IE Business School

Continuous Improvement Review

July 2019

PART I – Institution Information

Name of Institution	
IE University	

Name of Business Unit	
IE Business School	

Mailing Address	Campus Box or Mail Code
Calle Maria de Molina 11, 13, 15	

City (for schools with campuses in multiple cities, enter city that main campus resides in)	State/Province/Region	Postal Code	Country
Madrid	Madrid	28006	Spain

Telephone Number (include country/city code or area code)	Fax Number (include country/city code or area code)	E-Mail Address of Business Unit
+34 915 68 96 00		university@ie.edu

Name/Title of Business Unit Head (Dean or equivalent)	
Dean Martin Boehm	

Name/Title of Provost or equivalent (Academic Vice President, etc.)	Name/Title of Chief Executive Officer or equivalent (President, Chancellor, etc.)
Salvador Carmona	Santiago Iñiguez

PART II – Eligibility Procedures

Review the Eligibility Criteria noted below, and acknowledge below if the school meets or does not meet the spirit of each of the Eligibility Criterion. If the school does not feel it complies with the criteria, please provide an explanation why. Additional detail on AACSB's Eligibility Criteria can be found at: **https://www.aacsb.edu/accreditation/standards/business**.

✓ **The school meets the Eligibility Criteria**

Part III – Continuous Improvement and Consultative Feedback

Concern:	
Standard 8: Curricula Management and Assurance of Learning	Develop direct assessments of student performance and achievement relevant to each learning goal for the program, ensure appropriate dissemination of assessment results to continuously improve learning outcomes.
Standard 3: Financial Strategies and Allocation of Resources	The considerable growth in student population numbers is cause for concern in reference to the stresses this may put on faculty and the School's leadership given the goal in the medium term to grow to 6,000 students and 9,000 students in the longer term and as growth relates to new revenue streams and existing ones.

Strategic Developments within the School and/or the Programs

Concern 1:

We recently adjusted our grading policy in order to assure consistency and quality assurance among faculty and all programs. Main difference being the implementation of fails and retake exams for student assessment. Mathematical formulas have been introduced for faculty to evaluate and determine a failing grade.

Context:

At the course level, the assessment of learning objectives have been identified and defined as measureable according to the following assessment guidelines.

Assessment

The final grade will be based on individual class participation, group assignment and final examination. The weight of each component and the course learning outcomes (CLOs) to which they are aligned are shown below:

- Class participation: 20%. Linked to all CLOs.
- Group assignment: 20%. Linked to a specific learning outcome depending on the task (e.g., CLO#5, CLO#7).
- Final examination: 60%. Linked to all CLOs.

At the conclusion of each course, the professor assigns one of five grades designated as Honors, Excellence, Proficiency, Pass, and Fail. The grades Honors, Excellence, Proficiency, and Pass are passing grades and indicate the level of knowledge and competencies achieved in the learning objectives. The grade Fail indicates unsatisfactory work and does not allow the student to earn the course credit necessary for graduation. It is not mandatory to evaluate a student with a Fail, however, those students who did not obtain a minimum level of the learning objectives, or who have surpassed the established maximum of absences, will be qualified with a Fail. The passing grades follow a distribution consistent with most grading systems at leading business schools in the world.

When students receive a Fail in a course, they have the opportunity to present themselves for reassessment in order to earn the necessary credits toward graduation. The reassessment, including content and evaluation, is responsibility of the course professor in agreement with the Academic course coordinator. Grades for the reassessment are limited to a Low Pass and Fail. This means that a student who passes the reassessment cannot receive a higher qualification than a Low Pass. Both, the initial Fail as well as the grade of the reassessment remain on the transcript. For the purpose of calculating the GPA however, only the grade of the reassessment is to be considered. Students receiving a failing grade in the reassessment of a course will not be able to continue in the program.

Steps taken:

1.) Standardized content and learning objectives at a course level.
   a. Future Steps: Create systematic processes (KPI's, Quality Assurance System) that effectively measure the learning objectives at the program level.
2.) Standardized Assessment system updated and launched across the different programs.
   a. Future Steps: Standardize assessment system across the entire Business School portfolio.
3.) Pass and fail rates are being shared with faculty in order to increase transparency between program management.
4.) Course Coordinators play an operational level role alongside the teaching team to:
   a. Discuss potential improvements within program areas.
   b. Establish learning objectives, ensure faculty follows the determined learning objectives, and coordinate the delivery of learning objectives across all consecutive courses.
   c. When students receive a failing grade in a core course, they have the opportunity to present themselves for reassessment in order to earn the necessary credits toward graduation. The reassessment is to be administered by the Academic course coordinator and the professor of the course.

