CIR School Report (Business) Outline and Guidelines

The Continuous Improvement Review process, formerly known as fifth year maintenance, is a holistic review centered around the themes of the 2013 accreditation standards – Engagement – Innovation – Impact. The Continuous Improvement Review Report is not intended to be a standard by standard review, but rather the report is organized around the four areas of accreditation standards – Strategic Management and Innovation; Participants-Students, Faculty, and Professional Staff; Learning and Teaching; and Academic and Professional Engagement.

The documentation for the CIR Report should include the following essential elements each as a separate response within the text boxes provided in myAccreditation:

1. Engagement, Innovation, and Impact
2. Situational Analysis
   - What historical, national, local, and other factors shape the school’s mission and operations?
   - What are the school’s relative advantages and disadvantages in reputation, resources, sponsors, and supporters?
   - What internal, environmental, or competitive forces challenge the school’s future?
   - What opportunities exist for enhancing the school’s degree offerings?
3. Progress Update on Concerns from Previous Review
4. Strategic Management and Innovation:
   - Mission Statement and summary of strategic plan or framework
   - Strategic Management Planning Process and Outcomes
   - Intellectual Contributions, Impact, and Alignment with Mission
   - Financial Strategies and Allocation of Resources
   - New Degree Programs
5. Participants – Students, Faculty, and Professional Staff:
   - Students
   - Faculty and Professional Staff Sufficiency and Deployment; Faculty Management and Support
6. Learning and Teaching:
   - Curricula Management and Development
7. Academic and Professional Engagement:
   - Student Academic and Professional Engagement
   - Executive Education
   - Faculty Qualifications and Engagement
8. Other Material
9. Consultative Review (Optional section)

Report and appendices submission guidelines:
1. The Continuous Improvement Review (CIR) Report documentation is to be completed no later than 60 days prior to the start of the campus visit in myAccreditation.
2. Each question should be answered as separate response in the corresponding text box. Please see myAccreditation for further details regarding formatting of the report.
3. A separate report for accounting programs is required when applying for separate accounting accreditation.
Engagement, Innovation, and Impact: Provide an executive summary in bullet format, not to exceed 7,500 characters, describing the most significant strategies and outcomes related to Engagement, Innovation, and Impact since the last accreditation review. Examples should include the outcomes linked to the mission and strategic plan. (For additional information please refer to pages 48 through 51 in the eligibility criteria and accreditation standards for business education at http://www.aacsb.edu/~media/AACSB/Docs/Accreditation/Standards/2013-bus-standards-update-jan2015.ashx.)

Please answer the following questions to provide a brief analysis that enables the Peer Review Team to understand the context within which the school operates. This section should be no more than 12,000 characters combined.

- What historical, national, local, and other factors shape the school’s mission and operations?
- What are the school’s relative advantages and disadvantages in reputation, resources, sponsors, and supporters?
- What internal, environmental, or competitive forces challenge the school’s future?
- What opportunities exist for enhancing the school’s degree offerings?

Please confirm the degree programs listed in the scope of accreditation.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Level</th>
<th>Location</th>
<th>Date Established (Year Only)</th>
</tr>
</thead>
</table>

Please provide any additional comments regarding the scope of accreditation as listed above.

☐ No Additional Comments

Provide an update on the areas that must be addressed resulting from the previous team review, citing the specific business accreditation standard(s) relevant to the issue(s) to be addressed and the reporting that is required.

<table>
<thead>
<tr>
<th>Associated Standard</th>
<th>Update</th>
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Address the following items:

Table 2-1 is required as an attachment. Use the "Documents" link above to upload the attachment. The template for Table 2-1 can be found here.

Strategic Management Planning Process and Outcomes: Describe the strategic management planning process of the school. Provide an overview of demonstrated continuous improvement outcomes and/or achievement of mission, expected outcomes, and strategies. Summarize key continuous improvement achievements since the last accreditation review.

Financial Strategies and Allocation of Resources: Describe the school’s primary sources of operational funding and how those funds are applied. Summarize the trend in these resources since the last AACSB
Identify key 1-3 year strategic action items and financial plans to achieve them. This should include anticipated sources and timing of funding (see Standard 3).

**Mission Statement and summary of strategic plan or framework:** Provide the mission statement of the school and the supporting major components of the strategic management plan or framework (expected outcomes, strategies, etc.). If the mission statement and supporting strategic management plan have changed, provide factors influencing the changes. Based on the mission and supporting plan, identify the elements of the plan that document the school’s distinctive features, focus areas or priorities. Identify innovative actions, strategies, programs, and/or outcomes along with substantive impacts of the school’s mission-focused activities.

