academics				
Telephone (with country code if outside of the United States):	33.1.40.03.15.49		Date Submitted:	Dec.31, 2010	

Membership Status and Accreditation Information

A. Your membership status with the IACBE (mark one):

<input checked="" type="checkbox"/>	Accredited
<input type="checkbox"/>	Candidate for Accreditation
<input type="checkbox"/>	Institutional Member

B. If applicable, when is your next institutional accreditation site visit? _____ Year

If applicable, when is your next reaffirmation of IACBE accreditation site visit? 2011 Year

C. If you are an accredited member of the IACBE:

Provide the website address for

the location of your public

notification of accreditation by the IACBE:

www.absparis.org -> Homepage -> academics
(Eng version) -> Programmes (French version)

Provide the website address for the location of
your public disclosure of student achievement
and business school performance information:

www.absparis.org – Homepage -> Academics or
Programmes – lower down click on line “See
most recent IACBE report”

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D. If you have received an accreditation letter from the IACBE Board of Commissioners with “notes” that identified areas needing corrective action, please list the number of the IACBE’s Accreditation Principle for each note in the matrix below. Indicate whether corrective action has already been taken or that you have made plans to do so. (Use additional sheet if necessary.)

<i>Commissioners’ Notes</i>	<i>Action Already Taken</i>	<i>Action Planned</i>
Item 7 Long Range Plans	X	
Implementation of Outcomes Assessment Plan	X	

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Outcomes Assessment

E. Has your outcomes assessment plan been submitted to the IACBE?

X	Yes	
	No. If no, when will the plan be submitted to IACBE?	

F. Is the original or revised outcomes assessment plan you submitted to the IACBE still current or have you made changes?

	The outcomes assessment plan we submitted is still current.	
X	Changes have been made and the revised plan is attached.	
	We have made changes and the revised plan will be sent to the IACBE by:	

G. Complete the form in Exhibit A (page 4) and include it with this annual report to the IACBE. An example of a completed form can be found on page 5.

Remember that your outcomes assessment plan needs to include two or more direct and two or more indirect measures of student learning and personal/professional development. These measures are most often used at the program level.

Examples of both direct and indirect student outcome measures are shown in the mock-up on page 5. You will need to insert your own direct and indirect student outcome measures when completing Exhibit A.

On the bottom of Exhibit A, space is provided to show changes and improvements you plan to make as a result of your assessment activity.

Programmatic Information

H. Identify any significant changes that have taken place in your business and business-related degree programs during the reporting period.

1. Did you terminate any business or business-related degree programs during the reporting year?

X	No	
	Yes. If yes, please identify terminated programs.	

2. Were changes made in any of your business majors, concentrations, or emphases?

X	No	
	Yes. If yes, please identify the changes by adding an additional page to this document.	

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3. Were any new business or business-related degree programs established during the academic year?

X	No (skip to item I below)
	Yes. If yes, please identify the new degree programs on a separate sheet; answer item H-4 below.

4. If applicable, was approval of your institutional accrediting body required for any of these programs?

	No
	Yes. If yes, please fax, mail, or attach a copy of the material you sent to your institutional accrediting body to obtain approval.

Administrative Changes

I. In the table below, identify any administrative changes that directly affect your business school.

Such changes would include your business school's primary representative to the IACBE, your designated alternate to IACBE, your institution's chief executive officer and chief academic officer, and the head of your business school (if different from the primary representative to the IACBE). If the incumbent in any of these administrative positions has changed, include the new incumbent's name, his or her title, telephone and fax numbers (with country code for institutions outside of the United States), and email address.

Position	Name	Title
Telephone	Fax	Email
Directeur Général IGS France	Patrick THILL	pthill@groupe-igs.fr
Directeur IGS Ile de France	Thierry TEBOUL	tteboul@groupe-igs.fr
Recruitment/Communication Manager for ABS	Ms Laura HERSH	lhersh@groupe-igs.fr

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Other Issues

- I. Briefly comment on other issues pertaining to your business school that you would like to share with the IACBE.

STAFFING ISSUES / REORGANIZATION OF ADMINISTRATIVE STRUCTURE FOR AMERICAN BUSINESS SCHOOL

During the 2009-2010 academic year, there were several changes concerning the administrative staff. We were constantly understaffed from the beginning of May until the beginning of December.