Next Steps:

The measurement of learning objectives and outcomes has been standardized and implemented across all programs at a course level. For the 2019/2020 academic year, we are launching a taskforce to standardize our assessment methods for the learning objectives across all programs at the program level.

Concern 2:

IE Business School's main objective concerning faculty-hiring processes is to maintain our current student/faculty ratio and ensure teaching quality across all academic areas as the School continues to grow.

Context:

1.) Growth has been slowed down deliberately.
2.) Hiring has continued to maintain excellent faculty/student ratios.
3.) Mix of faculty remains unchanged as it aligns with our mission.

Our student population has experienced continuous and stable growth throughout the last five years. We are not seeing the exponential growth as originally forecasted but we continue to see substantial growth in our BBA Program, stability in our Masters programs and a small decline in our MBA programs.

The size and composition of faculty are designed to meet current and developing student numbers and needs, and the core/adjunct ratio provides an optimum blend of stability and flexibility. As a matter of policy, IE Business School aims to achieve a "balanced' faculty". In the case of full-time faculty, this means that top qualifications, such as PhDs, are always required. Adjunct faculty are required to have a high-profile practitioner experience and, if possible, a PhD. The faculty composition is in line with the strategic objectives of the School, particularly where growth and academic excellence is concerned. The high percentage of practitioners in the classroom is optimal given the School's eminently practical approach to the learning experience. Strengths of the current faculty include the blend of research-based faculty and practitioners (as mentioned above), profiles with top qualifications and dedication to academic excellence, and an international composition.

There have always been strong connections between the faculty of IE Business School and the corporate world, and is one of the reasons IE has opted for a relatively high number of adjunct faculty. Adjunct faculty are all practitioners and tenured professors are actively involved in activities run by the Executive Education Unit.

Table 1: Expected Growth Pattern

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Bachelors (1st year)	438	529	630	710	812
Bachelors	1090	1288	1457	1698	1881
Masters	2052	2081	1879	2351	2361
Total	**3142**	**3369**	**3336**	**4049**	**4242**
Faculty (Full-time)	128	146	128	130	N/A
Faculty (Part-time)	431	490	451	533	N/A

Next Steps:

1.) Annual analysis of expected growth for the upcoming academic year.

      a. Future Steps: To review the growth strategy for students, benchmarking accordingly (ex.) using GMAC standards as a guide for strategic hiring processes.

2.) Based on actual growth, develop a realistic hiring strategy for the next academic year.

Strategic Goals, Updates and Revisions within the School and/or the Programs

Pedagogical Innovation

IE's identity "Reinventing Higher Education" pushes the School to be as innovative as possible and be ahead of the game. Therefore, pedagogical innovation at IE is geared more towards the being and doing, and reinventing the physical as well as the virtual classroom. We are constantly adapting the curriculum accordingly to market needs and innovating classroom delivery.

IE's top ranked Global MBA is delivered through our virtual campus and our WOW Room. It is aligned to combine the best of technology, pedagogy and highly qualified faculty in order to provide a multi-layered learning in multi-faceted environment. All IE Blended Programs are delivered through our WOW Room technology.

Three Main Pillars

1.) **Student Journey Experience**:

- Collaborative project launched (across all programs) to tackle potential issues with student dissatisfaction.
- Primary objective: increase student satisfaction throughout their academic journey, facilitating IE Departments´ processes and effectiveness.
- Developed as a tool for program management in the reflective process of rethinking how to deliver a positive and memorable experience for students during the different stages of their journey.
- Experience design process to bring cohesiveness and purpose to the key elements that affect the student's journey at IE Business School.

2.) **Learning**: Following the analysis taken from the Student Journey data collection, it was determined that students are expecting practical, hands-on learning experience and closer links with corporations.

- **Flipped Classroom** - pedagogical model that looks to switch the traditional teaching model in order to encourage students to study content outside the class; inventing face-to-face time, hands-on and interactive activities to enhance learning.

- **Team-based learning** - go beyond covering course content and focus on ensuring that students have the opportunity to practice using course concepts to solve problems.

- **Skills Training** – we have created a public speaking virtual reality simulator to prepare students for speaking confidently in professional scenarios.

