



HOLY ANGEL
UNIVERSITY

SCHOOL OF
BUSINESS
AND ACCOUNTANCY

Interim Quality Assurance Report

Institution: Holy Angel University

Academic Business Unit: School of Business and Accountancy

Date of Submission: November 1, 2019



INTRODUCTION

Each accredited member of the IACBE is required to submit an Interim Quality Assurance Report mid-way through its awarded period of accreditation. The report focuses on major changes that have taken place in the academic business unit, and in any institution of which it is a part, in areas such as outcomes assessment; faculty composition and qualifications; faculty and student policies and procedures; governance; financial, physical, learning, and technological resources; and other areas that relate to the IACBE's Accreditation Principles. In the Interim Quality Assurance Report, the academic business unit will report the following information:

1. Institutional Information
2. Listing of Accredited Programs
3. Institutional and Program Enrollments
4. Degrees Conferred in Accredited Programs
5. Outcomes Assessment Plan for the Academic Business Unit
6. Student Learning Assessment Results for Accredited Programs
7. Operational Assessment Results for the Academic Business Unit
8. Report on Note Compliance
9. Narrative Reporting on (i) Major Changes Relating to the IACBE's Accreditation Principles and (ii) How the Academic Business Unit Continues to Comply with the Principles

The purposes of the Interim Quality Assurance Report are to (1) provide information about major changes affecting the academic business unit since its last accreditation review, and (2) provide evidence that the academic business unit continues to comply with the IACBE's Accreditation Principles.

1. Institutional Information

Institution's Name: Holy Angel University

Institution's Physical Address: Sto. Rosario St., Angeles City

Institution's Mailing Address
(if different than physical address): Same

City, and State or Country: Pampanga, Philippines ZIP/Postal Code: 2009

Telephone (with country code if outside of the United States): 63458888691 local 1401

Email: _____ Website: www.hau.edu.ph

Type of Institution: _____ Public Private Nonprofit _____ Private For-Profit

Provide the following information pertaining to the president/CEO of your institution:

Name: Dr. Luis Maria R. Calingo

Position Title: University President

PhD in Business
Highest Earned Degree: Administration Email: lcalingo@hau.edu.ph

Telephone (with country code if outside of the United States): 63458888691 local 1111

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

Name: Dr. Luis Maria R. Calingo

Position Title: Concurrent Vice President for Academic Affairs

PhD In Business
Highest Earned Degree: Administration Email: lcalingo@hau.edu.ph

Telephone (with country code if outside of the United States): 63458888691 local 1111

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

Name: Dr. Maria Lina T. Ramoneda

Position Title: Dean
Doctor in Business
Highest Earned Degree: Administration Email: lramoneda@hau.edu.ph
Telephone (with country code if outside of the United States): 63458888691 local 1401

Provide the following information pertaining to your primary representative to the IACBE, i.e., the person who is the primary contact for the IACBE (if different from the head of the academic business unit):

Name: Dr. Ma. Cristina G. Naguit
Position Title: Management Program Chairperson
Doctor in Business
Highest Earned Degree: Administration Email: mcnaguit@hau.edu.ph
Telephone (with country code if outside of the United States): 63458888691 local 1417

Provide the following information pertaining to your alternate representative to the IACBE:

Name: Ms. Sandra S. Brucal
Position Title: Accountancy Program Chairperson
Master in Business
Highest Earned Degree: Management Email: sbrucal@hau.edu.ph
Telephone (with country code if outside of the United States): 63458888691 local 1416

2. IACBE-Accredited Programs

Provide a listing of all of the business programs accredited by the IACBE. These programs are identified in the decision letter that you received from the IACBE Board of Commissioners at your last accreditation review. In addition, they are also listed on your Membership Status page on the IACBE website. This listing must also include all accredited majors, concentrations, specializations, emphases, focus areas, options, tracks, fields, and streams contained within the programs. In addition, identify the academic units that administer the programs, all locations at which the programs are offered, and, if the programs are delivered in partnership with other institutions, please identify those institutions as well. (Add or delete rows in the table as needed):

ACCREDITED PROGRAM	ACADEMIC UNIT ADMINISTERING THE PROGRAM	LOCATIONS	PARTNER INSTITUTIONS
Doctor of Business Management	School of Business and Accountancy	Angeles City	
Master of Business Management	School of Business and Accountancy	Angeles City	
Bachelor of Science in Accountancy	School of Business and Accountancy	Angeles City	
Bachelor of Science in Accounting Technology	School of Business and Accountancy	Angeles City	
Bachelor of Science in Business Administration Major in Business Management	School of Business and Accountancy	Angeles City	
Bachelor of Science in Business Administration Major in Marketing Management	School of Business and Accountancy	Angeles City	
Bachelor of Science in Business Administration Major in Human Resource Development Management	School of Business and Accountancy	Angeles City	
Bachelor of Science in Business Administration Major in Legal Management	School of Business and Accountancy	Angeles City	

3. Institutional and Program Enrollments

Provide figures for the total headcount enrollment for the institution as a whole for the current year and for the year of your last accreditation review.

Notes:

‘Enrollment’ refers to the total number of students pursuing programs offered by the institution, not the number of students admitted in a given year.

For institutions for which the academic business unit is the institution, i.e., institutions that are stand-alone business units, provide figures for the total headcount enrollment for the academic business unit for the current year and for the year of your last accreditation review.