The Recruitment Officer that we had, Alice MOIR, resigned at the end of December 2009 and was replaced by Laura HERSH at the beginning of January 2010. The Office Manager, who had been with us for 15 years, left at the beginning of May for an extended leave-of-absence, and ultimately did not return to ABS. The Registrar who had been with us for 2 years resigned and left in the middle of July. Two new assistants were recruited at the beginning of July, and they had to learn the complex back-office computer programs used to manage the school. One of the new assistants decided to leave at the end of September. Her replacement was finally recruited at the beginning of December.

Because of this understaffing, the “academic advising” sessions were not put in place for the students who needed to be followed closely.

MA in International Business Development

A 4th cohort of 7 students began the program in October, 2010. Last year we had 13 students in the program. Obviously, we have trouble marketing this program. However, there is no one staff member dedicated to marketing this program. The marketing materials have to be revised and an action plan has to be developed specifically for this program.

Summer Program 2010

In partnership with the University of Hawai'i at Manoa, ABS set up its 4th Summer Program from June 5-July 10. There were 75 students dispatched among 7 courses. The organization for the Summer Program 2011 is underway with a 2nd partner, Towson University in Maryland. There will be 8 courses offered.

Winter Program 2011

We decided there was a need for a Winter program between the end of the Fall Semester (before Christmas) and the beginning of the Spring Semester (end of January). We will start the program with 50 students dispatched among the 3 foundation courses that are offered Pre-Calculus Mathematics, Financial Accounting 1, and Business Finance 1.

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Long-Range strategic plans for all IGS schools (including ABS) continued 2010-2011 academic year

1/ Establish a charter for fundamental values that the IGS group wishes to inculcate in its students. All teachers recruited for the different programs will have to adhere to these values and apply them in their classrooms.

2/ “**Atout Carrières**” is a program which serves young graduates and alumni of the different IGS programs. They submit their resumes to this entity which then diffuses them to several hundred companies which are regularly in contact with IGS for different reasons. The main purpose of Atout Carrières is to help young IGS graduates get jobs quickly after graduation, but also to aid more mature individuals with several years’ work experience change jobs and evolve professionally.

3/ “**Passeport de Compétences**” to be established for each school/program. IGS guarantees a certain number of fundamental competencies to each individual who takes classes at IGS schools. There are 4 major domains, with 4 subgroups in each domain. Thus, at the end of a program at IGS, 16 competencies should have been acquired.

4/ “**Développer votre Capital Humain (DCH)**” is a series of seminars established by IGS which corresponds to personal development seminars in the American system. This is linked to 2/ and 3/ mentioned above. ABS has a head start on this program because of our CMP (Career management Program) seminars which have been running for several years now.

5/ In December there was the first inter-school **Business Game** organized for all the 4th and 5th year students of all the IGS schools on the Parodi Campus. 350 students participated in 70 inter-school teams. 60 ABS students were designated to participate. The case was in French and the vast majority of students from the other schools don’t speak English very well. Consequently, some ABS students got discouraged and dropped out of the game because their French wasn’t fluent enough to manage a business game, or they found themselves in teams where nobody else spoke a word of English. This Business Game also found itself in the middle of the final week of the semester where many of the 4th year ABS students had important final examinations.

However, as this exercise will become a yearly tradition at the end of December, we will incorporate it into the curriculum as a Direct Measure for the 4th year graduating students. The details have yet to be established. The case will also have to be translated into English to help the foreign students who have a good level of conversational French, but not the technical level to manage a case study. Thus, they will be able to participate more fully in this exercise.

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Program-Level Intended Outcomes Form

Student Learning Information for (Program 1)	
Mission of the (Academic Business Unit): (Mission Statement) <i>The American Business School aims to train its students to become future business leaders who think internationally, take initiatives and can work on multicultural teams. The school will continuously improve its academic standards and at the same time instill in the students respect and tolerance for diversity and a sense of social responsibility. The school will also encourage the students to apply ethical standards in all personal and professional decisions.</i>	
Intended Student Learning Outcomes for (Program 1) :	
1. <i>Students will be able to demonstrate knowledge of the fundamental principles in the functional areas of business.</i>	
2. <i>Students will be able to function productively on multicultural teams.</i>	
3. <i>Students will be able to apply ethical principles to leadership decisions.</i>	
4. <i>Students will be able to demonstrate effective professional communication skills.</i>	
Assessment Tools/Methods for Intended Student Learning Outcomes— Direct Measures of Student Learning	Performance Targets/Criteria for Direct Measures:
1. <i>End-of-Program comprehensive Examination</i>	<i>All students will obtain 66% (basic knowledge) in all domains</i>
2. <i>Senior Capstone Projects</i>	<i>All students will obtain 70% in their capstone courses – Entrepreneurship and Strategic Management</i>
Assessment Tools/Methods for Intended Student Learning Outcomes— Indirect Measures of Student Learning	Performance Targets/Criteria for Indirect Measures:
1. <i>Outgoing Student Satisfaction Survey</i>	<i>The majority of students will be satisfied with the program.</i>
2. <i>Internship Evaluations by employers</i>	<i>70% of employers satisfied with ABS students</i>