- **Project-based learning**: High Impact Online Programs (HiOPS) – IE's 100% online programs that amplify the interaction between participants and the teaching team. Designed using a practical approach; hands-on practical assignments, purpose-built exercises, individual and group sessions with faculty and active online forums.

3.) **Learning Innovation Systems**:

- WOW Room (Window on the World) – a virtual reality classroom that transforms the learning experience through elements that include artificial intelligence, simulations in real time, big data analysis, interactive robots, emotion recognition systems,
- WOW room in a box – smaller, more compact WOW room experience
- New LMS implemented in the GMBA that allows program management to maintain program quality and objectives determined through the student journey experience.
- Video and Online forums in all Blended Programs.
- Tech Lab - offers students a professional experience through real projects, real clients and real deadlines. The main idea behind the Lab is to show how a technical project is managed and implemented, from the requirements intake, through design and implementation, up to delivery to the client.

Engagement – IE's Three Main Stakeholders

1) Faculty

IE's objective is to train better leaders and educate professionals and experts with an international vocation to make a difference in society. This mission requires a permanent commitment to innovation in our training programs, which is indisputably linked to the capacity to generate knowledge. IE carries out numerous activities throughout the academic year to support research and promote debate and the exchange of knowledge and ideas at all levels.

Corporations

Our mission is to build bridges to develop and strengthen relations between the business and academic worlds, through the creation of alliances to generate and disseminate knowledge that can be used to help business.

Headspring Executive Development - Headspring is the new brand of the joint venture formerly known as FT | IE Corporate Learning Alliance. As a result of rapid expansion and success of a collaboration that set a new standard in the executive development sector, Financial Times and

IE Business School launched Headspring, the new identity of the joint venture formerly known as FT | IE Corporate Learning Alliance. The rebrand comes four years after the original launch and is a result of a new approach towards greater client centricity and value creation in the leadership development sector.

Centre for the Governance of Change: the Center for the Governance of Change is an applied-research, educational and impact-oriented institution that seeks to enhance our ability to understand, anticipate, and manage innovation and its externalities in a variety of domains – political, economic, and societal. To help governments and enterprises to foster technological innovation, and deal with the unexpected consequences that such innovations often bring, thereby allowing them to become more flexible and responsive institutions, capable of tackling the great challenges of our time. The ultimate goal of the CGC is to help build a more prosperous and sustainable society.
- o   Collaborating Firms: Telefonica and Santander.

IE Center for Insurance Research: fosters and contributes to the advancement of knowledge about insurance at academic and professional levels, and to the public, through research and further dissemination of findings. Collaboration with public and private institutions allowing in-depth analysis and widespread knowledge sharing regarding the sector and the environment in which it operates.
- o   Collaborating Firms: Clifford Chance and IECISA.

Faculty Engagement

The Dean of Faculty's Office offers an annual training programme prepared by the vice deans for full-time faculty and adjunct and visiting and approved by the Dean of Faculty. The Faculty Training Programme includes the following modules:

- Research software programmes (e.g., STATA), qualitative and quantitative research, and paper development.
- Participative centered learning.
- Communication skills.
- Training in online teaching methodology.
- Training and mentoring. In accordance with the needs of each member of faculty, a group of professors is selected every year to attend special programmes, such as individual mentoring for participative methodologies, Harvard's GCPCL program, or individual sessions with consultants on how to disseminate their research more effectively.
- Integration and adaptation of new faculty members: The institution is committed to the smooth landing of every new faculty member. The Dean of Faculty Office finds two suitable mentors for each new professor, one to help in adapting to life in Spain, and a second to help him/her to settle in at IE.
- Meetings with journalists to help researchers disseminate their work in different outlets, while IE's Learning Technology and Innovation department facilitates sessions related to new Technological tools for IE faculty.
- Opportunity to attend external conferences and professional development courses

2.) Students

IE's Campus Life department is 100% committed to engaging students throughout their experience at IE Business School. Campus Life helps maximize the student's experience (beyond the classroom) by being the connector on campus between staff, faculty, students and alumni.