TOTAL INSTITUTIONAL HEADCOUNT ENROLLMENT	
Current Year (SY 2018-2019)	Year of Last Accreditation Review (SY 2016-2017)
16,730	18,262

For each IACBE-accredited program (including each accredited major, concentration, specialization, emphasis, focus area, option, track, field, and stream contained within the program), provide figures for the total headcount enrollment in the program for the current year and for the year of your last accreditation review. (Add or delete rows in the table as needed):

ACCREDITED PROGRAM	HEADCOUNT ENROLLMENT	
	CURRENT YEAR (SY 2018-2019)	YEAR OF LAST ACCREDITATION REVIEW (SY 2018-2019)
Doctor of Business Management	19	6
Master of Business Management	34	53
Bachelor of Science in Accountancy	1,671	2,258

ACCREDITED PROGRAM	HEADCOUNT ENROLLMENT	
	CURRENT YEAR (SY 2018-2019)	YEAR OF LAST ACCREDITATION REVIEW (SY 2018-2019)
Bachelor of Science in Accounting Technology	60	151
Bachelor of Science in Business Administration Major in Business Management	536	960
Bachelor of Science in Business Administration Major in Marketing Management	208	316
Bachelor of Science in Business Administration Major in Human Resource Development Management	45	72
Bachelor of Science in Business Administration Major in Legal Management	29	67

Note: In the totals for each of the years identified in the table, please do not double-count students who are pursuing or pursued multiple programs, e.g., students who pursued both a finance program and a marketing program. In other words, the figures should simply be headcount enrollments regardless of the number of programs that the students are or were pursuing.

4. Degrees Conferred in Accredited Programs

For each IACBE-accredited program (including each accredited major, concentration, specialization, emphasis, focus area, option, track, field, and stream contained within the program), provide figures for the number of degrees conferred in the program for the current year and for the year of your last accreditation review. (Add or delete rows in the table as needed):

ACCREDITED PROGRAM	NUMBER OF DEGREES CONFERRED	
	CURRENT YEAR (SY 2018-2019)	YEAR OF LAST ACCREDITATION REVIEW (SY 2018-2019)
Doctor of Business Management	5	1
Master of Business Management	8	11
Bachelor of Science in Accountancy	124	95
Bachelor of Science in Accounting Technology	734	598
Bachelor of Science in Business Administration Major in Business Management	264	229
Bachelor of Science in Business Administration Major in Marketing Management	63	98
Bachelor of Science in Business Administration Major in Human Resource Development Management	18	10
Bachelor of Science in Business Administration Major in Legal Management	13	17
Totals	1,229	1,059

5. Outcomes Assessment Plan for the Academic Business Unit

- a. Provide a copy of the current outcomes assessment plan for the academic business unit. The plan must encompass each program that is accredited by the IACBE and must be prepared using the template developed by the IACBE. (The outcomes assessment plan should be placed in an appendix of the interim report.)
- b. Identify and describe any significant changes from the plan that was previously submitted to the IACBE.

6. Student Learning Assessment Results for Accredited Programs

For each IACBE-accredited program, provide student learning assessment information for the program. This information must include the following elements: (a) intended student learning outcomes (ISLOs) for each program, (b) a listing of the direct measures of student learning that are used for assessing the ISLOs, (c) performance objectives for each direct measure of learning, (d) a listing of the indirect measures of student learning that are used for assessing the ISLOs, (e) performance objectives for each indirect measure of learning, (f) results from the implementation of the direct measures of student learning, (g) results from the implementation of the indirect measures of student learning, and (h) an indication of whether students achieved each of the intended learning outcomes as determined by the performance objectives identified by the academic business unit in its outcomes assessment plan.

Notes:

A separate table must be provided for each IACBE-accredited program as listed in your outcomes assessment plan.

Add tables, and insert or delete rows in the tables as needed in order to accommodate the number of your (i) programs and (ii) intended student learning outcomes.

In the sections of the learning assessment results tables labeled “Summary of Achievement of Intended Student Learning Outcomes,” do not add or delete columns. Space is provided in these sections for four direct measures of student learning and four indirect measures of student learning. 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.

In these sections of the tables, (i) enter ‘Met’ in a given cell of a table if the performance objective for the instrument in that column was achieved for the intended learning outcome in that row, (ii) enter ‘Not Met’ if the performance objective for the instrument in that column was not achieved for the intended learning outcome in that row, or (iii) leave the cell blank if the instrument in that column does not measure the intended learning outcome in that row.

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

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION (BSBA)

a. Program Intended Student Learning Outcomes (Program ISLOs)

1.	Students will be able to apply the principles and functional areas of business management, marketing management, human resources development management and legal management.
2.	Students will be able to demonstrate mastery in effective communication in both national and global context.
3.	Students will be able to solve business problems as they arise.
4.	Students will be able to use the appropriate managerial technique in analyzing business data and other relevant information.
5.	Students will be able to actualize ethical principles and standards in all their business dealings

**b. Assessment Instruments for Intended Student Learning Outcomes—
Direct Measures of Student Learning:**

c. Performance Objectives (Targets/Criteria) for Direct Measures:

1.	Capstone Project – Business Research Program ISLOs Assessed by this Measure: 1,2,3,4,5	At least 80% of the students in the senior capstone course will achieve a grade of 2.0 or higher (out of 5.0) on their Business Research.
2.	Internship - Practicum Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5	At least 80% of the students taking the Practicum will achieve a grade of 2.0 or higher (out of 5.0) on their Practicum.
3.	<i>Comprehensive Exam on Integrative Courses (Strategic Management, Strategic Marketing Management and Strategic Human Resource Management)</i> <i>Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5</i>	<i>At least 80% of the graduating students will achieve 85% final grade in the senior capstone courses.</i>

**d. Assessment Instruments for Intended Student Learning Outcomes—
Indirect Measures of Student Learning:**

e. Performance Objectives (Targets/Criteria) for Indirect Measures:

1.	<i>Student exit survey</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5	<i>The self-evaluation of the students to achieve the ISLOs in their Practicum should be at least Very Good (mean rating equivalent to 3.50-4.50) in the areas of: Personal characteristics, Skills and Work performance/Output.</i>
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f. Summary of Results from Implementing Direct Measures of Student Learning:

1. Capstone Project – Business Research
During the first semester of the SY 2018-2019:
Of the 380 students enrolled in the senior capstone project, Business Research, Marketing Research and Human Resource Research, 376 (99%) received a grade of 2.0 and above.

During the second semester of the SY 2018-2019:
Of the 31 students enrolled in the senior capstone project, Business Research, Marketing Research and Human Resource Research, 30 (96%) received a grade of 2.0 and above.
2. Internship - Practicum
During the first semester of the SY 2018-2019:
Of the 208 students enrolled in the Practicum, 161 (77%) received a grade of 2.0 and above.