Exhibit A

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Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. <i>All graduating students will score 66% in all domains</i>		X
2. <i>All graduating students will score 70% in their capstone courses</i>	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
3. <i>70% of graduating students will perceive a high level of satisfaction from their learning experience</i>	X	
4. <i>70% of employers will be satisfied with the undergrad students during internships</i>	X	
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
<p>1. <i>7 cohorts of graduating students have already taken the FBLA-PBL test. During the Fall Semester 2010 all the teachers were invited to take a sample test (40 questions) to see the kinds of questions asked. Consensus among the teachers who took the test indicated that it is the Multiple-Choice format which confuses students, as Europeans are not at all trained to take this type of test. They do not know the strategies of eliminating the answers to figure out which of the 4 is the best answer. Ultimately, we may have to eliminate this as a Direct Measure to find something which corresponds more to European teaching styles.</i></p>		
<p>3. <i>The Outgoing Survey has to be refined. In general, the students are satisfied with the program. However, there is certain dissatisfaction with the help given to students to find jobs/internships. The students want us to provide jobs/internships on a platter, so to speak. This means partnerships with companies who will take the students at the end of their programs. Posting the job offers on the extranet, and the Career Management Program seminars which give them job-search strategies, are not sufficient. This is particularly an issue for the MA students. However, as many of our students are foreign students from outside the European Union, there are immigration issues preventing our students from being hired by companies after graduation.</i></p>		

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Notes:

1. A separate Program-Level Intended Outcomes Form should be used for each IACBE-accredited program that has different intended student learning outcomes.
2. Performance targets/criteria are the criteria used by the academic business unit in evaluating assessment results to determine whether intended outcomes have been achieved. For example, if the academic business unit is using the ETS Major Field Test as one of its direct measures of student learning, then a performance target might be that the Institutional Mean Total Score on the exam will place students in the upper quartile nationally; or if the academic business unit is using a comprehensive project in a capstone strategic management course as a direct measure of student learning, then a performance target might be that 80% of the students will score at the highest level (e.g., proficient, exemplary, etc.) on each project evaluation criterion.
3. Insert rows in the form as needed.
4. Italicized entries in the form represent areas where the academic business unit should insert its own student learning information.
5. In order to assist our members in reporting and to eliminate duplication of effort, the Program-Level Intended Outcomes Form above can also be used in the academic business unit's public disclosure of student achievement information.

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Operational Effectiveness Information for Business Unit
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Intended Operational Outcomes

1. Increase recruitment of better qualified candidates
2. Increase retention rate

Assessment Tools/Methods for Intended Operational Outcomes

1. Revised application procedures and entrance tests
2. Academic advising sessions

Performance Targets/Criteria for Assessment Tools/Methods

1. 60% minimum on English Test (Michigan Test); all students have basic mathematics qualifications
2. All 1st & 2nd year students seen by academic advisors once per semester, and more often for students with problems

Summary of Results from Implementing Assessment Tools/Methods

1. Some candidates weak in Math skills, although English language skills better
2. As explained above, we were understaffed from May to December. So the “academic advising” sessions fell by the wayside. We were not able to follow up regularly on the weakest elements.

Performance Targets

NOT MET

NOT MET

Proposed Courses of Action for Improvement in Areas for which Performance Targets were not met :

1. New communication campaign presents ABS as a valid alternative to “state recognized schools” and the “certification” gives ABS more creditability in France for our target market. These candidates usually have a “Scientific” high school diploma and thus have better grounding in basic mathematics.
2. Will try to re-establish the “academic advising” sessions for the 1st and 2nd year students during the Spring Semester 2011.