Notable Campus Life Events

- **LGBT@Work**: an annual conference that aims to promote the free exchange of ideas and provide a unique networking platform for LGBT+ students, LGBT+ professionals and our allies. Celebrating its 13th year, the LGBT@Work is hosted by the IE Out and Allies Club and IE University student-led LGBT+ organization.
  - 2019 LGBT Sponsors: Gilead, SAP, Google, Uber, Amazon, Salesforce

- **Make Art Work**: first edition event exploring the intersection between art, and the business world and explored the possibilities for attracting young entrepreneurs to the sector. The event brought together renowned companies, experts and students interested in non-conventional business models.
  - 2019 Make Art Work Partners: Iberdrola, Colnaghi Foundation, Coca-Cola, Christie's

Campus Life 2019 Event Schedule:

Corporations

IE's Corporate Relations Unit is dedicated to managing relations with companies and institutions, coordinating the interaction with IE and its entire knowledge ecosystem. IE has undergone a

restructuring to the B2B team, the aim of the new structure was to bring added impetus to the School's corporate relations driven by a more sizeable and strategic operation. The focus on the commercial aspect of the unit has increased considerably over the last 3 years, and it is estimated that the corporate relations currently generates, directly or indirectly, some 6 million euros in the form of increased revenue. The following corporate initiatives are taking place at a program level:

- **Bachelor in Business Administration (BBA) Business Plan Challenge**: an international competition hosted by IE Business School where students from across the world have the chance to pitch their start-up ideas to potential investors and the IE community.

- **IE Global Innovation Challenge**: initiated in 2019 by IE Business School students with eight business school teams from around the world, including HEC Paris, Cambridge Judge Business School, Rotman School of Management and Australian Graduate School of Management. Students were asked to tackle real customer service issues faced by Sephora. IE's home team won first place, but all the teams were winners as students pushed themselves to the top of their game.
    - o 2019 Challenge Partners: SEPHORA, Simon Kucher & Partners, Deliveroo

Academic Engagement

- **Dual Degrees**: As part of the Global Network for Advanced Management, a forum of elite business schools from around the world, IE is able to offer students in the IMBA and MIM programs dual degree opportunities with other prestigious partner schools. The Dual Degree programs gather the most promising management students from around the world to exchange ideas and points of view that complement the knowledge and skills they learned in their home countries as MBA and/or masters students.
    - o Dual Degree partnerships: IE-Yale: Master of Advanced Management, IE-MIT / IE-Zaragoza / MIT-Malaysia: Supply Chain (Logistics), IE-Fletcher: International Affairs Law and Diplomacy, IE-Brown: Innovation Management and Entrepreneurship.

- **GNAM**: IE Business School is one of the 30 members of the Global Network for Advanced Management since 2012. This network was created with the objective to connect, collaborate and create synergies among schools all over the world. As a member of GNAM we participate in different initiatives, we organize and attend the Global Network Weeks (students from other schools come to IE and have classes with our faculty for 1 week; and vice versa, students from IE visit other schools and attend classes). IE delivers Online Courses for students from other schools, survey participation and attend different meetings throughout the year.

3.) Alumni

In 2018, IE's Alumni Department was restructured to the Global Alumni & Talent and Careers that is presided over by a Vice President and several new stakeholders joined this new team. The new team works to create a dynamic Alumni eco-system connecting IE Alumni to each other and to IE University.

The Strategic Innovation Department also created in 2018 is responsible exclusively for the engagement of young alumni at IE Business School and are dedicated to improving the relationships with students and alumni of the business school community. They engage the various local chapters around the world, collaborating and providing critical support to the various departments at IE to streamline the services offered to our current students and young alumni with an outlook to improving their overall experience at their most critical stage of their career.

Alumni-centered initiatives:

- **Young Alumni Events**: young alumni are invited to different breakfasts, cocktail & networking events, and a newly launched initiative "Coffee with the Dean".

- **Global Alumni Weekend (GAW)**: annual event that brings together the IE alumni community for a weekend of celebration, masterclasses, networking activities, class reunions at the IE Madrid Campus. IE's 2019 GAW was a sold-out event with over 1000 alumni from 80 nationalities.

- **Dean's Letter**: a personalized communication tool written by the Dean and Communications officer to provide institutional updates to IE Alumni, current students, faculty and staff.

- **IE's US Club Leaders** celebrated the second edition of the IE North America Day, in which 11 alumni club chapters in the US and Canada hosted simultaneous events and competed a prize that recognized the club that showed the most IE Spirit. This initiative continues to grow in scope, this year bringing together over 300 participants across our network of alumni in the US and Canada.

- In 2018, IE's **Global Alumni Advisory Board** that consists of 10 Executive Level Alumni from around the world, led by example and donated 10,000 euros to our Scholarship Fund to support Talent without Borders.