During the second semester of the SY 2018-2019:
Of the 369 students enrolled in the Practicum, 319 (86%) received a grade of 2.0 and above.
3. Comprehensive Exam on Integrative Course

Of the 358 students enrolled in the senior capstone courses, 237 (66%) received a grade of 2.0 and above.

g. Summary of Results from Implementing Indirect Measures of Student Learning:

1. The students who were enrolled in their practicum had the following self-evaluation ratings to achieve the ISLOs per program:

Business Management Students: Personal Characteristics (4.00), Skills (3.90) and Work performance/Output (3.92)
Marketing Management Students: Personal Characteristics (4.18), Skills (4.00) and Work performance/Output (4.05)
Human Resource Development Students: Personal Characteristics (4.42), Skills (4.23) and Work performance/Output (4.26)
Legal Management Students: Personal Characteristics (4.30), Skills (4.07) and Work performance/Output (4.37)

h. Summary of Achievement of Intended Student Learning Outcomes:									
Intended Student Learning Outcomes (ISLOs)		Learning Assessment Measures							
		Direct Measures of Student Learning				Indirect Measures of Student Learning			
Program ISLOs		<i>Capstone Project – Business Research</i>	<i>Internship - Practicum</i>	<i>Comprehensive Exam on Integrative Courses</i>		<i>Student exit survey</i>			
		Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...
1.	Students will be able to apply the principles and functional areas of business management, marketing management, human resources development management and legal management.	Met	Met	Not Met		Met			
2.	Students will be able to demonstrate mastery in effective communication in both national and global context.	Met	Met	Met		Met			
3.	Students will be able to solve business problems as they arise.	Met	Met	Met		Met			
4.	Students will be able to use the appropriate managerial technique in analyzing business data and other relevant information.	Met	Met	Met		Met			
5	Actualize ethical principles and standards in all their business dealings	Met	Met	Met		Met			

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

1. *In order to gauge the readiness of the students to apply the management concepts and principles, a validated comprehensive exam will be taken as a final requirement before students will be allowed to take the Practicum and it will comprise 60% of the final grade of the students in the integrative course (Strategic Management).*
2. *More practical applications and industry exposure will be required from the professional subjects to prepare them to the integrative course.*

BACHELOR OF SCIENCE IN ACCOUNTANCY (BSA) AND BACHELOR OF SCIENCE IN ACCOUNTING TECHNOLOGY (BSAT)

a. Program Intended Student Learning Outcomes (Program ISLOs)

1. Students will be able to use appropriate theoretical concepts and practical skills to successfully pass both qualifying and CPA licensure examinations;
2. Students will be able to develop intellectual skills (abstract logical, critical, and creative thinking), visualization skills (seeing things in the mind's eye), and reasoning skills (discovery of rules/principles in solving situations);
3. Students will be able to demonstrate interpersonal skills required of a professional accountant such as persuasiveness, confidence and diplomacy, discretion, open-mindedness and patience, hard work and ability to respond well to pressure;
4. Students will be able to assess the needs of various accounting data users and effectively provide scientific and practical recommendations;
5. Students will be able to exhibit high level of competency in meeting public interest in accordance with the highest ethical standards.

**b. Assessment Instruments for Intended Student Learning Outcomes—
Direct Measures of Student Learning:**

c. Performance Objectives (Targets/Criteria) for Direct Measures:

- | | | |
|----|--|---|
| 1. | End of program comprehensive examination

Program ISLOs assessed by this measure: 1, 5 | 80% of the BSA graduating class will score at least 75% on each examination subset in relation with each of the Program ISLOs assessed by this measure. |
| 2. | Qualifying examinations for incoming third, fourth and fifth year BSA students

Program ISLOs assessed by this measure: 1, 5 | 85% of those who will take the qualifying examination will score at least 75% on each examination subset in relation with each of the Program ISLOs assessed by this measure. |

3.	CPA licensure examination results Program ISLOs assessed by this measure: 1, 5	The University's CPA licensure examination results should at least be 30% higher than that of the national passing percentage in relation with each of the Program ISLOs assessed by this measure.
4.	Research papers Program ISLOs assessed by this measure: 2, 3, 4	80% of the BSA graduating students should at least score 8/10 on each criterion in the rubric for research papers associated with the Program ISLOs assessed by this measure.
5.	Auditing practice set Program ISLOs assessed by this measure: 1, 2, 3, 4, 5	80% of the BSA graduating students should at least score 8/10 on each criterion in the rubric for research papers associated with the Program ISLOs assessed by this measure.
6.	Projected financial statements using EXCELSIUS Program ISLOs assessed by this measure: 1, 3, 4	80% of the students enrolled in XADCOMA should at least score 8/10 on each criterion in the rubric for projected financial statements using EXCELSIUS associated with the Program ISLOs assessed by this measure.
7.	Research proposals Program ISLOs assessed by this measure: 2, 3, 4	80% of the students enrolled in XRESEARCH should at least score 8/10 on each criterion in the rubric for research proposals associated with the Program ISLOs assessed by this measure.
d. Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:		e. Performance Objectives (Targets/Criteria) for Indirect Measures:
1.	Student exit survey Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5	The self-evaluation of the students in their Practicum should be at least Very Good (mean rating equivalent to 3.50-4.50) in the areas of: Personal characteristics, Skills and Work performance/Output.

f. Summary of Results from Implementing Direct Measures of Student Learning:													
1.	<p>End of program comprehensive examination</p> <p>Number of students achieving a subscore of 75% or higher on each of the Program ISLO-related set of examination questions</p> <table> <tr> <td>Advanced Financial Accounting and Reporting (Program ISLO 1)</td> <td>93 (75.00% of total)</td> </tr> <tr> <td>Auditing (Program ISLO 1, 5)</td> <td>99 (79.84% of total)</td> </tr> <tr> <td>Financial Accounting and Reporting (Program ISLO 1)</td> <td>94 (75.81% of total)</td> </tr> <tr> <td>Management Advisory Services (Program ISLO 1)</td> <td>105 (84.68% of total)</td> </tr> <tr> <td>Taxation (Program ISLO 1, 5)</td> <td>107 (86.29% of total)</td> </tr> <tr> <td>Regulatory Framework for Business Transactions (Program ISLO 1, 5)</td> <td>118 (95.16% of total)</td> </tr> </table> <p>(Total number of students taking comprehensive examination: 124)</p>	Advanced Financial Accounting and Reporting (Program ISLO 1)	93 (75.00% of total)	Auditing (Program ISLO 1, 5)	99 (79.84% of total)	Financial Accounting and Reporting (Program ISLO 1)	94 (75.81% of total)	Management Advisory Services (Program ISLO 1)	105 (84.68% of total)	Taxation (Program ISLO 1, 5)	107 (86.29% of total)	Regulatory Framework for Business Transactions (Program ISLO 1, 5)	118 (95.16% of total)
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2.	Qualifying examinations for incoming third, fourth and fifth year BSA students												

