**Progress Report Guidelines – Business –**

#### **iSER submitted under 2013 standards (school transitioning to 2020 standards)**

Philosophy and Expectations

At least one time per year, the applicant will update the IAC on the progress it is making towards meeting the objectives and action plan items discussed in the Initial Self Evaluation Report (iSER). The original action plan summary table of the iSER is included, with the present status of each action item indicated. Action items that have fallen behind their scheduled completion dates will be discussed in the appropriate sections of the progress report. Those action items that are no longer relevant, due to changes in either the internal or external environments of the applicant, also should be highlighted.

The report will be scheduled for review by the IAC at the committee’s meeting closest to the date of receipt of the report. All documentation for review needs to be submitted to the appropriate committee via myAccreditation no later than 8 weeks prior to the meeting date. The IAC normally meets in July, November, February, and April of each year. Current meeting dates are available on the [website](https://www.aacsb.edu/accreditation/volunteers/committees).

**Adjusting to the 2020 standards**

For schools moving from the 2013 to the 2020 standards, please complete the [gap analysis table](https://www.aacsb.edu/accreditation/journey/business/initial) for the 2020 standards and upload as a separate attachment to the addendum section of myAccreditation. Please refer to Appendix A for specific guidelines and areas of emphasis for the required gap analysis. Note, this gap analysis only needs to be completed once, with the submission of this progress report.

Normally, the page limit for progress reports is 30 pages. Recognizing the need for additional documentation concerning alignment with the 2013 standards, for schools transferring from the 2013 to the 2020 standards, a limit of 40 pages is allowed.

Objective and Content

The committee will review the report to determine if acceptable progress is apparent. The progress report should include the following sections. Items A to E are uploaded separately on myAccreditation:

A. Executive Summary

B. Profile Sheet

C. Faculty Qualifications/Sufficiency criteria

D. Progress Report - Response to concerns and internal/external changes

E. Strategic Plan

F. Addendum items including gap analysis

NOTE: There is a 40-page limit for Sections A, B, C, D (Standards Tables 2-1, 3-1, 3-2, 5-1, 8-1 and optional table 9-1 are not included in 40-page limit)

1. **Executive Summary**The IAC requires the school to prepare and submit a three to five-page Executive Summary. The IAC relies upon the Executive Summary to develop a basis for its reviews.  
     
   The Executive Summary should include:
2. A one paragraph to one-page statement and written description of the school’s mission and objectives,
3. Written descriptions of the processes that support achievement, the outcomes and measurements associated with those processes, and how the processes and objectives may have changed as a result of your school’s efforts,
4. Describe the most significant strategies and outcomes related to Engagement, Innovation, and Impact. Examples should include the outcomes linked to the mission and strategic plan.
5. A written summary of self-assessed strengths and weaknesses as they relate to AACSB standards and the achievement of specific objectives,
6. How the school’s strategic plan relates to your mission development activities; and,
7. A written section listing up to five effective practices, which are unique or inherent to the success of the school’s operations.

**B. Profile Sheet**

IAC uses the profile sheet as a brief overview and reference document in their review. The template for the profile sheet is located on our [website](https://www.aacsb.edu/accreditation/resources/journey/business/initial).

**C. Faculty Qualifications/Sufficiency criteria**

The school should provide its criteria for faculty qualifications and faculty sufficiency. If there have been changes from previously submitted definitions/criteria these should be noted.

**D. Progress Report - Response to committee concerns and internal/external changes**

The school should provide a response to concerns, issues, and/or recommendations requested by the IAC in its most recent decision letter, if any. Responses to concerns should reference the appropriate 2020 standard. The school should also report on any significant changes in the environment (internal or external) that affect the iSER (e.g., a new mission, new president, new dean, changes in enrollment, or deviations from the projected number of faculty as described in the iSER).

The upload for each standard must begin with the table below and followed by the suggested documentation.

|  |  |
| --- | --- |
| Standard number: (Example 1, 2, 3…) |  |
| Alignment with Standard (Yes/No): |  |
| Response: |  |
| Actions to be implemented: |  |
| Person(s) responsible: |  |
| Financial resources: |  |
| Timeline: |  |

**Please note: For Standards 2, 3, 5, 8 and 9, a separate PDF upload is required for the related tables (Tables 2-1, 3-1, 3-2, 5-1, 8-1 and optional table 9-1). These tables are uploaded within the section for each related standard in myAccreditation. These tables are not part of the progress report 40-page limit.**

The school should explain how it has met the objectives established for the past year. If the objectives have not been met, the school should provide details and attach a copy of the action plan time frame originally submitted and any subsequent revised time frames. When outcomes or milestones are reported, evidence of appropriate stakeholder input should be provided. IAC review of progress reports will focus on the progress of process development, implementation, and outcomes.