**Intellectual Contributions:**
In the box below, briefly describe how the “substantial cross-section of faculty in each discipline” is achieved. Support Table 2-1 with narrative analysis focused on indicators of quality of the IC outcomes reported in the table and indicators if impact on theory, practice, and/or teaching/pedagogy. Briefly describe the infrastructure supporting faculty intellectual contribution development.

**New Degree Programs:** Provide a list of degree programs introduced since the previous accreditation review. The following information is required for each new degree program:

- A brief description of the employer or employment needs to be served by the program
- A brief description of the intended student market
- A description of the source(s) of faculty, technology, and facility support
- A description of the learning goals, how the goals are measured, and results that demonstrate achievement.

Please note that any new degree programs started after the accreditation decision will be considered accredited until the next review. New degree programs will be reviewed during the next CIR review.

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Brief Description</th>
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</thead>
<tbody>
<tr>
<td>☐ No New Degree Programs</td>
<td></td>
</tr>
</tbody>
</table>

Address the following in regards to participants:

**Students:** Describe any changes in students (enrollments trends, diversity, effect of changes in admission criteria, etc.) and/or support services (advising, career services, other student development initiatives, etc.) since the last review.

**Faculty and Professional Staff Sufficiency and Deployment; Faculty Management and Support:** Provide an overview of faculty management policies including recruitment, hiring, mentoring, evaluation, reward systems, etc. Also, please summarize your criteria guiding identification of faculty as participating and supporting. Summarize professional staff resources and how they are supported and developed. Describe any major changes in faculty resources or other related developments since the last review.

Address the following in regards to curricula management, curricula development, content, student-faculty interactions, degree program educational levels, structure, and equivalence, and teaching effectiveness:
Curricula Management and Development: Provide an overview of major curricula revisions that have occurred since the last review. Describe the factors that led to the revisions. Summarize in a brief statement learning goals for each degree program, along with a list of the assessment tools, procedures, and results used to demonstrate progress toward achievement of expected learning outcomes. Ensure documentation is available to the Peer Review Team that details the structure of all degree programs. If degree structure is not clear to a Peer Review Team, the team may request a curricula map indicating how each degree program addresses the content guidance in Standard 9. Summarize joint or partnership degree programs and transfer credit policies. Summarize how high quality teaching is encouraged, supported, and developed. Summarize continuous improvement activities of faculty focused on teaching enhancement. Be prepared to discuss how instructional development is supported across diverse delivery modes.

Summarize the following information:
Table 15-1 is required as an attachment. Use the "Documents" link above to upload the attachment. The template for Table 15-1 can be found here.

Table 15-2 is required as an attachment. Use the "Documents" link above to upload the attachment. The template for Table 15-2 can be found here.

Student Academic and Professional Engagement: Address the school's strategies supporting student engagement, both academically and professionally.

Examples of student academic engagement may include evidence of active involvement in learning in the form of projects, papers, presentations and other demonstrations. Examples of student professional engagement may include exposure to industry through activities such as internships, consulting projects, mentorship programs, field trips and participation in industry professional speaker series. Summarize major initiatives focused on experiential and active learning strategies for students.

Executive Education: Summarize the business school’s executive education portfolio including faculty involved linking it to the mission, expected outcomes, and strategies. Describe how executive education is assessed for quality and summarize continuous improvement outcomes resulting from these assessments.
☐ Not Applicable

Faculty Qualifications and Engagement: Address the applicant’s strategies supporting faculty engagement with the practice of business. Examples of faculty engagement with the profession may include consulting, executive education development and presentation, professional education experiences, and faculty internships. Summarize policies guiding faculty in support of the qualifications to support mission achievement and to be relevant and current for the classroom teaching responsibilities.

Other Material: Address any additional issues or areas not included in an earlier section of the report. In addition, identify any innovative and/or exemplary practices, innovations, activities, programs, etc. that should be brought to the attention of the team and AACSB. Provide a brief overview of progress relative to the stated mission, the distinctiveness of the school's activities in support of mission, a summary of the impact of the school across its mission-related activities.
☐ No Other Material
Consultative Review (Optional): An institution may request the Peer Review Team to provide non-standard-related insights, analysis, and/or recommendations concerning a prospective strategic opportunity and/or challenge facing the institution. To support such a request, the institution should provide a summary of relevant background information that informs the team of the opportunity or challenge.

If the institution is not requesting a Consultative Review, please check "No Request".

☐  No Request