	<p>Qualifying examination for incoming third year BSA students</p> <p>Number of students achieving a subscore of 75% or higher on each of the Program ISLO-related set of examination questions</p> <table> <tr> <td>Basic Accounting (Program ISLO 1)</td> <td>0 (0% of total)</td> </tr> <tr> <td>Financial Accounting and Reporting (Program ISLO 1)</td> <td>0 (0% of total)</td> </tr> </table> <p>(Total number of students taking qualifying examination for third year: 0)</p> <p>Qualifying examination for fourth year BSA students</p> <p>Number of students achieving a subscore of 75% or higher on each of the Program ISLO-related set of examination questions</p> <table> <tr> <td>Advanced Financial Accounting and Reporting (Program ISLO 1)</td> <td>2 (100% of total)</td> </tr> <tr> <td>Financial Accounting and Reporting (Program ISLO 1)</td> <td>2 (100% of total)</td> </tr> <tr> <td>Management Advisory Services (Program ISLO 1)</td> <td>2 (100% of total)</td> </tr> <tr> <td>Taxation (Program ISLO 1, 5)</td> <td>0 (0% of total)</td> </tr> <tr> <td>Regulatory Framework for Business Transactions (Program ISLO 1, 5)</td> <td>2 (100% of total)</td> </tr> </table> <p>(Total number of students taking qualifying examination for fourth year: 2)</p> <p>Qualifying examination for fifth year BSA students</p> <p>Number of students achieving a subscore of 75% or higher on each of the Program ISLO-related set of examination questions</p> <table> <tr> <td>Advanced Financial Accounting and Reporting (Program ISLO 1)</td> <td>90 (55.56% of total)</td> </tr> <tr> <td>Auditing (Program ISLO 1, 5)</td> <td>155 (95.68% of total)</td> </tr> <tr> <td>Financial Accounting and Reporting (Program ISLO 1)</td> <td>80 (49.38% of total)</td> </tr> <tr> <td>Management Advisory Services (Program ISLO 1)</td> <td>89 (54.94% of total)</td> </tr> <tr> <td>Taxation (Program ISLO 1, 5)</td> <td>139 (85.80% of total)</td> </tr> <tr> <td>Regulatory Framework for Business Transactions (Program ISLO 1, 5)</td> <td>138 (85.19% of total)</td> </tr> </table> <p>(Total number of students taking qualifying examination for fifth year: 162)</p>	Basic Accounting (Program ISLO 1)	0 (0% of total)	Financial Accounting and Reporting (Program ISLO 1)	0 (0% of total)	Advanced Financial Accounting and Reporting (Program ISLO 1)	2 (100% of total)	Financial Accounting and Reporting (Program ISLO 1)	2 (100% of total)	Management Advisory Services (Program ISLO 1)	2 (100% of total)	Taxation (Program ISLO 1, 5)	0 (0% of total)	Regulatory Framework for Business Transactions (Program ISLO 1, 5)	2 (100% of total)	Advanced Financial Accounting and Reporting (Program ISLO 1)	90 (55.56% of total)	Auditing (Program ISLO 1, 5)	155 (95.68% of total)	Financial Accounting and Reporting (Program ISLO 1)	80 (49.38% of total)	Management Advisory Services (Program ISLO 1)	89 (54.94% of total)	Taxation (Program ISLO 1, 5)	139 (85.80% of total)	Regulatory Framework for Business Transactions (Program ISLO 1, 5)	138 (85.19% of total)
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3.	<p>CPA licensure examination</p> <p>Number of students successfully passing the CPA board examination on each of the Program ISLO-related set of examinations</p> <table> <tr> <td>May 2018 CPA board examination (Program ISLO 1, 5)</td> <td>10 out of 25 students (40.00%); national passing percentage is 28.92%</td> </tr> <tr> <td>October 2018 CPA board examination (Program ISLO 1, 5)</td> <td>97 out of 133 students (72.93%); national passing percentage is 25.18%</td> </tr> <tr> <td>May 2019 board examination (Program ISLO 1, 5)</td> <td>12 out of 29 students (41.38%); national passing percentage is 16.46%</td> </tr> <tr> <td>October 2019 CPA board examination (Program ISLO 1, 5)</td> <td>49 out of 131 students (37.40%); national passing percentage is 14.32%</td> </tr> </table>	May 2018 CPA board examination (Program ISLO 1, 5)	10 out of 25 students (40.00%); national passing percentage is 28.92%	October 2018 CPA board examination (Program ISLO 1, 5)	97 out of 133 students (72.93%); national passing percentage is 25.18%	May 2019 board examination (Program ISLO 1, 5)	12 out of 29 students (41.38%); national passing percentage is 16.46%	October 2019 CPA board examination (Program ISLO 1, 5)	49 out of 131 students (37.40%); national passing percentage is 14.32%																		
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4.	<p>Research papers</p> <p>Number of students achieving a score of 8 or higher on each of the Program ISLO-related set of research papers</p>																										

