



Annual Report – Accredited Member

Institution:	_____	The American Business School of Paris
Academic Business Unit:	_____	The American Business School of Paris
Academic Year:	_____	2013-14

International Assembly for Collegiate Business Education
11374 Strang Line Road
Lenexa, Kansas 66215
USA

IACBE ANNUAL REPORT
For Academic Year: 2013-14

This annual report should be completed for your academic business unit and submitted to the IACBE by November 1 of each year.

General Information

Institution's Name: The American Business School of Paris

Institution's Address: 12 Rue Alexandre Parodi

City and State or Country: Paris, France Zip or Postal Code 75010

Name of Submitter: Baber MIRZA

Title: Associate Dean

Your Email Address: bmirza@groupe-igs.fr

Telephone (with country code if outside of the United States): 33 1 80 97 65 56

Type of Institution: Public Private Nonprofit Private For-Profit

Date of Submission: 2015

Total Headcount Enrollment of the Institution for 2013-14: 218

Administrative Information

1. Provide the following information pertaining to the current president/chief executive officer of your institution:

Name: Mr. Patrick THILL
General Manager of Institut de Gestion Sociale in France – parent organization for The American Business Schools

Title: Diploma from "Ecole de Commerce de Lille" & M.A. in

Highest Earned Degree: English applied to Economics Email: pthill@groupe-igs.fr

Telephone (with country code if outside of the United States): +33 1 80 97 55 57 Fax (with country code if outside of the United States): _____

_____ Check here if this represents a change from the previous year.

2. Provide the following information pertaining to the current chief academic officer of your institution:

Name: Fady FADEL

Title: Dean

Highest Earned Degree: Ph.D in Public Law Email: ffadel@groupe-igs.fr

Telephone (with country code if outside of the United States): +33 1 80 97 65 54 Fax (with country code if outside of the United States): _____

Check here if this represents a change from the previous year.

3. Provide the following information pertaining to the current head of your academic business unit:

Name: Baber MIRZA

Title: Associate Dean

Highest Earned Degree: MBA in Marketing Email: bmirza@groupe-igs.fr

Telephone (with country code if outside of the United States): +33 1 80 97 65 56 Fax (with country code if outside of the United States): _____

Check here if this represents a change from the previous year.

4. Provide the following information pertaining to your current primary representative to the IACBE, i.e., the person who is your primary contact for the IACBE and who votes on behalf of the academic business unit on IACBE matters (if not the same as the head of the academic business unit):

Name: Fady FADEL

Title: Dean

Highest Earned Degree: Ph.D in Public Law Email: ffadel@groupe-igs.fr

Telephone (with country code if outside of the United States): +33 1 80 97 65 54 Fax (with country code if outside of the United States): _____

Check here if this represents a change from the previous year.

5. Provide the following information pertaining to your current alternate representative to the IACBE:

Name: Baber MIRZA

Title: Associate Dean

Highest Earned Degree: See above Email: _____

Telephone (with country code if outside of the United States): _____ Fax (with country code if outside of the United States): _____

Check here if this represents a change from the previous year.

Accreditation Information

1. If applicable, when is your next institutional accreditation site visit? _____ Year
2. When is your next reaffirmation of IACBE accreditation site visit? 2018 Year

3. Provide the website path to the page containing your public notification of accreditation by the IACBE:

(Note: Do not provide URL addresses. Beginning with the institution’s home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

For example:

1. Click on “Academics”
2. Click on “School of Business”
3. Click on “IACBE Accreditation” etc.)

1. Go to our home page www.absparis.org
2. Click on “L’école Américane”
3. A drop down list will appear
4. Click on “Des Programmes Reconnus”
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

4. Provide the website path to the page containing your public disclosure of student learning assessment results:

(Note: Do not provide URL addresses. Beginning with the institution’s home page, describe the link on each page in the path on which someone would click in order to advance to the next page in the path.

For example:

1. Click on “Academics”
2. Click on “School of Business”
3. Click on “IACBE Accreditation” etc.)

1. Same as above or
2. Scroll down to title of “Le BBA: un programme accrédité”
3. Click on “Télécharger le rapport annuel”
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

5. If your accreditation letter from the IACBE Board of Commissioners contained “notes” that identified issues that needed to be addressed, please list the number of the IACBE’s Accreditation Principle for each note in the table below. Indicate whether action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.)