The school should report any other adjustments to the original iSER (e.g., changes in the timeframe leading to the self-evaluation for accreditation). Additionally, the school should explain how they will have the necessary continuing support and resources from the administration to meet the objectives outlined in the iSER.

**E. Strategic Plan**

The school should provide its strategic plan and report on any significant changes encountered that may result in deviations from the original plan.

**F. Addendum Items**  
The school should provide the [gap analysis table](https://www.aacsb.edu/accreditation/journey/business/initial) to describe its alignment and planned action items to meet the 2020 standards. Additionally, the school can provide any additional items deemed relevant for the committee as a PDF upload in myAccreditation.

**Report and Appendices Submission Guidelines**

* The progress report and accompanying documentation must be submitted via myAccreditation by the designated due date reflected in myAccreditation. If submitting earlier than the designated due date, please refer to the IAC meeting and submission dates found [here](https://www.aacsb.edu/accreditation/volunteers/committees).
* Upon submission of your documents via myAccreditation, you will receive an immediate display notification in a green banner, “The project was successfully submitted.” In addition, your progress report status will move from “Not Submitted” to “Submitted”. Note that only the official representative can submit the report.
* Should you have any questions, please contact your AACSB staff liaison, whose name is displayed in myAccreditation on the Contacts tab.

**Appendix A: Gap Analysis**

Schools that have submitted an iSER under the 2013 standards and are transitioning to the 2020 business standards are asked to complete a one-time [gap analysis](https://aacsb.edu/-/media/aacsb/docs/accreditation/business/initial%20self%20evaluation/gapanalysis_bus_v2020.ashx?la=en&hash=76AD03395ED9D8474D6524D997665A871F4B590D), reflecting their alignment and/or plans to align with the 2020 business standards. A comparison of the 2013 and 2020 business accreditation standards is available [here](https://www.aacsb.edu/-/media/aacsb/docs/accreditation/business/standards-and-tables/2020%20proposed%20standards%20comparison%20chart.ashx?la=en&hash=EE49DA4ED72B3574F47465EA9AB2C5651E21724D). There are many aspects of the 2020 business standards that remained consistent with the 2013 business standards; therefore, it is not necessary to restate information that was already presented in the school’s iSER. Instead, the focus of this one-time 2020 business standards gap analysis is to demonstrate the school’s alignment and/or plans to align with the new elements that are reflected in the 2020 standards. Below are the areas that should be focused on in this gap analysis.

* Standard 1 (Strategic Planning):
  + status of the school’s risk assessment, which includes potential risks that could impact the school’s ability to achieve its mission (1.2)
  + demonstrate how the strategic plan incorporates the societal impact goals of the school (1.4)
* Standard 2 (Physical, Virtual, and Financial Resources):
  + status of the school’s financial risk assessment and contingency planning should a significant reduction in resources occurs (2.3)
  + complete Table 2-1
* Standard 3 (Faculty and Professional Staff Resources):
  + changes to the school’s faculty qualifications’ criteria, if applicable (3.2)
  + description of the discipline structure the school selected for Table 3-1 reporting and the school’s rationale (3.2)
  + description of any changes to faculty deployment strategies (3.2)
  + complete Tables 3-1 and 3-2
* Standard 4 (Curriculum):
  + description of how the school’s curricula cultivates agility with current/emerging technologies (4.1)
  + explanation of how societal impact is (or will be) integrated into the curriculum (4.3)
* Standard 5 (Assurance of Learning):
  + description of how the school’s assurance of learning (AoL) system has been modified (or will be) to include indirect measures (if not previously part of the AoL program) (5.1)
  + complete Table 5-1
* Standard 6 (Learner Progression):
  + description of how the school measures (or plans to measure) post-graduation success (6.2)
* Standard 7 (Teaching Effectiveness and Impact):
  + description of how the school prepares its faculty members to teach across different modalities; to teach in an inclusive environment; and how the school encourages lifelong learning among faculty (7.3)
* Standard 8 (Impact of Scholarship):
  + description of the school’s thought leadership aspiration, progress made in this area, and plans for the next five years (8.2)
  + overview of how the school’s intellectual contribution portfolio has made a positive societal impact (8.3)
  + complete Table 8-1
* Standard 9 (Engagement and Societal Impact)
  + outline the major relationships with external stakeholders that the school, units within the school, faculty, and students have in place; the rationale for the relationships; and the intended outcomes (9.1)
  + explain how engagement with business and society aligns with and supports the school’s mission, and the school’s aspiration to have a positive societal impact (9.1)
  + describe the school’s aspiration for societal impact and explicitly outline how it measures, or intends to measure, progress in this area (9.1)