	Research papers (Program ISLO 2, 3, 4) (Total number of students enrolled in XSynthe: 124)	124 (100% of total)
5.	Audit practice set Number of students achieving a score of 8 or higher on each of the Program ISLO-related set of audit practice set Audit practice set (Program ISLO 1, 3, 4, 5) (Total number of students enrolled in XAAUDIT: 124)	0 (0% of total)
6.	Projected financial statements using EXCELSIUS Number of students achieving a score of 8 or higher on each of the Program ISLO-related set of projected financial statements using EXCELSIUS Projected financial statements using EXCELSIUS (Program ISLO 1, 3, 4) (Total number of students enrolled in XADCOMA: 2)	2 (100% of total)

g. Summary of Results from Implementing Indirect Measures of Student Learning:

1.	The students who were enrolled in their practicum had the following self-evaluation ratings: Accountancy Students: Personal Characteristics (4.76), Skills (4.69) and Work performance/Output (4.63)
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h. Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes (ISLOs)	Learning Assessment Measures							
	Direct Measures of Student Learning						Indirect Measures of Student Learning	
Program ISLOs	End of Program Comprehensive Examination	Qualifying Examinations	CPA Licensure Examination	Research Papers	Audit Practice Set	Projected Financial Statements	Senior Exit Survey Interview	On the Job Training Evaluation
	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...
1. Students will be able to use appropriate theoretical concepts and practical skills to successfully pass both qualifying and CPA licensure examinations;	NOT MET	NOT MET	NOT MET		NOT MET	MET	MET	MET
2. Students will be able to develop intellectual skills (abstract logical, critical, and creative thinking), visualization skills (seeing				MET	NOT MET	N/A	MET	MET

	things in the mind's eye), and reasoning skills (discovery of rules/principles in solving situations);								
3.	Students will be able to demonstrate interpersonal skills required of a professional accountant such as persuasiveness, confidence and diplomacy, discretion, open-mindedness and patience, hard work and ability to respond well to pressure;				MET	NOT MET	MET	MET	MET
4.	Students will be able to assess the needs of various accounting data users and effectively provide scientific and practical recommendations;				MET	NOT MET	MET	MET	MET
5.	Students will be able to exhibit high level of competency in meeting public interest in accordance with the highest ethical standards.	MET	MET	NOT MET	N/A	NOT MET		MET	MET

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

1. All the performance objectives were not met for the Audit Practice sets because as the activity was about to be implemented, there is yet a revised and updated version of the practice set which is available for use. The dean and the department chairperson is considering to adapt a new auditing practice set, pending the review of the entire department. The department will ensure that the practice set to be implemented will address the Program ISLOs and BS Accountancy ISLOs that the original practice set intends to address.
2. Program ISLO 1 pertains to theoretical and practical skills needed to pass the qualifying and licensure examinations. These were not met on the comprehensive examination, qualifying examination, CPA licensure examination and audit practice set. Enhanced techniques will be considered for the implementation of integrating activities and courses to the students. It is to be noted that although the objectives were not met for comprehensive and qualifying examinations, if the over-all average per student will be considered, at least 80% of the takers are on the passing remarks.

3. Program ISLO 5: The performance target for this program ISLO deals with the students ability to exhibit high level of competency in meeting public interest in accordance with the highest ethical standards were not met on CPA licensure examination and audit practice set. Considering that the department fails to achieve a passing percentage that is 30% higher than the national passing percentage at most times, the school still manages to make it to the best Accountancy schools in the country, being at number 6 in 2018 and number 7 in 2019. Still, the department will consider alternative measures to provide an improvement on the results of the examinations.

Assessment Results: Bachelor of Science in Accounting Technology

f. Summary of Results from Implementing Direct Measures of Student Learning:

1.	Projected financial statements using EXCELSIUS Number of students achieving a score of 8 or higher on each of the Program ISLO-related set of projected financial statements using EXCELSIUS Projected financial statements using EXCELSIUS (Program ISLO 1, 3, 4) 26 (83.87% of total) (Total number of students enrolled in XADCOMA: 31)
2.	Research proposals Number of students achieving a score of 8 or higher on each of the Program ISLO-related set of research proposals Research proposals (Program ISLO 1, 3, 4) 634 (82.88% of total) (Total number of students enrolled in XRESEARCH: 765)

g. Summary of Results from Implementing Indirect Measures of Student Learning:

1.	The students who were enrolled in their practicum had the following self-evaluation ratings: Accounting Technology Students: Personal Characteristics (4.77), Skills (4.74) and Work performance/Output (4.75)
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h. Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes (ISLOs)	Learning Assessment Measures							
	Direct Measures of Student Learning				Indirect Measures of Student Learning			
Program ISLOs	Projected Financial Statements	Research Proposals	Direct Measure 3	Direct Measure 4	Senior Exit Survey Interview	On the Job Training Evaluation	Indirect Measure 3	Indirect Measure 4
	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...
1. Students will be able to use appropriate theoretical concepts and practical skills to successfully pass both qualifying and CPA licensure examinations;	MET	N/A			MET	MET		

2.	Students will be able to develop intellectual skills (abstract logical, critical, and creative thinking), visualization skills (seeing things in the mind's eye), and reasoning skills (discovery of rules/principles in solving situations);	N/A	MET			MET	MET		
3.	Students will be able to demonstrate interpersonal skills required of a professional accountant such as persuasiveness, confidence and diplomacy, discreetness, open-mindedness and patience, hard work and ability to respond well to pressure;	MET	MET			MET	MET		
4.	Students will be able to assess the needs of various accounting data users and effectively provide scientific and practical recommendations;	MET	MET			MET	MET		
5.	Students will be able to exhibit high level of competency in meeting public interest in accordance with the highest ethical standards.	N/A	N/A			MET	MET		
Program ISLOs		Projected Financial Statements	Research Proposals	Direct Measure 3	Direct Measure 4	Senior Exit Survey Interview	On the Job Training Evaluation	Indirect Measure 3	Indirect Measure 4
		Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...
1.	Students will be able to develop intellectual skills (abstract logical, critical, and creative thinking), visualization skills (seeing things in the mind's eye), and reasoning skills (discovery of rules/principles in solving		MET			MET	MET		

	situations) in preparing research proposals;								
2.	Students will be able to demonstrate interpersonal skills required of a professional such as persuasiveness, confidence and diplomacy, discreetness, open-mindedness and patience, hard work and ability to respond well to pressure; and	MET	N/A			MET	MET		
3.	Students will be able to exhibit high level of competency in meeting public interest in accordance with the highest ethical standards.		MET			MET	MET		

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

1. *All the direct measures of the Program ISLOs were met. Continue with the current assessment measures.*

MASTER OF BUSINESS MANAGEMENT (MBM)

a. Program Intended Student Learning Outcomes (Program ISLOs)

1.	Students will be able to apply theory in practice in the functional areas of business: marketing, finance, operations and human resources.
2.	Students will be able to demonstrate the formulation of appropriate strategies to solve business problems
3.	Students will be able to employ technological and quantitative techniques to analyze real-world business problems.
4.	Students will be able to recognize ethical problems and apply standards of ethical behavior in business situations.
5.	Students will be able to create business projects both in written and oral form and present this to professional audiences.