Commissioners’ Notes	Action Already Taken	Action Planned

Programmatic Information

1. For each of your IACBE-accredited business programs, provide the total headcount enrollment and the number of degrees conferred in the program (including each major, concentration, specialization, emphasis, option, or track) for 2013-14 (insert rows in the table as needed):

Program	Enrollment 2013-14	Number of Degrees Conferred 2013-14
Bachelor of Business Administration	218	BBA Dec '14 = 28 BBA Jul '14 = 19
Totals for All Programs Combined (In the totals, please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in both accounting and finance.)	218	47

2. Do you offer any of your IACBE-accredited business programs outside of your home country?

No.

Yes. If yes, please identify the programs and countries in the table below. In addition, if the programs are delivered in partnership with other institutions, please identify those institutions as well. (Insert rows in the table as needed.)

Program	Country or Countries	Partner Institution(s)

3. Did you terminate any IACBE-accredited business programs during the reporting year?

No.

Yes. If yes, please identify the terminated programs in the table below and provide a brief description of your termination plan (e.g., plan for teaching-out the program, when last graduates are expected, etc.). (Insert rows in the table as needed.)

Terminated Programs	Termination Plan

4. Were changes made in any of your IACBE-accredited business programs during the reporting year? **(Note: You do not have to identify course-level changes, e.g., changes in course names, course coding, course numbering, course content, etc.; identify only program-level changes, e.g., changes in program names, program curricula, etc.)**

No.

Yes. If yes, please identify the changes on a separate page at the end of this report.

5. Were any new business programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) established during the reporting year?

No.

Yes. If yes, please identify the new programs and the locations at which they are offered in the table below. (Insert rows in the table as needed.) Please also describe the curricular requirements for the programs on a separate page at the end of this report, and answer item 6 below.

New Programs	Locations

Note: Any new programs (including new majors, concentrations, specializations, emphases, options, and/or tracks) cannot be listed, identified, or advertised as being accredited by the IACBE until they have undergone an accreditation review and have been granted accreditation by the Board of Commissioners.

6. If applicable, was approval of your institutional accrediting body required for any of the new programs identified in item 5 above?

No.

Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.

7. Did you establish any new locations/instructional sites during the reporting year?

No.

Yes. If yes, please identify the new locations/instructional sites and the IACBE-accredited programs offered at those locations/sites in the table below. Please also indicate whether you anticipate that any of the locations/sites will account for 25% or more of the total student credit hours (or contact hours as applicable) in business. (Insert rows in the table as needed.)

New Locations/Instructional Sites	Programs Offered	25% or More of Total SCH?

8. If applicable, was approval of your institutional accrediting body required for any of the new locations/instructional sites identified in item 7 above?

No.

Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.

Outcomes Assessment

1. Do you offer any majors, concentrations, specializations, emphases, options, or tracks as part of your business programs?

Yes. If yes, proceed to item 2 below.

No. If no, proceed to item 4 below.

2. Do your majors, concentrations, specializations, emphases, options, or tracks appear on students' transcripts, diplomas, diploma supplements, or other official records of program completion?

Yes. If yes, proceed to item 3 below.

No. If no, proceed to item 4 below.

3. Does your current outcomes assessment plan include student learning assessment information for all majors, concentrations, specializations, emphases, options, and tracks contained within your business programs?

Yes. If yes, proceed to item 4 below.

No. If no, please submit a revised outcomes assessment plan with your annual report that addresses student learning assessment for all majors, concentrations, specializations, emphases, options, and tracks comprising any portion of your business programs. Information about this requirement can be found on the IACBE website at the following address: www.iacbe.org/oa-key-areas.asp.

4. Is the outcomes assessment plan that you submitted to the IACBE still current or have you made changes?

The outcomes assessment plan that we have previously submitted is still current.

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: _____

5. Complete the Outcomes Assessment Results form below and include it with this annual report to the IACBE. **Note:** Section II of the form (Operational Assessment) needs to be completed only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.

An example of a completed form can be found in a separate document that is available for download on the IACBE's website at: www.iacbe.org/accreditation-documents.asp.

