

**ANNUAL REPORT
2008-2009 ACADEMIC YEAR
(submitted to IACBE in November 2009)**

Briefly comment on other issues pertaining to your academic business unit you would like to share with the IACBE.

Staffing issues / Reorganization of Management Structure for the American Business School

During the 2008-2009 academic year, there were some changes concerning the administrative staff.

The Recruitment Officer (Sarah Demery) who had been hired in Nov.2007 left on maternity leave in April 2008, so a replacement was hired to take over recruitment activities. When Ms Demery came back after her maternity leave in September 2008, it was decided to offer her the position of Corporate Relations Manager. The person who had been taken on to replace Sarah Demery as a recruitment officer was kept on in that position.

In September 2009, Ms Dominique Bert returned definitively to France and was appointed to the position of Executive Director for the American Business School, in charge of long-term strategy & development, internal & external communication, and budgets. Arlene Mlodzik remains as Dean and Academic director.

Jarlath Dillon was given the mission of developing the IGS international partnership networks, and no longer has any management responsibilities for The American Business School.

MA in International Business Development

A third cohort of 13 students began the MA program in October 2009, thus almost doubling the intake from the previous year

Summer Program 2009

In partnership with the University of Hawai'i at Manoa, the school set up its 3rd summer program from June 5-July 10. There were 75 students dispatched among 7 courses.

Certification for the American Business School Bachelor of Business Administration (BBA) degree

During 2008, Jarlath DILLON had submitted to the Ministry of Labor a file requesting the recognition that the American Business School trains its students for international management positions in marketing and finance. The last 3 cohorts of graduate students (2005, 2006, 2007) were contacted to find out their exact job titles and salaries.

The appropriate Commission met in September 2009 and granted The American Business School “certification” of its BBA program for 3 years. This information was published in the Journal Officiel on Nov.21, 2009. The exact wording is “titre de l’American Business School certifié par l’Etat Niveau II Manager International option marketing/vente ou gestion/finance”.

Long-range strategic plans for all IGS schools (including The American Business School Paris)

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 the young graduates and alumni of the different IGS programs. They submit their CVs 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 obtain jobs quickly after graduation, but also to help 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 an individual’s program at IGS, 16 competencies should have been acquired.

4/ “Développer votre Capital Humain” (DCH) is a program being developed by IGS, which corresponds to personal development seminars in the American system. The American Business School Paris has a head start on this program because of our program of CMP (Career Management Program) seminars which have been running for several years now.

Long-range strategic plans for The American Business School

1/ The program of “Academic Advising” which was formalized for the American Business School students the year before has continued to function. However, as the management structure has been reorganized, 2 of the faculty were asked to take on the advising sessions for the 1st and 2nd year students. Yannick Lambron kept the “difficult/problem” cases. Dominique Bert took on the 3rd year students. Arlene Mlodzik kept the 4th & 5th year students. Informally, the feedback from the students’ interviews gives the administration a fairly clear idea of what is working & what is not working within the school.

2/ The American Business School Paris has consolidated a partnership with Rider University in Lawrenceville, NJ, for students to transfer there to complete the 4th year of the Rider BBA program.

The school also has an agreement with Rider University for students to be admitted into the Rider MBA program, and to be able to complete it within 12 months, followed by an internship.

There is another project for the American Business School to develop its own Executive MBA program in partnership with companies. It would be a hybrid program of on-ground seminars, on-line courses, and internships. So far, the program has not got beyond the drawing board stage.

3/ A whole new communication package was prepared for a new brochure which was brought out in November 2009.

Program-Level Intended Outcomes Matrix

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results—Intended Outcome Was:	
		Realized	Not Realized*
Direct Measures:			
1. All graduating students will score 66% (basic knowledge) on the comprehensive examination	Comprehensive Exam		A
2. All graduating students will score 70% in their capstone courses – Strategic Management; entrepreneurship	Capstone projects	X	
3. All students will gain meaningful professional experience during their summer internships	Report & oral presentation	X	
Indirect Measures:			
1. 80% of graduating students will perceive a high level of satisfaction from their learning experience.	Student satisfaction survey		B
2. 75% of 2 nd year alumni will perceive they were well equipped for employment in the business sector	Alumni survey		C
3. 70% of employers will be satisfied with undergrad students during their internships	Employer survey for internships		D

*** Explanations of course of action for intended outcomes not realized:**

A The school has started using the comprehensive exam written by FBLA-PBL for the December and June graduates. 5 cohorts of graduating students have taken the test already : Dec 2007, June & December 2008, June & December 2009. For the moment, the results are both surprising and disappointing. It cannot be said that all the graduating students obtain 66% general results on this test. More feedback has to be given to teachers about what is NOT being retained.

There might also be the problem of the language used in the multiple-choice questions. Non-native speakers can have a hard time with this type of test. American Business School students are not used to taking this type of test, as the majority of tests and exams are in the form of short answers or essay questions.

During the Spring Semester 2010, the teachers with courses related to the 8 domains tested will be asked to take the test themselves to see what kind of questions are asked and how the questions are formulated.

B Not formalized → informal discussions carried out, though, during Academic Advising Sessions for 4th year students.

C Formalized -> for the “certification” file. However, great difficulty in recontacting the alumni. The questionnaire used in the Fall 2009 was badly formulated and the responses really not useful for data collection.

D Not carried out in the Fall 2009 after summer internships because the “new” Corporate Relations Officer had just taken over the position.

She is also responsible for collecting the “taxe d’apprentissage” for the American Business School. (This is a tax that all companies have to pay to schools or professional training organizations.) So, close contact with companies has also become a priority for all IGS schools.

Note: If you are using different direct and indirect measures for different degree programs, please replicate this form, using one form for each program that has different measures. If different programs use the same measures, only one copy of this form is needed.

Operational Effectiveness Information for the American Business School Paris

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. Some students did not come to advising sessions; weaker elements tend to drop off the vine

Performance Targets

PARTIALLY MET
NOT MET

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

1. New communication campaign presents The American Business School as a valid alternative to “state recognized schools” and the “certification” gives The American Business School Paris more credibility in France for our target market. These candidates usually have a “Scientific” high school diploma and thus have better grounding in basic mathematics.
2. More structured approach to setting up advising sessions.