**b. Assessment Instruments for Intended Student Learning Outcomes—
Direct Measures of Student Learning:**

c. Performance Objectives (Targets/Criteria) for Direct Measures:

1.	Capstone Project – Business Research/Thesis Program ISLOs Assessed by this Measure: 1,2,3,4,5	At least 90% of the Master of Business Management students enrolled in Business Research/Thesis will obtain a grade of at least 2.00 or 85% both in the oral defense and the manuscript.
2.	Written Comprehensive Exam (WCE) Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5	At least 90% of the Master of Business Management students who took the WCE will obtain a grade of at least 85% for all six subjects.

**d. Assessment Instruments for Intended Student Learning Outcomes—
Indirect Measures of Student Learning:**

e. Performance Objectives (Targets/Criteria) for Indirect Measures:

1.	<i>Student exit survey</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4, 5	<i>At least 90% of the Master in Business Management students will rate his or her learning in the MBM program of at least 3 in the exit survey.</i>
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f. Summary of Results from Implementing Direct Measures of Student Learning:

1.	Capstone Project – Business Research 8 out of 8 (100%) MBM students who took their Thesis and Business Research within the SY 2018-2019 received a grade of 2.0 or higher.
2.	Written Comprehensive Exam (WCE) 17 out of 17 (100%) MBM students who took their Written Comprehensive Exam (WCE) within the SY 2018-2019 received a grade of 2.0 or higher

g. Summary of Results from Implementing Indirect Measures of Student Learning:

1.	100% of the respondents rated his or her learning of at least 3 or Adequate in the MBM program.
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h. Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes (ISLOs)		Learning Assessment Measures							
		Direct Measures of Student Learning				Indirect Measures of Student Learning			
Program ISLOs		<i>Capstone Project – Business Research</i>	<i>Internship - Practicum</i>	<i>Comprehensive Exam on Integrative Courses</i>		<i>Student exit survey</i>			
		Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...
1.	Students will be able to apply the principles and functional areas of business management, marketing management, human resources development management and legal management.	Met	Met	Met		Met			
2.	Students will be able to demonstrate mastery in effective communication in both national and global context.	Met	Met	Met		Met			
3.	Students will be able to solve business problems as they arise.	Met	Met	Met		Met			
4.	Students will be able to use the appropriate managerial technique in analyzing business data and other relevant information.	Met	Met	Met		Met			
5	Actualize ethical principles and standards in all their business dealings	Met	Met	Met		Met			

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

All performance objectives were met

DOCTOR OF BUSINESS MANAGEMENT (DBM)

a. Program Intended Student Learning Outcomes (Program ISLOs)

1.	Students will be able to assess and analyze emerging issues in business both in the local and global context.
2.	Students will be able to use the business models to solve business problems.
3.	Students will be able to evaluate business practices that conform to the ethical standards.
4.	Students will be able to create new business models, validate emerging business concepts and recommend appropriate business strategies in the local context to contribute to the body of knowledge.
5.	

**b. Assessment Instruments for Intended Student Learning Outcomes—
Direct Measures of Student Learning:**

1.	Capstone Project – Business Research/Thesis Program ISLOs Assessed by this Measure: 1,2,3,4
2.	Written Comprehensive Exam (WCE) Program ISLOs Assessed by this Measure: 1, 2, 3, 4

c. Performance Objectives (Targets/Criteria) for Direct Measures:

At least 90% of the Doctor of Business Management students enrolled in Business Research/Thesis will obtain a grade of at least 2.00 or 85% both in the oral defense and the manuscript.

At least 90% of the Doctor of Business Management students who took the WCE will obtain a grade of at least 85% for all six subjects.

**d. Assessment Instruments for Intended Student Learning Outcomes—
Indirect Measures of Student Learning:**

1.	<i>Student exit survey</i> Program ISLOs Assessed by this Measure: 1, 2, 3, 4
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e. Performance Objectives (Targets/Criteria) for Indirect Measures:

At least 90% of the Doctor of Business Management students will rate his or her learning of at least 3 in the exit survey.

f. Summary of Results from Implementing Direct Measures of Student Learning:

1.	Capstone Project – Business Research During the first semester of the SY 2018-2019: Of the 380 students enrolled in the senior capstone project, Business Research, Marketing Research and Human Resource Research, 376 (99%) received a grade of 2.0 and above.
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	During the second semester of the SY 2018-2019: Of the 31 students enrolled in the senior capstone project, Business Research, Marketing Research and Human Resource Research, 30 (96%) received a grade of 2.0 and above.
2.	Internship - Practicum During the first semester of the SY 2018-2019: During the second semester of the SY 2018-2019:
3.	Comprehensive Exam on Integrative Course Of the 358 students enrolled in the senior capstone courses, 237 (66%) received a grade of 2.0 and above.

g. Summary of Results from Implementing Indirect Measures of Student Learning:

- 100% of the students rated their learning of at least 3 or Adequate in the DBM program.

h. Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes (ISLOs)		Learning Assessment Measures							
		Direct Measures of Student Learning				Indirect Measures of Student Learning			
Program ISLOs		<i>Capstone Project – Business Research</i>	<i>Internship - Practicum</i>	<i>Comprehensive Exam on Integrative Courses</i>		<i>Student exit survey</i>			
		Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...	Performance Objective Was...
1.	Students will be able to apply the principles and functional areas of business management, marketing management, human resources development management and legal management.	Met	Met	Met		Met			
2.	Students will be able to demonstrate mastery in effective	Met	Met	Met		Met			

	communication in both national and global context.								
3.	Students will be able to solve business problems as they arise.	Met	Met	Met		Met			
4.	Students will be able to use the appropriate managerial technique in analyzing business data and other relevant information.	Met	Met	Met		Met			
5	Actualize ethical principles and standards in all their business dealings	Met	Met	Met		Met			

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

All performance objectives were met

7. Operational Assessment Results for the Academic Business Unit

Provide operational assessment information for the academic business unit. This information must include the following elements: (a) intended operational outcomes (IOOs) for the academic business unit, (b) a listing of the measures/methods that are used for assessing the IOOs, (c) performance objectives for each operational assessment measure/method, (d) results from the implementation of the operational assessment measures/methods, and (e) an indication of whether the academic business unit achieved each of the intended operational outcomes as determined by the performance objectives identified by the academic business unit in its outcomes assessment plan.

Notes:

Insert or delete rows in the table as needed in order to accommodate the number of your intended operational outcomes.

In the section of the operational assessment results table labeled “Summary of Achievement of Intended Operational Outcomes,” do not add or delete columns. Space is provided in this section for eight operational assessment measures. 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. In this section of the table, (i) enter ‘Met’ in a given cell of a table if the performance objective for the instrument in that column was achieved for the intended operational outcome in that row, (ii) enter ‘Not Met’ if the performance objective for the instrument in that column was not achieved for the intended operational outcome in that row, or (iii) leave the cell blank if the instrument in that column does not measure the intended operational outcome in that row.

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

OPERATIONAL ASSESSMENT	
a. Intended Operational Outcomes (IOOs)	
1.	The School of Business and Accountancy will graduate its students on time.
2.	Faculty members in the School of Business and Accountancy will be highly-qualified in their teaching disciplines.
3.	Faculty members in the School of Business and Accountancy will be engaged in appropriate scholarly and professional activities on an annual basis.
4.	The School of Business and Accountancy will be successful in providing high-quality instruction to its students.
5.	Faculty members in the School of Business and Accountancy will incorporate innovative instructional methodologies in their classes.
6.	The academic programs offered by the School of Management Studies will be current, relevant, and meet the needs of business.

b. Assessment Measures/Methods for Intended Operational Outcomes:		c. Performance Objectives (Targets/Criteria) for Operational Assessment Measures/Methods:
1.	<i>Graduation Rate of BSBA, Accountancy, MBM and DBM</i> IOOs Assessed by this Measure: 1	<i>At least 80% of students will have a graduation rate of: BSBA: 4-5 years Accountancy: 4-5 years MBM: 5 years DBM: 5 years</i>
2.	Exit Interview: BSBA, Accountancy, MBM, DBM IOOs Assessed by this Measure: 4,5,6,7	<i>At least 80% of students who will be surveyed will indicate satisfaction on the academic program, teaching and Practicum. Rating should be at least Very Good/Satisfactory.</i>
3.	BSBA and BSA Alumni Survey IOOs Assessed by this Measure: 4,5,6,7	<i>On the survey instrument, at least 80% of alumni will indicate that the curricula in their degree programs were "relevant" or "very relevant" to their current employment.</i>
4.	MBM Alumni Survey IOOs Assessed by this Measure: 4,5,6,7	<i>On the survey instrument, at least 90% of MBM alumni will indicate that our MBM provided a "significant" or "very significant" contribution to their advancement to higher-level positions within their companies/organizations or with other companies/organizations.</i> <i>On the survey instrument, at least 80% of MBM alumni will indicate that the curriculum in our MBM was "relevant" or "very relevant" to their current employment.</i>
5.	DBM Alumni Survey IOOs Assessed by this Measure: 4,5,6,7	<i>On the survey instrument, at least 90% of DBM alumni will indicate that our DBM provided a "significant" or "very significant" contribution to their advancement to higher-level positions within their companies/organizations or with other companies/organizations.</i> <i>On the survey instrument, at least 80% of DBM alumni will indicate that the curriculum in our DBM was "relevant" or "very relevant" to their current employment.</i>
6.	<i>Permanent Faculty Attendance to trainings and seminars and Scholarship engagements of faculty doctors</i> IOOs Assessed by this Measure: 2, 3	<i>Data from faculty performance review forms will show that at least 80% of the school's full-time faculty members attend two or more relevant disciplinary or instructional-development conferences, seminars, or workshops each year, and 70% of the school's full-time doctoral program</i>

		<i>faculty members undertake at least one “scholarship of discovery” activity each year.</i>
7.	<i>Students’ on the job performance evaluation by employers</i> IOOs Assessed by this Measure: 4,6	<i>At least 80% of the students should receive a feedback of “excellent” from their employers</i>
d. Summary of Results from Implementing Operational Assessment Measures/Methods:		
1.	Graduation rates: BSBA Business Management: 4.38 years BSBA Marketing Management: 4.08 years BSBA Human Resources Management: 4.36 years BSBA Legal Management: 4.14 years Accountancy: 5.01 years Accounting Technology: 4.09 years MBM: 4.33 years DBM: 3.47 years	
2.	Exit Interview of students on their assessment of the Academic Program, Teaching and Practicum: BSBA Business Management: Academic Programs (4.63 Excellent), Teaching (4.37 Excellent), Practicum (4.24 Excellent) BSBA Marketing Management: Academic Programs (4.50 Excellent), Teaching (4.25 Excellent), Practicum (4.34 Excellent) BSBA Human Resources Management: Academic Programs (4.35 Excellent), Teaching (4.46 Excellent), Practicum (4.50 Excellent) BSBA Legal Management: Academic Programs (4.44 Excellent), Teaching (4.40 Excellent), Practicum (4.56 Excellent) Accountancy/Accounting Technology: Academic Programs (4.57 Excellent), Teaching (4.30 Excellent), Practicum (4.54 Excellent) MBM: Overall satisfaction with the program (5.00 Very Satisfied) DBM: Overall satisfaction with the program (5.00 Very Satisfied)	
3.	BSBA and BSA Alumni Survey on their assessment of the relevance of the curricula/degree to their current job: BSBA: 82% of the respondents agreed that their curricula influenced and is relevant to their current job Accountancy and Accounting Technology: 23% of the respondents’ job is related to their degrees.	
4.	MBM Alumni Survey on their assessment of the significance and relevance of the program to their promotion or current job: 100% of the MBM alumni indicated that our DBM provided a “significant” or “very significant” contribution to their advancement to higher-level positions within their companies/organizations.	