Section I (Student Learning Assessment) of the Outcomes Assessment Results form must be completed for each business program that is accredited by the IACBE (i.e., a separate table must be provided for each program).

Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) business programs, (ii) majors, concentrations, specializations, emphases, options, or tracks in the programs, (iii) intended student learning outcomes, and (iv) intended operational outcomes. In the sections of the assessment results tables entitled "Summary of Achievement of Intended Student Learning Outcomes" and "Summary of Achievement of Intended Operational

Outcomes,” **do not add or delete columns**. Space is provided in these sections for four direct measures of student learning, four indirect measures of student learning, and eight operational assessment measures/methods. If you are employing fewer than this number of assessment instruments, simply leave cells in the unused columns blank. If you are employing more than this number of instruments, you will need to create additional summary-of-achievement tables to report your assessment information.

Delete rows in the assessment results tables that do not apply to your academic business unit (e.g., if the business unit does not offer any majors, concentrations, specializations, emphases, options, or tracks in its programs, or if the business unit’s current outcomes assessment plan does not include student learning assessment information for the majors, concentrations, specializations, emphases, options, or tracks in its programs, then delete those rows in the tables).

In the sections of the assessment results tables entitled “Summary of Achievement of Intended Student Learning Outcomes” and “Summary of Achievement of Intended Operational Outcomes,” enter “Met” in a given cell of the table if the performance target for the instrument in that column was achieved for the intended outcome in that row; “Not Met” if the performance target for the instrument in that column was not achieved for the intended outcome in that row; or “N/A” (Not Assessed) if the instrument in that column does not measure the intended outcome in that row.

Student learning performance objectives are the measurable targets/criteria associated with the assessment instruments and rubrics used by the academic business unit in determining whether the intended student learning outcomes have been achieved. For example, if the academic business unit is using a comprehensive project in a capstone course as a direct measure of student learning, then a performance objective might be that, on the project evaluation rubric, at least 80% of the students will be rated at the highest level (e.g., proficient, exemplary, etc.) on each learning-outcome-related project evaluation criterion.

Operational performance objectives are the measurable targets/criteria associated with the assessment instruments used by the academic business unit in determining whether the intended operational outcomes have been achieved. For example, if the academic business unit has identified an operational outcome pertaining to faculty teaching and is using a senior exit survey as a measure of this outcome, then a performance objective might be that 90% of the students will be either “satisfied” or “highly satisfied” with various aspects of faculty teaching as identified by relevant items in the survey form.

Your student learning assessment results tables need to include two or more direct measures of student learning and two or more indirect measures of student learning for each IACBE-accredited program. These measures must be used at the program level.

At the bottom of each assessment results table, space is provided to identify changes and improvements that you plan to make as a result of your assessment activity.

Italicized entries in the form represent areas where the academic business unit should insert its own assessment information.

Other Issues

We have taken some pedagogical and administrative measures to improve the output of our students learning and performance by introducing the following innovations:

- Due to more students being appointed as tutors for weaker performing students, there has been a decrease of students ending up on the probation list

	Dean's List	Probation List
Fall 2013	25	25
Spring 2014	31	18
Fall 2014	32	12

-
- More students have been reported to appear on the dean's list. This is a result (direct or indirect) of encouraging students to read more, doing extra work, and of course allowing them to be tutored by senior students.
- Also, the courses now have a breakdown of the grades in at least 4 categories such as participation, assignments, case studies, quizzes, exams, presentations, etc.
- The curriculum committee, a committee consisting of professors, each representing their field of expertise such as for Management, Marketing, Finance, and Humanities, have improved the guidelines for each syllabi and harmonized all the curriculum.
 - The team consists of:
 - Professor Danny Rukavina for Humanities
 - Professor Richard Thompson for Finance
 - Professor Baber MIRZA (Associate Dean) for Marketing and Management
 - Dean Fady Fadel for Law and Business Administration
 - This has led to less confusion amongst all students as the course syllabus have similar templates, rubrics for grading, and clearer path in terms of each session they will take here at The American Business School of Paris
- An online education platform 'Moodle', has been introduced and is mainly used by students doing their internship module for BUSI 450 Practicum.
 - The students are assigned a tutor on the system
 - They can upload their various activities for their report and receive comments and grades via Moodle (ema.groupe-igs.fr)
- Students doing the internship now can present at the end of the 4th month of their 6 month internship
 - They first have to receive permission from their tutors before presenting
- The outgoing survey (attached in appendix) shows the overall result of the students is very high and a great majority of the students are highly satisfied with the program, the curriculum, the teaching body, etc.
- At "ABS Paris", there is a new team
 - Dean Fadel is now the executive Director
 - Pascale Ginet is the new Corporate Relations Manager
 - Anne Dutrevis is the new Admissions Manager
 - Baber Mirza is the new Acting Associate Dean
- We have introduced online pre-registration which allows the students to register new courses for the upcoming semester according to their roadmaps

- Online Roadmaps are available on the E-inscription site where students can analyze what courses they can take before registering for the new ones
- After reviewing that many students face difficulty in accounting and finance courses, we have introduced office hours for our courses of Finance and Accounting.
 - Students will be able to get additional/remedial help for their classes by appointment
- Almost all of the professors have set rubrics in majority of the classes
 - The rubrics (or assessment grid) allows students to understand the reason behind the grade they have received and also allows for more transparency in the teacher's expectation.
- We have also merged some courses together to improve and add new courses in the curriculum
 - Merged ACCT110 and 120 into ACCT111
 - Merged FINC120 and 210 into FINC 215
- We have introduced blended online courses
 - MGMT 225 Human Resource Management 75% online
- New BUSI 450 Internship report writing guideline
 - A newly formulated Internship Report writing guideline has been prepared by Prof. Danny Rukavina (member of the curriculum committee for humanities department)
 - This new version allows students to structure their final reports in the academic prerogative while remaining professionally sound at their presentation of their content.
 - This has deeply improved the content, the structure, and overall quality of the internship reports
 - We even suggest this format for the students interning for professional credits

Outcomes Assessment Results

For Academic Year: 2013-14

Section I: Student Learning Assessment

<i>Name of Academic Business Unit</i>	
Student Learning Assessment for <i>Bachelor of Business Administration (BBA)</i> – Majors in <i>International Business, International Marketing, and International Finance</i>	
General Program Intended Student Learning Outcomes (General Program ISLOs)	
1. <i>Students will be to demonstrate foundational knowledge of the functional areas of business</i>	
2. <i>Students will be to explain the intercultural dimensions of business</i>	
3. <i>Students will be to describe the economic environment of business</i>	
4. <i>Students will be to demonstrate knowledge of legal and ethical principles in business and apply them with regards to leadership decisions</i>	
5. <i>Students will be able to recognize the importance of corporate social responsibility and incorporate socially responsible actions in the development of organizational strategy.</i>	
6. <i>Students will be able to use technology and appropriate quantitative methods as tools of effective management</i>	
7. <i>Students will be able to demonstrate well-developed oral and written communication skills and business presentation skills.</i>	
8. <i>Students will be able to demonstrate well-developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.</i>	
9. <i>Students will be able to demonstrate the ability to manage organizational problems and issues from a multi-disciplinary perspective.</i>	
10. <i>Students will be able to integrate theory and practical application across business functional areas for the purpose of strategic planning, implementation, and control.</i>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>End of Program Intergroup Business Games</i> BBA (All majors): Students will be able to demonstrate their acumen for working in a tense business situations by applying their skills, knowledge and creativity in various functions of business and team work	<i>All students shall obtain 75% in all domains of business such as marketing, communication, international business, finance, investment, and management)</i>

<p>2. <i>Senior Capstone Projects</i> General Program ISLOs Assessed by this Measure: <i>Outcomes List Major, Concentration, Specialization, Emphasis, Option, Track</i> ISLOs Assessed by this Measure: <i>Outcomes List</i></p>	<p><i>80% of students will obtain a level of sufficient performance in 9 out of 11 Learning Objectives in their Projects for the capstone courses i.e., entrepreneurship and / or strategic management</i></p>
<p>3. <i>Internship Report & Presentation</i> General Program ISLOs Assessed by this Measure: <i>Outcomes List Major, Concentration, Specialization, Emphasis, Option, Track</i> ISLOs Assessed by this Measure: <i>Outcomes List</i></p>	<p><i>80% of students will obtain a level of sufficient performance with regards to the jury's evaluation, their report writing skills, and their final presentation.</i></p>
<p>Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:</p>	<p>Performance Objectives (Targets/Criteria) for Indirect Measures:</p>
<p>1. <i>Internship Evaluation</i></p>	<p><i>70% of the employers will be satisfied with the BBA program in gearing the students a professional path suited to their skills and future objectives</i></p>
<p>2. <i>Outgoing survey – Undergraduate Senior Exit Survey</i></p>	<p><i>80% of the students will be satisfied with the BBA program in terms of pedagogy, professional consultancy, and overall administrative procedures</i></p>
<p align="center">Assessment Results: Program 1 with a Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1</p>	
<p>Summary of Results from Implementing Direct Measures of Student Learning:</p>	
<p>1. <i>End of program intergroup Business games</i> Number of students achieving a score of 75% or higher in the interschool business games:</p> <ul style="list-style-type: none"> • 80% and above All participating students (52) 	
<p>2. <i>Senior Capstone Projects</i> Number of students achieve a score of 75% or higher in the Strategic management, and Entrepreneurship class:</p> <ul style="list-style-type: none"> • Strategic Management <ul style="list-style-type: none"> ▪ 2014 Spring: 2 students got C and C+ respectively. All others have an 80% or above score (34) <ul style="list-style-type: none"> • Improvement from 2013 ▪ 2013 Spring: 4 students (C and 3 C+). All others have an 80% or above score • Entrepreneurship <ul style="list-style-type: none"> ▪ 2014 Fall: 40 (All students had a B- and above – improvement form previous year) ▪ 2013 Fall: 39 (5 students had a C) ▪ All students have distinctions with a few exceptions 	

3. BUSI 450 report and presentation All students had passed their reports and presentations									
Summary of Results from Implementing Indirect Measures of Student Learning:									
1. <i>Outgoing survey for senior students</i> <i>Post outgoing survey results summary</i>									
2. <i>Internship Evaluations</i> <i>Use the 4 criterias for evaluations</i>									
Summary of Achievement of Intended Student Learning Outcomes:									
Intended Student Learning Outcomes		Learning Assessment Measures							
General Program ISLOs		<i>End of Program Intergroup Business Games</i>	<i>Senior Capstone Projects</i>	<i>Internship Report & Presentation</i>	<i>Direct Measure 4</i>	<i>Outgoing survey for senior/graduating students</i>	<i>Internship Evaluations by employers</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
		Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. Students will be to demonstrate foundational knowledge of the functional areas of business		Met	Met	Met		Met	Met		
2. Students will be to explain the intercultural dimensions of business		Met	Met	Met		Met	Met		
3. Students will be to describe the economic environment of business		Met	Met	Met		Met	Met		
4. Students will be to demonstrate knowledge of legal and ethical principles in business and apply them with regards to leadership decisions		Met	Met	Met		Met	Met		
5. Students will be able to recognize the importance of corporate social responsibility and incorporate socially responsible actions in the development of organizational strategy.		Met	Met	N/A		Met	N/A		

General Program ISLOs	<i>End of Program Intergroup Business Games</i>	<i>Senior Capstone Projects</i>	<i>Internship Report & Presentation</i>	<i>Direct Measure 4</i>	<i>Outgoing survey for senior/graduating students</i>	<i>Internship Evaluations by employers</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
6. Students will be able to demonstrate well-developed oral and written communication skills and business presentation skills.	Met	N/A	Met		Met	Met		
7. Students will be able to demonstrate well-developed organizational, leadership, and teamwork skills for the effective implementation of organizational policy.	Met	Met	N/A		Met	N/A		
9. Students will be able to demonstrate the ability to manage organizational problems and issues from a multi-disciplinary perspective.	Met	Met	Met		Met	Met		
9. Students will be able to integrate theory and practical application across business functional areas for the purpose of strategic planning, implementation, and control.	Met	Met	Met		Met	Met		

Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)

<i>Name of Academic Business Unit</i>	
Operational Assessment	
Intended Operational Outcomes:	
1. BBA graduates places in appropriate entry-level positions or in graduate schools on an annual basis	
2. Students will graduate in a timely manner (July and December Juries 02/05/14 = 19, 02/11/14 = 10 (2013 = 46))	
3. Academic programs will be current, relevant and meet the needs of business	
4. Provide high quality instructions to students	
5. Students will participate in relevant internships on an frequent basis per year to build a professional career path	
6. The school will retains their students on an annual basis and reduce attrition	
7. The school will increase intake of better qualified candidates	
Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
1. BBA graduate survey on career placement Intended Operational Outcome Assessed by this Measure: 1, 5	80% BBA graduates placed in entry level positions w.r.t their degree and specialization (Marketing, International Business, & or Finance)
2. Graduation data Intended Operational Outcome Assessed by this Measure: 2, 3	BBA 4 year graduation data will yield a positive 80%
3. Graduation exit survey Intended Operational Outcome Assessed by this Measure: 2, 3, 4, 7	The BBA students will mention / highlight the main cause of their successful entry into their desired industry was linked to the our program
4. Course evaluations Intended Operational Outcome Assessed by this Measure: 4	80% of the students will indicate that they are satisfied with course materials, lectures, and methodology of the courses they have taken
5. Annual report from Corporate Relations Manager Intended Operational Outcome Assessed by this Measure: 5	90% of the BBA graduating students will have carried out their 6 month internships with success which will be related to their major
6. Retention data from Dean's office Intended Operational Outcome Assessed by this Measure: 1, 2, 6	The School will retain at least 90% of its students from year to year

Assessment Measures/Methods for Intended Operational Outcomes:	Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
7. Success rate of newly recruited candidates Intended Operational Outcome Assessed by this Measure: 7	A maximum of 20% of the newly admitted students are forecasted to be on the probation list during their first year at school.
Summary of Results from Implementing Operational Assessment Measures/Methods:	
1. According to our survey, X NUMBER of students have been placed in entry level jobs, and Y NUMBER of them are pursuing a Masters or are pursuing a second internship	
2. From our data, X NUMBER of students have graduated	
3. As per the efforts of the curriculum committee, the professors revise their syllabi every year with the most up to date textbooks, case studies, assessment techniques, and methodologies	
4. From the review of the course evaluations, majority of the students have shown satisfaction with learning materials in regards to preparing them for their future career paths	
5. As per the results, 90% of the students had successfully carried out their internships before graduating	
6. Summary 2013 to 2014 1 st year to 2 nd Year 2 nd year to 3 rd year 3 rd to 4 th year	
7. Fewer students are on the probation list than before due to reforms such as tutoring and changes in syllabus (evaluation grid, break up of grades).	

Summary of Achievement of Intended Operational Outcomes:

Intended Operational Outcomes	Operational Assessment Measures/Methods							
	<i>BBA graduate survey</i>	<i>Graduation data</i>	<i>Graduation exit survey</i>	<i>Course evaluations</i>	<i>Annual report from Corporate Relations Manager</i>	<i>Retention data from Dean's office</i>	<i>Success rate of newly recruited candidates</i>	<i>Operational Assessment Measure/ Method 8</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. BBA graduates places in appropriate entry-level positions or in graduate schools on an annual basis	Met	N/A	N/A	N/A	Met	N/A	N/A	
2. Students will graduate in a timely manner (July and December Juries 02/05/14 = 19, 02/11/14 = 10 (2013 = 46)	N/A	Met	Met	N/A	N/A	N/A	N/A	
3. Academic programs will be current, relevant and meet the needs of business	N/A	Met	Met	Met	N/A	N/A	Met	
4. Provide high quality instructions to students	N/A	N/A	N/A	Met	N/A	N/A	N/A	
5. Students will participate in relevant internships on an frequent basis per year to build a professional career path	N/A	N/A	N/A	N/A	Met	N/A	N/A	
6. The school will retains their students on an annual basis and reduce attrition	Met	Met	N/A	N/A	N/A	Met	N/A	
7. The school will increase intake of better qualified candidates	N/A	N/A	N/A	N/A	N/A	N/A	Met	

Proposed Courses of Action for Improvement in Operational Outcomes for which Performance Targets Were Not Met:

1. Office Hours for professors in subjects of Finance and Accounting
2. Mobilizing more academically strong performing students to tutor weaker ones
3. Use of MOOC technology to allow for state of the art pedagogy (teaching and homework submission)
4. Holding more professional talks and guest speaker sessions in classes to improve the teaching ambiance and give exposure to students to professional contacts.