- In 2019, Alumni together with Talent & Careers launched a collaborative initiative to identify and establish a network of alumni that support us as Career Champions in strengthening our relationships with leading companies and employers worldwide.

Impact

1.) Research Output

IE Business School's core faculty has the skills required to consolidate IE's position in terms of research, as well as to meet new challenges linked to the dissemination of management research to society and to practitioners. All senior/tenured research professors are recognized experts in their fields. They have undergone a rigorous tenure-track process either at IE Business School or in other top schools before having joined IE as senior appointments. All IE Business School professors have a proven ability to be thought leaders both among the academic community and among society at large.

The number of publications in international academic journals has grown significantly in IE compared to previous periods. This reflects the priority given within IE's strategy to the consolidation of IE Business School as an established center of academic excellence. An increase in the number of appointments to editorial boards of academic journals is a tangible sign of this recognition.

There has also been an increase in articles published in professional journals and in papers presented at professional conferences, a sign of the intention to produce research that is not just academic, but which has an impact on real life management too.

Table 2: Research Activity Ratio
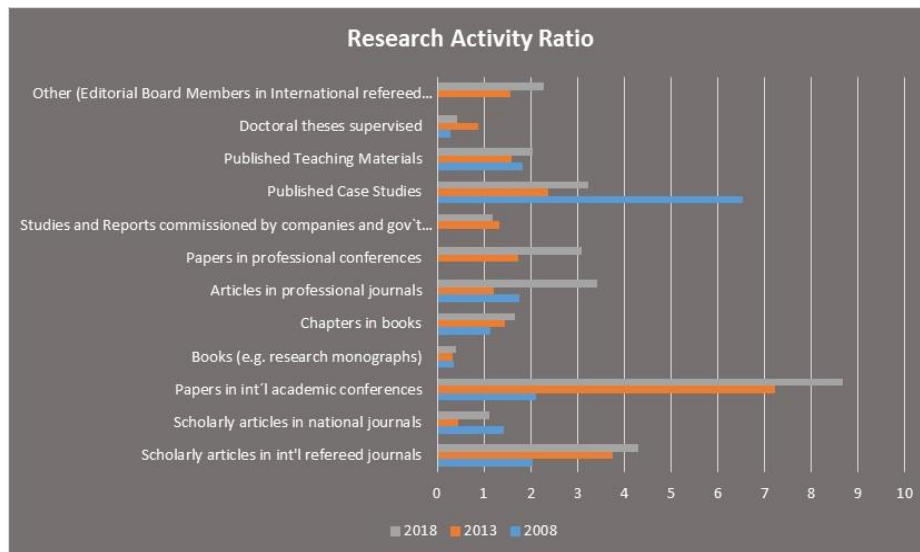
Table 3: Faculty Research Output
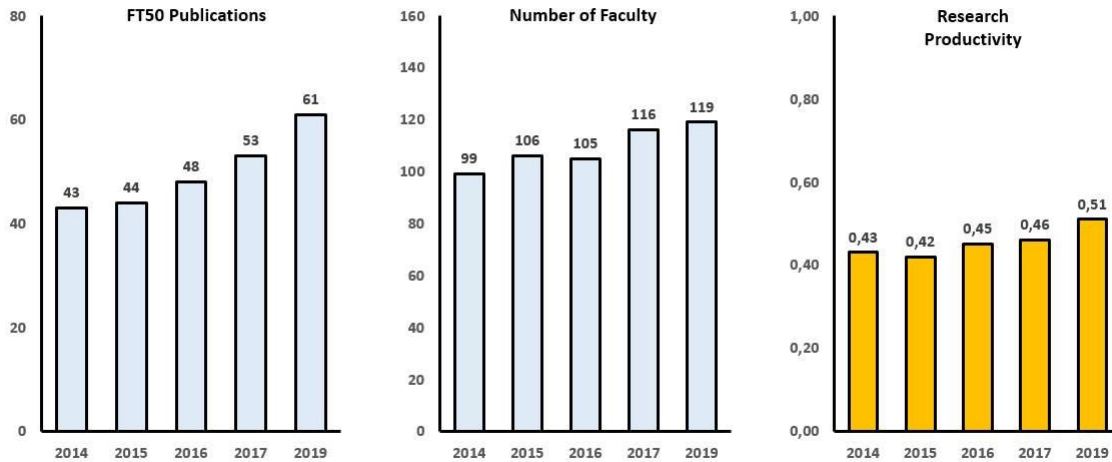
2.) IE Talent and Careers Reciprocity Agreement

Beginning in 2018, the IE Talent & Careers department reached a Reciprocity Agreements with 17 prestigious international business schools. Current students and recent graduates (full time or part-time) from IE Business School may visit the Career Management Centers of other reciprocal partner schools to access their career resources and job board.

Partner business schools for MBA students:

Bocconi School of Management	The Anderson School, UCLA
China Europe International Business School	Booth School of Business, Chicago University
INSEAD France & Singapore	McDonough School of Business, Georgetown University
Kellogg School of Management, Northwestern University	Leonard N. Stern School of Business, New York University
London Business School	The Paul Merage School of Business, UC Irvine
Ross, University of Michigan	Sauder School of Business, the University of British Columbia
Sloan School of Management, MIT	Stanford Business School
Tuck School of Business, Dartmouth College	Yale School of Management, Yale University

3.) Immersive Multimedia Materials

IE's publishing department has been completely restructured in order to drive levels and quality of research that have a real impact not only on the School's programmes but also on its prestige through the use of these cases by other leading business schools.

- Innovative methodology using interactive materials.
- Interactive materials benefit, improves traditional class method where students become the protagonist in both team and individual work.
- Students use learning-by-doing methodology, applying key concepts and decision-making
- Through design, content and ease of use, it is more attractive to students who find written cases too long and one-dimensional.

4.) Graduate Success

Every year, some of the most important companies worldwide recruit IE students, ranging from the technology sector to FMCG and services. Students and alumni also benefit from IE Business School's diversity, with students from different academic backgrounds and sectors. The School's Talent & Careers department is dedicated to matching recruiters with IE candidates from our base of qualified professionals.

According to the Financial Time's 2019 ranking report, IE graduates can expect highly paid and competitive employment opportunities.

Program	Average Salary (US$)	Placement	Year
Online MBA	169,044	N/A	2019
Masters in Management	79,784	85%	2018
International MBA	153,547	81%	2019
Masters in Finance	95,543	91%	2018

Employment: percentages include the most recent graduating class that have found employment or accepted a job offer within three months of graduation.

Recognition:

- IE's Online MBA is ranked 2nd worldwide by the Financial Times, 2019.
- IE's Master in Finance is ranked 5th worldwide for getting an investment banking job by the EFinancial Careers report, 2019.
- IE's International MBA was ranked 8th worldwide by QS, 2018.
- IE's Master in Management was ranked 10th worldwide by the Financial Times, 2018.

Table A.1 New Degree Programs to be Excluded from Review:

Please complete the table below. A Program Exclusion Request Form (Appendix A) must be completed for each of the below – not including previously excluded programs.

Degree Title[1]	Major Emphasis[1]	Sub Emphasis[1]	Department/ Division/ Administrative Unit Conferring Degree[2]	Basis for Exclusion: (check all that apply)							
				1.Independence[3]	2.Program Distinctiveness[3]	3.Operational Control[3]	4.Subject to Non-Business Accreditation	5.Specialized Field	6.Separate Location	7.Participate But Not Named	8. Previously Excluded Not Listed in the BSQ
ICD Corporate Master in Islamic Finance	Finance – incl Banking	Finance	College of Business								X
Gulf Medical Corporate MBA	General Business	Middle East Market	College of Business								X
ICD Corporate MBA	General Business	Middle East Market	College of Business								X
Consorcio Corporate MBA	General Business	Business Administration	College of Business								X

Insert additional rows as needed

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[1]List each program by the degree which is offered including majors and/or concentrations.
[2]Regardless of what colleges, schools, departments, or divisions collaborate to deliver or administer the degree, please indicate the administrative unit which *confers* the diploma (i.e. College of Business, College of Liberal Arts and Sciences).
[3] Program must satisfy this category condition to be excluded.

PART V: Review Campus- Visit Schedules and Comparison Groups

Review Schedule

We request a peer review team visit in:

Visit year (July 1 – June 30)	Rank (in order of preference)
July 1 – December 1	July 1 – December 1
January 15 – March 31	April 1 – June 30
April 1 – June 30	January 15 – March 31

Specific visit dates will be requested after the first of the year along with team member nominations.

Comparison Groups

One of the processes to support an AACSB accreditation review include the selection of comparison or peer groups to form a relevant context for judgments and assist in the selection of peer review team members. For more information on determining comparison groups, review section III of the Continuous Improvement Review Handbook located on the website at https://www.aacsb.edu/accreditation/resources/journey/business/continuous-review.

Comparable Peers - *A minimum of six AACSB accredited comparable peers.*

Imperial College Business School
HEC Paris
Warwick Business School
London Business School
WHU
Bocconi University

Competitive Group – *AACSB accredited schools listed here do not count towards the minimum of six AACSB accredited comparable peers or minimum of three AACSB accredited aspirant schools.*

IESE
ESADE

Aspirant Group - *A minimum of three AACSB accredited aspirants.*

INSEAD
Darden School of Business

PART VI: SIGNATURES

Affirmation of alignment with Eligibility Criterion F: The Head of the Business School and the institution's administration have reviewed this information. The institution's administration confirms that the information in this document is trustworthy and accurate.

☒ By checking this box, I certify the above is true.

Name of Head of Business School (Dean or equivalent)	Dean Martin Boehm
Name of Chief Executive Officer or equivalent (President, Chancellor, etc.)	Executive President Santiago Iñiguez

APPENDIX A

Program Exclusion Request

A separate copy of this form is required for each degree program for which exclusion from the AACSB International accreditation review is requested. Please complete every required section of the form (marked with an *), and as many of the optional sections that apply.

* **Name of Institution**: IE Business School

* **Name and Title of Person Completing Form**: Brittany Barylski, Accreditation Coordinator

* **Full Title and Descriptive Information for Program for which Exclusion is being requested** (include the percentage of business content in the degree program):

1.) **ICD Corporate Master in Islamic Finance; Madrid/Jeddah**
Description: Fourteen-month blended program with three residential periods, the residential periods based in Jeddah.

Basis for exclusion: Collaboration between IE Business School came to an end with the Islamic Corporation for the Development of the Private Sector (ICD). Following three successful intakes there was no further professional training required for the Institution. From a strategic standpoint, the intended learning objectives were achieved following the duration of this program.

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* **Name of Institution**: IE Business School

* **Name and Title of Person Completing Form**: Brittany Barylski, Accreditation Coordinator

* **Full Title and Descriptive Information for Program for which Exclusion is being requested** (include the percentage of business content in the degree program):

  1.) Gulf Medical Corporate MBA; Madrid/Jeddah
  Description: The Gulf Medical MBA Blended Program has nearly the same program structure as IE's Global Blended MBA. Following the GMBA format, students used IE Business School's online learning platform to access multimedia materials and participate in a combination of videoconferences and online forum discussions.

  Basis for exclusion: Collaboration between IE Business School came to an end with the Gulf Medical Corporation. Following three successful intakes there was no need for further professional training required for the Institution. From a strategic standpoint, the intended learning objectives were achieved following the duration of this program.

Program Exclusion Request

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* **Name of Institution**: IE Business School

* **Name and Title of Person Completing Form**: Brittany Barylski, Accreditation Coordinator

* **Full Title and Descriptive Information for Program for which Exclusion is being requested** (include the percentage of business content in the degree program):

   1.) ICD Corporate MBA; Madrid/Jeddah
   Description: Fifteen-month Corporate MBA included 10 residential periods, 100% face-to-face program, residential periods being offered in Madrid, Jeddah, Saudi Arabia, and two modules taught by faculty at Harvard's Kennedy School of Government and Haas Business School at Berkley.

   Basis for exclusion: Collaboration between IE Business School came to an end with the Islamic Corporation for the Development of the Private Sector (ICD). Following three successful intakes there was no further professional training required for the Institution. From a strategic standpoint, the intended learning objectives were achieved following the duration of this program.

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* **Name of Institution**: IE Business School

* **Name and Title of Person Completing Form**: Brittany Barylski, Accreditation Coordinator

* **Full Title and Descriptive Information for Program for which Exclusion is being requested** (include the percentage of business content in the degree program):

1.) **Consorcio Corporate MBA; Madrid/Cartagena de Indias**
Description: The Consorcio Corporate MBA has nearly the same program structure as IE Business School's Executive MBA. Fourteen-month program that previously took place in Madrid, Los Angeles/UCLA, and Colombia.

Basis for exclusion: Collaboration between IE Business School came to an end with Consorcio Corporate. Following three successful intakes there was no further professional training required for the Institution. From a strategic standpoint, the intended learning objectives were achieved following the duration of this program.