	100% of the MBM alumni indicated that the curriculum in our DBM was “relevant” or “very relevant” to their current employment.
5.	DBM Alumni Survey on their assessment of the significance and relevance of the program to their promotion or current job: 100% of the DBM alumni indicated that our DBM provided a “significant” or “very significant” contribution to their advancement to higher-level positions within their companies/organizations. 100% of the DBM alumni indicated that the curriculum in our DBM was “relevant” or “very relevant” to their current employment.
6.	Permanent Faculty attendance to trainings and Seminars and Scholarship engagements of Faculty Doctors: BSBA Permanent Faculty members: At least 2 trainings/seminars per Schoolyear BSA and BSAT Permanent Faculty members: At least 2 trainings/seminars per schoolyear
7.	Students’ on the job evaluation by employers: BSBA: 291 out of 376 or 85% of the Student interns received an evaluation of “excellent” Accountancy: 301 out of 333 or 90% of the Student Interns received an evaluation of “excellent” from their employers Accounting Technology: 324 out of 383 or 85% of the Student interns received an evaluation of “excellent” from their employers

e. Summary of Achievement of Intended Operational Outcomes:

Intended Operational Outcomes (IOOs)	Operational Assessment Measures/Methods							
	<i>Graduation Rate of BSBA, Accountancy, MBM and DBM</i>	<i>Exit Interview: BSBA, Accountancy</i>	<i>BSBA and BSA Alumni Survey</i>	<i>MBM Alumni Survey</i>	<i>DBM Alumni Survey</i>	<i>Permanent Faculty Attendance to trainings and seminars and Scholarship engagements of faculty doctors</i>	<i>Students’ on the job performance evaluation by employers</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. The School of Business and Accountancy will graduate its students on time.	Met							

2.	Faculty members in the School of Business and Accountancy will be highly-qualified in their teaching disciplines.		Met						
3.	Faculty members in the School of Business and Accountancy will be engaged in appropriate scholarly and professional activities on an annual basis.						Met		
4.	The School of Business and Accountancy will be successful in providing high-quality instruction to its students.		Met	Met	Met	Met		Met	
5.	Faculty members in the School of Business and Accountancy will incorporate innovative instructional methodologies in their classes.		Met				Met		
6.	The academic programs offered by the School of Management Studies will be current, relevant, and meet the needs of business.		Met	Not Met	Met	Met		Met	

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

1. *For the graduates of the Accountancy Programs, only 23% respondents indicated that their degree is relevant to their current job. This did not meet the minimum target of 80%. In order to address this mismatch, the administrators of the School of Business and Accountancy should assess the needs of the industry that had not been met by the degree program and come up with a proposed curricula that will respond to the needs of the industry.*

8. Report on Note Compliance

If you received Notes from the Board of Commissioners accompanying your last accreditation, and if these Notes have not been cleared (i.e., the Notes have not yet been removed by the Board of Commissioners), provide a report on your actions to address the issues identified in the Notes. For each Note, first list the principle number (e.g., Principle 1.1, Principle 3.2, Principle 4.1, etc.), and then describe the actions that you have already taken to address the issues in the Note followed by any actions that you plan to take to address the Note. (Add or delete rows in the table as needed):

NOTES	ACTIONS TAKEN TO ADDRESS NOTE	PLANNED ACTIONS TO ADDRESS NOTE

9. Compliance with Accreditation Principles

This section of the IQAR contains the IACBE's Accreditation Principles and Evaluation Criteria for the Accreditation of Business Programs that was approved by the Board of Commissioners at their December 2017 meeting. These Accreditation Principles and Evaluation Criteria will be used for your next self-study and site visit.

For each of the IACBE's Accreditation Principles and Evaluation Criteria for the Accreditation of Business Programs (December 2017), indicate if you are in compliance with the principle. If you indicate that you are not in compliance with the principle, describe the steps you will take to come in to compliance with the principle. Add as many lines as required for your response.

The IACBE's Accreditation Principles and Evaluation Criteria for the Accreditation of Business Programs (December 2017) are available in the Member Only section of the website.

Principle 1.1: Commitment to Integrity, Responsibility, and Ethical Behavior

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 2.1: Assessment Planning

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 2.2: Assessment of Student Learning and Operational Effectiveness

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 2.3: Continuous Quality Improvement

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 3.1: Strategic Planning

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 4.1: Business Program Development and Design

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 4.2: Curricula of Undergraduate-Level Business Programs

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 4.3: Curricula of Master's-Level Business Programs

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 4.4: Curricula of Doctoral-Level Business Programs

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 4.5: International Dimensions of Business

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 4.6: Information Technology Skills

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 4.7: Curriculum Review, Renewal, and Improvement

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 5.1: Qualifications of Business Faculty

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 5.2: Deployment of Business Faculty

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 5.3: Scholarly and Professional Activities of Business Faculty

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 5.4: Professional Development of Business Faculty

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 5.5: Evaluation of Business Faculty

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 6.1: Admissions Policies and Procedures

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 6.2: Academic Policies and Procedures

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 6.3: Career Development and Planning Services

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 7.1: Financial Resources Supporting Business Programs

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 7.2: Facilities Supporting Business Programs

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 7.3: Learning Resources Supporting Business Programs

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 7.4: Technological Resources Supporting Business Programs

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 7.5: Other Instructional Locations

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

There is only one campus. There are no branches as of the moment.

Principle 8.1: External Linkages with the Business Community

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 8.2: External Accountability

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle:

Principle 9.1: Innovation in Business Education

Is the academic business unit in compliance with the principle? yes no

If you responded no, describe the steps you will take to come in to compliance with the principle: