



March 21, 2022

Lee Newman
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Dear Dean Newman:

It is my pleasure to inform you that the peer review team recommendation to extend accreditation for the degree programs in business offered by IE Business School is concurred with by the Continuous Improvement Review Committee (CIRC) and ratified by the Board of Directors. Congratulations to you, the faculty, the students, the staff, and all supporters of IE Business School.

IE Business School has achieved accreditation for five additional years. The next on-site continuous improvement review occurs in the fifth year, 2026-2027. A timeline specific to the school's visit year is available [here](#).

One purpose of peer review is to recognize initiatives that support an environment of continuous improvement of quality programs. As noted in the team report IE Business School is to be commended on the best practices found on **Attachment A**.

The school should begin to address the areas identified by the peer review team and CIRC. As part of the next Continuous Improvement Review Application, due July 1, 2024, the school is asked to update the CIRC on the progress made in addressing the areas listed on **Attachment B**.

Please refer to the [Continuous Improvement Review Handbook](#) for the most current information regarding the processes for continuous improvement reviews. The handbook is evolving and will be updated frequently to provide the latest revisions to the CIR process.

Again, congratulations from the Accreditation Council and AACSB International - The Association to Advance Collegiate Schools of Business. Thank you for participating in the continuous improvement review process and for providing valuable feedback that is essential to a meaningful and beneficial review.

Sincerely,

Jikyeong Kang, Chair
Board of Directors

c. peer review team

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Attachment A

This section provides a brief description of commendations and best practices of the school that demonstrate leadership and high-quality continuous improvement in management education.

1. IE Business School is a clear leader and innovator in blended learning worldwide. Hybrid learning is widely adopted in most programs and has achieved positive outcomes.
2. IE provides extensive faculty training, which is deemed a key factor for its success. It has created an outstanding level of collegiality, along with a strong culture of sharing, which is instrumental to the mission achievement.
3. Student centrality is clear and evident. There is strong engagement and sufficient interactions between faculty and students. Students provided many examples to show that faculty are easily approachable through a variety of means including social media, to provide assistance not limited to academic topics.
4. IE has a systematic and data-driven approach to promoting sustainability and social impact. Humanities are integrated in research and teaching and being continuously updated.

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Attachment B

This section identifies areas that the school should address during the coming review cycle. Please be prepared to discuss progress made in addressing the areas in the continuous improvement review application.

1. Although some progress has been made since the last visit, the school should devote further attention to some specific aspects of Assurance of Learning (AoL) outlined below. At the moment, the measurement of competency goals is partial, focusing more on inputs rather than outputs and outcomes. It also often considers cohort or program level measures, rather than the aggregation of individual student performances. In addition, the balance of program vs. school level learning objectives appears to be somewhat unbalanced towards the latter. As a result, the ability of the school to measure progress and outcomes at the student level is hindered, which limits what it can do at the program level. There is also little evidence of closing of the loop, i.e. curriculum or process adjustments in response to results of AoL measurement. The school is encouraged to go further and develop direct assessment instruments for each competency goal at the student level, which can be used to monitor program effectiveness and provide a substantive foundation for continuous improvement.

Another aspect that the school may consider furthering its AoL practices is strengthening the program academic oversight. At the moment, there is no independent academic body such as a senate or a scientific council that formally reviews and approves the launch or the revamp of a program. Such an instrument, while it might slow down some new product development or review processes, is also likely to generate more predictability and consistency. The school should continue its journey implementing systematic assurance of learning practices such that:

- There is a mix of direct and indirect assessments of student performance and achievement relevant to each competency goal for each program;
- There is a clear mechanism for the faculty to assess/approve proposed academic programs and initiatives;
- There is an appropriate dissemination of the results, which form the basis for continuous improvement of courses and curricula.

(Standard 5: Assurance of Learning)

2. The school is encouraged to review its tables and ensure the disciplines reflected are appropriate and align with the expectation of the standard. For instance the discipline of Humanities may not belong to the discipline breakdown for Tables 3-1 and 8-1 since it is not a business discipline. (Standard 3: Faculty and Professional Staff Resources; Standard 8: Impact of Scholarship)
3. The school will be evaluated on its progress toward meeting its aspirations for societal impact. The school will need to develop a strategy for societal impact that is consistent with its mission, including identification of its aspiration in this area and demonstration of exemplars of success. (Standard 9: Engagement and Societal Impact)